



College of Architecture and Planning

University of Colorado Denver

**SELF STUDY FOR THE
ACADEMIC PROGRAM REVIEW
AY 2014-15**

September 17, 2014

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EXECUTIVE SUMMARY

The College of Architecture and Planning (CAP) is just entering a significant new phase in its historic development. In July 2012, CAP formally terminated its long and complex relationship with the University of Colorado Boulder campus (explained below), and was approved to deliver the first ever undergraduate architecture program in Denver. For the first time in over 40 years, all of CAP's programs have been consolidated on one site, and the college has been given high quality, award-winning, new space to accommodate the projected growth of the new undergraduate program.

This consolidated administrative arrangement, and the new facilities, have electrified the college. The college has developed a new vision focused on three emerging areas of prominence and distinction: Emerging Practices, Enduring Places, and Engaged Communities. The undergraduate architecture program is growing significantly, and the graduate architecture program has been revamped to coordinate with it. The Department of Planning has been entirely refocused, with a bold vision and a largely new faculty. Landscape Architecture is also refocusing, with more emphasis on healthy communities.

The Master of Urban Design (MUD) and the PhD in Design and Planning, the programs which were the main focus of the last program review in 2008, have been revamped. The issues raised in the last review have been addressed. A new program, the Master of Science in Historic Preservation, has been added since the last review.

The faculty productivity in research and creative work is rising, in both traditional and non-traditional forms. Notably, our Design Build program has won 10 regional and national awards in the last four years, and has been featured in *Architectural Record*, *ArchDaily*, *DesignBoom* and *The New York Times*. The faculty and students are extensively engaged with Colorado communities, in service learning and applied research. For example, our Resilient Colorado initiative is working with local communities devastated by the 2013 floods, to recover and to develop more resilient plans for future natural disasters.

Our service learning and applied research center, the Colorado Center for Community Development (CCCD), traces its origins to 1967. It is estimated that well over 1,000 students have gained real world experience at CCCD and over 2,000 projects have been completed in every county of the state. Our Center of Preservation Research (CoPR) is developing national standards for digital documentation using its LIDAR technology, and is recording local and regional buildings and landscapes of cultural significance with the support of state and national grantors. And our proposed new center, the Center for Advanced Research in Traditional Architecture (CARTA), is already attracting national and international attention for its focus on

rediscovering core design concepts in traditional design languages for sustainability, livable cities and beauty.

Although we lost half of our tenured faculty in the consolidation, our research grants are just a little down from their levels before the split. Our fundraising has dramatically increased, second only to the Business School in the University of Colorado Denver. And while we had projected a large multi-year deficit while our undergraduate program grew to make up the loss of the subsidy from the Boulder campus, we are now substantially closer to a balanced budget than we had expected just two years into the new arrangements.

The college staff have been reorganized and expanded to support our growing population and evolving mission. Effective and strategic leadership by our staff Assistant Deans, and the remarkable staff energy, initiative, and passion for our mission and students, has led to a strong customer focus. Our staff are also aligning CAP with the culture of the generation now coming into higher education, with social media and videos telling the story of the college's activities. Strong media management and communications has also led to an unusually large number of stories—relative to our size in the university—placed in print, on radio, and on the university website.

As the only college of architecture and planning in the state, we have long aspired to be the center of conversations in Denver and Colorado about architecture, planning, landscape architecture, urban design and historic preservation. This last year saw the most remarkable series of public lectures, exhibits and symposia ever, turning out record crowds not only from within the college, but also from the larger professional and lay communities. CAP has finally arrived as a major host for discussions about design and planning in the city and state.

There has been a challenge in this period. The global economic recession of 2008 initially boosted enrollments, but eventually led to an estimated 40% unemployment among architects and landscape architects locally. As the recession deepened and continued, our graduate enrollments dropped, consistent with national trends (see the section on Academic Programs for specific data on enrollment history). In a university whose budget largely depends upon tuition, the drop in graduate enrollments was a worrying trend. At the time of writing this self-study, we had not quite reached census date where headcounts can be reported on Fall 2014 enrollments, but the weekly accounting of student credit hours shows that the decline is bottoming out for all of our programs but Historic Preservation. Making up for this decline in graduate enrollments is the strong growth of our new undergraduate BS in Architecture. Just two years after its launch, its enrollments have already surpassed the graduate architecture enrollments, and now make up almost one third of CAP's entire student population. CAP's overall enrollments have grown back to the high point of 2009, before the global recession.

This self-study will focus primarily on the state of the college since the termination of the Boulder arrangement in 2012, because issues no longer exist that were created by that arrangement, and because so much has fundamentally changed since the split. Some of the issues raised in the last program review concerning the PhD have been resolved as a result of the split, and these will be discussed below.

The main degree programs in CAP—the Master of Architecture, the Master of Urban and Regional Planning, and the Master of Landscape Architecture—are externally accredited by professional bodies. Respectively, these are the National Architectural Accrediting Board (NAAB), the Planning Accreditation Board (PAB), and the Landscape Architectural Accreditation Board (LAAB).

Since the professional degrees are so carefully monitored for quality control already, CAP hopes that this university program review will concentrate on the programs not externally accredited—the MS-HP, the MUD and the PhD—and also on our Centers, which are not externally accredited. The individual self-study reports for the programs not externally accredited can be found as Appendices A, B, and C. CAP would also appreciate a focus on the overall strategic direction of the college and the interrelations among the parts.

INTRODUCTION

History of CAP Leading to Consolidation in Denver

Architectural education split from the College of Engineering on the University of Colorado Boulder campus in the 1950s, forming its own independent College of Architecture delivering what was then the national standard terminal degree, the five-year Bachelor of Architecture. In the late 1960s, all the Boulder colleges were asked to set up programs on the Denver extension campus. Most Boulder colleges established parallel versions of themselves in Denver, but architecture tried something else. It decided at the same time to replace its BArch degree with a new 4+2 national standard for architectural education: a four-year BEnvd followed by a two-year MArch. The college decided to keep its replacement undergraduate program in Boulder, while starting up the new MArch in Denver. It subsequently added in Denver professional degrees in Urban and Regional Planning, Landscape Architecture, Urban Design, and Interior Design (ID was closed in the 1980s).

In the mid-1970s the two campuses formally split, creating an independent Denver campus. And after a few more years, the President's Office asked all of the colleges with programs on both campuses formally to split. In most cases, this was easy because there were parallel versions of fully formed colleges on each site. But in the case of architecture, this led to splitting an organic whole into two disjointed parts: an undergraduate-only college in Boulder, and a graduate-only college in Denver. In the mid-1980s each obtained a new Dean, and each then tried to create a separate vision and mission for the part it retained.

By the early 1990s there were mounting problems on both campuses. The Denver Dean replaced much of the faculty, dramatically redirected the programs, and then left. CU Boulder put its college through a program review and decided to close it because it was deemed to be out of alignment with the campus vision and standards. At this point, the American Institute of Architects (AIA) Colorado became concerned that the state was about to lose its only undergraduate architecture program, and they worked with the CU President's Office to establish a Task Force exploring ways of keeping undergraduate architecture in Colorado.

Although the Task Force discussed reunifying the college onto one site, Boulder or Denver, it was decided to keep the two programs in their respective locations with the rationale that undergrads would benefit from the undergrad-centric Boulder campus, while the graduates would benefit from studying in the city next to the major design firms. But it was also realized that the two programs had to be brought back together into one college, to coordinate the two programs and to realize greater efficiencies through less duplication. The Denver campus agreed to take responsibility for the new entity. In 1993 the Boulder college was closed and merged into the Denver college, and the Boulder faculty and staff were rostered in Denver.

Denver received 45% of the tuition the undergraduate program generated on the Boulder campus, to cover the costs of delivering the program.

The unified college then faced the continuing problem of how best to deliver the undergraduate program in Boulder. During the independent years before unification, the Boulder-based faculty had tried to develop a generalist design program not tied to the norms and expectations of architectural education; they wished to continue this. The Denver-based faculty contrarily tried to bring the program back into alignment with national architecture norms. The college tried to find an accommodation between these two competing paradigms, and developed a number of administrative structures and curricular ideas over the years in search of this middle ground. But in the end, they were really mutually exclusive visions.

The rising frustrations on both sides came to a head in 2011. The Boulder-based faculty asked for more autonomous control of the curriculum. The Denver-based faculty began to resist teaching in Boulder. At our request, the CU Boulder and CU Denver senior administrators agreed to undertake a special joint program review to review the entire arrangement. We developed seven scenarios, including moving the entire college to Boulder or Denver, setting up two organically whole colleges on each site, putting planning and architecture on separate sites, etc. We comprehensively explored strengths and weaknesses for each scenario. This was reviewed by a panel with representatives from both campuses, and then by a Blue Ribbon Panel of experts from around the country.

The two campuses agreed on the following. Denver would no longer manage the undergraduate BEnvd in Boulder. Boulder would take responsibility for that degree, and move the appointments of CAP's Boulder-based faculty to Boulder. Three Planning faculty based in Denver also were allowed to move to Boulder at their request. The newly independent unit would develop the Boulder faculty's original idea of a more generic design degree, housed in a college still to be determined. At the same time Denver was given permission to offer a four-year undergraduate Bachelor of Science in Architecture (BSArch), finally bringing undergraduate and graduate architecture together on the same site in Colorado for the first time ever. Denver agreed to provide new space for the projected undergraduate enrollments. The Planning Department was provided with four new faculty lines to replace the three departing senior faculty and one retirement.

Once CAP was freed from managing programs across two campuses with different underlying paradigms, now it had both undergraduate and graduate architects together, and now it had faculty lines in Planning to build virtually a new department, it rapidly began to move forward with a clarified vision, new space, and renewed energy among the faculty. These will be explained below.

The University of Colorado and the Denver campus

The University of Colorado has three campuses, in Boulder, in Colorado Springs, and in Denver. The Denver campus has two locations, the Downtown Campus in lower downtown, and the Anschutz Medical Campus in Aurora, about nine miles apart. The University system is governed by an elected Board of Regents who appoint a President, and each campus has its own Chancellor.

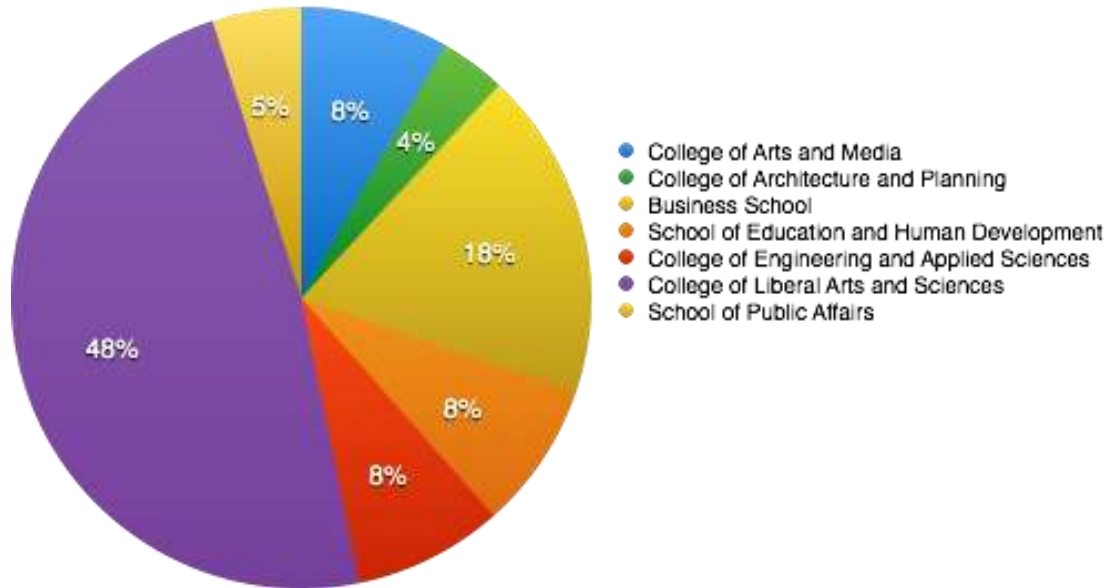
The College of Architecture and Planning is one of seven colleges at the downtown Denver location. The others are the College of Engineering and Applied Science (CEAS), the Business School (BUS), the College of Liberal Arts and Sciences (CLAS), the College of Arts and Media (CAM), the School of Education and Human Development (SEHD), and the School of Public Affairs (SPA). The Anschutz campus has four colleges: School of Medicine, School of Dental Medicine, College of Nursing, and Skaggs School of Pharmacy and Pharmaceutical Sciences.

Further complicating matters, the University of Colorado Denver downtown colleges mostly share a physical campus with two other independent institutions, Metropolitan State University of Denver (MSU Denver), and Community College of Denver (CCD). The Auraria Higher Education Center (AHEC) is the landlord for the three institutions, and provides shared general purpose classrooms, library, events center, student union, parking facilities, etc., for all three.

A new AHEC campus plan has assigned physical “neighborhoods” to each institution, upon which they can build their own purpose-built facilities as well. CU Denver is just completing its first building in its neighborhood on the Auraria campus, the Academic Building I. CU Denver also owns three buildings off the Auraria campus and in lower downtown itself: the CU Denver Building, the Business School Building and the Lawrence Street Center building. Architecture and Planning is entirely housed in the CU Denver building, although it teaches some large classes across the creek on the Auraria Campus.

The total student population of CU Denver downtown campus is 14,103 students (Fall 2013). These divide into the seven colleges as follows:

CU Denver Downtown Headcount Fall 2013



The College of Architecture and Planning

By Colorado state statute, only the University of Colorado Denver is authorized to deliver programs in architecture and planning. Landscape Architecture has competition in the state with undergraduate and graduate degrees at Colorado State University.

Academic Departments.

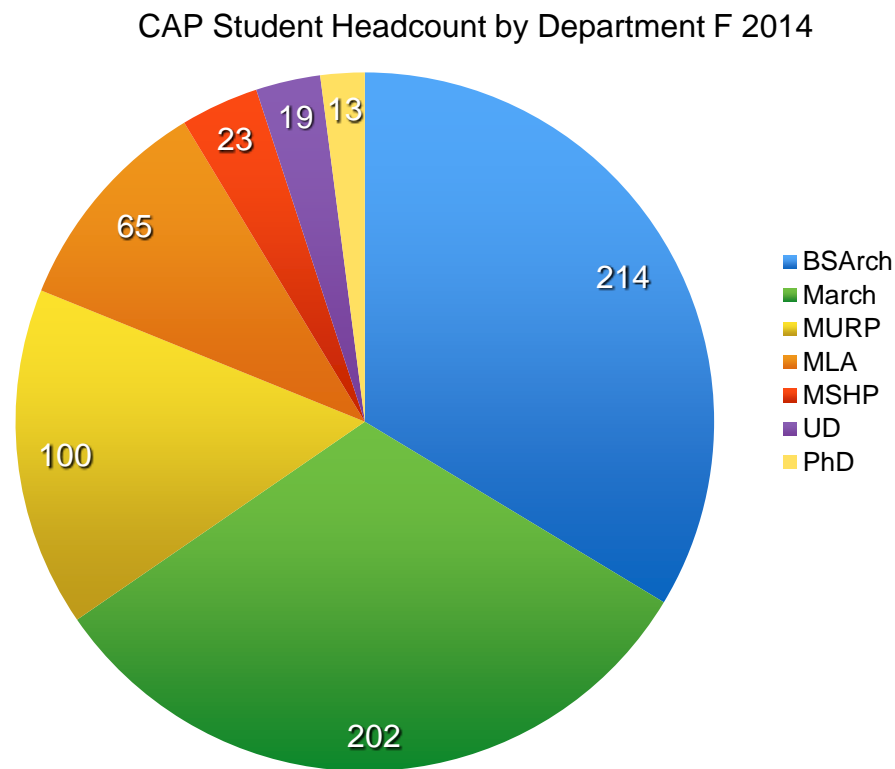
CAP is divided into three departments that are also the Primary Units for purposes of Reappointment, Tenure and Promotion (RTP). These are the Department of Architecture, the Department of Planning and Design, and the Department of Landscape Architecture. Each is responsible for its own externally accredited professional graduate degree, respectively the Master of Architecture, the Master of Urban and Regional Planning, and the Master of Landscape Architecture. The Department of Architecture is also responsible for the new BS in Architecture degree.

All of the College faculty are rostered in one or another of these departments. Each Department has its own Chair, nominated by the Department faculty and appointed by the Dean. They normally serve four-year terms, and can be considered for reappointment after a performance review. The Chairs are currently: Professor Kat Vlahos, Architecture; Associate Professor Jeremy Németh, Planning and Design; and Associate Professor Ann Komara, Landscape Architecture. The undergraduate program in architecture is managed by a Director, appointed by the Dean in consultation with the Department Chair. The Director is currently Associate Professor of Architecture Phil Gallegos.

The Departments share the responsibility for three additional, non-externally accredited programs, the Master of Science in Historic Preservation (MS-HP), the Master of Urban Design degree (MUD), and the research PhD degree in Design and Planning. Each is managed by a Director appointed by the Dean in consultation with the college faculty. The Directors are currently: Associate Professor of Architecture Christopher Koziol, MS-HP; Associate Professor of Landscape Architecture Ann Komara and Associate Professor of Planning and Design Jeremy Németh, co-Directors of MUD; and Associate Professor of Architecture Osman Attmann, PhD. These programs extensively cross-list courses and draw upon faculty from the main departments, negotiated with the Department Chairs.

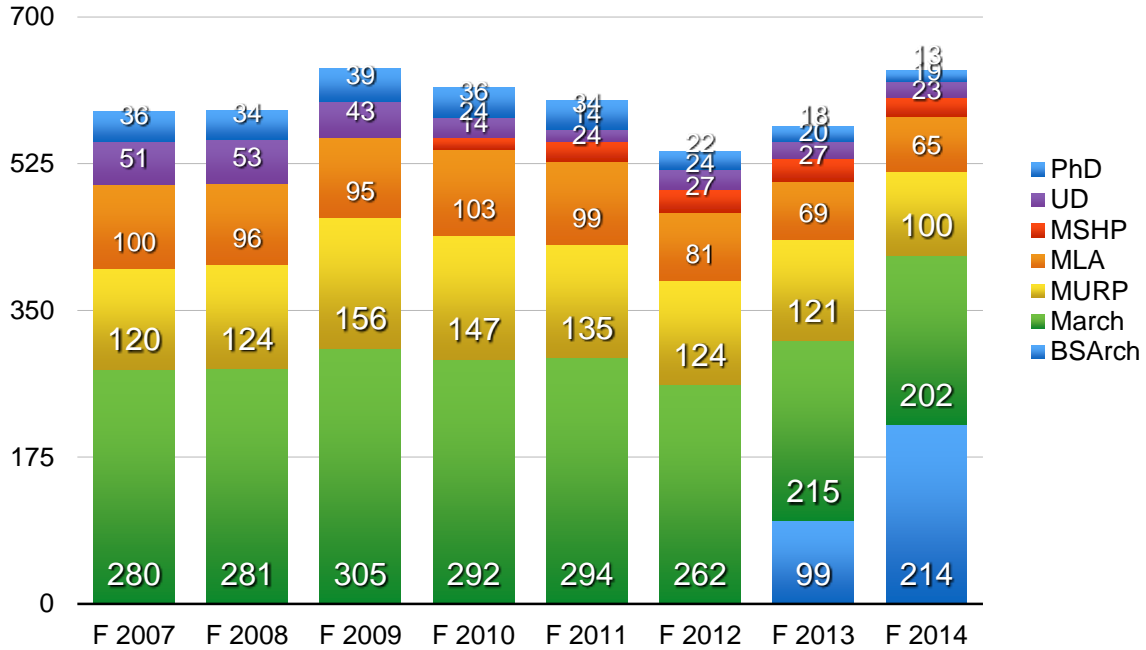
Students.

The total student population of CAP in Fall 2014 is 636 headcount. This divides into the academic programs as follows:



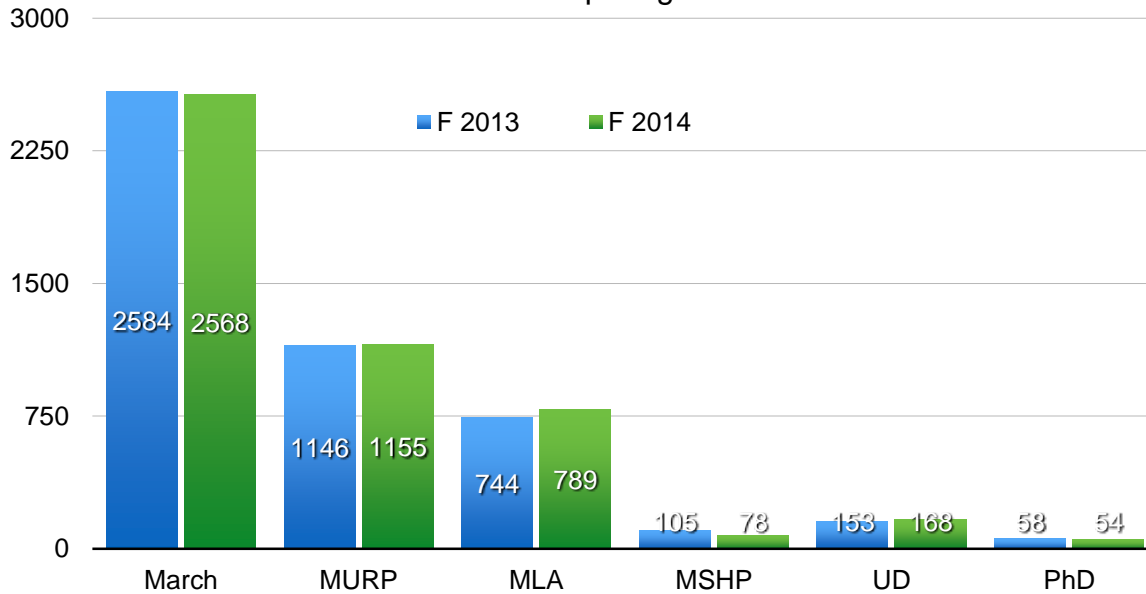
The following chart shows the headcounts by department from F 2007 to F 2014. The BEnvd undergraduate headcounts in the Boulder program up to 2012 are not included:

CAP Headcounts F 2007 to F 2014 by Department



The following chart shows the Student Credit Hours for F 2014 compared to the same time last year as of 8/30/14. This shows that the declines in enrollments experienced since 2009 have begun to bottom out in all programs but the Master of Science in Historic Preservation. Please pay particular attention to the Master of Urban and Regional Planning (MURP) and the Master of Landscape Architecture (MLA), since the headcounts for these programs in the chart above show a drop, while the SCH have risen. This reflects a change in curricula and student enrollments patterns, with more students shifting from part-time to full-time in these programs.

CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14



Faculty.

Details on faculty can be found in the section “Academic Programs” and the section “Faculty” below.

Dean’s Office.

The Dean of CAP, currently Professor of Architecture Mark Gelernter, is appointed by the Provost in consultation with the faculty, and serves five-year terms that can be renewed after a performance evaluation. The Dean reports to the Provost, and is responsible for the overall well-being of the college and all compliance and fiscal matters including fund-raising. The Associate Dean, currently Associate Professor of Architecture Michael Jenson, is appointed by the Dean and manages a certain portfolio of responsibilities assigned by the Dean, which currently include RTP, International education, and Online education. The Dean is beginning to transition more to fund-raising, while the Associate Dean takes up more responsibility for the day-to-day management of the college. Michael Jenson also holds a 20% appointment as Associate Vice Chancellor for Research and Creative Work in the campus’s central administration.

Staff.

The staff of CAP are organized into the “front of house” Student Support Services, the “back of house” Finance and Administration, staff associated with the research centers and academic initiatives, and staff in the Dean’s office. The “front of house” is currently managed by Assistant Dean Leo Darnell, and the “back of house” by Assistant Dean Andy Reid. In anticipation of Andy Reid retiring later this year, Danielle Brunner has just been appointed Assistant Dean and has been shadowing the position she will inherit from Andy.

The “front of house” Student Support Services has a headcount of nine: an Assistant Dean, a Director of Internships and Mentorships, a Manager of Admissions and Outreach, three Student Advisors, a manager of Visual Resources, a manager of the fabrication shops, and a receptionist.

The “back of house” has a headcount of five: two Assistant Deans (a retirement transition mentioned above), an Assistant Director of Human Resources, an Assistant Director of Business Services, and an Accounting Technician.

The research centers and initiatives have a headcount of six: a Program Manager, four Professional Research Assistants, and a Director of Contemporary Traditional Architecture Initiatives.

The Dean’s office has two staff, the Associate Dean and the Director of Communications and Executive Assistant to the Dean.

Organizational Chart.

The CAP Organizational Chart can be found in Appendix D.

Alumni.

A number of CAP graduates have gone on to distinguished careers:

Master of Architecture (MArch)

Xia Jun (MArch and MUD 1989), principal and design director for the Shanghai office of Gensler, is designing Shanghai Tower, which will stand more than 2,000 feet high to be the tallest building in China and the second tallest in the world.

David Tryba (BArch 1977, MArch 1981), FAIA, president of Tryba Architects, designed some of the buildings that are helping to define the look of 21st-century Denver, including the Wellington E. Webb Municipal Building complex, History Colorado Center, and Cherry Creek's Clayton Lane.

Don Johnson (BFA Interior Architecture 1962), founded his own interior architecture, planning and architecture firm, Aegina Associates, which was a consultant to Getty Oil, Columbia Pictures, the State of California, major real estate development firms, and others. He funds CAP's Finland Initiatives project that includes funding for scholarships, a Director of Finnish Initiatives position, student mentorship, exchanges, guest lectures and other opportunities for engagement between Finland and CAP.

Brian Klipp (BArch 1973), FAIA, is founding principal of the Denver firm *klipp*, whose notable projects include the Hyatt Regency Denver at Colorado Convention Center, Lindsey-Flanigan Courthouse, Denver School of Science and Technology, Denver Central Library, Gates Corporation World Headquarters, and the Integrated Teaching and Learning Laboratory, College of Engineering and Applied Science and Discovery Learning Center at the University of Colorado-Boulder.

Nan Anderson (MArch 1984), FAIA, founding principal of Anderson Hallas Architects in Golden, Colorado, was selected by *The Denver Post* as one of Colorado's 12 most influential women of 2012. She won the American Institute of Architects' Denver 2012 President's Award, and has been honored by Colorado Preservation Inc. In 2014 Nan was named to the prestigious American Institute of Architects (AIA) College of Fellows, which recognizes architects who have made a significant contribution to architecture and society and who have achieved a standard of excellence in the profession.

Ron Radziner (MArch 1986), owner and design principal at Marmol Radziner and Associates in Los Angeles, was on the *Architectural Digest* AD 100 List in 2012, inducted

into the Interior Design 25th Anniversary Hall of Fame, and named the American Institute of Architects California Council's Firm of the Year. Dedicated to creating sustainable, modern homes built in a factory and delivered complete, Marmol Radziner Prefab is committed to the design, fabrication, installation, and delivery of its green homes. The firm's work has been featured in *Architectural Digest*, *Dwell*, *The Los Angeles Times*, *Time Magazine* and *GQ* and has been awarded numerous design honors for both architectural and industrial design.

Master of Landscape Architecture (MLA)

George R. Pond (MLA and MArch 2000) is Vice President for Design and Campus Management for the Denver Zoo. He is responsible for the oversight and execution of the zoo's Master Plan, including the construction of new exhibits and facility improvements, management of grounds and horticulture, maintenance of all existing facilities, and the zoo's sustainable initiatives. He also serves on the City Council of Wheat Ridge, Colorado.

Astrid Haryati (MLA 1997), ASLA, CLARB, is Global Strategist for Urban Locus in California and CEO of tenDevelopment in Indonesia. She served as Special Assistant to leading green city mayors Richard M. Daley of Chicago and Gavin Newsom of San Francisco, as Commissioner for the Arts in San Francisco, and as Special Staff to Indonesia's Minister of Trade. In 2012 she was named Indonesia's most powerful woman of the year.

Angela Dye (MURP 1983/MLA 1984), FASLA, is founder of A DYE DESIGN, an urban design/landscape architecture firm in Telluride, Colorado, specializing in context-sensitive transportation and transit, site design, and public art-oriented projects. Completed projects include the Central Phoenix/East Valley Light Rail project, Phoenix Convention Center (certified LEED Silver), State Route 179/Sedona All America Road, and Tempe Transportation Center (registered LEED Platinum/SITES Pilot Project). She is a Past President of the American Society of Landscape Architects (ASLA) and an ASLA Fellow.

Master of Urban and Regional Planning (MURP)

David Dowall (MURP 1974), PhD, is Professor Emeritus of City & Regional Planning and former Director of the Institute of Urban & Regional Development at the University of California Berkeley. With research interests in domestic and international land management, housing policy, economic development strategy and infrastructure planning and finance, he has carried out policy research and designed technical and financial assistance strategies for cities and regions in more than 40 countries.

Steven P. French (MURP 1973), FAICP, is dean of the College of Architecture at Georgia Institute of Technology, a position he assumed in July 2013. French joined Georgia Tech in

1992 as director of the City Planning Program and served in that position through 1999. From 1997 through 2011, he was director of the Center for Geographic Information Systems, and he also was associate dean for Research for the College of Architecture for four years.

Kevin Patterson (MURP and MPA 1997) is currently Deputy Chief of Staff & Chief Administrative Officer for Colorado Governor John Hickenlooper. Previously he was Manager of Parks and Recreation, Manager of General Services and Deputy Manager of Denver Human Services at City and County of Denver. He also served on the Denver Public Schools Board of Education. (MPA = Master of Public Administration, School of Public Affairs)

Susan A. Wood (MURP 1998) is Planning Project Manager in the FasTracks Environmental Resource Group of the Regional Transportation District (RTD) and serves as the Project Manager for the Southeast and Southwest Corridor light rail extensions. Prior to joining RTD, she worked in local government, primarily in land use planning. Most recently, she supervised the Long Range Planning section at Douglas County, having worked previously for Jefferson County and Greenwood Village. Susan currently serves as President of the Colorado Chapter of the American Planning Association

Master of Urban Design (MUD)

Zuhair Fayez (MUD 1971) is President of Zuhair Fayez Partnership, one of the leading and most established architectural, engineering, project management, construction management and information technology consultants in the Kingdom of Saudi Arabia with over 37 years of professional experience in the local, regional and international market. The firm employs almost 3300 people in its offices in Jeddah, Riyadh, Cairo and Manila. Fayez is a co-founder and Board Chair of Dar Al-Hekma University, a private not-for-profit college for women in Saudi Arabia. He additionally serves on the College of Architecture and Planning Advisory Board, and is a Trustee of the University of Colorado Foundation. He funds an innovative shared design studio that partners Dar Al-Hekma students with CU Denver Master of Architecture students

Blake Belanger (MUD and MLA 2006) is Associate Professor of Landscape Architecture/Regional and Community Planning at Kansas State University. He received the Council of Educators in Landscape Architecture (CELA) 2012 Excellence in Design Studio Teaching Award (junior level), an international award that annually recognizes one professor with less than ten years of teaching experience.

PhD in Design and Planning

Manish Chalana (PhD 2005) is Assistant Professor in the Urban Design and Planning Department in the College of Built Environments at the University of Washington in Seattle, Washington.

Debra Flanders Cushing (PhD 2011) is a Lecturer in Landscape Architecture at Queensland University of Technology in Brisbane, Australia.

Claudia Folska (PhD 2012) was elected to Denver's Regional Transportation District (RTD) Board of Directors for District E. She received the 2014 Rosa Parks Diversity Leadership Award from WTS International, the association for the professional advancement of women in transportation. Claudia, who is blind, has leveraged her role on the RTD Board to increase awareness of the needs of persons with disabilities in public transit.

Enessa Janes (PhD 2013) is a senior planner at Michael Baker International, a leading, full-service provider of engineering, development, intelligence and technology solutions with global reach and mobility. With more than 6,000 employees and over 90 offices located across the United States and internationally, and over \$1 billion in revenue, Baker is consistently ranked by Engineering News Record among the top 8% of the 500 top U.S. design firms.

Laura Malinin (PhD 2013) is Assistant Professor of Design and Merchandising at Colorado State University in Fort Collins, Colorado.

Koompong "Joey" Noobanjong (MARCH 1998, PhD 2003), Associate Professor of Architecture at King Mongkut's Institute of Technology in Ladkrabang, Thailand, published *The Aesthetics of Power: Architecture, Modernity, and Identity from Siam to Thailand* in the Studies in Contemporary Thailand series from White Lotus Press in 2013. The book comprehensively examines the politics of representation in architecture and urban space from the 1850s to the present time.

Overview of the Self Study Process

Both university program reviews and external accreditations encourage and expect regular strategic planning and organizational self-reflection as part of continuous quality control. Typically, this planning and self-reflection takes place at the start of scheduled program reviews and accreditation visits. But CAP has already undertaken a number of extensive strategic planning and self-reflection processes well in advance of this program review. The university Higher Learning Commission (HLC) accreditation in 2011 involved comprehensive strategic planning at the campus and college levels. The joint program review leading to the consolidation of CAP on the Denver campus in 2012 involved fundamentally rethinking the basic paradigm

and organizational structure of the college. Soon after the consolidation in Denver, the college faculty developed a new vision for the college based on three existing or emerging areas of prominence and distinction, Emerging Practices, Enduring Places, and Engaged Communities.

Also, after the consolidation led to the departure of all of its tenured faculty, the Department of Planning and Design created an entirely new strategic plan and vision, leading to successful national searches for four faculty committed to the new vision. The Architecture Department is undergoing its NAAB accreditation this academic year, and developed a new strategic plan for its undergraduate and graduate programs in anticipation. Landscape Architecture is undergoing its accreditation next year, and is beginning to refine its vision. And the PhD, MS-HP and MUD faculty meet periodically to refine their visions and programs.

Because of this extensive and ongoing strategic planning and self-reflection, CAP did not undertake an additional visioning process for this program review. Furthermore, most of the material requested for this Self Study duplicates the material already prepared for these previous visioning processes and the professional accreditations. Therefore, the self-study process has consisted primarily of aggregating and consolidating material from these other processes.

The CAP Executive Committee, which consists of the leaders of the college—the Associate and Assistant Deans, the Department Chairs, Associate Chairs, and the Program Directors—were assigned certain sections of the Self Study, and provided appropriate material (See Appendix E for the assignments). This material was consolidated in the Dean’s Office, and an initial draft was created. This draft was reviewed by the Executive Committee, modified as appropriate, and shared with the college faculty and staff.

STRATEGIC PLAN

Strategic Plan

The University of Colorado Denver developed a comprehensive strategic plan in anticipation of its Higher Learning Commission (HLC) accreditation visit in 2011. The colleges were asked to develop their own plans, consistent with the campus plan. The college plan can be seen in Appendix F. The campus plan is available on the website:

<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/Pages/StrategicPlan.aspx>

Three Areas of Prominence and Distinction

Although this plan provides general guidance at a high level, CAP has found that these kinds of mission and vision plans do not provide much guidance in terms of actual content. What higher education strategic plan would not call for high quality teaching or research, for example? So CAP has long sought more specific visions that could help focus particular directions. Long before the consolidation in Denver, when CAP still managed the Boulder undergraduate program and its faculty, it had to find a vision that could bridge the widely divergent views discussed above. It settled on Integrative Design, which stressed the inter-disciplinary nature of design, and which focused on addressing socially significant design issues. But in hindsight, this was drawn so broadly to accommodate incompatible paradigms that it gave only limited guidance to program development.

After the consolidation in 2012, the CAP faculty, staff, college advisory board members, and student organization leaders met to consider a new vision now freed from compromise with Boulder. As the group pondered its new reality, and reflected on the dramatic changes sweeping over higher education and CAP's disciplines, it realized that the college would be facing a much more competitive environment moving forward. CAP always enjoyed growing enrollments and never had to advertise or recruit; but in 2012, well into the global recession, enrollments were dropping while student debt was climbing. State support for higher education was declining, and access to fading extramural grants was now significantly more competitive. And while the Boulder BEnvd program would not be allowed by state statute to become a full-blown Architecture or Planning program, it certainly could and would offer courses in these areas. Landscape Architecture already had competition from Colorado State University.

In light of this new competitive reality, CAP resolved that it would need to find areas where it could distinguish itself. Reflecting on other peers and aspirational peers, it determined that reputation, students, exceptional faculty, grants and philanthropic gifts, all flow to programs with prominence and distinction. That is, quality and resources would flow to those programs that are

not only distinct from their competitors, but prominent in areas that are significant for our disciplines and the society we serve.

After an intensive series of meetings, the college identified three areas in which we already are—or expect soon to be—prominent and distinct in our disciplines:

- **Enduring Places** brings together the perspectives of sustainability and historic preservation, exploring how to embrace existing buildings and public spaces and to create new ones that will thrive and evolve over time. Adaptively re-using our building stock, rather than tearing down and building afresh, uses resources more efficiently. Drawing from the past to inform the future, while basing our building designs on deeper traditions, recognizes and protects our cultural heritage while creating more memorable, lasting places.
- **Emerging Practices** explores new modes of professional practice. The design and construction industries are now global, and subject to global social and economic trends. New technologies used in construction, design and visualization are transforming our modes of work. The old business models for professional practice are leaving the designers out of the key decisions that shape the environment. We are exploring how the next generation of designers and planners can flourish in this new context.
- **Engaged Communities** addresses the increasing desire of communities to take an active role in creating satisfying and socially just places. Design and planning students learn how to initiate and manage public processes, as well as to extend participation to those whose voices are not always heard. Project-based learning, in classroom and studio, as well as through the clinical practice model of our Centers, prepares our students to become leaders in a world increasingly open to democratic planning and design among diverse stakeholders. This experiential service learning in a public university directly serves the needs of the state and region.

These three themes are already guiding decisions in the college. For a first example, the focus on Enduring Places helped us see that while we had several components in place—notably, an historic preservation program and research center, and faculty strength in sustainable design—a logical extension of this idea would start to look more carefully at the traditional design languages that had long created enduring places. It turned out that a number of CAP faculty were exploring this independently of each other, and independently of the existing historic preservation and sustainability activities. To help focus this, we hired a Director of Contemporary Traditional Architecture Initiatives, Christine Franck, whose main task initially was to develop, implement and find funding for a research center in this area. The proposed Center for Advanced Research in Traditional Architecture (CARTA) is now working its way through the campus approval process, and has already begun to obtain external funding to support it. This initiative will also run continuing and professional education and certificates in this area.

For a second example, the focus on Engaged Communities helped us see that we had a number of related but so far independent activities underway. Our Colorado Center for Community Development (CCCD) was the first center in the University of Colorado Denver, and for 47 years has been helping Colorado communities with design and planning support. Over time, an increasing number of faculty in the college across the disciplines have also undertaken projects working with communities. Our Center of Preservation Research (CoPR) has worked with ranching communities in northwest Colorado, the Planning faculty have worked with the Union Station neighborhood in advance of the massive redevelopment there, and are currently running a multi-year program called Resilient Colorado, helping communities devastated by the floods in 2013 not only to recover, but also to plan for a more resilient response to future natural disasters. Since our successes in these projects are creating more requests for our services, we are developing ways to manage and direct these in order to respond as effectively as we can, while taking on the ones of the greatest value to the college and to the communities. This initiative will also run continuing and professional education and certificates in this area.

For a third example, the focus on Emerging Practices helped us group together some of our most successful projects and programs into one over-arching theme. We have exceptional strengths in sustainable design—for example, CAP twice won the International Solar Decathlon sponsored by the Department of Energy, and we have won or placed regionally and nationally in U.S. Green Building Council design competitions several times. We have also run a Design Build program for 23 years, with projects that have won 16 awards in the last five years. And we have strong interest in the local professional community in thinking afresh about new practices of design and the design business.

PROGRESS SINCE LAST REVIEW

CAP last underwent an Academic Program Review in 2008. At that time, the University decided that since all of the major degrees are externally accredited, the university program review would focus only on the non-accredited programs, which were the Master of Urban Design (MUD) and the research PhD in Design and Planning. The recommendations resulting from that review can be seen in Appendix G. Here is an update on how CAP responded to the recommendations:

Master of Urban Design

Here are the specific suggestions made to improve the program by the last Program Review, and our improvements:

GENERAL RECOMMENDATIONS

- *Use this period of reassessment of the PhD and MUD programs to evaluate offerings in the history of design and urbanism. It may well be that rather than using lecturers to teach in these subjects, more tenured and tenure track faculty need to be hired in these areas.*
 - A course on the history of design and urbanism is no longer required as a core offering because all MUD admits have a professional degree and, we assume, a substantial background in history and urbanism. Instead, we encourage students to take such courses from allied departments of architecture, landscape architecture, and urban and regional planning, most of which are taught by tenured and tenure track faculty.
- *Create opportunities for students to contribute to college governance, e.g., sitting on committees.*
 - Current MUD students have been invited to attend all MUD curriculum meetings, and a MUD student representative attends the CAP Executive Committee on a regular basis.
- *Place college, departmental, and program policies and procedures on the web site.*
 - College, departmental, program, and university policies and procedures are listed and linked on the college website.
- *Allocate resources to further update the web site including an in-house web master.*
 - The college website has undergone two major revisions since the last program review. Significant resources were invested in research, design and development to create a website specifically tailored to the Architecture and Planning audiences. The Director of Communications and Executive Assistant to the Dean has taken over the responsibilities of in-house web master, and is assisted by other staff members.

- *Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty. Provide support for students to negotiate the various administrative problems that occur due to the dual campus, e.g., enrolling in Boulder electives.*
 - This recommendation primarily concerned PhD students, and the dual-campus issues were resolved with the termination of the Boulder arrangement in 2012. Student advising in the college has been strengthened, and there are now three student advisors on staff, including one assigned to work with all students in the MUD, MURP and MS-HP programs.

SPECIFIC RECOMMENDATIONS FOR MUD PROGRAM

- *Provide a full-time faculty coordinator. The addition of a part-time director of the MUD program has been a good step. However, the program needs a tenure-line faculty member to coordinate it. This faculty member could work to clarify the degree programs and develop the curriculum.*
 - Soon after the Program Review, the part-time Director was replaced by an Interim Director from the full time tenured/tenure track faculty. This Interim position converted to a permanent position in Spring 2009, and was held by Jeremy Németh, who is also our Chair of Planning and Design. The new Director worked with faculty to overhaul the curriculum in 2009. Last year, we formed a Co-Directorship with Jeremy and Ann Komara, who is also the Chair of Landscape Architecture. We wished to encourage by this a more direct interaction between Landscape Architecture and Planning in an area in which each discipline makes distinct but related contributions. The program review report recommended reforming the MUD curriculum, to shift towards a more structured, high-profile program, simplifying the program to make it more transparent, reexamining the focus and perhaps broadening it, and having a stronger emphasis on national and global examples of design. The current Co-Directors held a Visioning Workshop in November 2013 with design and planning professionals invited from the Denver metro area; this session was used to recalibrate the professional direction and scope of the MUD program curriculum, which is now in place.
- *Create an explicit list of MUD faculty to help identity and governance.*
 - The new Director put out a call for all faculty interested in being involved in the MUD program. These faculty members indicated they were all interested in being “designated” MUD faculty, and are now listed on the MUD website.
- *Simplify the program to make it more transparent. Currently, the program has a confusing multitude of different paths and credit requirements.*
 - The MUD curriculum now explicitly lays out one path to graduation: a 36-credit plan. If students obtained their first professional degree in the College of Architecture and

Planning at CU Denver, they qualify for up to 12 credits of advanced standing (decided upon by MUD Co-Directors).

- *Encourage the MUD faculty to meet regularly, and also examine other MUD programs around the country as possible models.*
 - MUD faculty now meet regularly during the academic year.
 - At one of the meetings early in Dr. Németh's tenure as Director, a comprehensive spreadsheet was created reviewing the central characteristics (credits required, focus, studio progression, etc.) of 12 existing MUD programs around the world. This review helped to develop the new MUD curriculum that both comports with peer institution offerings but sets us apart and develops the CU Denver MUD as a distinct program.
- *Program Identity: Provide an explicit description of the MUD in the college literature and web pages.*
 - The website provides a clear description of the MUD program, curriculum overview, course sequence, admissions requirements, and affiliated faculty. A printed brochure for the MUD program was created in 2012.
- *Reexamine the current focus of the program, perhaps broadening it. Although the emphasis on implementation (through form-based regulations and infrastructure) can provide useful definition for the program, this emphasis may be too narrowly focused. In addition, while a regional identity has many benefits, it would be worth exploring whether to have a stronger emphasis on national and global examples of design.*
 - The revised MUD program has a broadened focus, recognizing the exercise of urban design as an inherently interdisciplinary field with a necessary balance between theory and implementation. The explicit goal of the program is to train students to become "reflective practitioners": as such, we instill students with the theoretical grounding while ensuring their future success as practitioners. Besides the three required studios, the new MUD program introduces four seminars with a distinct urban design focus: Design Process, Design Policy, Design Practice, and Design Seminar.

The optional Urban Design Internship is designed to provide professional practice experience in urban design. Students work 10-20 hours/week in professional firms in the Denver metro region. Firms in the MUD Internship Program have included: AECOM, Civitas, Design Workshop, Norris Design, RNL Design, OZ Architecture, studioINSITE, and Tryba Architects. College units including the Colorado Center for Community Development (CCCD) frequently hire MUD students as research assistants (RAs) and the Departments of Architecture, Landscape Architecture and Planning and Design hire teaching assistants (TAs) from our incoming MUD students.

With regard to the geographical emphasis, we now include an explicit focus on national and international contexts, while retaining our ties with the exciting projects occurring in the City and County of Denver – our core studio instructor is the former Director of Community Planning and Development. In addition, we now require all MUD students to take an International Studio that immerses them in a significant urban international location; it has recently been offered in the dynamic cities of Shanghai and Nanjing, China, and Copenhagen, Denmark.

- *Consider having the MUD students move through the program in synch (through a series of studios over a 2-3 semester period) to provide greater cohesiveness and solidarity between students and faculty. This may, however, require more rigidity in the curriculum than is possible.*
 - The MUD curriculum now takes one calendar year to complete, a change we made in order to have a “cohort” of students move through the program together. Along these same lines, we are not currently accepting applications for Spring semester entry. A cadre of entering MUD students in the Fall ranges from 12-16 students.

- *Consider creating an urban design certificate within the College's masters programs. This would not require additional coursework and as such would not confer a separate MUD degree. However, it could provide more options for students. An additional option is a stand-alone certificate offered externally.*
 - While we strongly considered this option, we decided instead to tighten up the existing program by creating an intensive, 36-credit, calendar year MUD.

- *Consider creating an advisory board of alumni and professionals, both local and national. They can provide advice on community and employer needs in the area of urban design. They can also potentially provide mentorship opportunities.*
 - We have yet to create an explicit “advisory board,” but a number of prominent local and national professionals and academics have played advisory roles while we developed our new focus, curriculum and course progression. We retain our strong relationships with a cadre of local practitioners, who frequently participate as studio jurors or provide desk critiques.

PhD in Planning and Design

The report recommended changes to the PhD program, which at the time of the program review had become one of the most difficult programs to manage before the separation from Boulder. The program review site visit interviewed unhappy PhD faculty and students, and CAP was encouraged to resolve these problems.

The challenges in the PhD program had grown directly out of the 1993 merger of Denver and Boulder that brought together faculty from the two sites who supported two very different paradigms of the discipline. In this case, the Boulder group broadly saw research in the tradition of the Environmental Design Research Association (EDRA) based in a social science perspective, while the Denver group broadly saw research in the tradition of the humanities and art and architecture history and theory, and research in technology. The former group won control of the PhD curriculum when it was first established in 1997, leaving the latter group feeling unsupported in the curricular needs of their students. In 2008, the PhD faculty met to resolve this, and agreed to split the program between Sustainable and Healthy Environments (SHE) and History of Architecture, Landscape and Urbanism (HALU). This helped ease the tensions, although there continued to be a large imbalance in the students admitted to each area, favoring the social science perspective. The student numbers had also grown out of proportion to the size of the college, in part because a number of students were not graduating in a timely manner.

Further complicating the PhD issues, the program had been approved by the university and the Colorado Commission on Higher Education (CCHE) for delivery in Denver, but over time the Boulder faculty had been allowed informally to deliver the courses in Boulder. The students consequently often believed that they were Boulder students. They were not happy when they discovered that they fell under Denver jurisdiction, and were not treated the same as their fellow PhD students rostered in other academic units in Boulder.

These problems largely resolved themselves when Denver and Boulder split in 2012. The agreement between the two campuses left the PhD program entirely within CAP and located in Denver. The Boulder faculty were approved to continue supervising their existing PhD students. The Boulder campus provided the funds needed to meet the financial commitments previously made to those students. It was agreed that no new students would be admitted in the CAP PhD program for Boulder faculty. The Boulder campus has discussed whether they might admit PhD students for the Boulder faculty into other related Boulder PhD programs, but that is no longer the concern of CAP. The new Director of the PhD program in Denver, Osman Attmann, has been working diligently with the Denver campus Graduate School Dean to enforce the time to graduation rules, and is working with all of the PhD students, whether Boulder- or Denver-based, to expedite their graduation or dis-enroll them from the program if they cannot complete on time. Within another couple of years, we expect that Denver's responsibility for Boulder-based PhD students will cease.

Meanwhile, the PhD faculty in Denver agreed to tighten up the admissions to the program, to match more closely the capacity of PhD supervisors in Denver available and willing to supervise. The program seeks higher quality with fewer students per supervisor, and research agendas more closely tied to the expertise of the Denver PhD faculty. Still under discussion is

the degree to which the college will provide financial support to the PhD students. The argument has been made that the students and their supervisors need to find external support through research grants, perhaps after an initial year of support. The alternative argument points out that a number of the research fields in CAP, like history and theory, do not have access to research grants. Advice from the program review visiting team on this question, regarding national best practices, would be welcomed.

Here are the specific suggestions made to improve the program by the last Program Review, and our improvements:

2008 EXTERNAL RECOMMENDATIONS

GENERAL

- *Place college, departmental, and program policies and procedures on the web site.*
- *Allocate resources to further update the web site including an in-house web master.*
- *Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty.*

Update: The website has been rebuilt to reflect the recent separation and has dedicated space for PhD and research. A new student handbook was created and approved in 2013 to assist students in navigating the program. All relevant information has been added to the website and updated as necessary. Cross-campus enrollment will be non-existent within the next two to three years.

DUAL CAMPUSES

- *Provide support for students to negotiate the various administrative problems that occur due to the dual campus, e.g., enrolling in Boulder electives.*
- *Clarify governance issues between the two campuses across the various programs.*
- *Other recommendations are outlined below under “PhD Curricular Issues.”*

Update: Prior administrative problems and governance ambiguity has been cleared up with the separation of the two campuses. The remaining students who were admitted previous to the split are slowly graduating and this condition will be non-existent within the next two to three years.

PhD STUDENTS ADMISSIONS, FUNDING, AND PROGRESS

Fellowships

- *Consider establishing a fixed number of fellowships, free of work, for first year students in program.*
- *Limit the time period of funding offers – for example three or four years. Funding should also be tied to progress that is assessed annually. Letters need to clearly explain the nature of the support and expectations for both paid work and progress through the program.*
- *Refine the funding process to remove confusion and help student progress:*

- *A formal, centralized, transparent process for allocating students to assistantships each year.*
- *A limit on the number of hours of support each student receives, for example a maximum of 15 or 20 hours, in order to help them progress more quickly and allow more students to be supported. Many students seem to undertake far more than this.*
- *Limits on being instructor of record before passing the comprehensive examination.*
- *Institute a rigorous annual review of progress by PhD program faculty. Students who are not performing should be asked to leave. While those students who finish the program do so in a reasonable time on average (5.5 years), many students drop out after a long period of time.*

Update: Steps have been taken to bring PhD program expenditures to a manageable level with expectation of size and number of students greatly decreased. Funding is offered on a yearly basis renewable up to three years. Renewal of funding is based upon the review of the students' progress and is only renewed if the faculty deems sufficient process has been made. PhD students are considered first in line for assistantships, but the vetting process is handled by the individual departments and centers. This helps to clear up past perceptions that one or two faculty were making all the decisions regarding these positions and unfairly favoring certain students. PhD students who are "instructor of record" now have to be approved by the PhD director after faculty discussion, with this title only being offered when there is a substantial record of expertise in the field prior to their present course of study and after initial coursework is finished. In general, the goal is to have students to be ABD level within three years maximum. Focus is now more on course of study/research and less on teaching, and when this teaching occurs, mentors are provided for guidance.

PhD CURRICULAR ISSUES

Revisiting the Core Classes: The core has been updated several times and students in more recent cohorts reported improvement. However, it could be reconsidered again. It is difficult in a program that is designed to be cross-disciplinary – spanning from the speculative to applications-based models – to have a single core curriculum suitable to all students.

- *Review the present Core Curriculum to consider its relation to the mission of the program and the essential needs of new doctoral students.*
 - *For example, rather than requiring all students to take the complete core they might have one class in common – potentially a solid research design course – and then take different tracks with a menu of "directed electives," perhaps humanities and social sciences or some other logical set of tracks.*
 - *The program, students, and faculty, would all profit from establishing this small but focused series of "directed electives" for doctoral students that may also include Masters Degree students. At present, the reverse seems to be the standard. Developing more course work for doctoral students will help further establish the program's curricular breadth as well as create new learning opportunities for students and faculty.*

The Place of Architecture: As demonstrated by the program documentation of doctoral candidate advisers, it remains unclear how much support there is among the faculty for continuing a concentration in "architecture," particularly when the term "architecture" is so often

used interchangeably with “history, theory, and criticism (HTC).” The division of HTC from the other concentrations seems artificial and unproductive as all of the various concentrations have their own histories, theories, and criticality.

- *Reconsider the efficacy of dividing students and faculty by concentration rather than letting them have more individualized interests or dividing by department. Alternatively, the PhD program could work at more clearly defining the architecture concentration.*

Update: The efficacy of dividing students and faculty by concentration has been reconsidered and abolished per the last review suggestions. At the time of the separation, the SHE and HTC concentrations were dissolved in favor of creating a “newly formed” and more unified, interdisciplinary faculty collaboration at the Denver campus among landscape, planning, historic preservation, and planning. The handbook was created to outline the possibility of allowing students to have more individualized interests that span departments, and they are encouraged to link to the agendas of existing and emerging research centers. It also clarifies the steps that must be taken to successfully complete the research degree. Also, more rigorous discussions have been undertaken by faculty surrounding the admission process to make sure that accepted students have the faculty guidance and support to navigate the field of potentially more diverse individualized interests.

Role of Centers: Examine the structural relations of the various centers (some well-established and others still developing) to curriculum.

Update: Students are encouraged to work within the centers and to align with current research projects to gain expertise in the grant process and community engagement, and practice within the civic realm. As are most of the recent moves to better the PhD, the program is a work in progress. Implementation is in process and diverse aspects such as this are difficult to track. However, it should be noted that change has occurred on this front since the review and will continue to move in a positive direction.

OTHER

Placement of PhD Students: It is unclear how students are being prepared for traditional academic positions and high-level research and policy positions in government agencies, nonprofit organizations, and the private sector.

- *Create a process for ensuring that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job. This is especially important given the lack of a significant doctoral student culture at the Denver campus.*

Update: With the creation of the handbook, the re-envisioning of the core sequence, and the new priorities concerning the type of student that is recruited and the criteria by which this is measured, is becoming clearer in the minds of the faculty. This is apparent in discussions that have occurred since the separation. There have also been pilot programs run, such as the annual, one-time grant funding opportunities where current students submit grant proposals with strict criteria that are then critiqued by faculty to mentor students in the

grant writing process. The funds can be used for travel to conferences, equipment, etc. This is to train our students in how to write grants. Though somewhat piecemeal to date with not much more than anecdotal results, all of these measures have been undertaken to ensure “that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job.” It is also to move ahead on our quest to overcome the stated “lack of a significant doctoral student culture at the Denver campus” highlighted in the last committee report.

Space: Allocate space for PhD students in Denver.

Update: PhD students now have their own workspace on the 4th floor of the CU Denver building as well as access to the 3rd floor materials library that has some study space.

CONCLUSION

The PhD Program has recruited exceptionally well regionally and internationally in the past, but is currently undergoing great change as far as the type of student it attracts. With increased publicity and more precise, targeted recruitment, it will be important to broaden the reach of the program areas to attract top-notch students from the U.S.

One of the Program’s assets is its ability to contribute to and draw from a rising global city such as Denver. The larger research community within the campus, city, and the region is strong and the connections to the downtown area and the medical campus hold great potential. The Denver campus has long emphasized the professional and applied. This furnishes a rich set of inter-unit study opportunities, expressed not only in Masters-level dual degree options, but also in a wide variety of course and consultation options across Schools and Colleges. Campus-wide strengths include a rapidly burgeoning research culture (due primarily to the merging with the Health Sciences Center but also to a new focus on creating an interdisciplinary research culture by the campus administration), direct partnership opportunities in the health sciences, exceptional programs in environmental sciences, the PhD in Public Affairs immediately across the street, and an amazing downtown urban laboratory right outside its door – all bode well for its future.

The CAP PhD Program is perfectly poised to increase its strength as a nationally and internationally renowned program to study the effects of the built environment. Several factors—the incorporation of a handful of new PhD faculty to the college, stable resources at the college level, and increased emphasis on research at the university level—provide perfect springboards to launch in new directions, while continuing to draw on existing strengths within the Program.

ACADEMIC PROGRAMS AND THE EDUCATIONAL EXPERIENCE

Architecture

Undergraduate Program

The Bachelor of Science in Architecture is an emerging program that offered its first courses in Spring 2013 and has graduated one student, in Summer 2014. The four-year pre-professional program prepares graduates to enter accredited professional Master of Architecture (MArch) programs across the country as well as other graduate programs in disciplines such as landscape architecture, interior architecture, planning, historic preservation and urban design. Students who complete this BSArch degree and enroll in the MArch program will be able to complete the MArch degree in two years, whereas individuals who hold other undergraduate degrees may take up to 3½ years to complete the MArch program. With a BSArch degree, students may also consider careers in construction and real estate as a project manager, marketer, estimator, inspector, appraiser, developer or facilities manager.

Architecture education combines critical thinking with active making. Students learn the fundamentals of design (organization, structure and systems); how to apply them to the design of buildings, neighborhoods and cities; and how to graphically communicate a design solution. Students in our BSArch program benefit from close contact with graduate students and architects and other design, construction and real estate professionals with practices in downtown Denver and the Metro Region.

Students fulfill the majority of their general studies courses in their first two years of study before entering our studio-based curriculum in their final two years. The curriculum for the Bachelor of Science in Architecture is closely integrated with our Master of Architecture program that is accredited by the National Architectural Accrediting Board (NAAB).

Most state registration boards in the United States require an applicant for licensure to have graduated from a NAAB-accredited program, and obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

The NAAB has established 32 Student Performance Criteria (SPCs) that all graduates of an accredited professional program (such as MArch) must satisfy. Students graduating with the BS Arch degree will satisfy 19 of the 32 criteria embedded in the MArch degree. The remaining 13 criteria would be acquired as part of the MArch degree. While these 19 criteria are particular to

the accreditation process, they are also the learning outcomes necessary for a well-rounded undergraduate education for students wishing to pursue careers in design, construction, real estate, and other related professions. The student learning goals of the program also allow its graduates to pursue many other options for graduate study, or careers in related and other fields.

Required credits: 120 minimum credits to graduate

- 49 credits outside the ARCH prefix: 37 required, 12 elective
- 71 credits carrying the ARCH prefix: 54 required, 17 elective

The curriculum is organized around four areas of study:

- Design Studies (27 credits): The complex process of analysis, interpretation, definition and conclusion
- Cultural Studies (9 credits): Unique mode of inquiry (historiography) with particular methodologies for analyzing, organizing, categorizing, interpreting and delivering information about the designed environment's past
- Technical Studies (18 credits): Scientific methodologies
- General Studies (12 credits): A range of the arts and sciences that constitute a liberal education, grounding the students in a diverse set of modes of thinking that prepare them for upper division studies in the disciplinary part of the program

The same subject matter may be examined in two study area courses using two different methodologies. The question of sustainability, for instance, may be addressed from four very different perspectives – that of the historian, scientist, designer or scholar – depending on the particular focus of the question and the methods of inquiry used. There are one or more required introductory courses in each area of study, complemented by a number of intermediate and advanced courses that emphasize the analytical, interpretive, critical and creative methodologies particular to an area.

One international course has been offered so far, during Winterim 2014: Construction and Environment in Guatemala, taught by Associate Professor Phil Gallegos, was a Design Build course that explored two different architecture styles, Mayan and Spanish Colonial. Using a single project, students fully explored the design phase implementation, estimating, scheduling and project management skills required in traditional construction, and built a dome project on the site of Tecnico Mayo, a school in Comalapa, Guatemala.

Graduate Program

In the Master of Architecture program, we prepare students for entry into the profession and licensure. Our mission is to lead in the discovery, communication and application of knowledge in the discipline of architecture by integrating theory and practice. In this collaborative

educational model, environmental, economic, social, cultural, aesthetic and ethical concerns are fundamental. Students whose undergraduate degree was not a design degree will take about 3½ years to complete; those who have an undergraduate design degree will likely receive credit for courses previously taken and can complete typically in about two years. The program provides the skills and bodies of knowledge nationally specified for graduate study in architecture and is fully accredited by the National Architectural Accrediting Board (NAAB).

Special Opportunities:

- Leading technologies: digital tools and a state-of-the-art design fabrication shop, LiDAR 3-D laser scanning technology to document structures, and a Visual Resource Center. We teach both digital and manual graphics skills, with courses in sketching, drawing and ink wash as well as the latest parametric and digital fabrication design technologies.
- Sustainability areas: Courses in Leadership in Energy & Environmental Design (LEED) training and new approaches such as the 2030 Challenge.
- International study opportunities:
 - Internship program sponsored by Gensler Associates to exchange our students and students from Tongji University in Shanghai who study at the host institution and work in the Gensler office in the host city.
 - Collaborative design studios with Dar Al-Hekma University in Saudi Arabia, discovering new ways to preserve cultures and enhance global initiatives in sustainable urban design.
 - Opportunities to develop international partnerships with our diverse body of international and domestic students.
 - Travel study courses to Rome, Finland, Turkey, Thailand or India.
- Design-Build Certificate: Our award-winning program has taken students to sites including Colorado communities, the Navajo Nation, Guatemala, and on local non-profit projects.
- Classical Architecture special topic area: courses qualify students to apply for the Certificate in Classical Architecture from the Institute of Classical Architecture & Art in New York.
- Aspen Summer Design Studio: students work with noted architects in their offices on weekly sketch problems, and have exclusive tours of their built and under-construction works.
- Extensive civic engagement options: paid internships at the college's Colorado Center for Community Development (CCCD).
- Research assistantships: project and field-based opportunities at the college's Center of Preservation Research (CoPR).
- Recognition of outstanding student work: via Studio Awards, Design Excellence Awards, and AIA Denver's Young Architects Awards Gala.

New curriculum:

A new curriculum being transitioned into the graduate program beginning Fall 2014 is designed to provide students with a range of opportunities for exploring the diverse nature of architecture.

It places emphasis on a shift away from the traditional approach of the acquisition of bodies of knowledge to a greater emphasis on the development of analytical, critical, and creative abilities. The outcome is the student's ability to engage, analyze, organize and manipulate diverse bodies of knowledge essential to the development of creative problem solving skills.

Studio-based learning: Both the BSArch and MArch programs orient themselves around the design studio where students may complete assignments individually while acquiring relevant information and knowledge.

Community-oriented studios: Many studios propose architectural interventions on building sites in Denver, adjacent neighborhoods, or in other communities around the region. Hands-on studios take students out of the classroom and directly into local communities to design and build real-world projects that benefit the citizens of Colorado.

Off-Campus and International programs: Faculty-led programs include short trips (about seven days) to Chicago and multi-week field study courses such as Aspen Design Workshop. International Programs are offered in China, Guatemala, Rome, and Finland.

Research-based learning: Students and faculty are partners in the educational process, and students have considerable freedom to direct their learning as they advance through the program. The faculty offers diverse perspectives and creates an environment in which students grow and develop in their own individual directions within the constraints of a professionally accredited architecture program.

Student Access to Career Development Information:

- The department offers several formal means for students to prepare for professional careers in architecture, including paid internships within CCCD and CoPR, paid internships with professional offices in the region, access to an Intern Development Program (IDP) coordinator, and a college-wide career fairs drawing employers from multiple industries within architecture.
- Students also have many opportunities to gain from the advice and mentorship of practicing architects, both in regular classes and in extracurricular settings.

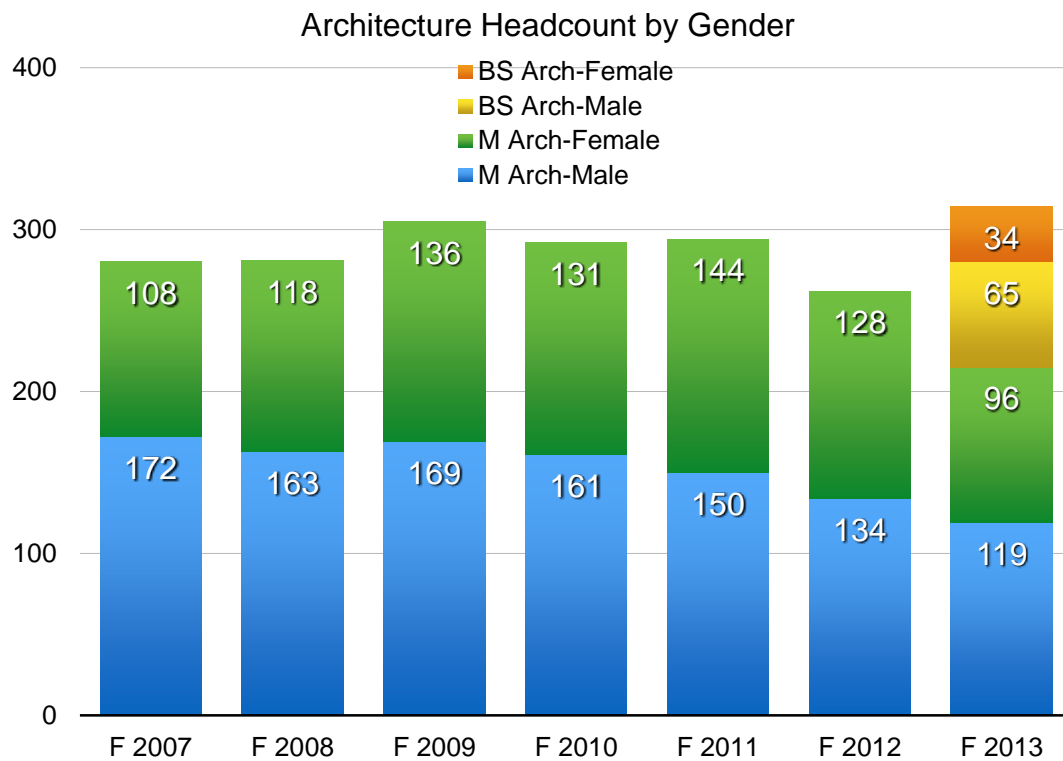
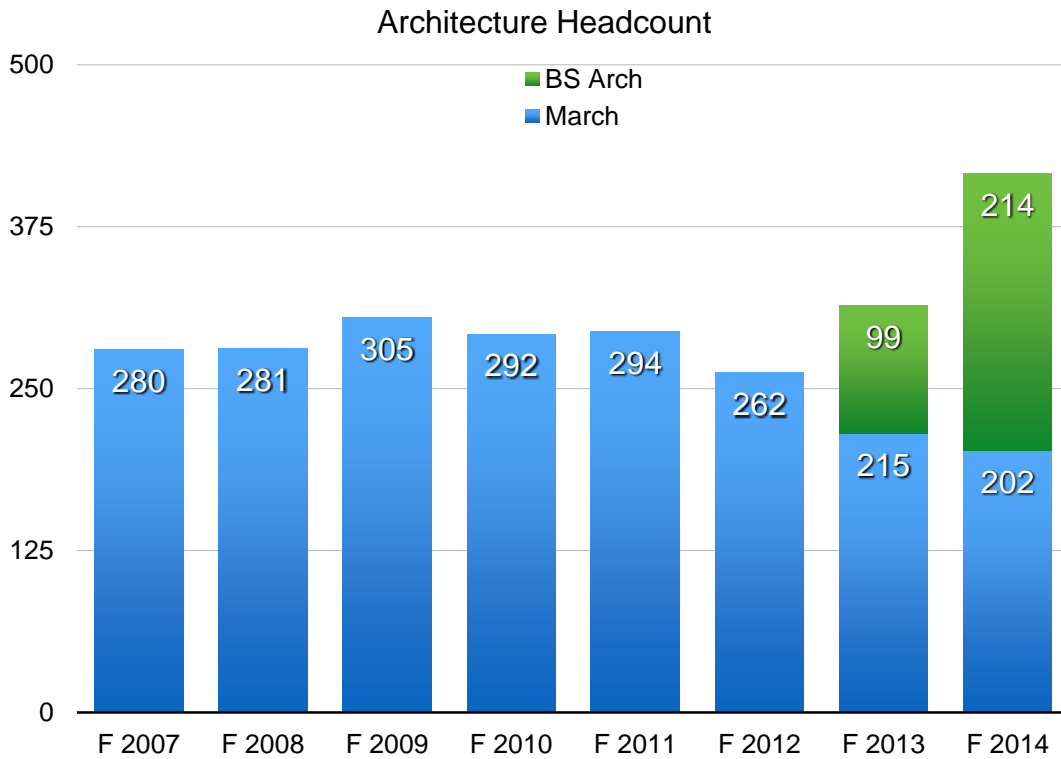
Internship:

Every semester the College of Architecture and Planning partners with firms and agencies to offer internships for academic credit. The main objective of the program is to immerse students in architecture and begin the networking process.

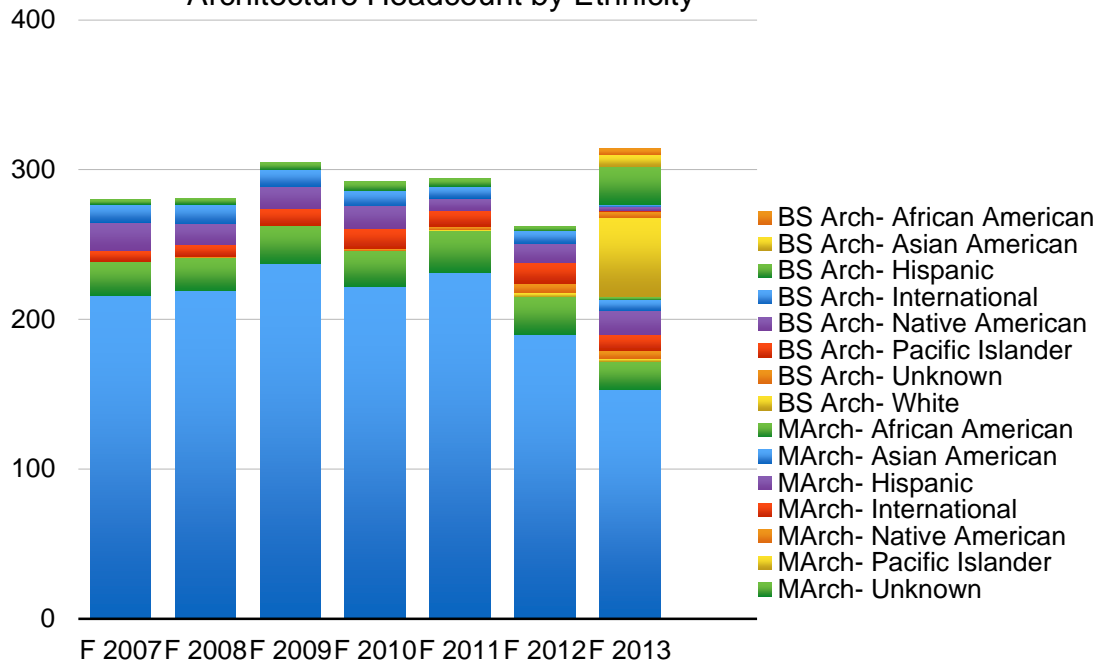
Rigor of the Curriculum:

The rigor is measured through the professional accreditation process by NAAB.

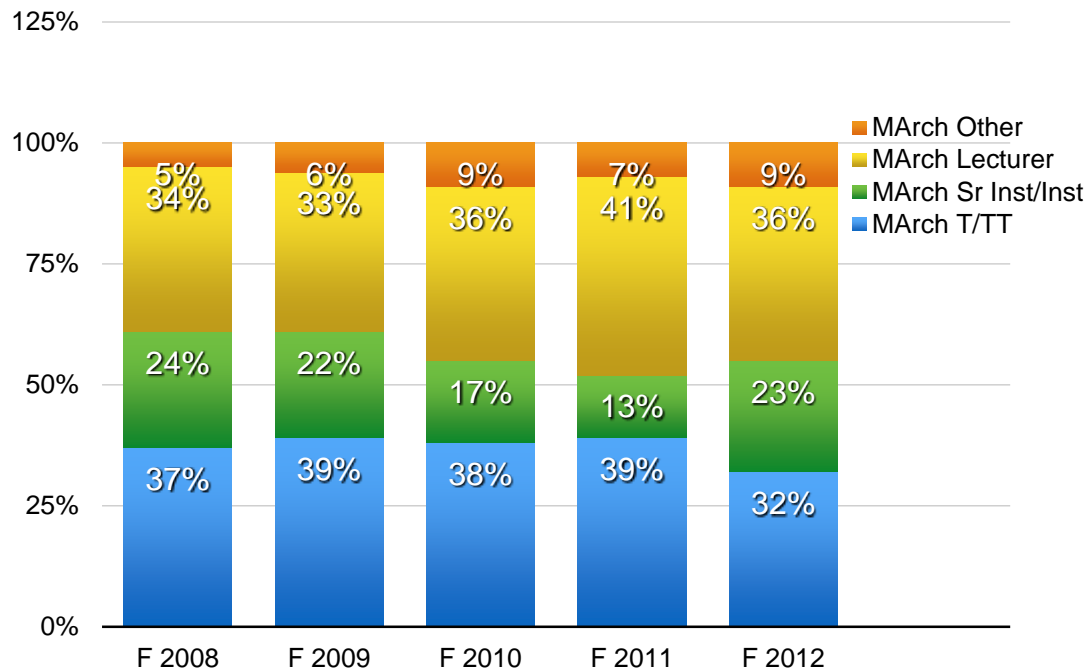
Here are the demographic details of the students in architecture:



Architecture Headcount by Ethnicity



Architecture SCH by Faculty Rank



Landscape Architecture

We offer a professional graduate program in landscape architecture with both a three-year first professional degree and a two-year post-professional degree. The standard three-year course of studies is 90 credits. Post-professional advanced standing of up to 42 credits is offered for professionally trained [BLA, BSLA, BArch, BSArch] undergraduate degree applicants.

According to LAAB in 2014, ours is one of 25 programs nationally offering a stand-alone accredited MLA degree. There are an additional 26 programs offering both BLA/MLA accredited programs, and 18 offering accredited undergraduate BLA/BSLA degrees).

<http://www.asla.org/schools.aspx>

Dual degrees:

We have a signature dual degree MLA program with Tongji University in Shanghai, China and exchange on average two students a year in this program initiated in Fall 2012. Within CAP we offer a thriving and efficient dual degree between MLA/MURP. In the past we offered a dual MLA/MArch, which we are redefining in the wake of MArch curricular changes being put into place in AY2014-15. We also offer a dual MLA/MBA degree with the Business School; the advising sheet for this dual degree also is under current revision.

Undergraduate:

We directly participated in the undergraduate program in ENVD when CAP was aligned with Boulder. Since that separation we have not been involved directly in undergraduate education in Denver although we have created a proposal for working with architecture and also aspire to a broadly inclusive undergraduate certificate in landscape studies.

Certificates:

We participate through CAP in the campus wide GIS certificate and have students currently pursuing this technically based curricular option. Our certificate requires 15 credits. We previously participated in the Preservation Certificate, and occasionally have students who go on to enroll in the Master of Science in Historic Preservation program.

Online:

To date we do not offer a stand-alone online course, although we do offer hybrid courses, including a technical core class "Landform Manipulation." We also employ multiple online learning tools for classes, notably the campus-wide CANVAS platform and distance learning video conferencing. Notably, we have used this for cross-institutional courses with Tongji University, as well as for civic engagement courses such as the Learning Landscape Studio that worked with communities in Chicago. We have begun to identify and develop other courses for hybrid or on-line delivery.

Design Build:

We have effectively used the “Design Build” model for immersive, hands-on learning. Notable successes include a two-course sequence offered in Spring 2013 (taught by Instructor Heath Mizer and supported by DB Director Rick Sommerfeld). This project resulted in the student team winning a national Honor Award for Civic Engagement from the ASLA for “Shadeworks: Bluff, UT.”

Other successful design build efforts include work commencing in 2006 in New Orleans [NOLA] after Hurricane Katrina. This departmental focus produced a celebrated “Platform” on Bayou Bienvenue, community documents for design standards for landscapes in the Lower 9th Ward, and a schoolyard design for the Lower 9th Ward. Students also produced documentary films in the Lower 9th Ward that explored the ideas of landscape over time, the connection of people and place, and the role of design as a catalyst for positive change for people and the environment.

This NOLA school project reflected lessons learned since 1998 in the department’s “Learning Landscapes” initiative, which has completed 96 designs and installations of public school playgrounds in Denver and is now expanding beyond to other cities. The faculty and students in this program completed work on every elementary school in the Denver Public School District, affecting over 46,500 students daily. This collaborative design work involved graduate design studio students and faculty who developed funded applied research; it included civic engagement with community members including children and their families and teachers, and generated landscape installation funding of over \$49 million.

International Study Abroad:

The Department of Landscape Architecture has run successful, fully-enrolled Study Abroad Programs since the early 1990s, typically offered in summer session. Programs run by landscape faculty have taken students to Paris, France and Helsinki, Finland. In addition, our students have participated in study abroad programs offered through CAP to Copenhagen, Mexico City, Prague, and Rome, and to China, Egypt, Guatemala, India, Turkey and Thailand.

Curriculum:

- Our curriculum, having fully met accreditation standards, is on target with professional expectations as understood in the areas of Knowledge (what we know) and Competencies (what we do) as defined in the 2003 LABOK [Landscape Architecture Body Of Knowledge] Study.
- Our programmatic emphases are arranged and tracked under five summative goals for student assessment and learning: Design; Research; Ethics; Communication and Representation; and Content Knowledge.
- Academic and applied research relevant to the profession and intellectual field is evident

in the rigorous three-course thesis track, commencing with a “Research Methods” class required of all MLA students leading to a thesis proposal vetted by the faculty; an “Independent Study” class focused on research and project development working with the thesis advisor; and the culminating semester of “Thesis” with a defense reviewed by faculty.

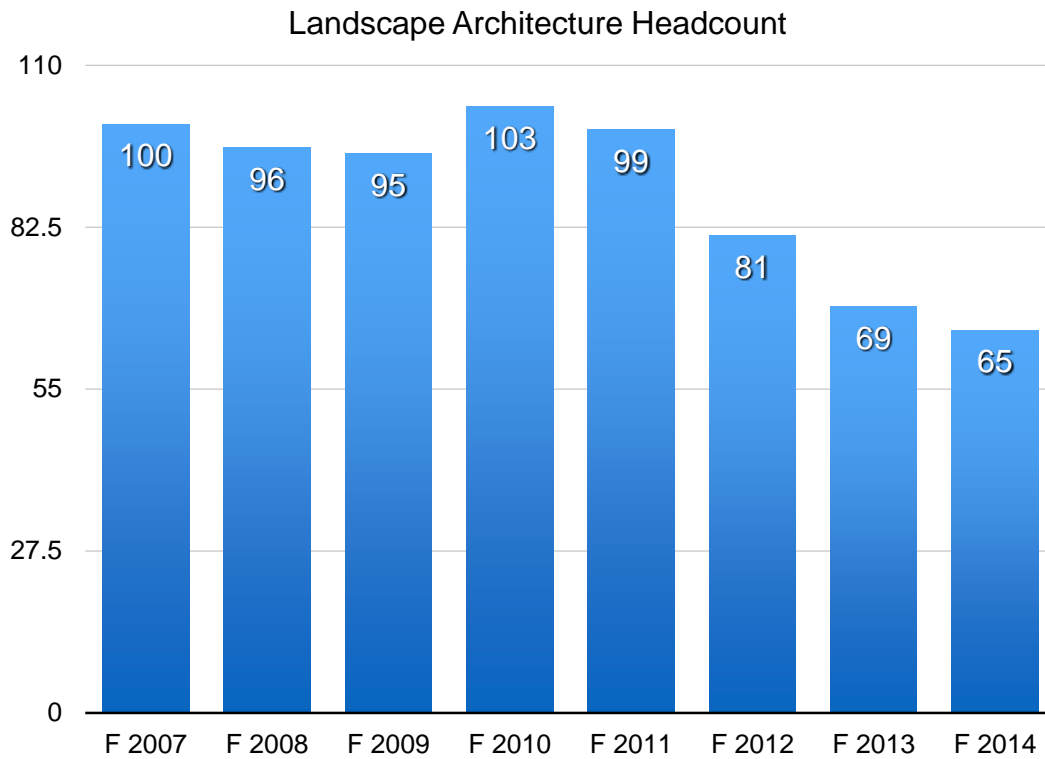
- Students graduate with skills leading to entry level positions and possess the baseline technical knowledge to sit for the standard licensure exam after two years in practice (Colorado).
- We offer the core curriculum of required design studios and technical and content knowledge courses to allow a student to graduate within the three-year course of study.
- A decline in entering students over the last three years forced us to reduce the number of elective choices offered, and this has limited our students’ opportunities to explore a more diverse array of seminar or research topics in the field. We anticipate that increased enrollments will allow us to recalibrate this reduction and carefully renew the variety of seminar offerings.
- A modest increase in departmental seminars would once again afford students opportunities to pursue areas of particular interest within the field. This move would enhance one of the department’s strengths in recruiting; our relatively broader curricular selections allow students to build on their diverse backgrounds and areas of interest using landscape architecture as the lens or realm of engagement.
- The campus wide focus on sustainability is well developed in CAP; landscape architecture courses in this area complement those in the other disciplines. One notable course, “Green Roofs/Living Systems,” addresses concepts similar to classes taught in architecture but differentiates its focus by considering the broader context of the urban systems and the role of plants and hydrological drainage systems to mediate conditions. This particular course also has direct relevance and links to the College of Engineering.
- Landscape architecture history and theory courses and graphics and representation classes, whether required core or elective seminars, are directly complementary to other CAP courses in this the history and theory of our design and planning disciplines.
- Our students are encouraged to take 6-9 elective credits within CAP to expand their base of interest and become more familiar with the allied disciplines in design and planning.
- Students from the other programs take our courses, either as cross-listed courses or as open electives within their purview.
- The MLA program is a professional curriculum that prepares students for a career in landscape architecture by training them for entry-level positions and providing the basic preparation for the exam for licensure. Because it is also a creative “design thinking” curriculum, students are also well prepared to enter other disciplines or pursue job opportunities where these skills are desirable.
- Students CHOOSE our program; it is relevant to them on personal, professional, and

intellectual levels.

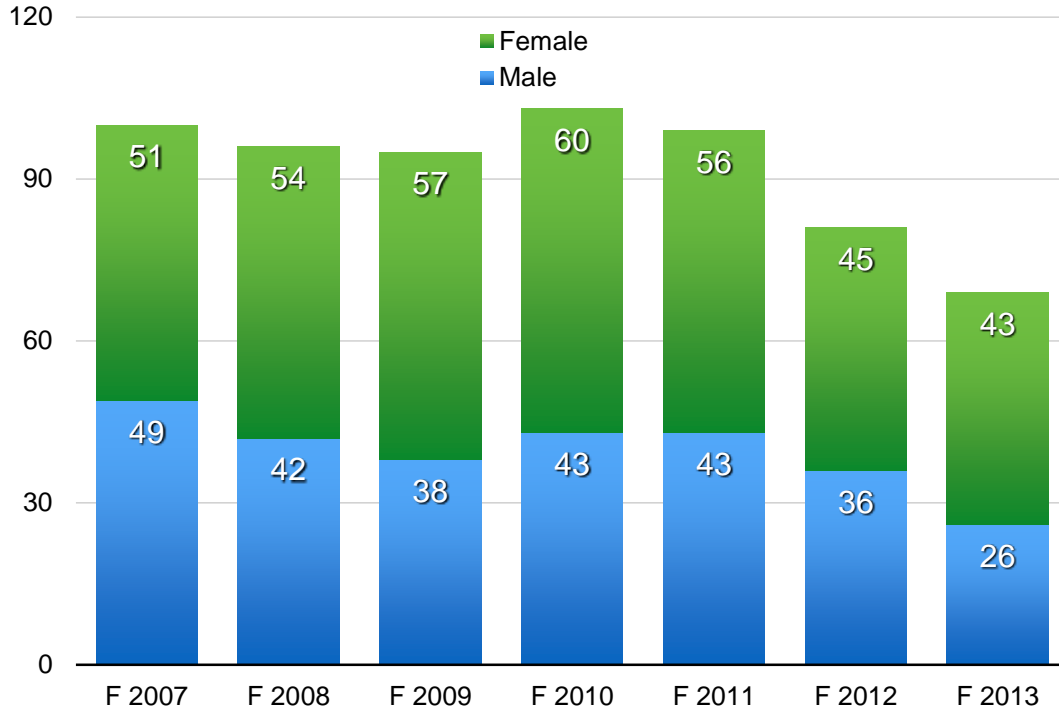
- The civic engagement aspect is particularly appealing to students, as are the opportunities to use design to create spaces supporting human and environmental health and well-being.

The rigor of the curriculum is measured by professional accreditation through LAAB.

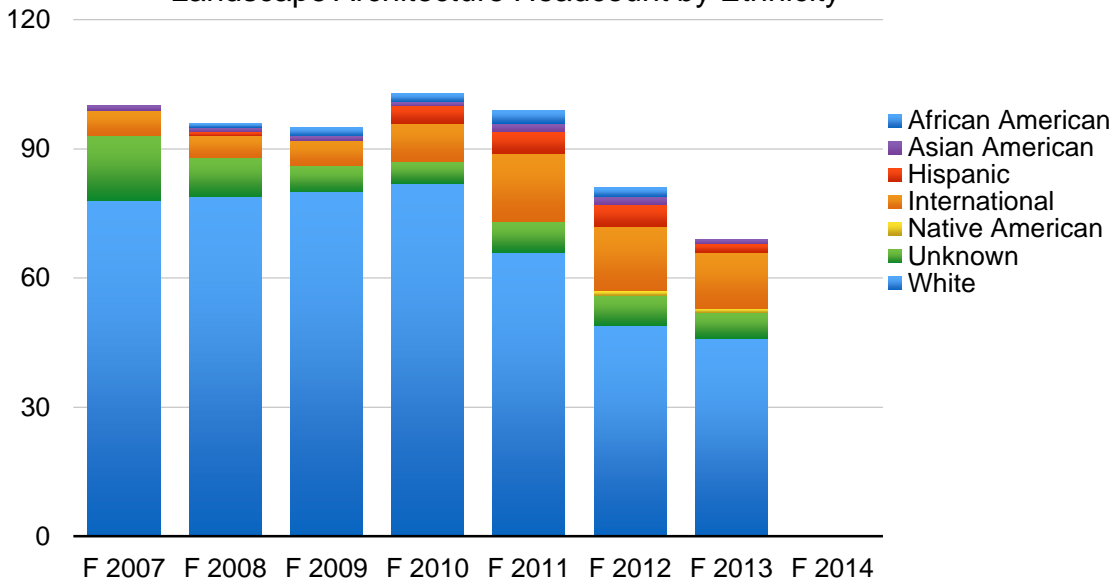
Here are the details on the Landscape Architecture students. Please note that while the headcount below shows a continuing decline, please see the chart titled CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14 on page 12. The actual Student Credit Hours are up this fall, indicating a higher number of students enrolling full time.



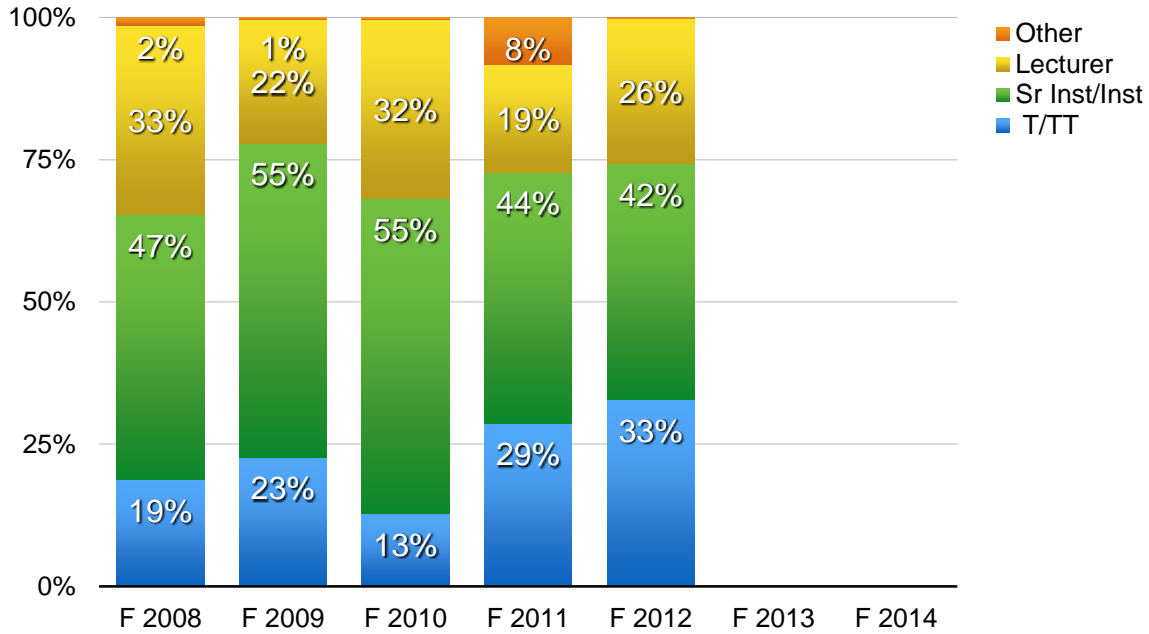
Landscape Architecture Headcount by Gender



Landscape Architecture Headcount by Ethnicity



Landscape Architecture SCH by Faculty Rank



Planning and Design

The Master of Urban and Regional Planning (MURP) degree administered by the Department of Planning and Design is a hands-on program, oriented to the real world, which uses Colorado as our classroom. The MURP is a two-year, fully-accredited program that has produced over 1,300 alumni since its founding in 1971. As the only accredited graduate planning program in Colorado and the preeminent program in the Rocky Mountain West, we have a proud history of graduating exceptionally qualified individuals who achieve success in a variety of positions and careers. Our AICP pass rates and job placement success are among the very top in the country.

Our presence in a College of Architecture and Planning ensures that all courses have a strong connection to the built environment, and our location in the heart of downtown Denver presents our students with opportunities to learn what it takes to create amazing cities.

Our students come from all over the world to enroll in a unique curriculum that emphasizes three issues at the forefront of planning practice: Healthy Communities, Urban Revitalization, and Regional Sustainability. Our self-directed curriculum allows students to pursue their passions across the breadth of the planning field while gaining the technical expertise demanded by the profession.

Our world-class faculty includes some of the most respected researchers in the planning field, as well as award-winning planning practitioners who bring a wealth of experience to the classroom. All of our faculty members make teaching a top priority.

Curriculum:

In 2012, the MURP program undertook a major strategic planning process that led to the introduction of an entirely new curriculum and re-envisioned degree program. Our innovative new curriculum adheres to the Planning Accreditation Board's (PAB) accreditation criteria.

To ensure the relevance and rigor of our curriculum, we undertook a robust stakeholder engagement process. We held several meetings to which all MURP students were invited, and we conducted three online surveys that were completed by hundreds of current MURP students, MURP alumni, and Colorado APA members.

We also held four focus group sessions, bringing together representatives from the following stakeholder groups: Current MURP students, student APA leadership, MURP alumni, MURP adjunct faculty and lecturers, other College of Architecture and Planning faculty, University of Colorado Denver faculty in allied programs, Colorado APA members, locally prominent urbanists, locally prominent planning/design professionals, and nationally prominent planning researchers/scholars. The in-depth interviews and discussions about the key elements of our new program and curriculum proved invaluable to our understanding of the important issues and priorities in the field and directly informed our decisions.

The sequencing of our core and elective courses is designed to enable all full-time students to complete the program in two years. The specific number of electives and sections of core courses we offer each semester is calibrated to our enrollment numbers.

Urban and regional planning is inherently an interdisciplinary field. To ensure our students' academic and professional success, we deliberately cross-list courses with departments ranging from Architecture and Landscape Architecture to Business and Civil Engineering. The MURP program is the only accredited urban and regional planning program in the state of Colorado, so we offer a unique opportunity for students.

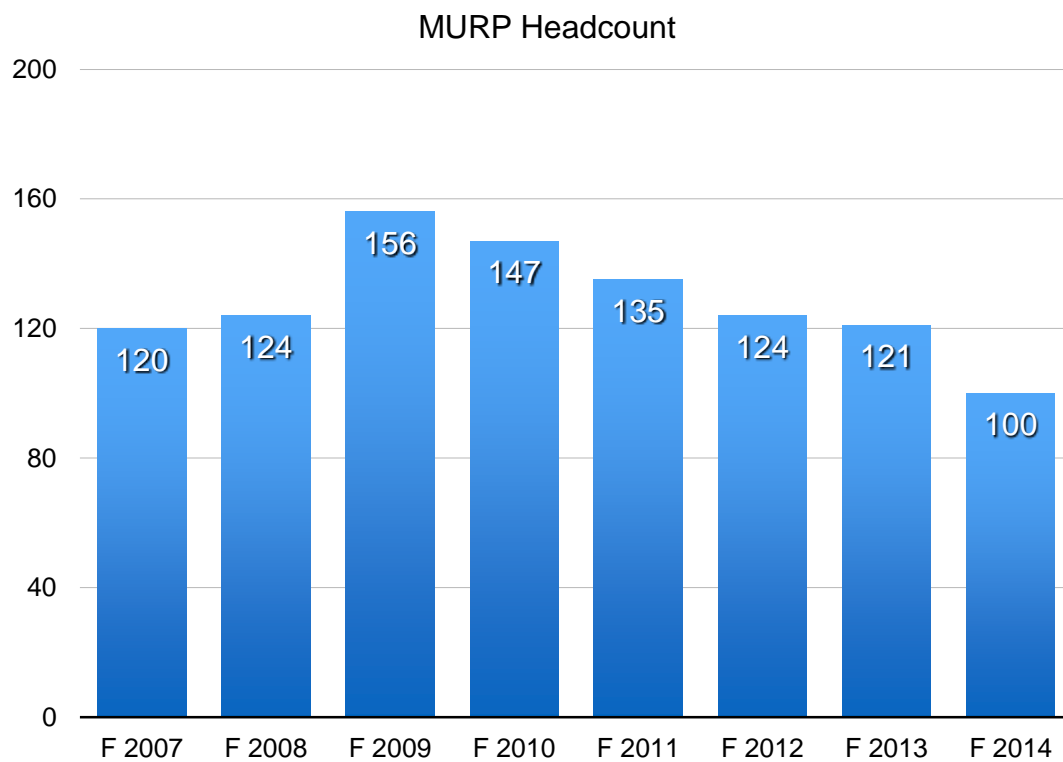
The core (required) courses in our curriculum provide a broad and robust survey of the most critical topics in the planning field. The specific course content is significantly dictated by the demands of the Planning Accreditation Board. By fulfilling these courses, students are well-equipped to enter the planning profession and pass the professional AICP exam.

The MURP program is unique in that once students fulfill their core requirements, we allow them to craft a self-directed educational path. We thus offer a broad selection of elective courses from

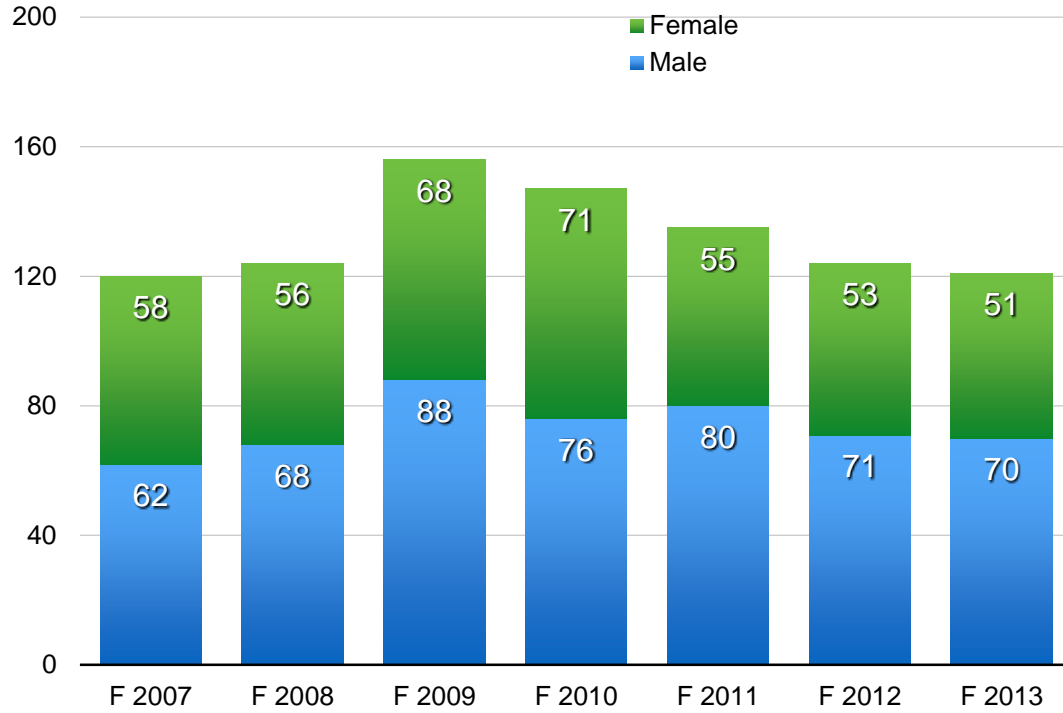
which students may choose any combination, whether oriented towards a particular specialization or a generalist survey of the planning field.

The rigor of the curriculum is measured officially by the Planning Accreditation Board. More informally, we frequently survey alumni to determine how well our curriculum has prepared them for their current position.

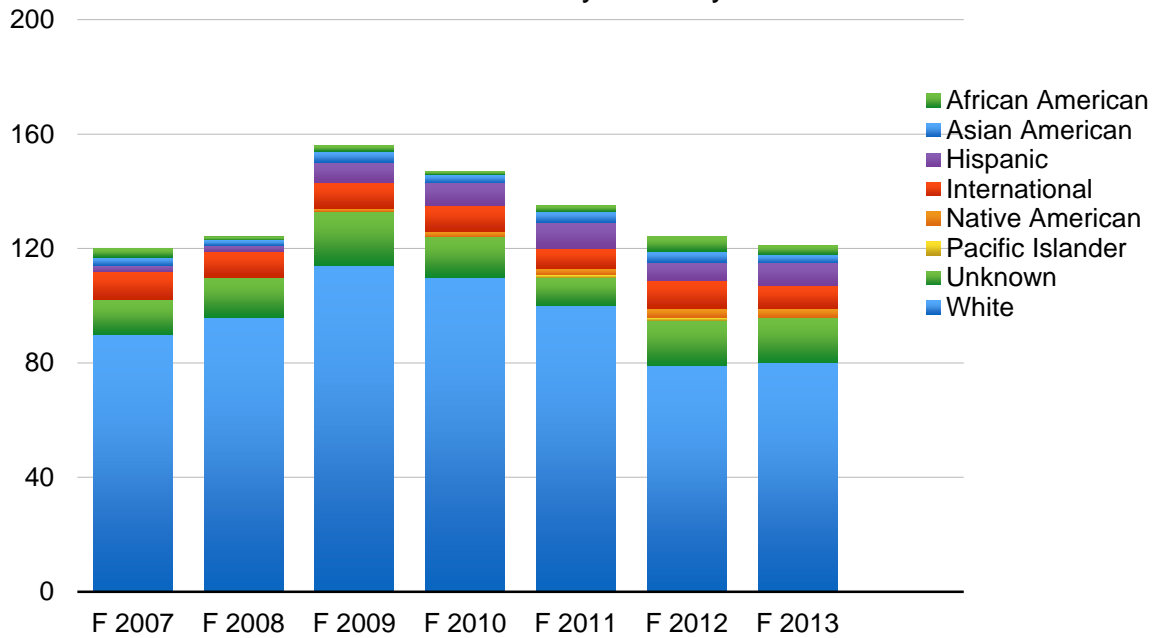
Here are the demographic details of the students in the Master of Urban and Regional Planning. Please note that while the headcount below shows a continuing decline, please see the chart titled CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14 on page 12. The actual Student Credit Hours are up this fall, indicating a higher number of students enrolling full time.

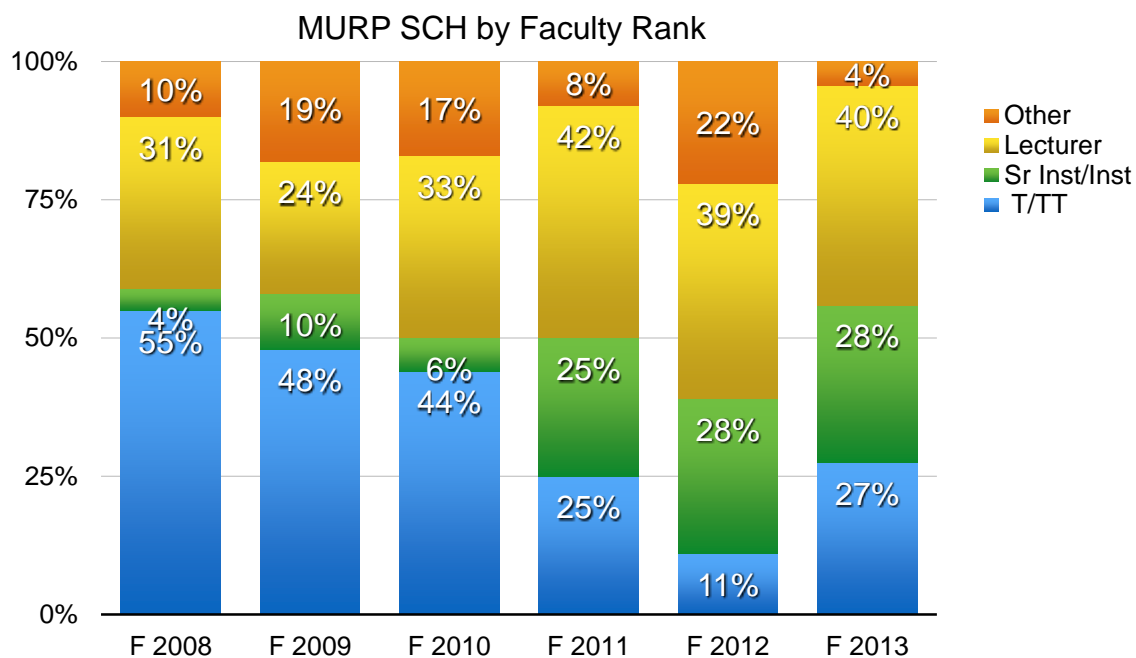


MURP Headcount by Gender



MURP Headcount by Ethnicity





Historic Preservation

The Master of Science in Historic Preservation (MS-HP) was initiated in 2010 as an interdisciplinary effort of CAP. This degree program draws upon existing tenured and tenure-track faculty as well as a small number of lecturers to deliver the content of this program that typically requires 45 credit hours as a stand-alone degree, or 30-33 credit hours as a concurrent or additional degree for those with advanced standing. The MS-HP is an integral part of our college vision, contributing to the area of prominence and distinction called Enduring Places.

Curriculum:

The MS-HP degree was designed to be consistent with the standards of the National Council of Preservation Education (NCPE). While this body does not systematically accredit its member programs, all recognized programs do go through a peer-reviewed certification. Our program was certified as a master degree granting member of NCPE in 2010.

NCPE provides guidance on requirements and distribution of credits for its member programs. Our program meets these standards. Core courses are all cross-listed and electives within our program are largely drawn from the offerings of the CAP departments. While resource efficient, this model, and its limited offerings, makes it difficult for HP students to develop a distinct identity within the College.

There is extensive overlap with other CAP departments, especially Architecture through cross-listing, as the MS-HP was conceived as a program that would benefit from existing resources and hence only modestly contribute to curriculum expansion.

The details on the Historic Preservation students follow below. Please note that the headcount below shows a decline, which also shows up in the chart titled CAP Graduate SCH Comparing F2013 to F2014 as of 8/30/14 on page 12. The overall number of 24 just slightly exceeds the projection of 22 for AY 2013-14 and AY 2014-15 made when the program was first approved, but nonetheless, we are focusing on building these enrollments back up.

The Director, Christopher Koziol, recently obtained Western Regional Graduate Program (WRGP) certification from the Western Interstate Commission on Higher Education (WICHE), for the MS-HP. Quoting from their website, WRGP "... allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in some 320 high-quality programs at 56 participating institutions outside of their home state and pay resident tuition. The WICHE states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands."

The Director also recently obtained approval from NCARB to allow the MS-HP to award up to 930 IDP hours for students who obtain the MS-HP while concurrently earning the MArch. He is also working with the Planning program to develop a dual degree between MS-HP and the MURP.

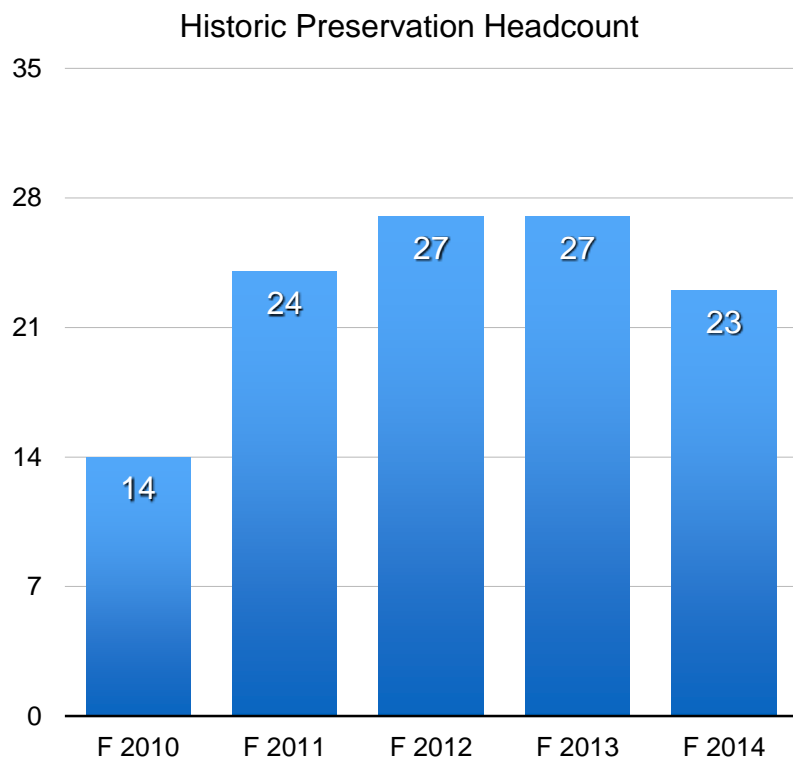
Perhaps in part because of the link to the MArch program, and in part due to the economy, we have more concurrent degree seekers and part-timers than originally expected, and the students are moving through the program more slowly than originally anticipated.

The Director has reviewed enrollment trends with CAP's Manager of Admissions and Outreach, Rachael Kuroiwa, and they have determined that we need more and better marketing, and we need to move our deadline for applications earlier in the year to March 15 to be able to make offers before students find offers elsewhere.

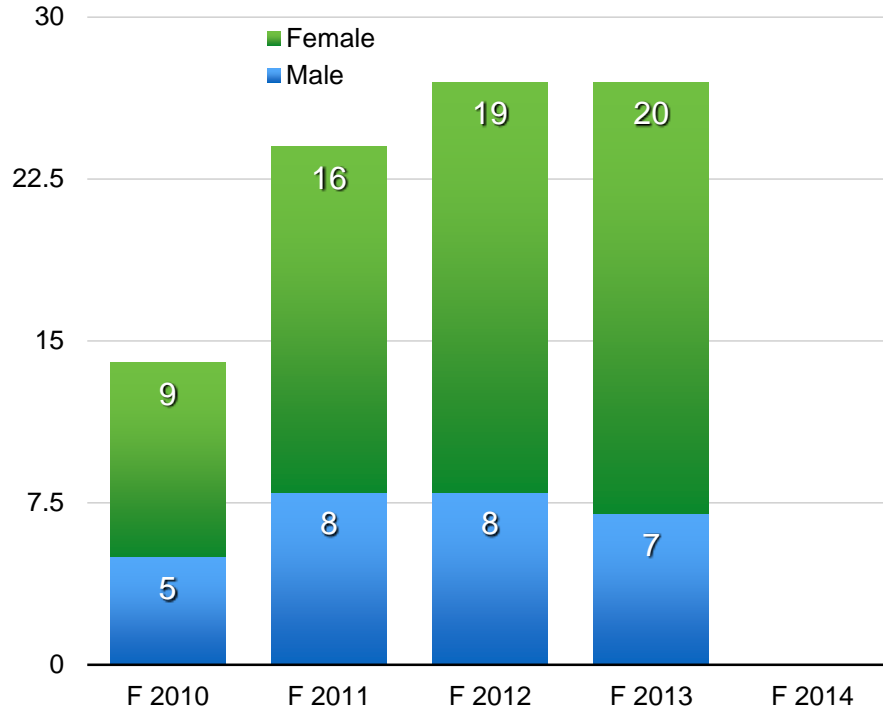
It is worth noting that the SCH reported for Historic Preservation (prefix HIPR) by themselves do not fully reflect the vitality of the program. This is because Historic Preservation requires that only 21 of 45 (47%) credits must be HIPR. In fact, no HIPR class is offered exclusively under the HIPR prefix. This means that HIPR students are almost always joining in with other students in cross-listed classes, where the SCH counted for HIPR are not the total number of SCH for the class. For example, this semester HIPR 6010 (which is also ARCH 6230 and URPL 6499) has 23 students enrolled, only 11 as HIPR. HIPR 6210 (also listed as ARCH 6233) has seven of its

12 students enrolled as HIPR. Of the three HIPR prefixed courses offered this semester, only 23 of the 49 enrolled students are enrolled under the HIPR prefix. The Urban Design program, in contrast, requires that 33 of 36 credits (92%) have a URBN prefix, and these courses are offered almost exclusively to MUD students. While the Historic Preservation approach provides opportunities for multi-disciplinary interactions, and uses teaching resources efficiently, it also means that we are not building up more specialized offerings in Historic Preservation. More classes would likely attract more students, which would support more classes, and so on.

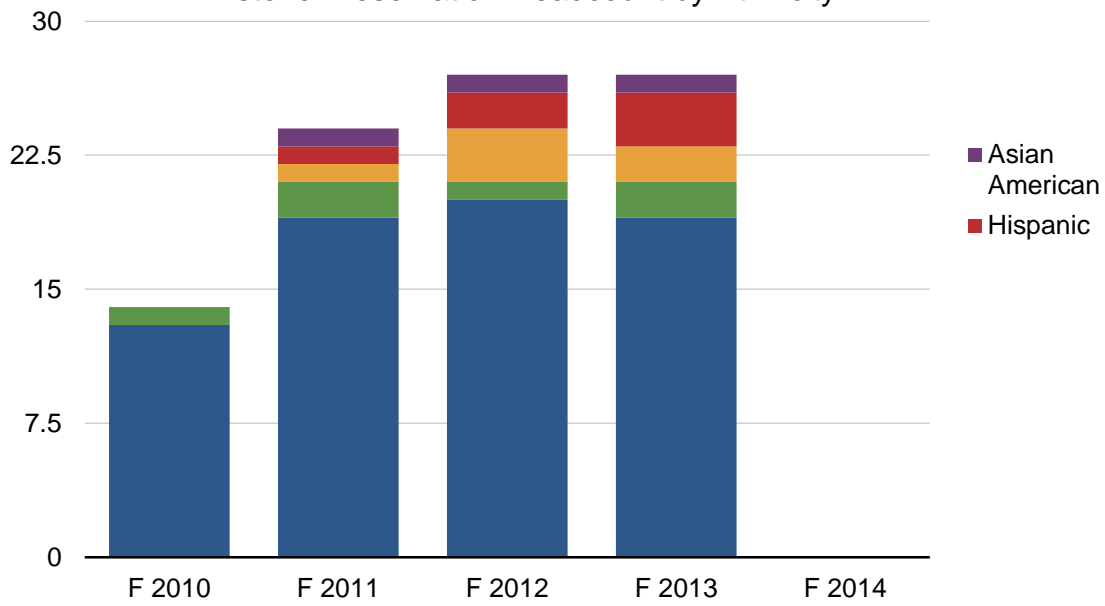
We welcome advice on our Master of Science in Historic Preservation program. We see this as one of our key specialized programs in our bigger college vision, and would like to help this thrive as much as possible.



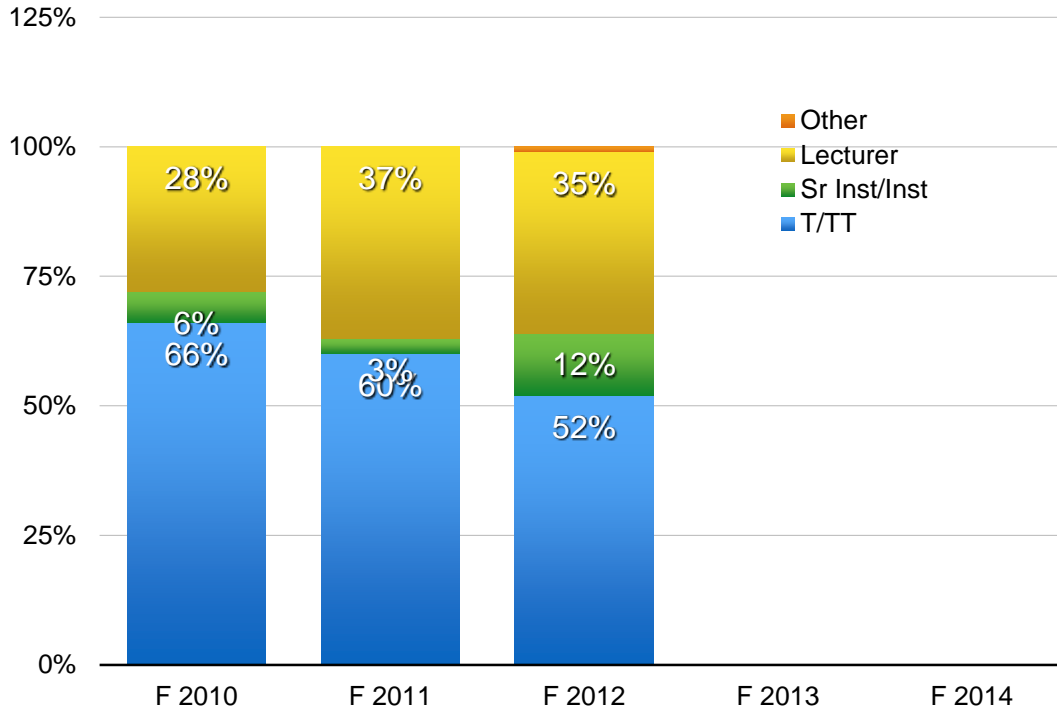
Historic Preservation Headcount by Gender



Historic Preservation Headcount by Ethnicity



Historic Preservation SCH by Faculty Rank



Urban Design

The Master of Urban Design (MUD) in the College of Architecture and Planning is an advanced post-professional degree program requiring 36 credits. The program is studio based with accompanying related topical and depth seminars. It culminates with a signature International Studio in the summer; this has recently been offered in the dynamic cities of Shanghai and Nanjing, China and Copenhagen, Denmark.

The MUD program draws students from backgrounds in professional programs in planning, architecture and landscape architecture. In addition to appealing to students seeking to cap their design experience in the College, the MUD program attracts students from across the U.S. and globally. It boasts a strong cadre of international students. Its reputation sustains this international appeal, which includes current students entering the program from the prestigious Fulbright International Exchange program.

Its graduates have attained significant roles in professional design firms around the world, and include some of the most prestigious alumni in the College. Recent alumni of the program have entered not only academic positions and professional offices but also have taken jobs in government agencies and offices as well as in consulting and advising for the design and planning industries.

The Urban Design program at CU Denver was initiated in the early 1970s and has been housed in various administrative iterations within CAP departments. Program Directors currently share part-time appointments as Co-Directors. The structure of the CAP MUD program is created to allow for flexibility; no faculty is assigned full-time to the program. MUD program faculty is drawn from the three affiliated departments in the College of Architecture and Planning (CAP): Architecture, Landscape Architecture and Planning and Design. MUD faculty lecturers are also hired from the local design and planning community, as befits this intensive professional curriculum. This interdisciplinary faculty is committed to implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality.

The financial basis for the MUD resides in the overall CAP budget, and is based on student enrollments. It benefits from a proportional allocation of the College's budget to support initiatives and scholarships. The funds are used to enhance pedagogical and course delivery efforts as well as to support student success in the program. The program's costs are comparable to other programs, with an advantage thanks to our participation in the Western Interstate Commission for Higher Education-Western Regional Graduate Program (WICHE-WRGP, <http://www.wiche.edu/wrgp>), which allows residents of any of the 15 member states to pay Colorado resident tuition.

The MUD co-directors and faculty have developed four broad objectives and a series of measurable student learning outcomes that are shared by all faculty members delivering an MUD course and are introduced to the students through syllabi and rubrics. These specific learning outcomes describe the knowledge, skills and abilities that students are expected to have upon completion of MUD degree. The program is structured to address student learning as follows:

1) Design excellence: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.

2) Communication skills: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

3) Professional expertise: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.

4) Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

The CU Denver Outcomes and Assessment Office has provided the following feedback on the program's process and progress towards achieving the learning outcomes:

"The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There is an assessment matrix (outcomes by courses by assessment method) and multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. As well, the faculty members meet to discuss the assessment results and then use the information to guide their program improvement recommendations (e.g., possible inclusion of a reflective component in the form of a portfolio).

Particularly notable is the careful analysis of student performance and recommendations for course and program improvements (e.g., Learning Outcomes Assessment for Urban Design 6610). As well, the format and forms for instructors to report on student performance for their courses is an excellent design!" *(July 8, 2014, Kenneth Wolf, Outcomes Assessment Committee, Re: Feedback on the 2013-2014 Assessment Report for the Master's in Urban Design)*

Curriculum:

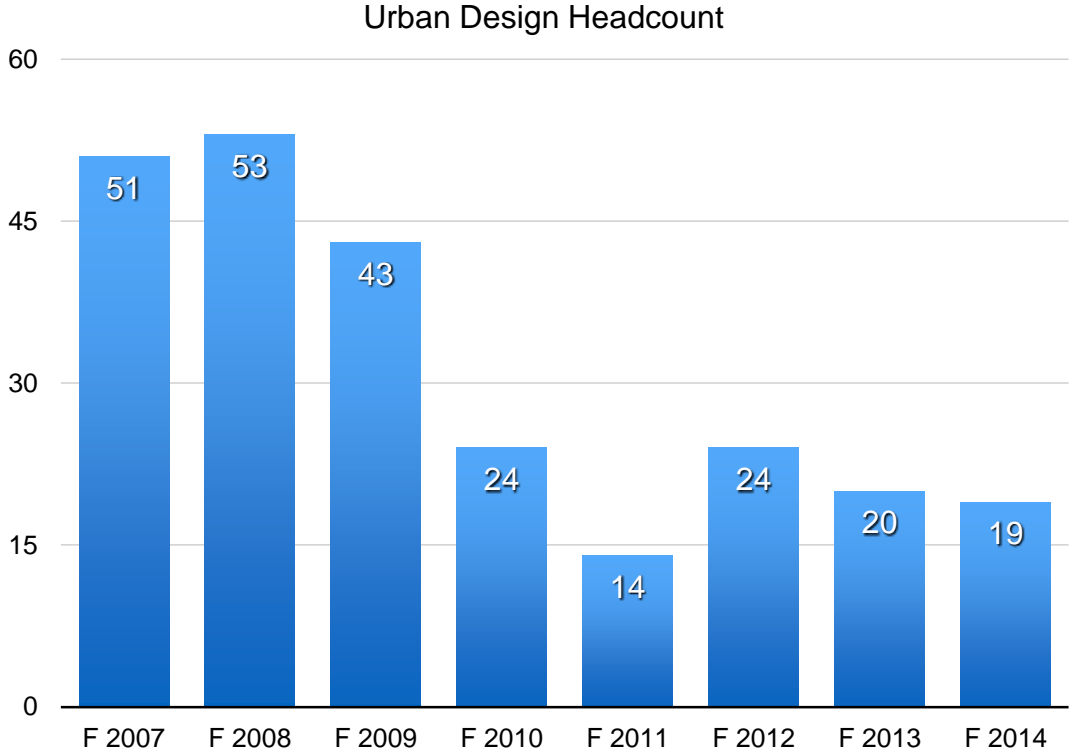
The MUD program held a Visioning Workshop in November 2013 with design and planning professionals invited from the Denver metro area; this session was used to recalibrate the professional direction and scope of the MUD program curriculum, which is now in place.

Curricular overlap with the other disciplines in CAP is intentional and created to enhance this post-professional program's mission and pedagogical requirements to advance the training and preparedness for each student. A few MUD seminar courses are open to students in CAP on a cross-listed basis; this creates a learning environment that consciously integrates students throughout the design and planning disciplines and enhances the College's mission. Further, elective courses are required outside of the MUD program; students enroll in such classes offered across the College, which furthers this integrative mission.

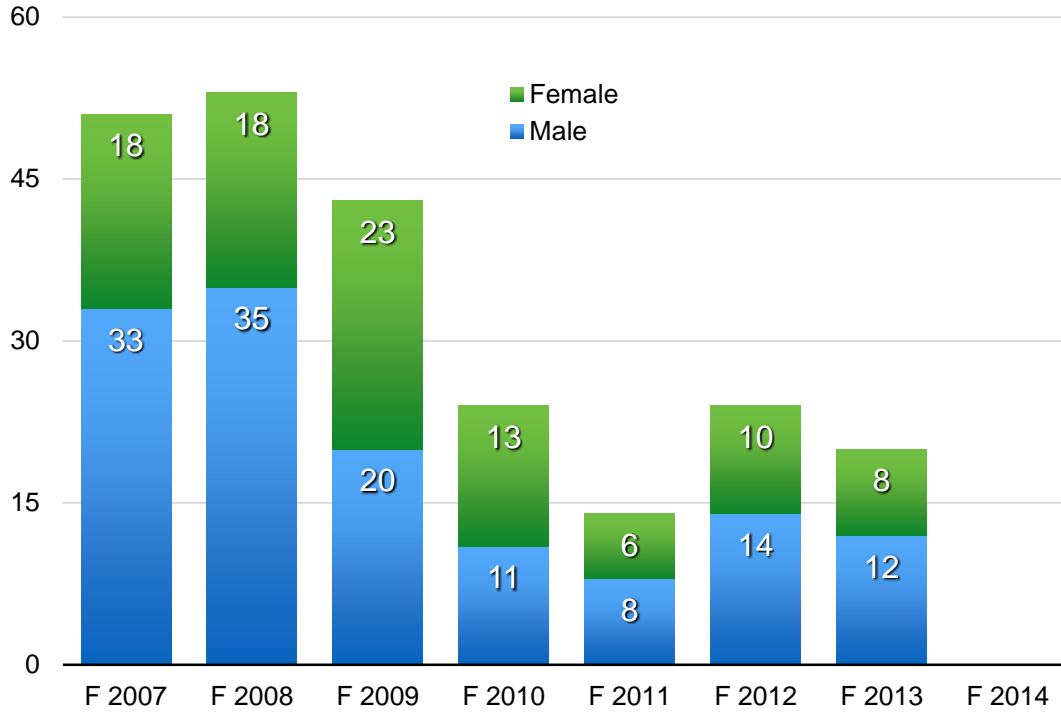
MUD faculty review the goals and outcomes of the curriculum in design reviews as well as annually in a faculty retreat. External peers drawn from the design and planning professions are invited to design studio reviews where they comment on the materials produced by students in the program and provide reflection on the quality of the project work. These professionals also participate in the review of design portfolios. Professional internships, an optional opportunity in

the program, ask the professional host to evaluate the individual performance, which is then reviewed by the co-directors to assess their preparation and ability to meet professional expectations. Job placement also indirectly reflects the quality of the curriculum.

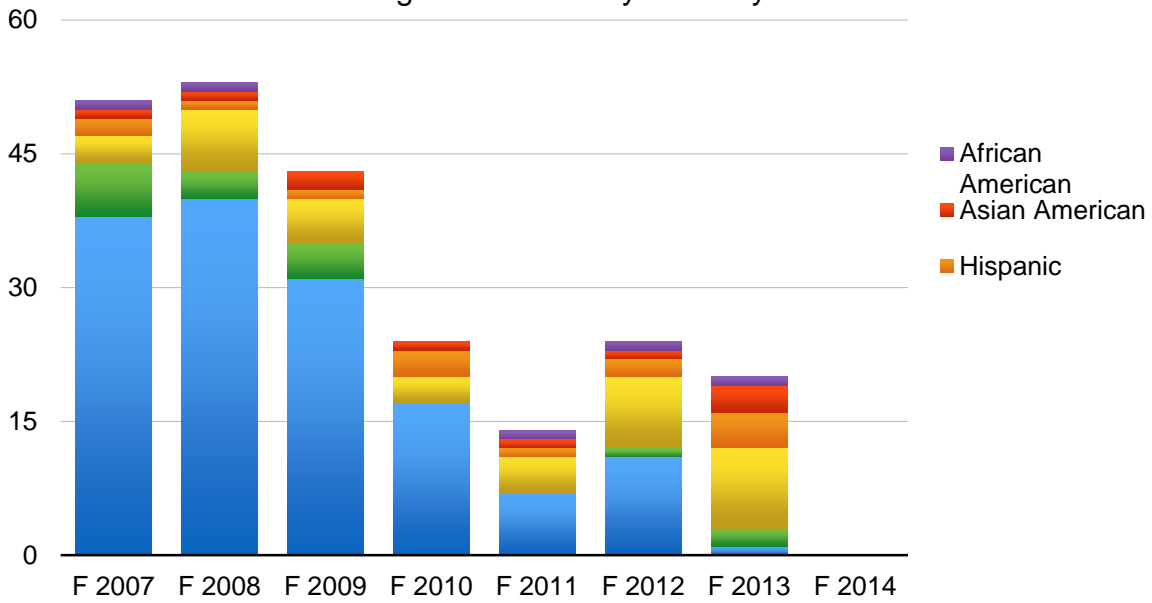
Here are the demographic details of the Urban Design Students:



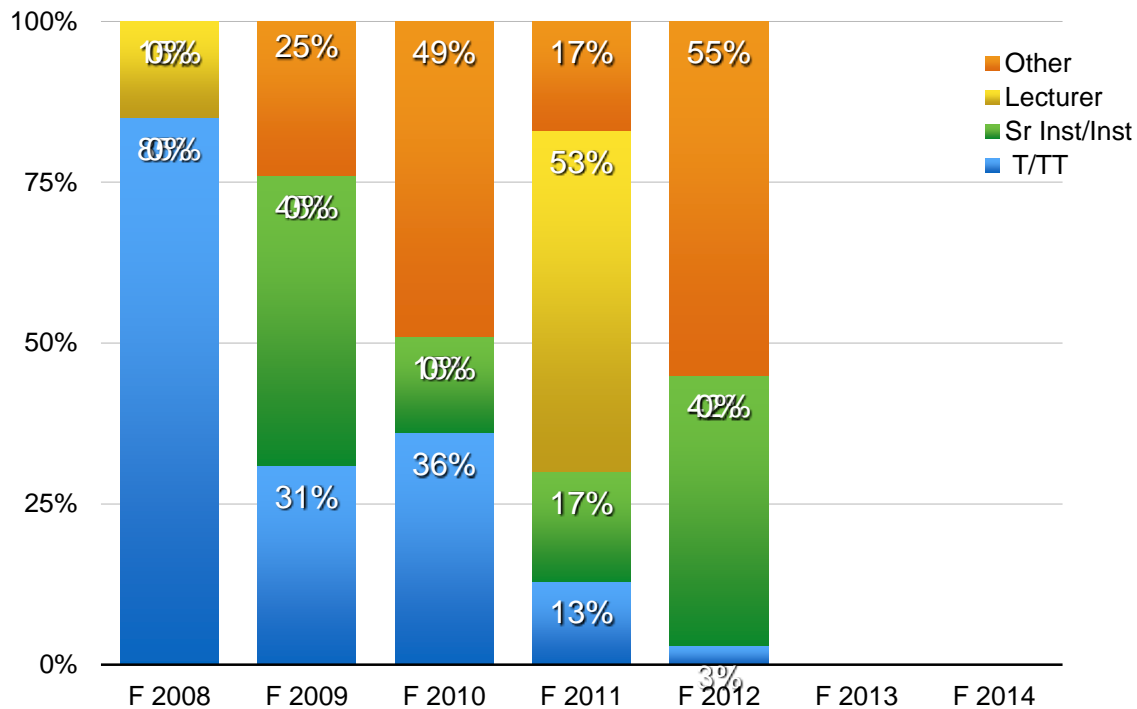
Urban Design Headcount by Gender



Urban Design Headcount by Ethnicity



Urban Design SCH by Faculty Rank



PhD in Design and Planning

The PhD in Design and Planning is a research oriented degree. Initiated in 1997, the program is dedicated to the education of future architects, landscape architects, and urban planners who are intellectual leaders, and who have a critical understanding of the social, political, and global conditions that influence their profession. The PhD degree in Planning and Design is appropriate for those seeking careers in research and teaching or in roles in government or professional consultation, all of which require a research specialization. So far, over 40 graduates of the program have gone on to faculty positions at universities in the United States and elsewhere, post-doctoral work, and into private consulting, nonprofit organizations, and the federal government.

Students may choose to focus in Architecture, Planning, or Landscape Architecture, or work in any combination of these disciplines. The modes of inquiry may draw from scientific, critical, historical, and creative disciplines. But common to all are (a) the physical environment as the domain of interest, (b) its interdisciplinary and integrative orientation, and (c) its applied nature.

Admission to the program is competitive and based on merit and available funding for research projects relevant to the central initiatives in the program. In the first two years of residence, students take courses to satisfy the requirements of a major and a minor field of study and the

core requirement of the program, as well as additional electives. The minimum residency requirement is four semesters, not including summer semesters. The first step is the completion of the course work required by the candidate's selected major and minor fields of study. The second step is the comprehensive examination in the selected major and minor fields of study. Students then move on to preparing a thesis topic and research proposal which is presented and defended in a public event. With the successful defense of the thesis topic and research proposal, students are admitted to candidacy. Finally, the completed thesis is defended in a public examination involving external examiners in addition to the members of the committee.

Curriculum

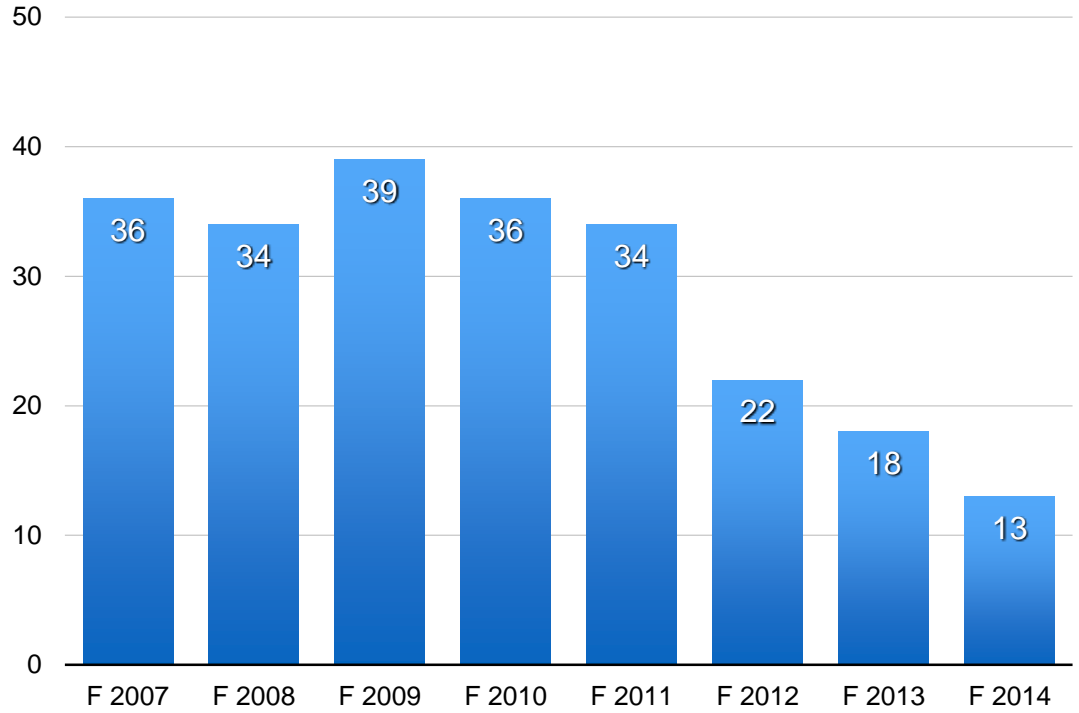
The required core curriculum develops topics in theory, methodology, and application, and also includes a series of program-wide colloquia. A defining characteristic of the Program and the disciplines from which it draws is its interdisciplinary nature—bridging architecture and planning; the humanities and the social sciences. Proper scholarly training within these disciplines presents inherent challenges from a pedagogical perspective. Coverage aims to be in depth but also with breadth so as to illustrate the complex interrelationships among planning and design problems.

The minimum requirement is 36 credit hours of coursework, all of which must be at the graduate level (5000 and above) and 30 hours of dissertation credits. All PhD students are required to take 12 credit hours of core courses. The curriculum is divided into three stages consisting of core courses, major and minor field courses, and the dissertation. The program requires a minimum of 66 hours of graduate work, 30 of which must be earned while in residence.

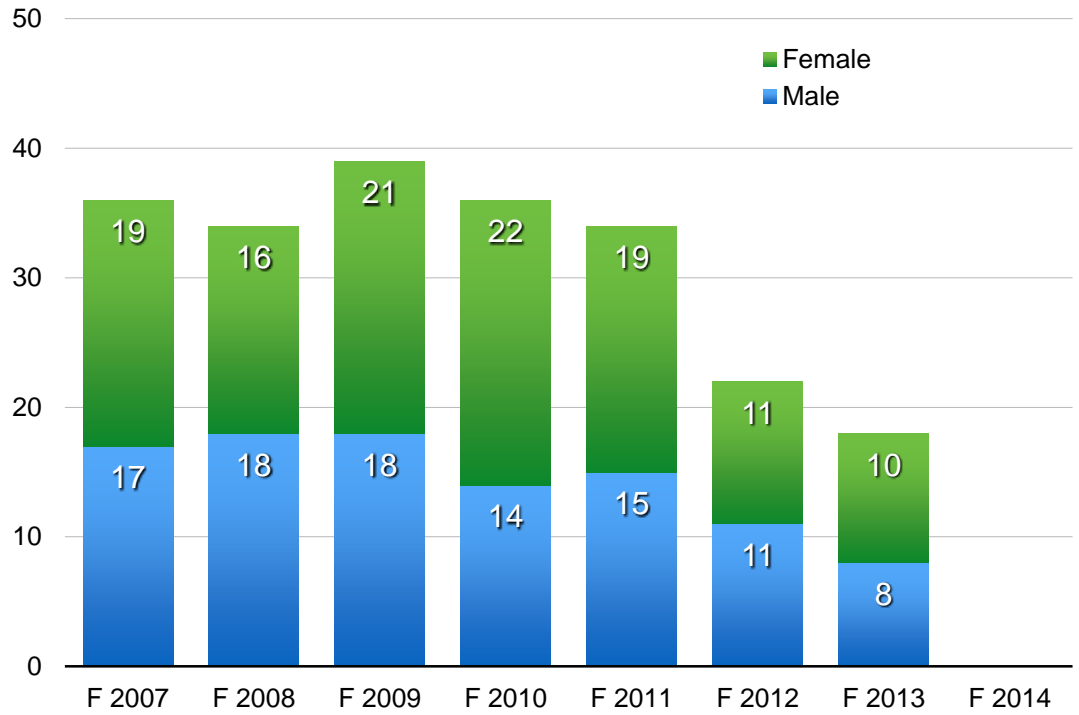
Students are required to submit year-end reports that update their progress relative to the program of study. The report must be first approved by the student's advisor, then by the PhD Program Director, and forwarded to the Graduate School Office to be placed in the student's file. University of Colorado Denver requires that doctoral students, whether enrolled full time or part time, must complete all degree requirements within eight years of matriculation.

Here are the demographic details of the PhD Students:

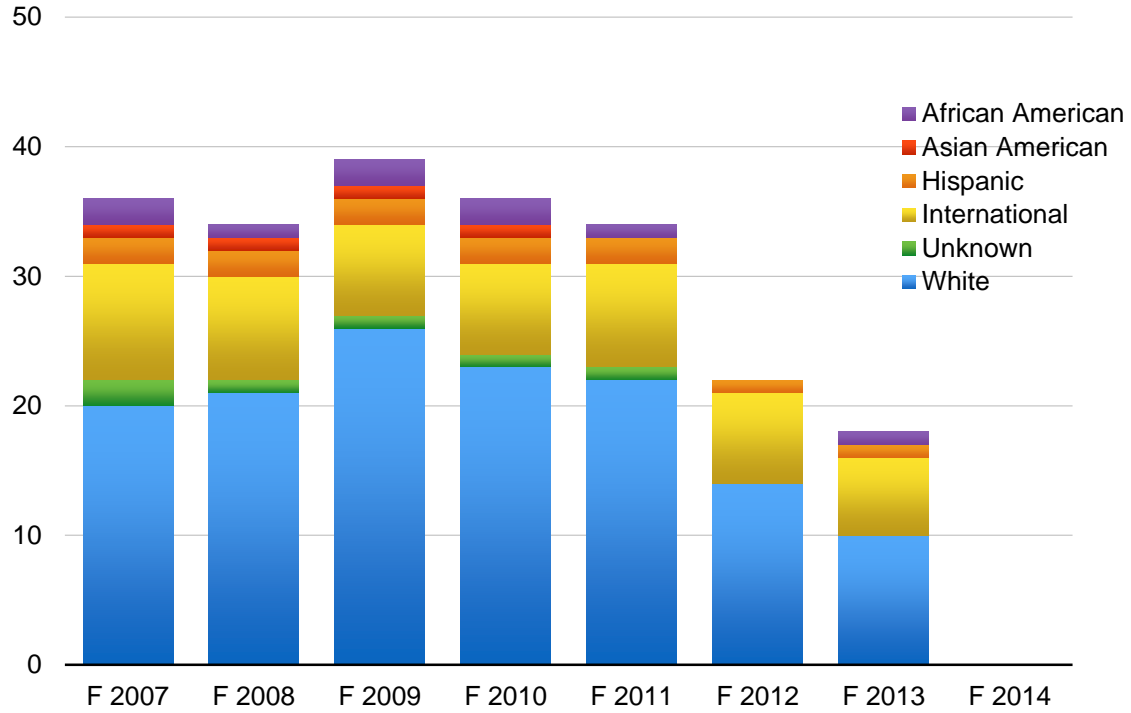
PhD Headcount



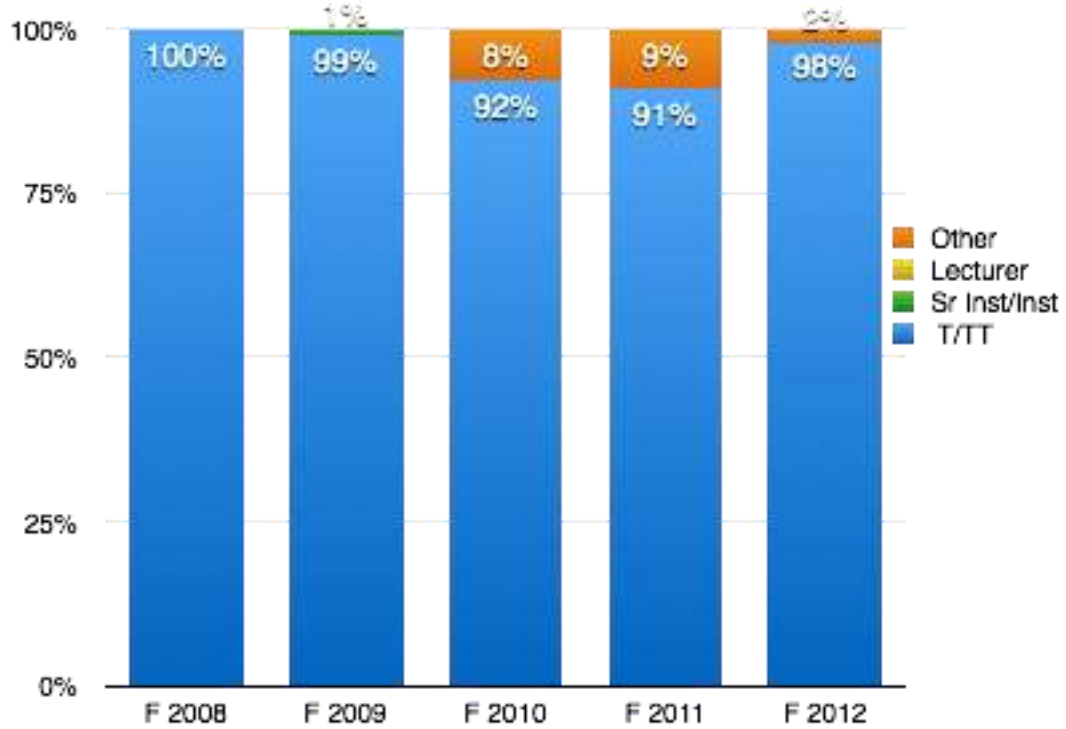
PhD Headcount by Gender



PhD Headcount by Ethnicity



PhD SCH by Faculty Rank



International Programs

The College of Architecture and Planning has always been a leader in international education, due to an unusually large number of faculty with international backgrounds or interests. CAP typically has run more study abroad programs than any other college in CU Denver. This focus has become even more important in recent years, as the design and construction industries are rapidly globalizing. Many of our students will need to work abroad, or will work in U.S. firms undertaking work abroad, at some point in their careers.

To build more infrastructure for international programs, international education has been assigned as part of the portfolio of responsibilities of the Associate Dean (first Yuk Lee, and on his retirement, Michael Jenson). We have been working closely with the Office of International Affairs to align with campus protocols and strategic plans, as well as drawing on their experiences regarding MOUs, for example.

Michael Jenson established the CAP Global Study Committee in fall 2013 to both expand and refine our international education programs by following three key principles: 1) strategically focus CAP programs in certain regions of the world where we can be most effective; 2) integrate the international experiences more fully into the life of the college and the existing degree programs; 3) provide centralized support staff for greater efficiencies.

The Committee is made up of the Associate Dean, Department Chairs from Architecture, Landscape Architecture, and Urban and Regional Planning, Program Directors from Urban Design and Historic Preservation, the Undergraduate Director, and a CAP global study coordinator. All international proposals are brought to the committee for review and approval. The committee welcomes faculty members with international contacts or experience to develop and submit a program proposal. The committee is charged with evaluating existing programs as well as recommending the suspension or reallocation of faculty for global study programs.

The coordinator provides the following services:

- Give assistance on how to develop a program
- Supply all required procedures for the establishment of the program, including program application
- Assist with promotion and student recruitment
- Assist with pre-departure orientation sessions
- Facilitate transition to the Office of International Affairs
- Work with student enrollment, advising, and degree conferral
- Coordinate CAP global study scholarship process

Formal, Continuing Programs

We established our first formal, continuing relationships with institutions abroad, in most cases supported by philanthropic gifts:

Dar Al-Hekma University is one of the first private all women's universities in Saudi Arabia. One of its prime founders is Zuhair Fayez, who is also one of our most distinguished alumni. He provided resources for CAP to develop a proposal for a five-year Bachelor of Architecture degree for DAH, which was approved by the Saudi Ministry of Education four years ago. Zuhair also funded an innovative joint studio between DAH and CAP. Each year, DAH students are teamed with CAP students, and each team designs a project together by way of the Internet and email. These projects introduce each side to the other side's cultural traditions and building technologies, creating greater cultural understanding. We recently received a new gift from Zuhair to add to previous gifts, to create an endowment of \$2M. This will be used each year to support the DAH design class visiting Denver, and the CU Denver design class visiting Jeddah.

The Finnish Initiatives are supported by another of our most distinguished alumni, Don Johnson, and his wife Maria. Don and Maria have close connections to Finland (Maria's birthplace), which is one of the world's most distinguished design cultures. Don and Maria are supporting developing closer ties between Finland's design schools and CAP, starting with giving full tuition scholarships for Finnish design students to complete our MArch. We also look forward to study abroad opportunities for our students in a major Finnish design school, for example, the Alvar Aalto University in Helsinki. A key point of overlap is the Finnish focus on wood construction and product design, and our focus on design/build projects in our Emerging Practices initiative.

The Tongji Dual Degree is an exchange program between CAP's Master of Landscape Architecture and the same degree in Tongji University in Shanghai. Tongji is ranked #2 for design in China, and so this is an aspirational peer for us. Our students begin here, spend a year at Tongji, and return here to complete the requirements for both the CAP and Tongji degrees; this works in reverse for the Chinese students. We believe this is the first dual degree of its kind in Landscape Architecture in the United States.

The Gensler Exchange was created with the help of yet another of our most distinguished alumni, Xia Jun. Jun obtained his Master of Urban Design here, worked in the Gensler office in Denver (Gensler is one of the world's largest and most global design firms), and then started up the firm's office in Shanghai. He and the firm are now completing construction on the world's second tallest building, in Shanghai. Jun helped us establish a scholarship, in which a CAP student could work in the Shanghai office, and a Chinese student could work in the Denver office. This innovative program is unfortunately on indefinite hold starting this year, due to recent changes in the Chinese visa and work regulations.

Revolving Programs

In addition to these more formal arrangements, CAP also runs extensive summer abroad, Maymester and Winterim programs based on faculty and student interests. Recent programs include:

- **Sustainable Tourism in the Slow City: Seferihisar, Turkey:** The curriculum emphasis highlights the city's historical layers, the Roman heritage, the Byzantian and Ottoman, in terms of urbanization in Turkey's first certified "slow city." The slow city movement features locally grown food, sustainable living, and decisions made within a local community context. Students learn about urban planning and design policies and their effects.
- **Architecture and Urban Context of Rome, Italy:** Lessons from the culture and city frame a specific understanding of historical buildings and architectural design styles. Classes take advantage of Rome as a contemporary city where historical settings and modern life form an integrated whole.
- **Architecture in Cultures: Thailand:** Studies provide a broad introduction to the cultural and architectural traditions from the vernacular to urbanism, from temples and palaces to the hectic pace of urban Bangkok. Many of the most significant accomplishments in the history of global architecture are represented in this location, where cultural and architectural history spans thousands of years. Students investigate the process of globalization and urbanization and the impact of the built environment.
- **Design Build Construction in Guatemala:** Mayan architects have been wrestling with volcanoes, earthquakes and mudslides for millennia. Similarly, CU Denver students face these challenges as they conduct research and build a school using locally owned, sustainable materials and techniques. They explore all phases necessary to modern design builds: design phase implementation, estimating, scheduling and project management skills required in traditional construction.
- **Southeast University of Architecture, Nanjing, China:** CAP's Master of Urban Design program and Southeast University of Architecture (SEU), Nanjing, one of the oldest urban planning departments in China, collaborate on joint urban design studios. In China, designs for a complex urban site along the famous city walls of Nanjing are underway. Students visiting Denver learn about the Denver Performing Arts Center, which is the nation's second largest performing arts center (Denver citizens contribute more public funding for the arts per capita than any other U.S. city), Denver's Civic Center Park, the Colorado Convention Center, and the rapidly expanded multi-modal transit hub downtown.

Extended Studies

At present, our continuing and professional education program is in a rebuilding phase as it strategically refocuses its efforts in support of the College's signature areas of prominence and distinction. We are actively evaluating several new certificate programs targeted at students

currently enrolled in a University of Colorado degree program who wish to add a credential to their degree, and working professionals who do not wish to enroll as degree students, but who wish to pursue a certificate to improve job skills.

The College of Architecture and Planning offers two graduate certificates: in Design Build and in Geospatial Information Science (GIS). The graduate certificate in Design Build is offered as an extension of the Master of Architecture program. Course work in this extension emphasizes the designer's perspective as master builder. One of the primary offerings currently in the Design Build program is a collaboration with DesignBuildBluff, a program started through the University of Utah that brings architecture graduate students to a Navajo reservation in Bluff, Utah, to build sustainable homes for Navajo families in need.

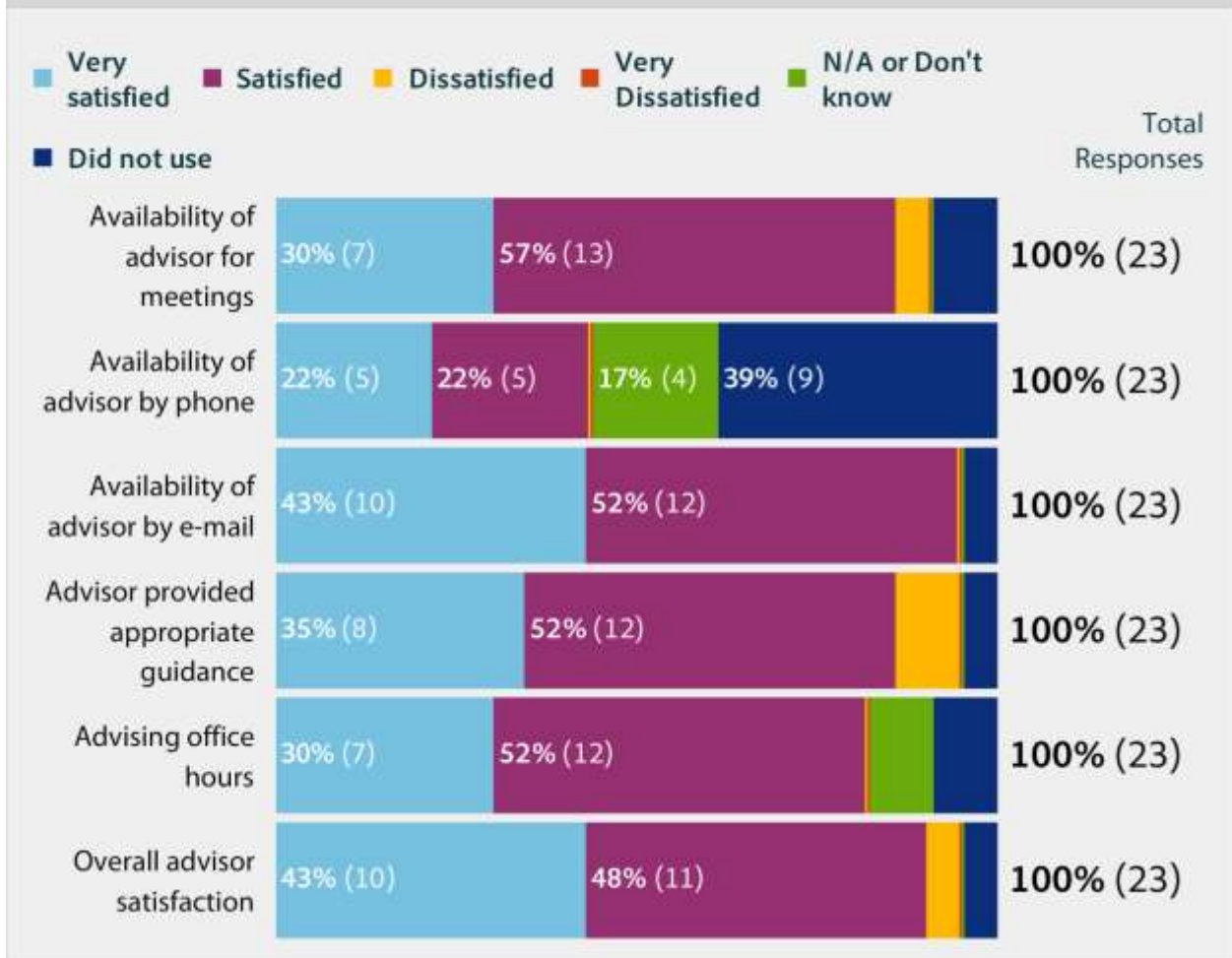
In partnership with the Civil Engineering and the Geography Department, the College offers a certificate program in Geospatial Information Science (GIS). Known to some as “computer mapping,” GIS is used to store, manage, analyze, synthesize, and display spatial data and information. This certificate program is intended for degree-seeking students and non-degree-seeking professionals with a strong interest in the application of GIS to the design and planning professions.

In combination with these efforts, our recent programs have been skills-based workshops and seminars. These have been one- to three-day intensive courses that focus primarily on enhancing skills related to a particular software or medium (i.e., drawing, photography, etc.). The College is exploring additional opportunities to partner with professional organizations such as the American Institute of Architects (AIA) to provide CPE credits to its members as part of the on-going educational requirements for licensing.

Advising

CAP has invested in a professional advising staff and infrastructure to provide strong support for our students. We have three advisors, one assigned to BSArch students, another to MArch and MLA students, and a third to MURP, MUD and MS-HP students. They are cross-trained to cover for each other during vacations, leaves, etc. We also have a director of internships and mentorships, who helps connect students to professional offices. The student advising services are highly effective, as seen in an exit survey of graduates conducted in Spring 2014:

2. How satisfied were you with the following aspects of your academic advising experience?



Further Information about support services is readily available on the CAP website:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/StudentResources/Pages/StudentResources.aspx>

The Campus Life section of the university website also offers extensive information:

<http://www.ucdenver.edu/life/services/Pages/index.aspx>

Besides the centralized advising offered in Student Services, individual programs offer additional help:

ARCHITECTURE

- Faculty and advisors work closely with individual students to assist them in setting personal goals and to advise them on elective choices and career directions.

- Students often seek informal advice from faculty, and the advising staff can help students find the appropriate resource to meet their personal and professional needs.
- The Graduate Academic Advisor (staff) and the Associate Chair (faculty) advise MArch students on all aspects of the curriculum as well as issues that might affect student performance in the program.
- The Undergraduate Academic Advisor (staff) and the Director of the Undergraduate Program (faculty) advise undergraduate students.
- Students meet with an advisor throughout the academic year as needed, to discuss issues of academic course planning. Advisors assist students with information and advice about graduate schools and employment possibilities available to them upon completion of their academic program.
- The Graduate and Undergraduate Advisors, the Associate Chair, and the Director of the Undergraduate Program meet regularly to discuss student issues and concerns, and to review department policies that affect students.

LANDSCAPE ARCHITECTURE

- Faculty advisors are assigned to the departmental student organizations: Student ASLA, ROOT, and Urban Horticulture Club.
- T/TT faculty and all instructors are required to post office hours and be available by appointment; lecturers are also encouraged to offer office hours and/or appointments. We are all readily available through e-mail.
- The MLA faculty is required to attend our departmental “assemblies” or informational sessions that occur at least once a semester.
- The Department Chair and Associate Chair maintain “open door” policy and shared contact information that allows students nearly immediate response as needed in emergencies.
- The Department Chair and Associate Chair are familiar with Campus Resources and make referrals as needed.
- All field trips use release forms, as do Study Abroad and Design Build programs, which also put in place Risk Assessment and Emergency Management Plans.

URBAN DESIGN

- Student support is available through direct access to the directors of the program, who are both Department Chairs and quite able to provide referrals to the extensive support infrastructure available in CU Denver; Office of Global Education for international students; direct access to the Student Academic Advisor for MUD housed in CAP.

OUTCOMES ASSESSMENT

College Outcomes Assessment

CAP remains committed to developing and implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality. The culture of assessment continues to improve and expand in the College. Each program has developed student learning outcomes, implemented assessment methods, collected data and, to varying degrees, used the information to inform program improvements. However, the type and ability for each program to collect specific and consistent data varies greatly.

The College offers five graduate programs, a PhD program and newly implemented undergraduate program in architecture. The CAP programs MArch, MLA, and MURP are professional degrees accredited by external accrediting agencies with learning outcomes for each of these programs tied directly to the expectations of the external accrediting agency. The other programs, MUD, MS-HP, and PhD, do not have a national accrediting agency. The faculty responsible for these programs have developed and implemented learning outcomes in accordance with their program goals and understanding of best national practices. Due to the differing requirements for programs within CAP, the College does not have overall college-wide learning outcomes.

As professional programs, Architecture went through accreditation in 2008 and was granted full reaccreditation in 2009, Landscape Architecture went through accreditation in the Fall of 2009, and the Planning accreditation review was in Fall 2010. During the preparation of each department's self-evaluation report for accreditation, each department reflected on the performance of the students as well as the faculty and curriculum.

As required by the university, each program is to submit an annual outcomes assessment report in May for review by the Director of Assessment, Dr. Kenneth Wolf. Dr. Wolf provides feedback and recommendations for improvement to each program. In general CAP has been consistent in providing the annual reports, however, last year due to administrative transitions and significant curricular changes a few programs did not submit annual results reports as new plans for assessment were developed.

To briefly demonstrate that student learning outcomes are being measured and the results obtained from measuring learning outcomes are being used to improve each program, Dr. Wolf's feedback for 2013-14 reports is included in italics below.

Programs with external accrediting agencies

Master of Urban and Regional Planning

(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)

Knowledge and skill goals: We take the assessment of the outcomes of our program extremely seriously. We used the whole of the PAB Standard 6-Program Assessment as a touchstone for the restructuring of the MURP program, and have begun to introduce metrics that will, over time, be the measure of the success of our new program. The response below matches the structure of Standard 6 and demonstrates that we have identified measurable goals, instituted rigorous learning outcomes assessments, and have begun systematically tracking graduate satisfaction and success.

The specific knowledge, skills and values that we must assess for the Planning Accreditation Board include the following (source: PAB Accreditation Standards and Criteria (*final - approved April 14, 2012*)):

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings; such evidence will be provided in Standard 6. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

- A. Required knowledge, skills and values of the profession: The program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in core courses required of all students, although other approaches are possible. Specifically:
1. *General planning knowledge:* The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.
 - a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
 - b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
 - c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
 - d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.

- e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
 - f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
2. *Planning skills*: The use and application of knowledge to perform specific tasks required in the practice of planning.
- a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
 - b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
 - c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
 - d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
 - e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
 - f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.
3. *Values and ethics*: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
- a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
 - b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
 - c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
 - d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
 - e) Social Justice: appreciation of equity concerns in planning.

How knowledge and skill goals are made known to students and other learners: The specific PAB outcomes that will be assessed in each course are noted in the course syllabus.

How well the knowledge and skill goals are being met: See Outcomes Assessment Report.

How learning outcomes are measured: Each course instructor selects the assessment instrument best suited to their course (e.g., a self-survey, inclusion of particular questions on exams, inclusion of particular essay questions, etc.). These are described in great detail in the Outcome Assessment Reports.

Learning outcomes measures change: The MURP program has begun using the 2012 PAB Accreditation Standards and Criteria.

Student employment/acceptance into graduate programs: April 2013 survey of May and August 2012 MURP graduates - Question: Are you working in a full-time planning-related job? (25 responses)

Yes	15	60%
No	10	40%

Our students have been very successful at passing the American Institute of Certified Planners (AICP) licensing exam. From 2004-11, the MURP program had a pass rate 8% higher than the national average, and we are ranked third out of 96 accredited programs in total number of alumni who have passed the exam during this period.

The percentage of MURP graduates who pass the AICP exam within three years of graduation:

<u>Graduation Year</u>	<u>Pass Rate</u>
2006	27%
2007	11%
2008	29%
2009	12%

How results have been used to revise and strengthen the program: Results from our Outcomes Assessments were instrumental in the development of our new program mission and curriculum. Our new approach rectifies gaps in the students' learning under the old curriculum made evident by our Assessments. We have just completed the first year of our new curriculum and will be drawing on our Assessments to adjust our courses as our program develops.

Dr. Wolf's feedback for 2013-14 - The department continues to have in place an excellent outcomes assessment system. Learning outcomes are linked to professional standards,

assessments are diverse (e.g., exams, papers, projects, presentations), rubrics are in use, and recommendations are made for improving the learning experiences for students. As well, students are performing at proficient levels and above. Kudos.

In 2013-2014 the department focused on assessing learning in a number of core courses. I will make a few brief comments about the assessment report from each course.

UPPL 5000 Planning History and Theory

Nice touch aligning the exam questions to the course learning outcomes. Good recommendations for improvement (e.g., revision of the exam format).

URPL 5010 Planning Methods

Linking the learning outcomes to the educational outcomes in use by the Planning Accreditation Board helps to ensure that the course learning outcomes are sound. Good reporting of the assessment results for each specific learning outcome.

URPL 5030 Planning Profession

The assessment (i.e., take-home paper) pushed the students to reflect on their learning and on the profession more broadly.

URPL 5040 Natural and Built Environments

Good observation: "...our learning objectives were quite broad and were not consistently evaluated. In future iterations we expect that outcomes and assessments will line up more tightly." Next year, design the assessments so that they better measure specific learning outcomes.

URPL 6000 Planning Project Studio

A very ambitious real world project! Despite the political tangles it was no doubt an excellent learning experience. Student self-assessments (as was the key assessment for this course) are valuable but they are not sufficient for outcomes assessment purposes. Necessary as well are the assessments of student products or performances. Self-assessments were nicely linked to the course and profession learning outcomes.

Overall, a well done assessment report (and excellent program from all appearances). The report would be even stronger if the program chair would review the findings from all of the courses and identify patterns across courses and students that the program overall might find useful to highlight.

Master of Landscape Architecture

(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)

Knowledge and skill goals for graduate student and other learning: Our programmatic emphases are arranged and tracked under five summative goals for student assessment and learning: Design; Research; Ethics; Communication and Representation; and Content Knowledge. There are numerous subcategories of knowledge and competencies in these areas that are addressed specifically through the core curriculum, but also in electives.

How the knowledge and skill goals are made known to students and other learners: Students are introduced to the five areas of emphasis and the learning expectations orally in our departmental meetings, and more directly they receive course syllabi that indicate the particular outcomes being addressed or highlighted in that course.

How well the knowledge and skill goals are being met: Overall, they are met quite well. The indicators we see over the last several years show that even our students for whom English is a second language are making great improvements in the program's assessed areas of knowledge and competency.

How learning outcomes are measured: Please see our Annual Assessment Report. The department uses several methods of direct and indirect assessments for specific classes and for program level review. Rubrics are one standard example for assessing coursework, and are used in many of the MLA classes. External professional assessment of student learning occurs in the design studio audit or review. We are discussing how to best implement a student "self-reflective" assessment point in our curriculum.

Student employment/acceptance into graduate programs:

- Two 2013 MLA graduates were accepted into and now attend PhD programs.
- While the program and course level assessments show the variation and character of student success, it is quite evident in the ability of the students to find meaningful relevant work upon graduation. The last few years have been successful in this direct indicator of successful learning in our professional curriculum.
- While we need to better track this data through alumni connections, our informal understanding indicates that **at least 75%** of the recent graduates (2012/2013) of the MLA program have sought and found work in the profession or a directly related field.
- The faculty works closely with the professional community to make students aware of job and employment opportunities. This effort needs to be more focused and accessible.
- A longitudinal indicator of student success can also be seen in our 10+ who hold tenure or are in tenure track positions in landscape architecture at institutions of higher education nationally, including one who is now a department chair. Many other alumni are involved in teaching as lecturers or instructors, and as studio critics.
- An alumnus of our program has held the elected post of President of the American Society

of Landscape Architects.

- At least three of our alumni are Fellows of the American Society of Landscape Architects, a national position attained through nomination and review by a body of peers in the profession.
- Several of our alumni are Principal or CEO in internationally acclaimed design firms, and many others are Senior Associate.

How results have been used to revise and strengthen the program: The department annually dedicates a faculty meeting to discussion of the learning outcomes and assessment. Full consideration is given to how results impact curricular decisions and direction for making the program's learning better. One example is the inclusion of "Research" as a learning outcome category and the revision of the "Research Methods" course to address this, and its status as a required core course for all MLA students.

Dr. Wolf's feedback for 2013-14 - Kudos once again this year to the Landscape Architecture program. The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions. As well, students appear to be performing at high levels both within the program and outside of it (e.g., numerous student applications for external awards and scholarships).

The program is ambitious in its vision and has used the assessment process to improve its effectiveness. Examples include the program's careful analysis of assessment results (e.g., "Most students have a reasonable command of representational conventions and media, but lack critical insight in medium-content relations."). As well, the program has many plans for future improvements. Examples include possibly hiring a teaching assistant to help international students in assimilating more quickly into the program, developing methods for assessing students' understanding of ethics related to the field of landscape architecture, and arranging for workshops on rubric development and written communication.

Impressive!

Architecture

The development of the new curriculum structure demonstrates that NAAB perspectives are essential to the character, mission, and goals of the department. In fall 2014, the new curriculum is being implemented, taking into account the need for a transitional period. An assessment process will be implemented within the Department on an annual basis.

Teaching Assessment

- Teaching development and assessment will be at the forefront of discussion in Fall 2014. Faculty will participate in a workshop focused on the development of learning outcomes and rubrics for the new curriculum.
- The faculty will assess the plan each year to see where the Department has been successful in meeting the goals, and new strategies will be adapted to further the Department's goals and ambitions.

Faculty Self-Assessment

- The faculty engages in self-assessment in a variety of ways. First, the faculty actively participates in governance of the department through its work on the four standing committees: Curricular Affairs, Student Affairs, Faculty Affairs and Academic Affairs.
- In Fall 2014, the department will establish an end-of-semester review policy for all studio work. This will permit faculty, students, staff, and others to participate in review of student work.
- Student evaluation of faculty teaching is performed in every class using the Faculty Course Questionnaire (FCQ) form.

Assessment process

- The Department of Architecture currently responds to the campus wide assessment process. A report is submitted each spring semester.
- Beginning in Fall 2014, the academic affairs committee whose members represent all academic ranks, from lecturer to professor, will develop the new departmental self-assessment process. It will identify means for gathering data as well as various individuals and groups with which to meet on a regular basis to gather input.
- In fall 2014, faculty will develop course rubrics as a tool for outcomes assessment. Dr. Kenneth Wolf, Director of Assessment for the University of Colorado Denver campus, will be instrumental in developing a workshop for the faculty.

Master of Architecture

(Reports not available but a multi-year plan has been developed with Dr. Wolf.)

The focus of outcomes assessment in 2013-2014 was on re-designing the curriculum and mapping the learning outcomes required for professional accreditation to the new curriculum.

The outcomes assessment plan for 2014-2015, as part of the professional accreditation process, is to identify and assess weak and strong samples of student work for each course and for each learning outcome as a way of documenting and analyzing student performance.

For 2014-2015, the program will submit an assessment report (due May 30, 2015) describing the results of the assessments that were carried out for each course. A plan will be included in

this report for how the outcomes assessment process will unfold in 2015-2016 (and subsequent years). This plan would identify in which courses assessments will be administered, for which outcomes, and by whom to have the necessary assessment data for the 2015-2016 annual assessment report (due May 30, 2016).

Bachelor of Science in Architecture

(Refer to Appendix H for 2013-14 annual results report.)

Dr. Wolf's feedback for 2013-14 - The Architecture BS program is making steady progress in putting in place an effective outcomes assessment system. The program has identified learning outcomes (linked to the NAAB criteria), and identified which outcomes are addressed (and included on the syllabi) in which courses. As well, the program has developed a number of rubrics for assessing performances. The plan for fall 2014 is "to review our current assessment tools and establish uniform means of data collection." The program then plans to collect assessment data in the spring of 2015 to inform the program improvement process (and the 2014-2015 annual assessment report).

Programs without external accrediting agencies

Master of Urban Design

(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)

Dr. Wolf's feedback for 2013-14 - The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There is an assessment matrix (outcomes by courses by assessment method) and multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. As well, the faculty members meet to discuss the assessment results and then use the information to guide their program improvement recommendations (e.g., possible inclusion of a reflective component in the form of a portfolio).

Particularly notable is the careful analysis of student performance and recommendations for course and program improvements (e.g., Learning Outcomes Assessment for Urban Design 6610). As well, the format and forms for instructors to report on student performance for their courses is an excellent design!

Simply stellar. A model I hope to share with other programs across the university.

Master of Science in Historic Preservation

(Refer to Appendix H for 2012-13 and 2013-14 annual results reports.)

Dr. Wolf's feedback for 2011-14 – The Historic Preservation program has many excellent features in place in terms of outcomes assessment. The program has identified key learning outcomes, created a curriculum map indicating where students have the opportunity to learn these outcomes, and measured student learning through a variety of measures. The assessment results are then used to inform program improvement decisions.

The assessment report and assessment process would be stronger if the results more clearly indicated the relationship between specific assessments and student performance; however, given the small number of students in the program, the more general reporting on student performance for each learning outcomes, based on the program chair's specific knowledge of each student, is most likely very accurate.

PhD in Design and Planning

Value-added is an elusive quantity, and the diversity of intellectual trajectories in the program—while fostering interesting cross-fertilizing discussions—makes it harder to address the many distinct foundational needs of the students. Gauged in terms of academic placements, the program is not yet where many faculty would aspire for it to be. Prior to the split from Boulder, the target, as most if not all would assert, was academic destinations in architecture, urban and regional planning, and perhaps landscape architecture. However, the newly formed CAP PhD faculty at CU Denver have found it necessary to review past performance and expectations to extract lessons in envisioning next steps to what in many ways is a new program. Amongst these are: that Program faculty must aspire to higher visibility amongst peer faculty and institutions, that the previous core curriculum focused on “Environmental Design” rather than the professional disciplines, and that the market value of the PhD has expanded beyond its traditional role as a training ground for academics because research is now the foundation of many disciplines within politics and business. It is within this last aspect that much of the focus of discussion about the future of the program has rested.

There has been faculty discussion regarding, but no formal plan drawn up to enlarge the concept of research and its role in endeavours more aligned with CAP research centers such as CCCD and CoPR. Research within these groups is markedly geared more towards application and integration into the professional/community engagement realms and the newly emergent public policy (“think tank”) world. This will change the way financial resources for students are given and what type of student the program will recruit. It has also transformed the way the methodology course sequence is delivered — to make sure that students are aware of the full possibilities of their skillset and not the defaulting to an ever more competitive market of traditional academia as the sole measure for success. Though the program will inevitably place future students in traditional academic positions, especially if it maintains its current path – it should also be able to point to a diversity of job placements for our students in the future.

FACULTY

Faculty Roster

Here are the faculty rosters as of Fall 2014:

Department of Architecture

Professors:

Mark Gelernter, PhD, University of London (Bartlett School of Architecture, UCL)
Julee Herdt, MArch, Southern California Institute of Architecture
Laurence K. Loftin, III, MArch, University of Virginia
Ekaterini Vlahos, MArch, University of Colorado

Associate Professors:

Amir Ameri, PhD, Cornell University
Osman Attmann, PhD, Georgia Institute of Technology
Robert H. Flanagan, MArch, University of Colorado
Phil Gallegos, D.Arch, University of Hawaii
Michael Jenson, PhD, University of Edinburgh
Christopher Koziol, PhD, University of Colorado Denver
Taisto H. Mäkelä, PhD, Princeton University
Hans R. Morgenthaler, PhD, Stanford University

Associate Professor (Clinical Teaching Track):

Barbara Ambach, MArch, Southern California Institute of Architecture

Senior Instructors:

Ranko Ruzic, MArch, University of Colorado
Erik Sommerfeld, MArch, University of Colorado

Instructors:

Amir Alrubaiy, MArch, University of Colorado
Matthew Shea, MArch, University of Colorado
Jo Vandenburg, MArch, University of Colorado

Adjunct

Assistant Professor: Fred Andreas
Associate Professor: Christopher Nims

Department of Landscape Architecture

Professor:

Lois A. Brink, MLA, University of Pennsylvania

Associate Professor:

Ann Komara, MLA, University of Virginia

Assistant Professors:

Jody Beck, PhD, University of Pennsylvania
Joern Langhorst, Diploma, University of Hannover

Senior Instructors:

Lori Catalano, MLA, University of Pennsylvania
Anthony R. Mazzeo, MLA, University of Pennsylvania

Instructors:

Emmanuel Didier, MArch, MLA, University of Virginia
Leila Tolderlund, MLA, University of Colorado

Department of Planning and Design**Associate Professors:**

Jeremy Németh, PhD, Rutgers University
Austin Troy, PhD, University of California, Berkeley

Assistant Professors:

Carrie Makarewicz, PhD, University of California, Berkeley
Carolyn McAndrews, PhD, University of California, Berkeley
Andrew Rumbach, PhD, Cornell University

Instructors:

Ken Schroeppel, MURP, University of Colorado
Jennifer Steffel Johnson, PhD, University of Colorado

Adjunct

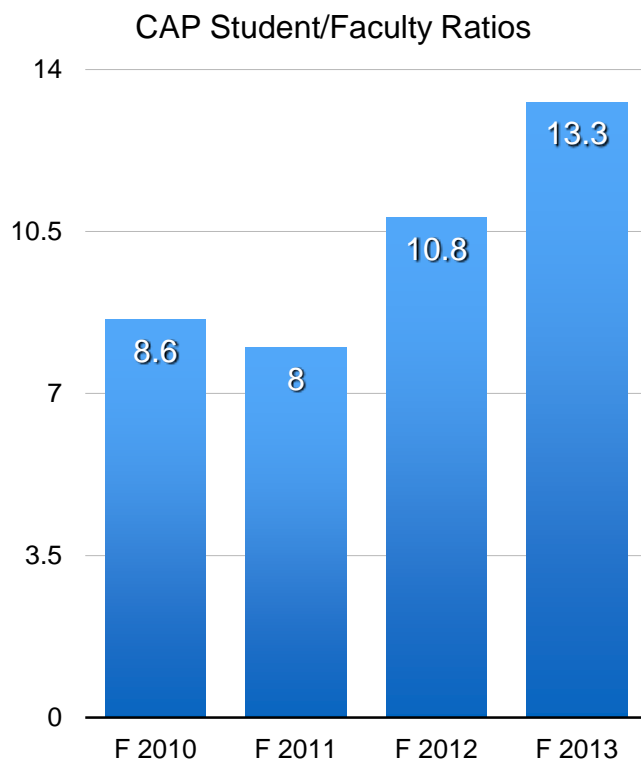
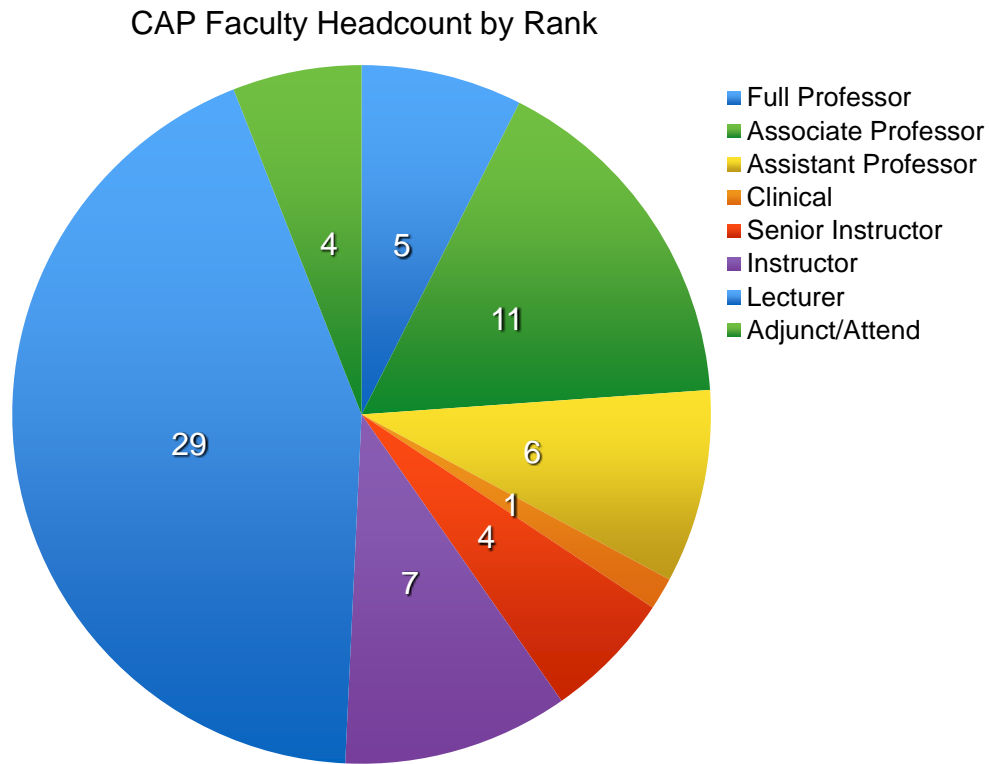
Professor: Gil McNeish
Professor: Tom Ragonetti
Associate Professor: Peter Park
Assistant Professor: Korkut Onaran

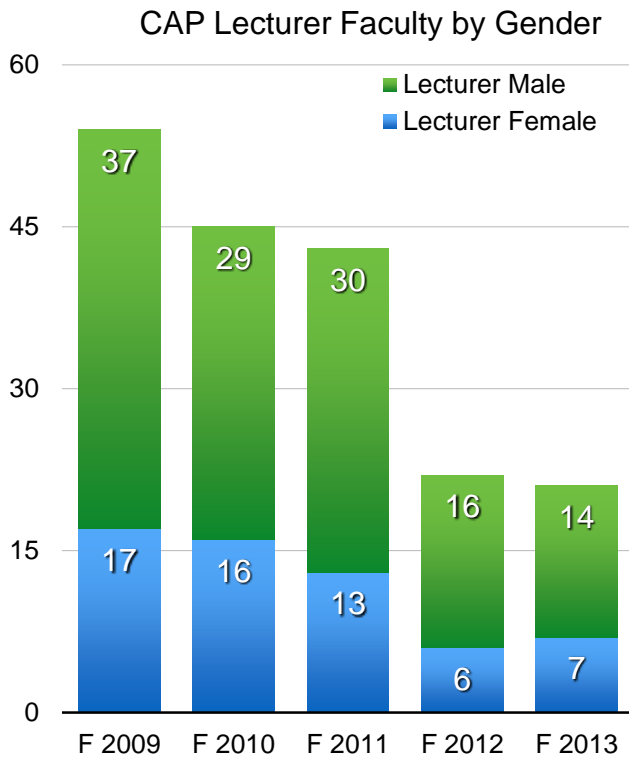
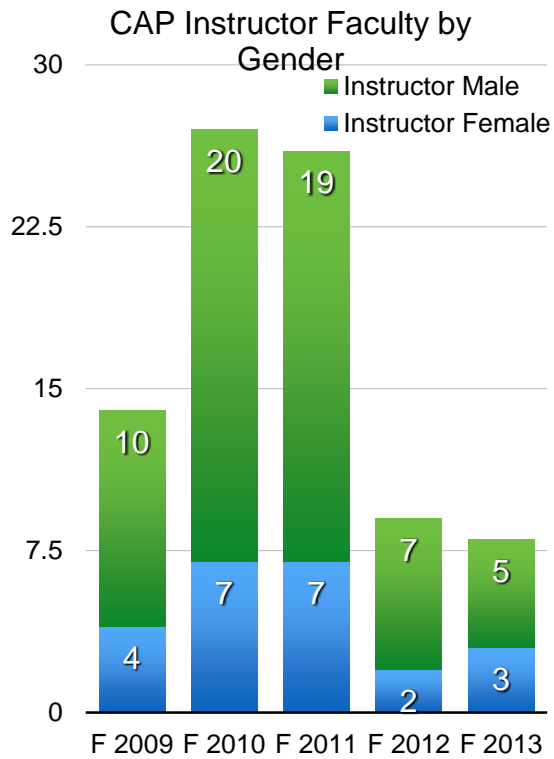
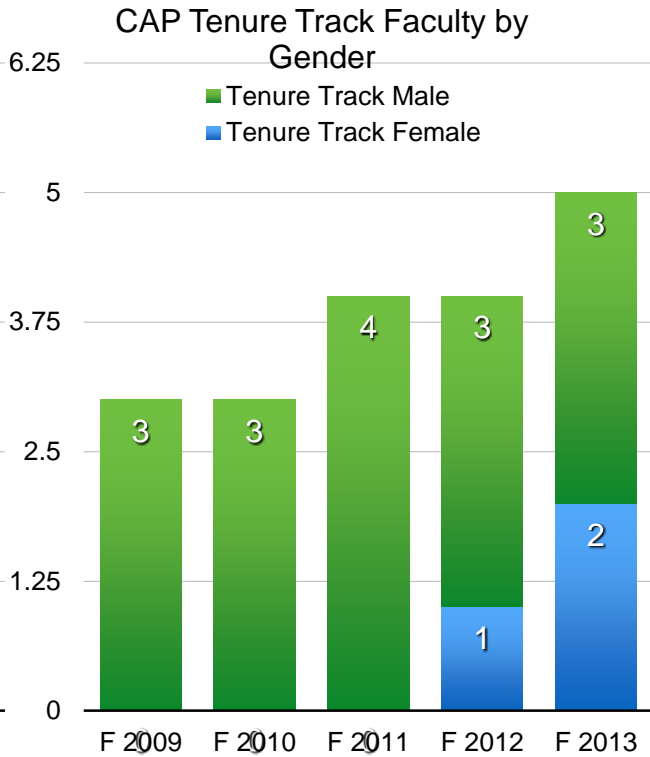
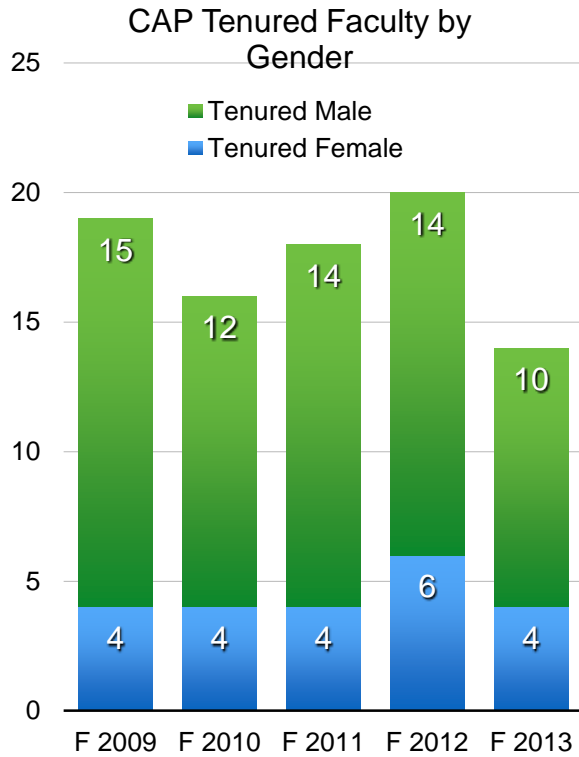
Professors Emeritus

Ernesto Arias – Planning
Thomas A. Clark – Planning
George Hoover – Architecture
Joseph Juhasz – Architecture
Yuk Lee – Planning
Patricia O’Leary– Architecture
John Prosser – Architecture
Fahriye Hazer Sancar – Planning
Peter Schneider – Architecture

Faculty Data

Here are the demographic data for the CAP faculty:





RTP Criteria

All three primary units in the College have revised their criteria for reappointment, tenure and promotion recently; Architecture in 2013, and Landscape Architecture and Planning and Design in 2014. The criteria required the approval of tenured and tenure-track faculty, the Dean, and the Provost.

Professional Competence

All have appropriate professional terminal degrees, or the appropriate degree required to deliver content in a specific area of the curriculum (e.g., ecology).

Faculty Research and Creative Work

ARCHITECTURE

Our research and creative work are strongly tied to our teaching and service. Faculty interests are broad and center around Community Outreach, Design Build, Green Technology/Energy, Digital Practices, Preservation and Traditional Architecture.

The professors and associate professors have received grant funding in the areas of Preservation, Community Outreach, Traditional Architecture, and Green Technology. Nearly all of this work is community-oriented and applied research. Particularly through the Center of Preservation Research and Colorado Center for Community Development, faculty work in partnership with federal, state and local agencies, in addition to the private sector. Over \$1.5 million was brought in from the centers from 2012 to the present.

Areas of applied research include exploring high-tech documentation methods and best practices for federal agencies such as the Bureau of Land Management, National Park Service and Department of Wildlife. Professor and Chair Kat Vlahos has obtained considerable funding, including a project working with state and local organizations developing architectural survey data for neighborhoods in the urban center of Denver and rural neighborhoods throughout the state. The State Historic Fund has also funded a multi-phase, multi-year project to develop preservation education and training programs for the state's rural communities.

Other areas of research include the development of architectural materials aimed at sustainable building practices. Working closely with the university's Technology Transfer program, Professor Julee Herdt has developed and filed patents for an innovative sustainable building material called BioSIPs Structural Insulated Building Panel, for which she received funding from the U.S. Department of Agriculture and the State of Colorado Advanced Technology Fund. Faculty publications in this area include Associate Professor Osman Attmann's book *Green Architecture: Advanced Technologies and Materials* (McGraw-Hill's Greensource Books, 2009) and Assistant Professor Adjunct Fred Andreas's co-authored book *A Simple Path to*

Sustainability: Green Business Strategies for Small and Medium-Sized Businesses (Praeger Publishers, 2011). Andreas also serves as Assistant Research Professor in the College of Engineering and Applied Science at University of Colorado Boulder, where he is part of a team awarded \$1.97 million by the National Science Foundation to develop a "living wall" system based on biomimicry, or the imitation of nature, to slash energy use in buildings.

The Design Build program has received multiple national awards for projects that engage regional communities such as the Navajo Nation in Utah. Rick Sommerfeld, Senior Instructor and Director of the Design Build certificate program, will present three projects at the ACSA Fall Conference in October 2014. The program received the first-ever 2014 ACSA Design Build Award for the project Nakai Residence, which also will be in an international exhibit at the Pavillon de l'Arsenal in Paris, France, this fall. Design Build projects were included in Bridgette Meinhold's book *Urgent Architecture: 40 Sustainable Housing Solutions for a Changing World* (Norton, 2013). Associate Professor Phil Gallegos, who began the Design Build program in CAP, continues this work in Guatemala, where he and several classes of CAP students have worked to build a school and medical facilities, researching appropriate materials and techniques to accommodate the various environmental, economic, and social conditions that typify the Trifinio region.

In the area of Traditional Architecture, Professor and Dean Mark Gelernter published "Reflections on the Modernist Objections to Tradition," in *ArchHist '12: Interactions in the History of Architecture*, Conference Proceedings 23-25 May 2012, Mimar Sinan Fine Arts University (Dakam Publishing, Istanbul, Turkey, 2013), and "Making Room for Traditional Architecture" in *Traditional Building*, New York, February 2013. Associate Professor Taisto Mäkelä's article "Why the Classical? Two decades of Teaching at the University of Colorado Denver," appeared in *The Classicist* No. 10. Professor Keith Loftin wrote a textbook, *Origins of Architecture* (Kendall/Hunt Publishing Company, 2012).

Architecture history/theory is another area in which faculty are publishing. Recent Senior Instructor Melanie Shellenbarger's *High Country Summers: The Early Second Homes of Colorado, 1880-1940* (University of Arizona Press, 2012) was a finalist for the 2013 Colorado Book Awards. Associate Professor Amir Ameri's book *Architecture of the Illusive Distance* is scheduled for publication in April 2015 by Ashgate Publishing. Associate Professor Christopher Koziol's book *Heritage on the Make: Assembling Chicago's Architectural Past (and Future)* is forthcoming from Ashgate. Associate Professor Taisto Mäkelä wrote a chapter, "Finnish Architecture: A Critical Introduction, 1960-2010," for *A Critical History of Contemporary Architecture: 1960-2010*, edited by Elie Haddad and David Rifkind (Ashgate Publishing, 2014). Associate Professor Hans Morgenthauer is preparing two manuscripts, *An Architectural Guide to Colorado* and *Modern Architecture and its Inner Necessity*.

We also have faculty with research interests in emerging practices in architecture. Associate Professor/Associate Dean of Academic Affairs/Assistant Vice Chancellor for Research/Creative Activities Michael Jenson in recent years has produced a book, *Mapping the Global Architect of Alterity: Convention, Practice, Representation, and Education* (Routledge, 2014), a book chapter entitled “The Global Nomad: Navigating Mediated Space at a Global Scale” in *Global Media, Culture, and Identity* (Routledge: Rohit Chopra & Radhika Gajjala, editors) and an article included in the published collection of essays entitled *Design Studio Pedagogy: Horizons for the Future* (Open International Press). Associate Professor Robert Flanagan has been exploring the cutting edge of architecture project delivery methods.

LANDSCAPE ARCHITECTURE

Major scholarly, research and creative work interests of the department: Our program’s point of view and faculty research emphasize design and planning to facilitate and create landscapes supporting human and environmental well-being. Our research also probes understanding landscapes as cultural products expressing social and political values. Our work is primarily civic and urban in focus. We embrace civic engagement and applied research, as well as qualitative research in history and theory that interprets landscapes as cultural products that generate and express meaning for individuals and society.

- Learning Landscapes – applied research. Learning landscapes for public schools create focused community spaces that enhance learning and address wellness through activities. These playgrounds and schoolyards include vegetable gardens and orchards to provide food and teach students about healthy eating.
 - Research studies human factors and benefits from designed landscapes. Evaluation of impacts of designed landscapes on health (particularly childhood obesity) and learning (particularly retention of material and student focus and attention rates).

- Food Sovereignty and issues of hunger – applied research. Research explores and studies how to improve the world around us by creating equity in access to resources affecting well-being and health such as food, water, and open space. These studies explore the connection between landscape and political form.
 - Identify food deserts and create design solutions to mitigate this condition – faculty and studio work in North Aurora for example.
 - Understand the political systems creating inequality in access to healthy foods.
 - Engage communities to generate design and re-imagine not only the food system of our society but the political and social structure on which it rests.
 - “Garden to table” solutions with urban agriculture for elementary schools showcase one example addressing this.

- Green roof/living systems – applied research. Study ways to reduce energy use, conserve water, and cool buildings using cutting edge technology and materials.
 - Current efforts focus on studying buildings on the Auraria Campus in partnership with the College of Engineering and Applied Science.
 - Produce technical metrics for evaluating green roof impacts on building heating, water absorption for drainage, and materials studies.

- Cultural Landscapes – applied research / landscape documentation. Study landscapes to understand environmental and social dynamics and formulate design solutions for new uses that maintain relevance over time.
 - Document historic vernacular landscapes in Colorado and across the U.S. to identify significance and cultural value. Recent examples of funded research are landscapes of the Civilian Conservation Corps such as Red Rocks Amphitheater and landscapes in Rocky Mountain National Park.
 - Research studies of designed historic landscapes in Denver and Boulder to create a basis for design changes implicit in development and future alterations.

- History/theory – qualitative research.

Collaborative efforts: There are several collaborative efforts within CU Denver and beyond.

- MLA and College of Engineering – work on Green Roof/Living Systems for North Classroom Building
- MLA and Department of Geography – collaboration through GIS on applied research in Learning Landscapes; the GIS Certificate in Landscape Architecture. This collaboration is also potentially expanding to include partnering to study food sovereignty and issues of hunger.
- MLA with Campus Planning and Design: Auraria Library and North Classroom Urban Design Study (corner at Larimer and Speer Boulevard)
- Community partnerships over the last three years: LiveWell, Denver Public Schools, The Kitchen Community, Chicago Public Schools, City of Leadville Parks, City of Aurora, Boulder – Four Mile Canyon fire area, Denver Parks.
- National Park Service CESU (Cooperative Ecosystems Studies Unit) for projects in Rocky Mountain National Park.

Quality and recognition by external professional communities: The MLA faculty provides evidence of success through: external funding for research, awards recognizing research and creative activities (design), publications in peer reviewed journals, book publications, invitations to speak at conferences, conference proceedings publications, public presentations of work, invitations to participate on research teams, and invitations to offer professional expertise for juries, design reviews, peer reviews of papers and proposals, and conference keynote speaking

engagements.

PLANNING

Major scholarly, research and creative work interests of the department: Our research interests center on three main areas: healthy communities, urban revitalization, and regional sustainability. Our department consists of three assistant professors and two recently tenured associate professors. Four of these five faculty members joined the university in 2012 and 2013. These five tenured/tenure-track faculty were awarded over a dozen grants in 2013, and raised over \$250,000 in external funding from the NSF, Kaiser Family Foundation, U.S. Fire Service, National Park Service, Tri-County Health District, and Natural Hazards Center (among others). In the past year, this work has resulted in several publications in press or under review, as well as a piece in *Journal of the American Planning Association* and the *Journal of Planning Education and Research*, the two “journals of record” in the planning field.

Areas of strength and trends in activity and productivity: In general, our research uses quantitative and qualitative tools to assess how different policies from zoning to disaster recovery regimes to housing policy have differential impacts on different populations, with a special emphasis on the most marginalized groups of society. Nearly all our work is community-oriented, engaged research: for example, the Resilient Colorado initiative (www.resilientcolorado.org) works with flood-affected communities in the Front Range. Another project includes \$210,000+ to examine the lessons learned from the FasTracks buildout. Research from these projects and others related to health policy, walkability, and transportation equity promise to directly influence policy. More and more, our work looks at issues relevant to the Rocky Mountain region and the Denver metropolitan region in particular. Our junior and senior faculty members are submitting on average 3-4 articles each year and have published in top journals on these topics.

Collaborative efforts: In AY 2013-14, Professors Makarewicz, Németh, and Rumbach have won \$70,000+ in funding from NSF and others for work on the flood recovery project. Professors Makarewicz, Németh, and Troy have won an additional \$210,000+ from the Denver Regional Council of Governments. Professors Makarewicz and Németh won \$12,000 on a collaborative grant to examine transportation equity in Denver.

Problems or deficiencies in research and planned activities to correct them: Given that we have three new assistant professors, we are proud of our productivity but hope and expect to increase the number of publications each year, shifting our focus from grants and contracts to peer-reviewed publications.

Adequacy of resources: We have an excellent grants/contract staff member (Danielle Brunner) who has been amazing. We have the support we need, but are currently exploring restarting the

Center for Sustainable Urbanism to provide a more visible entity to channel funded and community-based research.

Quality and recognition by external professional communities: In 2013-14, our five tenured/tenure track faculty members published articles in top peer-reviewed journals such as: *Journal of the American Planning Association, Journal of Planning Education and Research, Journal of Environmental Planning and Management, Environment and Planning B* (two articles), *Transportation Research Record, Journal of Rural Studies, Cities, Science, Technology and Human Values, Accident Analysis and Prevention, Habitat International, and Ecology and Society*. This is in addition to several book chapters and around a dozen conference presentations.

HISTORIC PRESERVATION

As there are no TT or Instructor-level faculty rostered to Historic Preservation, hence course offerings draw upon the “elective” contributions of TT faculty, and currently three courses offered by lecturers. The Center of Preservation Research offers an opportunity for faculty research collaboration.

URBAN DESIGN

There are no tenured or tenure-track faculty rostered in Urban Design.

PhD IN DESIGN AND PLANNING

Fourteen members constitute the program faculty and their research interests are provided below. CAP is fortunate to have made three exceptional faculty hires since the separation who are poised to inject new energy and capacity into the program. The faculty represents a broad range of interests and expertise.

Amir Ameri, Associate Professor, Department of Architecture
PhD, Cornell 1988

History and Theory of Architecture from Renaissance to present, Cultural Studies,
Contemporary Theory, History of Building-types

Osman Attmann, Associate Professor, Department of Architecture
PhD, Georgia Tech 1999

Green Buildings, Sustainable Living Environments, Environment & Health, Architectural
Technologies

Jody Beck, Assistant Professor, Department of Landscape Architecture
PhD, University of Pennsylvania 2009

Politics of land use, particularly focused on energy and food

Phillip Gallegos, Associate Professor, Department of Architecture
ArchD, University of Hawaii 2007
Education and the Profession

Mark Gelernter, Professor, Department of Architecture
PhD, University of London 1981
History, Theory, Urbanism, Traditional Design Languages

Michael Jenson, Associate Professor, Department of Architecture
PhD, University of Edinburgh 1996
The Philosophical Relationship of Power and Utopia

Chris Koziol, Associate Professor, Department of Architecture
PhD, University of Colorado Denver 2003
Evidence-based design, Applied public interest design/research, Historic preservation & design policy history.

Taisto Mäkelä, Associate Professor, Department of Architecture
PhD, Princeton University 1991
Aesthetic theory, the modern movement, cultural institutions, cultural criticism, classical & vernacular traditions, and global urbanism.

Carey McAndrews, Assistant Professor, Department of Planning
PhD, University of California Berkeley 2010
Transportation planning, policy, and design; Public health and healthy communities;
Organizations and institutions

Hans Morgenthaler, Associate Professor, Department of Architecture
PhD, Stanford University 1988
Modern European Architecture

Jeremy Németh, Associate Professor, Department of Planning
PhD, Rutgers University 2007
Land Use, Zoning, Social Justice, Public Space, Urban Design

Jennifer Steffel Johnson, Senior Instructor, Department of Planning
PhD, University of Colorado Denver 2006
Mixed-Income Housing, Housing Policy, Social Justice, Diversity, Communities

Austin Troy, Associate Professor, Department of Planning
PhD, Environmental Policy and Economics, University of California, Berkeley,
Land Use, Zoning, Social Justice, Public Space, Urban Design

Faculty Service

Faculty are engaged with the appropriate professional communities in these ways:

ARCHITECTURE

The Architecture faculty are or have been recently involved in many activities that benefit the community, including:

- President of the Board of Directors, El Centro Su Teatro
- Kommos Conservancy Advisory Board
- ASLA Historic Landscape Committee
- State Historic Fund Advisory Board
- Schweiger Ranch Advisory Board
- Four Mile Historic Park Advisory Board
- Denver Art Museum College Advisory Committee
- Denver Children's Museum, Past Member of Board of Directors
- Downtown Denver Partnership, Past Member of Board of Directors
- Historic Denver Inc., Past Member of Board of Directors
- Friends of the Auraria Library, Past Board President
- Redevelopment plan for the Capitol Theatre, Fall River, Massachusetts
- Recipient of Carnegie Medal by the Carnegie Hero Fund Commission and a Silver Medal from the Humane Society of the Commonwealth of Massachusetts for Life Saving Intervention

Faculty also provide considerable service to the profession, including:

- NCARB, Colorado State Education Coordinator
- NCARB, ARE Grader and Mock Design Exam Proctor
- Association of Collegiate Schools of Architecture Representative on National Architectural Accrediting Board Visiting Teams
- Association of Collegiate Schools of Architecture Faculty Councilor
- The Social Sciences and Humanities Research Council of Canada (SSHRC) Grant Application Reviewer
- AIA Colorado Board of Directors
- Serving on design award juries, including:
 - Annual AIA Central States Design Awards
 - AIA Western Slope Design Awards

- AIA Arizona State Design Awards
- AIA Western Mountain Region Awards
- AIA Nevada Design Awards
- Selection committees with the Committee for Art in Public Places for Denver's Auraria Higher Education Center projects
- Committee for the Arts in Public Places for the University of Arizona in Tucson projects
- Committee for the Arts in Public Places the Denver Justice Center's program for Art in Public Places

LANDSCAPE ARCHITECTURE

MLA faculty members have positions and serve on, amongst others:

- Professional Advisory Board of the Jane Silverstein Ries Foundation
- Research Board of Green Roofs for Healthy Cities
- Regional Director for the Design Communication Association
- "Arts Professional" Members, Denver Public Art Selection Review Process
- Members of local review agencies and design committees
- They also serve the ASLA, CELA, EDRA as peer reviewers for conference abstracts and proceedings, and serve as peer reviewers for highly regarded academic journals such as *Landscape Journal*, *the Journal for Studies in the History of Designed Landscapes*, *the Journal for the Society of Architectural Historians*, and *the Journal of Architectural Education*.

PLANNING

- Resilient Colorado (www.resilientcolorado.org): Led by a MURP professor, the College of Architecture and Planning is assisting flood-affected communities with their long-term recovery through coursework across the College and faculty research and service.
- We annually partner with Housing Colorado to produce plans for three affordable housing projects for non-profit clients
- Recent featured article in the *Journal of the American Planning Association* (JAPA) by MURP faculty member examines who benefits from Colorado's medical marijuana industry. Same faculty member served on Amendment 64 Task Force (appointed by Governor Hickenlooper).
- Several faculty members serve on local and statewide boards and committees, e.g.:
 - Colorado APA: Board member/Faculty Representative
 - Denver Civic Ventures, Downtown Denver Partnership: Board Member
 - Union Station Advocates: Board Member
 - Mile High Connects: Education Working Group and Transportation Working Group

- STAR Communities: Technical Advisory Group
- Amendment 64 Task Force (appointed by Governor Hickenlooper)
- Faculty member is owner/editor of extremely popular DenverInfill and DenverUrbanism blogs (www.denverurbanism.com; www.denverinfill.com)

CENTERS

The College of Architecture and Planning engages in a wide range of interdisciplinary research and teaching through two research centers housed in CAP: the Center of Preservation Research (CoPR) and Colorado Center for Community Development (CCCD). Both centers include faculty, staff, and students who support the development of community outreach and applied research. CoPR is funded by State and Federal grants, as well as private funds. CCCD is funded primarily by the Department of Local Affairs (DOLA). The College is currently seeking approval for a third center, the Center for Advanced Research in Traditional Architecture (CARTA).

Center of Preservation Research (CoPR)

The Center of Preservation Research (CoPR) is an interdisciplinary, collaborative organization that investigates and participates in the preservation of built environments, cultural landscapes, cultural heritage, and natural landscapes. The Center focuses documentation, survey and assessment through outreach to the wide variety of rural, suburban and urban communities, professional, government, and public communities engaged in preservation in Colorado and the Rocky Mountain West, throughout the United States, and around the world. The projects developed in the CoPR focus on demonstrating new ways of engaging traditional and cutting edge approaches to better documenting, analyzing and understanding community needs and the preservation of heritage, in order to guide informed decision making. Through education and scholarship, CoPR's exploration of the past for application in the present provides a basis for future sustainable preservation and development. Read more on the website:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/centers/CenterPreservationResearch/About%20CoPR/Pages/coprMission.aspx>

Colorado Center for Community Development (CCCD)

The Colorado Center for Community Development (CCCD) is a clinical teaching practice providing students with real world experiences in design and planning as the center provides communities and neighborhoods with services in these areas. CCCD strives to enhance the quality of community life – through collaboration, applied research and innovative design – for the betterment of all residents. In the process, students' educational experience is enhanced by taking what is learned in the classroom and academic studio and employing it in projects of public and civic interest. Communities benefit through design work that is continuously being improved through research and innovation. Moreover, together we become partners in the design thinking process, thus expanding our mutual and individual capacities to further envision and implement projects of significant public impact. Read more on the website:

<http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/AboutCAP/ResearchCenters/CCCD/Pages/default.aspx>

Center for Advanced Research in Traditional Architecture (CARTA) (in Review for Approval)

CAP wishes to contribute to the contemporary renewal of the study of traditional architecture, building crafts, landscape architecture, and urban design by creating the Center for Advanced Research in Traditional Architecture (CARTA). CARTA's mission is to advance the interdisciplinary study and practice of traditional architecture, building craft, urban design and landscape architecture through spirited debate, rigorous education and transformative research so we may improve the built environment and people's quality of life in Colorado, the West and beyond. CARTA will likely be the first center of its kind in the world, bringing together diverse international organizations, practitioners, scholars, students and the general public. To advance its mission CARTA will draw upon the most innovative theories and practices from academic and industry leaders in traditional design and construction including the disciplines of architecture, urban design, landscape architecture, construction, building technology, building craft, material science, environmental science, history, psychology and philosophy. CARTA's activities will be organized around several themes that will be explored by integrating research, outreach, education, and scholarship.

DIVERSITY

The College of Architecture and Planning is committed to enrolling a diverse student body. College recruiting staff participates in outreach activities organized by the Office of Undergraduate Admissions as well as school group visits from underserved populations. During academic year 2013-2014, the College of Architecture and Planning hosted several middle school and high school visits including visits from students in the Denver Leadership Academy and a girls-only STEM club from Greeley, Colorado. These visits introduce students to the field of architecture through hands-on activities and demonstrations as well as introduce them to the college environment. Graduate architecture students participate in the ACE Mentor program in the Denver Metro area. This program introduces students to the fields of architecture, construction, and engineering with the goal of engaging minority and female students in these fields. According to a survey of ACE participants between 2002 and 2009, the ACE Mentor program participants graduate at a higher rate than non-participant counterparts and the program engages a higher percentage of minority students than other after school programs. During Spring 2014, CAP was pleased to host the ACE Mentor awards program for the front range.

In addition to middle school and high school outreach, CAP encourages diversity in its graduate programs through inclusive images and language on promotional materials and targeted scholarship opportunities. The Department of Planning and Design is highly committed to attracting a more diverse student population, which they support through the creation of the MURP Diversity Scholarship that is awarded to selected incoming graduate students from traditionally underrepresented racial or ethnic groups.

Here are specific efforts in the various programs:

ARCHITECTURE

- As part of developing a clear mission and strategic plan, the Department of Architecture will discuss and develop a department Diversity Plan that reflects the Department of Architecture commitment to building a faculty, staff and student body that reflects and is responsive to the gender, ethnic and cultural diversity of the broader community served by the University of Colorado Denver.
- These efforts will include effective faculty recruitment, mentoring, and retention; broad outreach to potential student applicants, teaching courses and studios that work with diverse groups of people in the community.

LANDSCAPE ARCHITECTURE

Recruitment of Diverse Students

- The MLA program has slightly more women than men. International students make up about 15% of our MLA student population; they come mostly from China and Southeast Asia but also represent the Middle East and European Union. We have one currently enrolled black student, and small proportion of Latino students.
- We have not actively recruited for diversity, but recognize this limits us so we are working on this currently with the CAP Admissions Office.
- Since our inception we have matriculated one black female (2011), numerous Hispanic students, and a host of international students.

Recruitment of Diverse Faculty

- The MLA faculty is split 50:50 between men and women, and does not currently present ethnic diversity.
- Our faculty searches advertise for and actively seek diverse candidates, and we actively seek connections to diverse practitioners to assist in our search.

Diversity in the Curriculum

- Our curriculum stresses civic engagement and to this end, addresses issues of diversity for students to more sensitively interact with and engage their constituents.
- We have several systems in place to assist with international students, including a “buddy system” which allows them to have an upper class mentor. This past year we introduced a Chinese student liaison (an upper level Chinese student whom we paid as a Departmental Assistant from TA funds). This person helped incoming students navigate the challenges of first year with faculty conversations and course syllabi “translations”; created an online “professional vocabulary” Chinese: English dictionary; and sponsored some casual get-togethers to help the international students mingle with their American cohorts.

Faculty Engagement with Diverse Communities

- As a group we are quite receptive and so manage this pretty well, but I am sure we could do even more.
- We host the Tongji dual degree students.

PLANNING AND DESIGN

Recruitment of Diverse Students

The MURP program is taking the challenging issue of student and faculty diversity extremely seriously. In 2011, we developed an explicit plan for improving the recruitment and retention of minority students, and have been implementing the plan ever since that time. We have made important strides in improving both the actual diversity and the climate of inclusivity in the MURP program, but we also have identified further steps we will be continuing to take.

- We have begun to enhance our recruiting and marketing efforts generally in order to expand our applicant pool. We will continue to look for non-traditional marketing venues in order to reach the widest possible range of applicants.
- We updated our website to reflect the program's new direction and curriculum. We developed a professional marketing brochure that highlights key program features. Hard copies have been distributed at university open houses and professional and academic conferences, and the electronic version has been emailed widely and is available on the college website.
- We systematically identified all relevant undergraduate programs (e.g., geography, political science, environmental studies, architecture and planning) in the Western U.S. and sent them materials about the MURP program, including the brochure.
- We have worked with college staff to increase the department's web and social media presence, and to produce news stories about our faculty and student accomplishments that have been published in the University and College newsletters, posted on both websites, and published in mainstream media.
- We have expanded the range of recruiting events at which we represent the program.
- We have developed targeted recruitment efforts designed to attract well-qualified minority students to the program.
- We systematically identified all undergraduate ethnic studies programs (e.g., Chicano Studies, Native American Studies) in the western U.S. and sent them materials about the MURP program, including the brochure, as well as follow-up announcements.
- In Fall 2012, we created the \$5000 MURP Diversity Scholarship, representing a clear commitment of departmental resources toward attracting traditionally underrepresented students. We marketed this scholarship on all our webpages, referencing it in all communications to prospective students, and including it in materials sent to undergraduate Ethnic Studies programs.
- We have connected with the Ethnic Living and Learning Community program at CU-Boulder and have started making regular presentations to their students.
- Student APA members are making visits to relevant courses all over Auraria campus, with a focus on speaking to undergraduate students of color, to introduce the MURP program and invite undergraduates to our public events.
- We have instituted active post-admissions recruitment strategies to increase the number of accepted students who enroll in our program. We individually call and/or email every accepted student to encourage them to come to the MURP program and respond to any questions or concerns they may have. We paid particular attention to applicants who self-identified as a racial/ethnic minority, completing their application process very quickly and reaching out to them immediately.

- We have ensured that MURP recruitment/ program materials visually and verbally reflect our commitment to diversity and emphasize the role of planning in creating more inclusive cities.
- In Fall 2012, we changed our application essay question, asking applicants to identify “the ways in which your special strengths, values, personal beliefs, background, and/or experiences will enable you to make a unique contribution to the MURP Program.” We are hoping this communicates to our students from the first moment that we have a broadly inclusive culture of diversity here, and that they are welcome.
- Recognizing that financial challenges have historically been a significant barrier to graduate school attendance for many of our students of color, we have consciously worked to minimize these barriers for MURP students, both at the outset of their studies and during their attendance.
- In 2013, the MURP was admitted to the Western Interstate Commission on Higher Education – Western Regional Graduate Programs (WICHE-WRGP) program, which enables out-of-state students in 15 Western states to qualify for Colorado resident tuition in the MURP program, a savings of approximately \$15,000. We widely advertised our membership in this prestigious program, including contacting each applicant to the MURP program to let them know about the opportunity.
- We strive to help students earn money and advance their careers while in school through a robust internship program.

Recruitment of Diverse Faculty

Since the department’s 2012 major restructuring we have made significant efforts to hire a diverse faculty. Below we summarize faculty demographics in AY 2012-13, as well as results from APA’s 2012 national survey of planners which serves as a helpful marker of diversity in the profession.

	AY 2012-2013 (n=32)*	National survey (n=10,182)**
Sex	27 Male (84%) 5 Female (16%)	Male (62%) Female (38%)
Race	26 White (84%) 3 Asian (10%) 1 American Indian/Alaskan (3%) 1 Two or more races (3%)	White (91%) Asian (4%) Black (3%) American Indian/Alaskan (1%)
Ethnicity	29 Non-Hispanic (94%) 2 Hispanic (6%)	Non-Hispanic (95%) Hispanic (4%)
* n=31 in race and ethnicity categories (one person declined to respond)		
** Source: 2012 Planners Salary Survey, accessed at https://www.planning.org/salary/summary.htm on April 2, 2013.		

In sum, this table shows that the MURP program – as well as the broader planning profession – has suffered historically from a lack of diversity. Nonetheless, we have been making considerable efforts to improve our faculty’s racial/ethnic and gender diversity, exemplified by our 2012-13 search for three new T/TT faculty members, documented below. Throughout all stages of the search process, we followed our own University guidelines about “searching, not selecting” diverse candidates. (Please note that we take very seriously the importance of diversity with regard to sexual orientation, and several of our faculty are members of the LGBTQ community.)

October 2012: Search committee crafted job descriptions to include the strongest language possible about diversity. However, University HR only allowed us to incorporate one sentence on this, a bold-type sentence stating, “The University of Colorado Denver is committed to recruiting and supporting a diverse student body, faculty and administrative staff.”

November 2012: Professors Németh and McAndrews sent personalized e-mails to every person in ACSP’s Faculty Women’s Interest Group (FWIG) résumé book. We sent our job ad to leaders of FWIG and the Planners of Color Interest Group (POCIG) and had them post it on their respective listserves. Dr. Németh presented these positions at the FWIG luncheon at the ACSP conference to several hundred female faculty members. At this conference, Professors Németh and McAndrews held individual meetings with all persons who requested one.

December 2012: Professors Németh and McAndrews emailed 24 persons of color identified from a survey of top faculty advisors working in the planning field. Several of those contacted decided to apply for our postings. The search committee then developed a “medium list” of 21 candidates, ten of whom were persons of color or foreign candidates. Based on letters of reference and several phone interviews, the search committee identified a short list of ten candidates for these three positions; this short list included two men and two women of color.

January 2013: Search committee invited eight candidates for campus interviews, including five women (two women of color).

March 2013: Search committee made job offers to three candidates, including two women (one woman of color). The woman of color accepted a competing offer. Three candidates accepted offers: one white woman and two white men.

The search was eminently successful in hiring excellent new faculty members but disappointing in our desire to recruit a more diverse faculty. As a small faculty (two T/TT) we needed to fill some key roles in the department, so although we tried our best to increase the diversity of our full-time faculty, curricular requirements and teaching needs were just as paramount. For example, we sought to make one Associate Professor hire. For that position we received only

one application from a person of color, and he made our short list. Our T/TT faculty only make up around 40% of our total faculty, though, and we are making solid progress since 2012 in increasing the diversity of our lecturers. Of the six lecturers teaching for us in Fall 2013, two are Asian and one is Hispanic. We are actively seeking a more diverse set of lecturers for our Spring 2014 courses and have contacted several women and persons of color to better reflect both our student body and the diversity of our region.

Diversity in the Curriculum

The learning environment in the MURP program is bolstered by its students' distinctive viewpoints. We work to ensure that our guest speakers are broadly diverse, emphasizing to students both the breadth of the profession and its practitioners. Across our new curriculum, we have included course content that addresses issues of social justice, meaningful community engagement, discrimination, and similar topics in urban planning and design. Some examples include:

Social Justice in Planning- URPL 6410

This course investigates the various issues encountered in planning relating to social justice, including conflict resolution; advocacy; environmental justice; social equity; culture and diversity; disadvantaged populations; public engagement techniques; affordability; equal access; and policies and impacts.

Urban Housing- URPL 6405

This course examines the realm of urban housing, including housing trends and patterns; housing markets (supply/demand, finance, demographics); housing problems (substandard quality, inequitable distribution, special needs, segregation/discrimination); and the role of the planner and the public/private sectors.

Urban Social Problems- URPL 6449

This course examines local government from the perspective of sociology and group dynamics, including neighborhoods and community groups, class and race relations, community crime, social service issues, immigration, the underclass in American society, and related urban social problems.

Community Development- URPL 6400

This course introduces community development, a field closely allied with planning, with an emphasis placed on understanding groups, organizations, and communities; and developing skills in such areas as community analysis, goal setting, group facilitation, and problem solving.

Planning Politics and Engagement- URPL 6210

This course focuses on the politics involved in planning and the planner's role in engaging with the public. Topics include planning advocacy, public meetings, public engagement techniques, diverse publics, controversial planning topics, mediation and negotiation.

Planning for Healthy Communities- URPL 6305

This course provides a comprehensive review of the relationship between human health and the built environment. Topics include the planner's role in understanding and promoting physical fitness; food access; walkability; environmental quality; active transportation; and public policies and community partnerships.

Community Food Systems Planning- URPL 6310

This course examines how communities can develop sustainable local and regional food systems and how they can collaboratively develop and implement programs, processes and practices that help ensure food security and equitable access to healthy food options for all populations.

Global Health Studies II- URPL 6349

This course examines the social/cultural construction of sickness, varying roles of healer and patient, and the cultural basis of all healing systems; considers health systems in the context of global health reform, the roles of institutions of health governance; and the interrelationship of health, foreign policy and global security.

Planning in the Developing World- URPL 6650

This course explores the issues involved in planning in the developing world; challenges and solutions for complex development; health/community issues; social justice; cultural/technological issues; environmental justice; funding; infrastructure development; international development organizations.

Comparative International Planning- URPL 6655

This course investigates the global dimensions of planning, including a survey of global planning issues; a comparative analysis of planning philosophies, policies, techniques and approaches used throughout the world; and international planning coordination and organizations.

Student Projects:

Many courses across our curriculum feature real-world projects that focus on bringing meaningful change to disadvantaged communities—which in Denver, have high percentages of racial/ethnic minority residents. Recent examples include:

Welby: *Planning Methods II* students contributed a walkability and existing amenity analysis using modified LEED-ND criteria, as well as a demographic and socioeconomic profile and an

economic forecast for Welby and Adams County as a whole. *Planning Studio I* students proposed two floating cluster development zones to protect and encourage family farming by accommodating mixed-use development, cluster housing and agriculture. *Planning Studio II* students prepared two framework plan proposals, one focusing on land use conflicts and the other focusing on creating agritourism opportunities in the area. *Social Planning* students worked with a class of Hispanic high-school students and a group of elderly Welby residents to identify community issues and these residents' vision for the future. *Public Participation Processes* focused on identifying key stakeholder groups for future planning efforts in Welby.

Globeville/Elyria/Swansea: With Habitat for Humanity as a client, *Urban Housing* students conducted a physical survey of all 1100 housing units in the Globeville neighborhood, identifying deficiencies and determining which intervention efforts should be prioritized. *Transportation and Land Use* students worked at the intersection of the interests of two clients: GES LiveWell, a grassroots community health planning organization led by residents of Globeville, Elyria, and Swansea neighborhoods, and the City of Denver Department of Community Planning and Development that is currently creating neighborhood plans for Elyria and Swansea. The objective was to create transportation and land use analyses that were (1) grounded in reality, and (2) grounded in neighbors' aspirations and concerns so that they could be used in both the official neighborhood planning and grassroots neighborhood planning processes. Example projects include a pamphlet to demystify the displacement and housing assistance program associated with the I-70 reconstruction project, a study of heavy truck traffic in the neighborhoods and how policy and urban design might mitigate the conflict between trucks and neighbors, analysis of physical barriers of heavy industrial land use and infrastructure (e.g., railroad tracks and how they affect neighborhood accessibility), and programs to foster access to bicycles for youth.

Westwood: *Advanced GIS* and *Transportation and Land Use* students have supported the grassroots planning and research interests of a collection of organizations in the Westwood neighborhood, including LiveWell Westwood and Westwood Unidos. Projects have included detailed surveys of the physical and social conditions of the alleys in Westwood, analysis of the location of graffiti and protocols for removing and preventing graffiti, and accessibility studies focused on barriers to youth access to parks, schools, and other neighborhood resources. In addition to doing assignments for their courses, a number of students have volunteered with these groups regularly throughout the semester, attending meetings with residents and organizers to accomplish the "Big Day of Service" where hundreds of volunteers from across Denver came to Westwood to clean four alleys, paint murals on the alley pavement, dumpsters, and garage doors, and install security lights. This work has been especially successful in creating more engaged students.

Five Points: Candy Chang's "Before I Die..." installation came to life in Denver's Five Points neighborhood in the fall of 2012 as a result of a collaborative effort between the University of Colorado's College of Architecture and Planning, Denver Parks and Recreation, local business and community leaders and the Rocky Mountain College of Art and Design. The installation, which started in New Orleans on the side of a vacant house after Hurricane Katrina, has grown to a worldwide work of art as individuals in communities around the world record what they want to do before they die on giant chalkboards in public spaces. MURP student John Hayden brought the idea to community groups in the racially and economically diverse Five Points neighborhood. "The installation is about the hopes and dreams of a community and I thought it would be the perfect way to start a conversation about what local Five Points residents want to see happen in their community." The content is as diverse as the people who live in Five Points. "Be President," "Skydive naked," "See all my children content," and "Love with reckless abandon" are just a few of the many thousands of dreams that have been recorded since the installation opened. The work has inspired others to take an active role in their community. After the initial September party, a group of neighbors got together to form a park stewardship program that will care for this historic but often neglected park.

Across Colorado: Led by a MURP instructor, three interdisciplinary teams comprised of students from every College department and program each work with a real client to design innovative affordable housing on three very different sites across the state. Each site has its own assets and challenges, and the students spend weeks leading up to intensive, three-day design charrettes conducting extensive research and participating in community engagement meetings. Their groundwork sets the stage for the charrettes which bring together design, finance, construction and development professionals, as well as staff of the respective housing developer clients.

Faculty Engagement with Diverse Communities

The CU Denver Master of Urban and Regional Planning (MURP) program comprehensively supports diversity and a culture of inclusion throughout our program.

Diversity in the profession of Urban and Regional Planning, and thus in the schools that educate planners, is not just a matter of "political correctness"; it is essential to the very future of our nation's cities. Planners help shape metropolitan areas whose populations are becoming increasingly socioeconomically and racially/ethnically diverse. Planners themselves must reflect this diversity to foster effective communication and leadership, and ensure that their decisions support the priorities of the communities for whom they are working.

The MURP program not only promotes broad diversity and inclusivity among our faculty and student body, but fosters an intellectual environment that welcomes meaningful debate about the complexities of urban issues in relation to the multiple dimensions of diversity. We

recognize that when our program is informed by diverse lived experiences, we are better able to challenge entrenched assumptions, solve problems creatively, and serve diverse communities.

Both within the learning environment of the MURP program and in our community engagement, we emphasize the role that planning can play in promoting equity and facilitating strong, inclusive communities.

We are continually working to strengthen the climate of diversity with the MURP program.

Examples include:

- Reviewed our department's website to ensure that pictures and language convey an appreciation of diversity, and included language throughout the site that reflects our commitment to/ appreciation of diversity
- Enhanced relationships with professional planners from underrepresented groups, including making particular efforts to bring in diverse guest lecturers, especially in our Planning Profession course
- Improved our awareness of college- and campus-level support available to all students, especially students from underrepresented groups, and included links to students-of-color organizations, multicultural affairs office, etc. on our website and syllabi.
- Launched a chapter of Planners Network, a group that focuses on issues of social justice in planning
- We are creating two mentorship programs for all MURP students, making especially sure that students of color are invited to participate: 2nd year students + 1st year students, and professionals + students.
- As noted above, our new curriculum includes expanded course offerings/ content that better address issues of social justice, discrimination, etc. in urban planning and design.

URBAN DESIGN

Recruitment of Diverse Students

- We are contacting the Chairs and Directors of design and planning programs all over the nation to solicit candidates for application to the MUD program. The MUD program holds WICHE status, which further allows for drawing a diverse student population. MUD's international student population offers a very specific population of diverse students.

Recruitment of Diverse Faculty: This has not been directly addressed.

Diversity in the Curriculum:

- We meet individually with students and deal with any issues as they arise. Faculty meetings address issues of Title IX as a framework for equality and the treatment of students. Students have a voice regarding their treatment by faculty in the FCQ and also through the

MUD student leader, who attends CAP Executive Committee meetings and meets with the co-directors.

Faculty Engagement with Diverse Communities

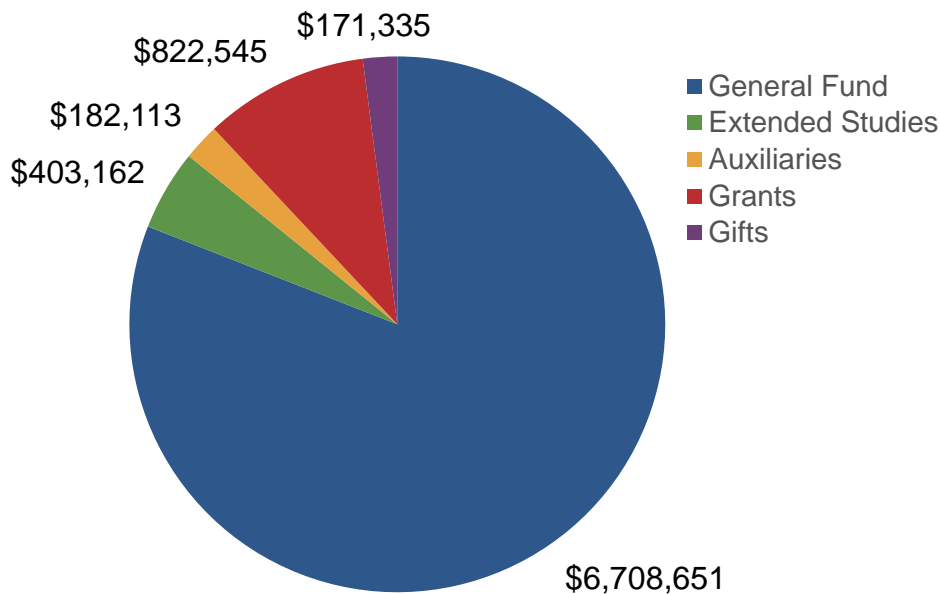
- Apparently faculty engage pretty well, especially faculty teaching in the Study Abroad Studio who by default are required to interface with other cultures and situations. Faculty as a whole are invited to express questions or concerns about their work with students to the co-directors, who would then support them by finding teaching resources on campus or by coaching them to navigate sensitive issues. We also work closely with new faculty, whose classroom experience is less developed.

RESOURCES

Fiscal Resources

CAP obtains and uses fiscal resources in five broad areas: General Fund, Extended Studies, Auxiliaries, Sponsored Projects and Foundation Gifts. In Fiscal Year 2013-14 total expenditures of \$8,287,805 were divided as follows:

General Fund. The largest amount, the General Fund, is annually appropriated by the Colorado Legislature and divided among all of the institutions of higher education in the state. (In recent years, Colorado has been at the bottom of the states' rankings in the percentage of its overall



budget given to it by the state; this last year, it was number 48, giving CU Denver 11% of its total budget, and CU system overall 6% of its budget.)¹ The University of Colorado divides this among its campuses, and the University of Colorado Denver divides it among its colleges in both the Downtown and Anschutz locations. The amount given to each college is not determined by a funding model, and so is not directly related to enrollments. Each college largely receives what it received the year before, and any dramatic changes in circumstances—like high growth or a continuing decline in enrollments—are managed by conversations between the Dean and the Provost and Vice Chancellor for Finance. New programs are set up financially

¹ <http://www.sheeo.org/shef13>, retrieved May 2014.

on a Memorandum of Understanding that provides a specific level of new funding assuming certain enrollment targets are met.

The central administration keeps an amount of the tuition generated by each college, to help support central services and administration. The amount as a percentage varies from college to college.

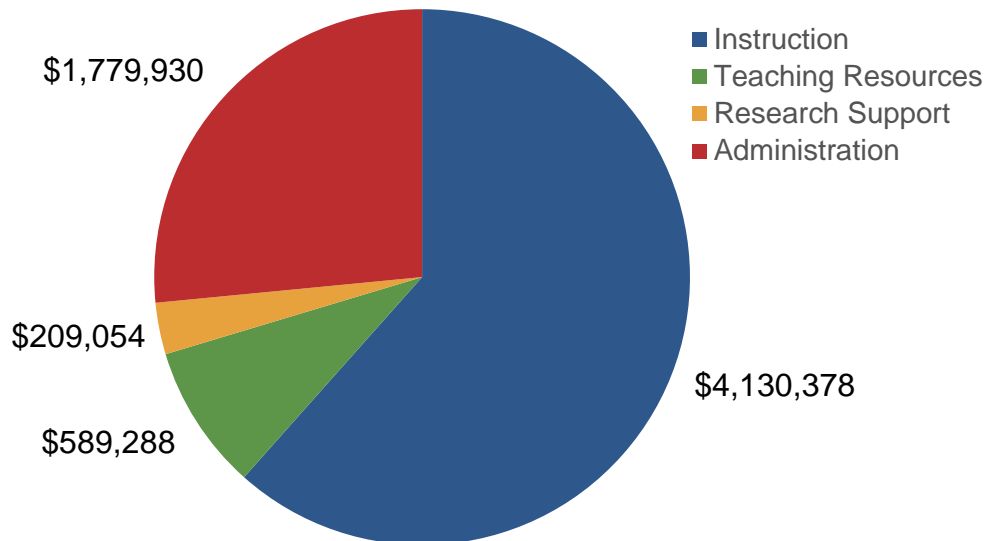
This picture is recently complicated, however, by the special arrangements created upon the split between Boulder and Denver. When Denver was still managing the Boulder BEnvd program, a special Memorandum of Understanding was developed to share the resources between the two campuses. Unlike any other colleges, and unlike its own graduate programs, CAP received a certain percentage of the tuition generated by the BEnvd program. In the last years of the arrangement, the amount was 45% of the tuition. This was a good deal for CAP, because even in years of increasing enrollments, the income exceeded the costs of running the program. The CAP Denver graduate programs were in effect subsidized by the undergraduate program on the Boulder campus, which meant that the Denver campus did not have to allocate as much annually to CAP as it otherwise might have done. In many years when enrollments were growing, the subsidy from Boulder often helped the entire Denver campus with its overall bottom line.

In exploring the viability of terminating this arrangement, CAP and the Denver campus administration predicted the likely enrollment growth pattern for proposed new BS in Architecture in Denver. It was determined that the program would likely start with enrollments of around 50, and this would increase to potentially as many as 750 at full build-out (see Appendix I). Calculating the cash flow, the income from the new program in the first years of operation would not be sufficient to make up the loss of the subsidy from Boulder, and CAP would be in deficit for the first time in at least 20 years. It was predicted that it would take six or seven years of undergraduate growth for CAP to come out of deficit, and it would cost as much as \$3M in subsidies before CAP was self-sustaining again. It was agreed that CAP would put in the first \$1M from its reserves, then the Denver campus would put in \$1M, and then if still necessary, the Boulder campus would put in the final \$1M. Based on current enrollment trends, we are currently predicting that we will not need to draw upon resources from Boulder.

This means that, since the split in 2012 and up to perhaps FY 2016-17, CAP is running a deficit that is offset each year by agreed college and campus resources in order to balance its budget at the close of the fiscal year.

In FY 2013-14, the total General Fund budget of \$6,708,651 was expended as follows. Teaching Resources include Information Technology, Visual Resources, Design Fabrication and Lecture Series. Research Support includes support for the Center of Preservation Research, the

Colorado Center for Community Development, and a pass-through of various Indirect Cost Recovery funds for sponsored programs.



Cash Funded. CU Denver also allows cash funded programs. In these programs, a college sets its own tuition charge to cover expenses, as well as campus overhead charges. The overhead charge is usually significantly less than the effective overhead charged on the college's general fund, and so over the years, Denver downtown colleges have been highly motivated to move their programs into the cash funded arena where possible. This cash funded alternative to the general fund was originally designed to manage extended studies or other off-campus programs, so there were sometimes some creative ideas on how to turn what originally were campus based programs into cash funded entities. The campus became increasingly concerned about the softening of resources for the central services and administration, and after extensive efforts to rationalize the differences between the two types of program funding, has encouraged each college to develop innovative income generating ideas, and the campus will negotiate an income sharing idea between the college and the campus.

Given this new environment, CAP has begun to develop new income generating ideas projected to come online this year and next. These are primarily certificate programs, and continuing and professional education, where the faculty have special expertise and where we believe there is an external market. They are related to the strategic areas of prominence and distinction. In *Enduring Places*, we are developing a certificate in contemporary traditional architecture. In

Engaged Communities, we are developing a certificate in managing public charettes. In Emerging Practices, we are developing a certificate in Geospatial Information Science (GIS) in which we will partner with the College of Liberal Arts and Sciences and the College of Engineering and Applied Science, and we will expand our existing certificate in Design Build.

Auxiliaries. Auxiliaries come primarily from income on the plotters and color printing, extended studies, and service learning activities.

Grants. Until 2003, the college was undertaking little extramural funded research, and even that was declining. As seen in the chart below, the entire college including both Boulder and Denver had generated \$229,000 in 2001, and that had declined to \$110,000 by 2003. The faculty were called together in 2003 and asked to consider starting up some research centers to focus and to expand our research. Proposals were solicited, and in a remarkable evening meeting called to consider the proposals, well over a dozen ideas suddenly reduced to four when the faculty realized they had more common interests than they had realized.

As the ideas were further developed, they reduced to three: Children Youth and Environments (CYE), the Center for Sustainable Urbanism (CSU), and the Center of Preservation Research (CoPR). The fourth one, Emerging Practices, could not be fully developed at the time, and was put on the shelf; but it has more recently been resuscitated in our newest vision as described above. At the same time, we began to rejuvenate the Colorado Center for Community Development (CCCD), the college's original and only center that was based on service not research, and that had only recently been moved back into the college, as previously explained.

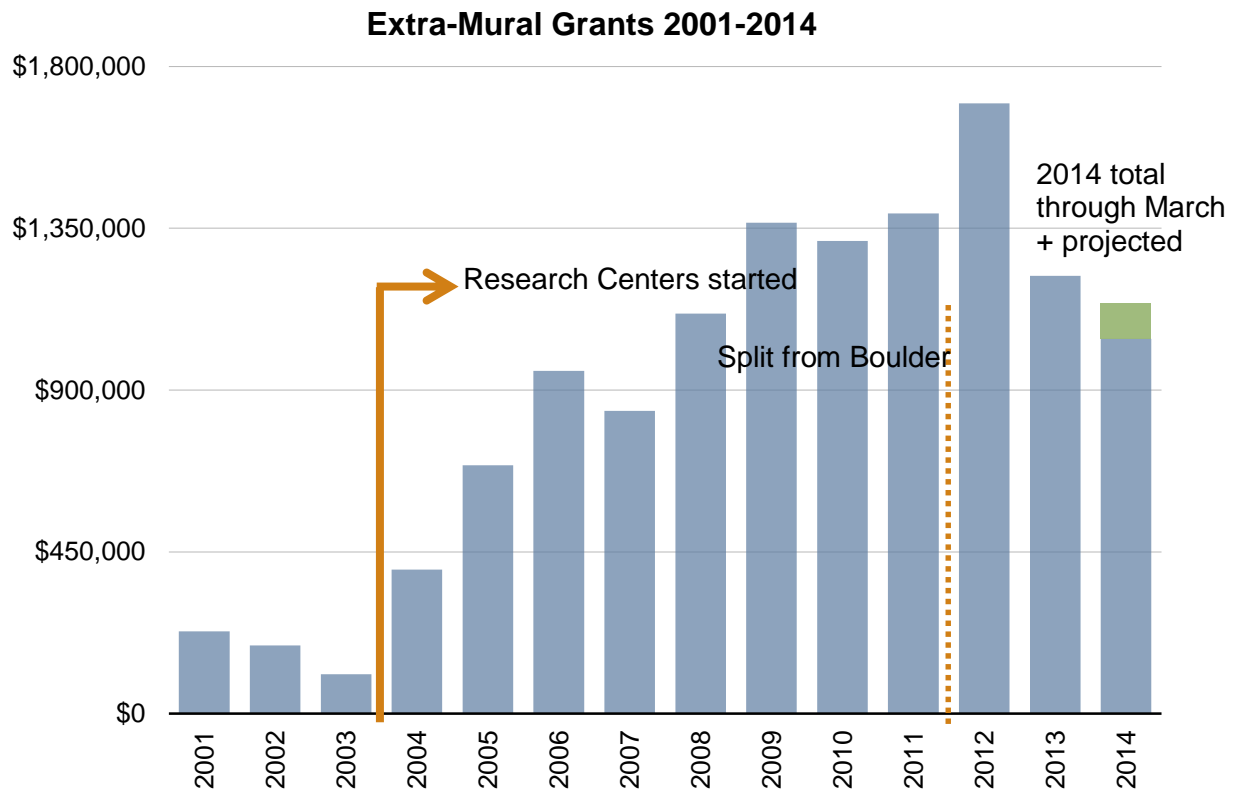
Starting up these new centers dramatically increased our research capacities, and led to a ten-fold increase in extra-mural funding in just four years, from \$110K in 2003 to \$1.1M in 2008. This is one of the most remarkable achievements of the college in recent history, showing how the talents and motivations of the faculty could be unleashed with the right administrative support and encouragement.

We eventually dropped the Center for Sustainable Urbanism, when its leader left for a position in another university and no one picked it up. Around the same time, Professor Lois Brink was appointed Director of CCCD, and she brought into it her highly successful Learning Landscapes projects, which had built dozens of innovative playgrounds for the Denver Public School System over the years. She formed a partnership with Dr. James Hill, Executive Director of the Colorado Center for Health and Wellness at Anschutz Medical Center, to research the health implications of playground design, and they obtained a multi-year, multi-million dollar grant from the National Institutes of Health, the first from NIH in the history of the college. Chris Koziol has more recently been appointed Director of CCCD.

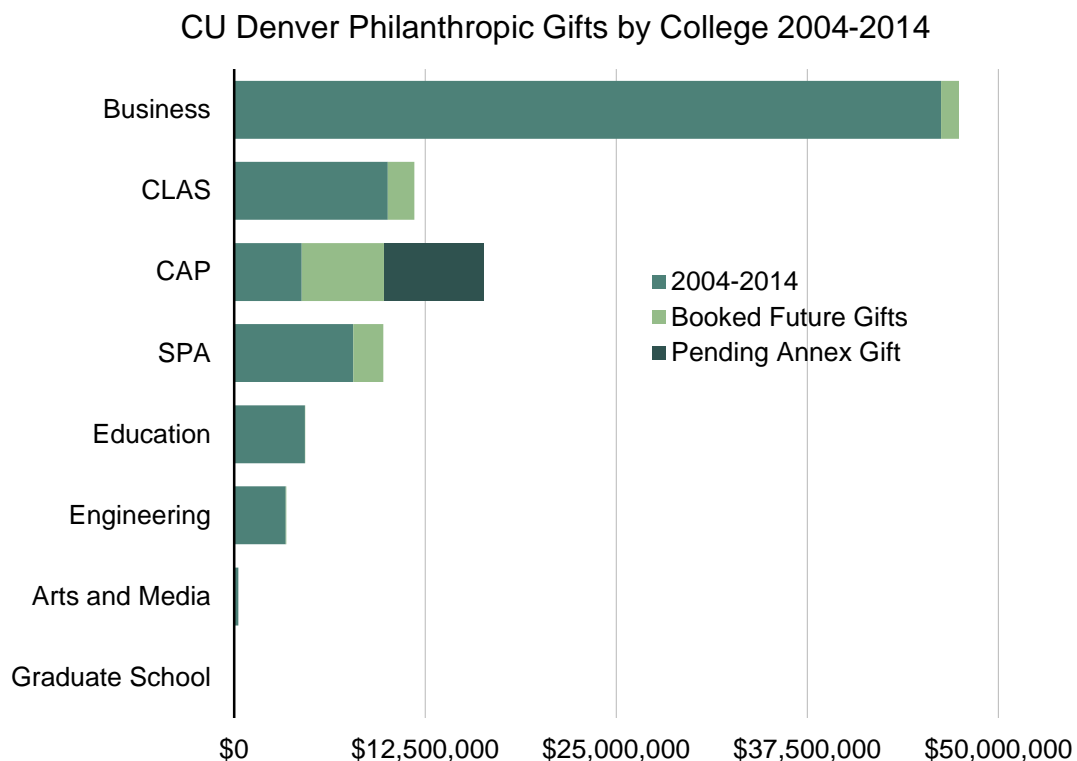
The picture changed a little after the split from Boulder was finalized in July 2012. We gave Boulder the Children, Youth and Environments center. We lost about a third of our research faculty who chose to stay in, or move to, the Boulder program. But even with this loss of capacity, our projected totals for 2014 are only dropping to \$1.15M, just under our averages before the split. The large jump in 2012 in the chart above was the first year of the multi-year NIH grant.

We also intend to add one more center, the Center for Advanced Research in Traditional Architecture (CARTA). This one has the capacity to obtain more philanthropic support than our existing centers, and will likely increase our national stature in this emerging area. This has strong support from the professional community, led by Don Ruggles, President of Ruggles Mabe Terrell Architecture, and David Tryba, Founding Principal of Tryba Architects.

In addition to these extra-mural grants, both CoPR and CCCD are increasing their fee for service activities, projected to reach \$100,000 this year. We are now developing more fee for service activities, and expect this number to rise in the next few years.

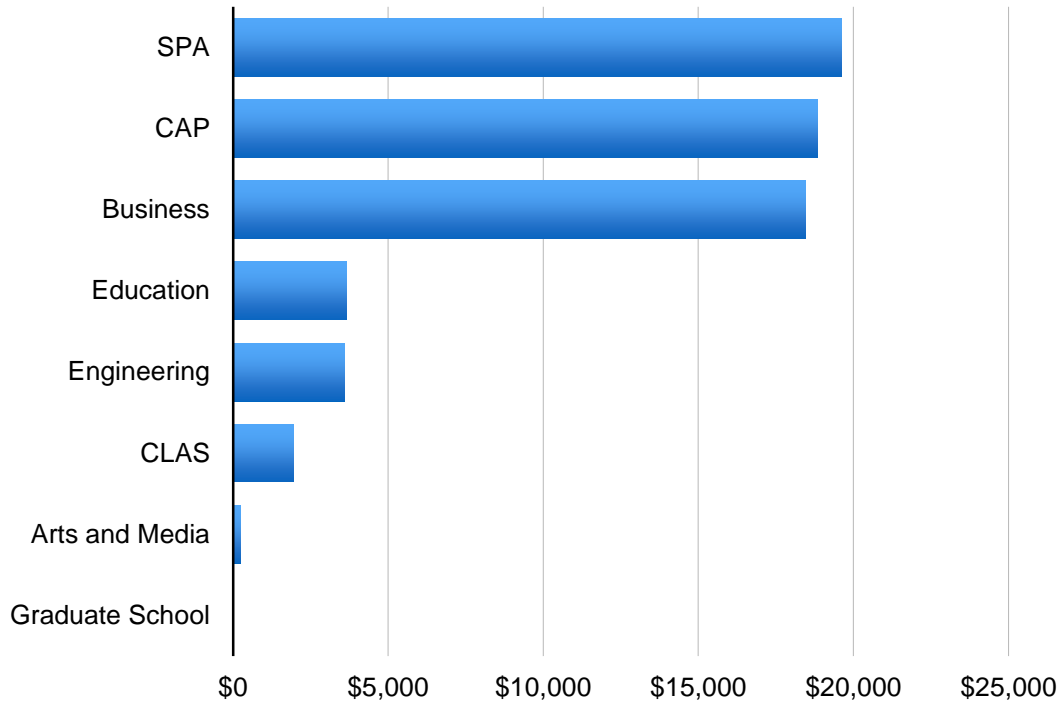


Gifts. From January 2004 to May 2014, CAP raised \$9.8M in philanthropic gifts. This breaks down as \$4.42M in gifts and pledges, and \$5.38M in estate bequests (at current market value; the CU Denver Office of Development projects these will be worth something substantially more when they eventually come to the College). The following chart based on the most recent report from the CU Foundation shows the CAP totals for the ten year period from January 2004 to May 2014 in relation to the other Colleges and Schools. The third type of gift shown for CAP is a pending \$6.5M gift to name a renovation of our building's annex as a home for our research centers:

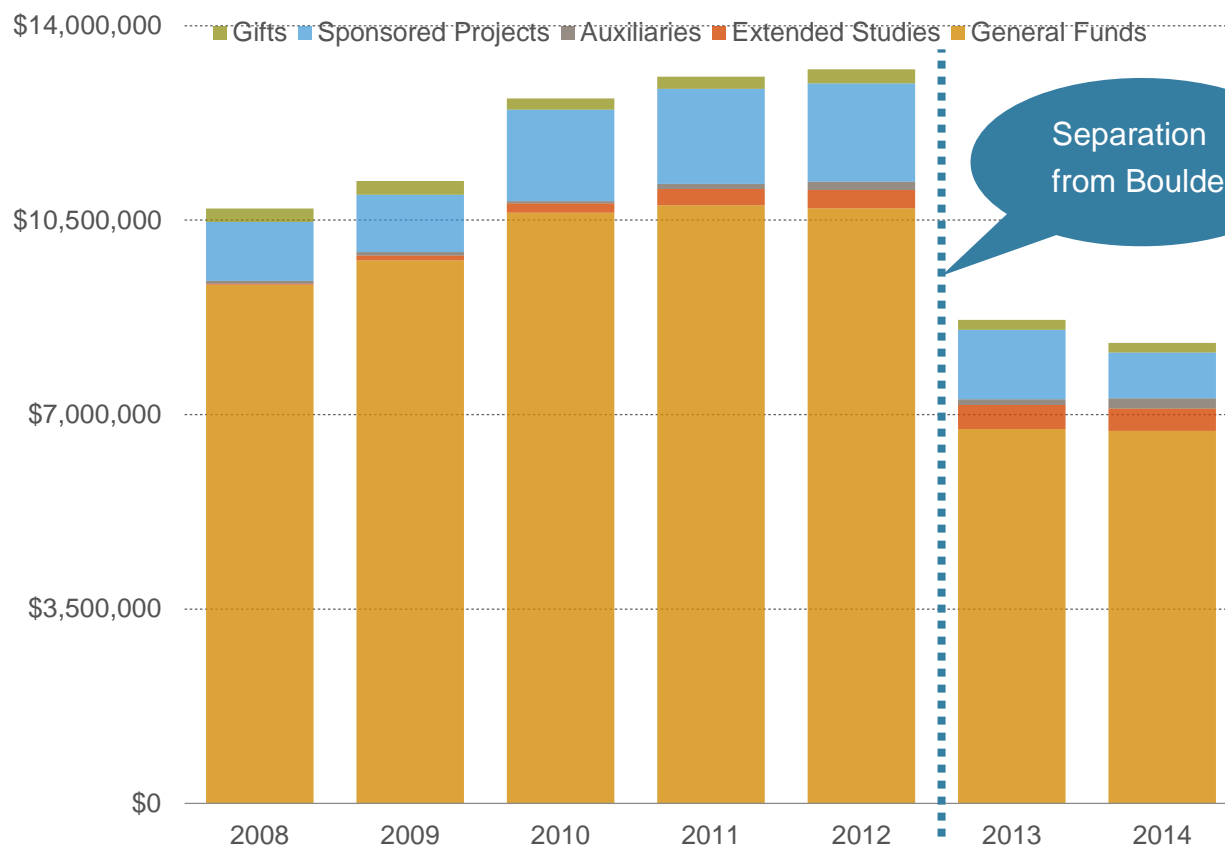


The following chart shows the philanthropic gifts raised by each college from 2004 to 2014, relative to the size of the colleges. The denominator is the average student headcount of each college over this ten year period. While headcount is not directly connected to fundraising, it gives a very rough indication of the size of the pool of alumni upon which the college can draw. The following chart **does not** include the pending \$6.5M gift for CAP mentioned above.

Philanthropic \$ per Average Headcount 2004-2014



Budget History. The following chart shows the history of Fiscal Year expenditures with all funds, since the last program review. Note that FY 2013 was the first year after the separation from Boulder.



Budget Process and Resource Allocation

The college budget is overseen by the Dean, and managed by Assistant Dean for Finance and Administration, Andy Reid, along with his staff. Individual parts of the budget are managed by various college administrators, primarily Department Chairs and Program Directors.

Budget Process. Each fiscal year begins July 1. The budgeting process begins in the Spring Semester, in anticipation of providing a budget in May to the University for the forthcoming fiscal year. This process begins with Assistant Dean Reid preparing his usual monthly update on college budgeted and actual expenditures, also projecting known encumbrances to the end of the fiscal year. He also predicts and/or confirms the likely budget authority that the college will receive from the campus. This gives us clear understanding of what it is currently costing us to deliver all parts of the college, and what our income is likely to be the next year. This is then presented to the college’s Executive Committee, which consists of all Associate and Assistant Deans, Department Chairs, Associate Chairs, and Program Directors. This group discusses likely or proposed changes to the college for the next year, including projected enrollments, college initiatives, etc. It also discusses whether there were too few or too many resources budgeted to each area. Ideas for adjustments to the budget are then discussed, and Andy Reid

rolls these into a draft budget for the next year. This budget is reviewed and revised several times in consultation with the Executive Committee, and then confirmed and submitted to the campus.

Over the last several years, the Dean has worked to delegate more budget authority and responsibility to the Chairs and Directors, on the expectation that everyone would spend resources more wisely and strategically if they were spending their own money rather than asking the Dean for money incrementally as ideas arose. And rather than the Dean's office monitoring class sizes to ensure we did not wastefully hire more term faculty than enrollments warranted, it was felt that if the Chairs managed this wisely they would be able to spend more of their money on other projects. Chairs would be allowed to run small classes where pedagogically important, by offsetting this with large classes. They could decide this based on their own strategic vision, and within their budget authority, rather than having a uniform policy imposed on each department.

The college implemented this idea in the last few years by pooling together all of the resources traditionally given to the departments for non-faculty expenses—mostly, faculty development and travel, Teaching Assistants, and operating funds—and called this the Fungible Funds pool. Each department was allocated its share of this pool as a rough proportion of the size of the department relative to the whole. Once allocated, the Chairs are able to spend this as they and their faculty best see fit, and conceivably could decide to reduce TAs or travel money in order to undertake a large project or initiative. For this new budget year, we increased the overall pool, to account for inflationary pressures.

Every few years, when the college is anticipating some large changes in its fiscal or educational environment, the entire college is brought together to review the budget and to discuss where and how the expenditures might be adjusted. A few years ago, a college-wide budget hearings meeting agreed to continue subsidizing our research centers when it was discovered that they employ a large number of our students. When the campus was preparing for large budget cuts when state resources were under pressure, the entire college came together to discuss priorities for cutting, creating a list that the Dean's office could work down until the needed cut was achieved (in the end, major cuts did not transpire).

Salaries. An important aspect of managing the college resources deals with salaries and salary compression. Each year, the Board of Regents agrees on a pay pool, which is a percentage of the entire salary bill. This pool is allocated to campuses then colleges, and then departments, in the proportion of their salary bill to the whole. By Regental law, salary increases are based entirely on merit, with no cost of living. In CAP, each department determines a merit score for its faculty members based on their annual Faculty Report of Professional Activities (FRPA). The professional exempt staff are similarly evaluated by their supervisors. These scores are then put

in rank order, and each faculty and staff member receives his or her share of the pool (in the unit in which they are rostered) according to where the score lies in relation to the mean. The higher above the mean, the higher the percentage of the pool, and vice versa. Until a few years ago, the college gave straight percentage pay increases, which meant that a full professor making \$100K a year would obtain twice the dollar increase of an instructor making \$50K per year, if their merit scores were the same. Over time, this led to a widening gap between the lower and higher paid, and to severe pay compression at the lower end. A few years ago, CAP agreed to give half of a merit pay increase as a percentage of pay, and the other half as a set dollar amount for a given score. Over time, this has begun to bring the CAP salaries a little more into an acceptable range.

But there are consequences. Our highest paid employees are often our most productive, and their salaries relative to their peers outside CAP are beginning slowly to fall behind. With the retirements and resignations of a number of the very highest paid employees in the last few years, the gap between high and low is less severe, and this policy probably needs to be reviewed. Finally, CAP sets aside a small portion of the pay pool each year, to be allocated to those employees whose salaries are considered to be severely compressed. An annual campus report to the college identifies those faculty whose salaries appear to be out of line with their peers whose records are similar, and the Dean and the college Executive Committee discuss why this might be. The compression pool is then allocated to resolve as many legitimate compression cases as possible; sometimes, the most severe cases took several years of annual adjustments.

Equal opportunity for resources. CAP tries as much as possible to allocate resources for special projects as transparently as possible, where everyone is made aware of funding opportunities, and can submit a proposal. An important example in the last decade was a public call for proposals for research centers, of which CAP had none (CCCD was historically a service learning and outreach center). The call elicited well over a dozen ideas, and when the faculty realized that many of them were working on similar ideas, they were consolidated into three new centers. A second important example was a call to the faculty for proposals for new degree programs. After a public review of the proposals, the college selected the one that eventually led to the creation and approval of our Master of Science degree in Historic Preservation. And in the most recent example, when the campus called for income generating ideas from the colleges, CAP issued a call to faculty for proposals, and we are beginning to develop the ones that look most viable. These include new certificates in GIS, traditional architecture, and managing public design charettes, and expanding our existing Design Build certificate. We are also exploring fee for service ideas including one using our LiDAR scanning technology in the Center of Preservation Research (CoPR) to provide accurate as-built drawings for design firms undertaking adaptive re-use projects.

Facilities

Colleges of architecture make special demands on university space and facilities. The studio method of teaching design requires large, open spaces with work stations assigned to each student 24/7; every additional student admitted to the program requires additional studio space. Good design colleges also serve the professional community as the place where the public conversations about design and planning take place, which requires exhibit space and lecture halls. And the quality of design of our facilities brands us as knowing and caring about good design, for current and future students, and for the profession. High quality facilities really matter to the health and well-being of design schools.

Unfortunately, CAP's facilities were always barely adequate. In Denver, the program was housed in the old Bromley building until 1987, when it moved across the street to the Dravo Building (now the CU Denver Building). Although space was renovated for architecture in Dravo, it looked like a typical tenant-finish office building, and had little space for exhibits or large public lectures.

CAP undertook a fund-raising campaign for a new building in Denver, starting in the late 1990s. Over time, some money was raised, and a number of proposals for public/private partnerships were explored. A building concept was also developed, spanning the building across Speer Boulevard between LoDo and the Auraria campus:



Conceptual Design for CAP building across Speer Boulevard 2007.

This quest for a new building faltered when the great recession of 2008 undermined the pool of potential donors, which were primarily developers. And by the time the economy was beginning to recover, CAP was already engaged in discussions ultimately leading to the split from Boulder. This changed the nature of what we began seeking. A key question in deciding on which campus the college would be located had to do with space. Wherever we landed, we would

need significant additional space to accommodate both undergraduates and graduates. Boulder had no concrete ideas for space. Denver, on the other hand, said they were committed to finding us the space we would need.

This moment coincided with a fundamental sea-change in the profession regarding new construction versus adaptive re-use of existing buildings. The sustainability movement pointed out that the greenest building is the one already built, since its resources have already been harvested, mined, manufactured and delivered. It would always be more sustainable to adaptively re-use a building than to build a new one. This idea and the global economic meltdown had left a significant number of building owners around the world wondering how to undertake renovations of their existing buildings with incremental resources, unable to move out existing tenants for a remodel, and adapting what were by this time energy inefficient, often ugly duckling buildings.

And we had the perfect example of this international challenge right beneath our feet. Our CU Denver Building is an energy inefficient, ugly duckling Urban Renewal project sitting on the best site in downtown Denver, between Cherry Creek and Larimer Square. We conceived of using this as a local case study for an international challenge. CU Denver agreed to give us all of the building over time—except for the CAM labs on the 8th floor, and the classrooms on the ground floor—and a stream of incremental resources to adapt it to our needs as we grew.

We had previously been given resources to remodel the 7th floor, and this helped set the example of what we might do with the rest of the building. Our first big project following the separation from Boulder was to renovate the 2nd floor after the Business School moved to their new facilities. Here was our first opportunity to brand the new college with signature space.

RNL Design in Denver, whose chief designer on the project was one of our alumni, Dominic Weilminster, worked with a large building committee of faculty, staff and students led by Architecture Associate Professor Clinical Teaching Track Barbara Ambach. The group conceived of the floor as an urban loft-like space for an urban university design school. We used raw industrial materials like rolled steel and plywood, and exposed the structure and mechanical systems.

The design exudes creative energy, and has already won one national and two state design awards. Recently, the university has been using this space to hold public functions, in part because it represents the essence of an urban university. And students are beginning to make decisions to enroll here because of the quality of the design. For the first time in its history, CAP has obtained space that feels like a design school.



CAP's new signature space. Clockwise from top left: student lounge, reception desk, studio, exhibit space.

Wanting to ensure the continuation of this successful project as the rest of the building is re-developed, CAP asked the university to hire a firm that could work out a conceptual design for the entire site. The Chancellor then asked if the college could do this, and a team of our best designers led by Barbara Ambach was funded to develop a comprehensive plan for the building, addressing the urban design issues of connecting Larimer Square to the Creek through our courtyard; addressing sustainability with a protective skin, natural heat stacks, and new building systems, and creating a signature image for CU Denver and for CAP. We expect that this concept will help shape all subsequent development of the building.



CAP Faculty Conceptual design for CU Denver Building.

At the time of writing this self-study, CAP was approached by a family foundation interested in naming a remodeled and expanded annex building on the north end of CAP's building. This annex is intended to hold the college's research centers including the Center of Preservation Research (CoPR), the Colorado Center for Community Development (CCCD), and the proposed Center for Advanced Research in Traditional Architecture (CARTA).

Resource Sufficiency

Fiscal resources are sufficient to deliver CAP's programs with distinction. As described above, the college is currently running a deficit while the undergraduate program enrollments grow; but the difference is made up by support from the university according to an agreed Memorandum of Understanding, and the enrollments are growing faster than predicted. The resources not only cover the delivery of the existing programs, but reserves also allow strategic investment in new initiatives, particularly those that will begin to generate additional resources.

Regarding faculty resources, CAP is about on par with other CU Denver programs in terms of number of courses taught by different faculty types. Also, the student-faculty ratios compared to the other colleges are still quite favorable in terms of the smaller class sizes needed for design based education. The college is able to deliver all of the necessary courses for its programs, with sufficient frequency, to allow students to graduate on time. Class sizes have remained fairly constant over the years. The Planning Department just received a major infusion of four new faculty as a result of a retirement and then three of its senior faculty leaving for Boulder after the split, and the new faculty team is fast building a signature department. As part of the Memorandum of Understanding established at the start of the new BS in Architecture program, a hiring plan will be submitted this year for the new faculty for the Architecture Department now that the enrollments are growing faster than expected. Landscape Architecture is just turning around a decline in enrollments, and currently has sufficient faculty to deliver its program. But it

has only two tenured faculty, one on a release from the department while working on research at the Anschutz Medical Center, the other the department chair. Of the two tenure-track faculty, one is going through a reappointment review, and the other a tenure review this academic year. CAP would appreciate thoughts from the visiting team on stabilizing this department.

The CAP facilities are sufficient to support all of its activities, and to accommodate the growth of the college to about 2021. After that, the college will have to discuss with the university whether it caps enrollments, or obtains additional space.

Support Resources

Visual Resource Center

The Visual Resource Center (VRC) is a student and faculty services center that provides access to a variety of photographic and audiovisual equipment, a portfolio photography studio room, and analog (35mm slides) and digital image collections. VRC staff members assist faculty members and students with images for teaching and classroom presentations, including the purchase of commercial images and videos, as well as assistance scanning images on site. Portfolio photography seminars and basic training on how to take quality digital images of student projects are offered. VRC staff members also provide professional input on digital imaging issues surrounding copyrights, file type choices, Adobe Photoshop image corrections, and long term digital file storage.

The VRC is located in Room 490A in the CU Denver Building. The Portfolio Studio is in Room 420. Equipment is checked out from the Student Services Suite, #2300. Students and faculty members can check out a variety of equipment for educational use, including: digital cameras, digital video cameras, tripods, digital voice recorders, digital projectors, laser pointers, a mobile TV/DVD/VCR unit, and day-lighting light meters.

Digital Image Databases: The College has amassed a digital image library of over 104,722 images, which depict contemporary practices as well as the history of architecture, landscape architecture, and urban and regional planning. The CAP collection also includes over 100 videos of visiting lecturers who gave talks as a part of the college's visiting lecturer series. This library includes approximately 46,200 images owned by the college as well as content licensed from professional photographers. The digital library database allows users to save groups of images for student review within the database, the ability to create PowerPoint style presentations in the Artstor workspace, and the ability to export to PowerPoint slideshows offline. The database also has the capability to play videos, and display pdfs or Microsoft office files.

Digital Fabrication Lab

Students have access to a well-equipped and well-maintained 3000-square-foot facility that includes:

- an After Hours Shop for assembly and wood storage area,
- a large explosion-proof spray booth,
- a Laser Cutter Lab that houses two 150 watt (one large format) and two 75 watt laser cutters that is open 24/7. The laser cutter lab is staffed by student employees during the day and well into the evening to assist in the set-up and processing of model parts. The college is currently exploring the purchase of a 3D printer for this lab to enhance model making capabilities.



The 1500-square-foot Machine Room houses the bulk of the woodworking tooling this lab has to offer. A partial list can be seen below. This area of the lab is open to students from 8:00am to 10:00pm Monday through Sunday and is also staffed by student employees. The Design Fabrication Lab is managed and supervised by a full-time staff member who conducts all the required training for this facility and is available to students Monday through Friday 8:00am-5:00pm.

A mandatory “Basic Safety Orientation,” conducted only at the beginning of the semester, is required for all students. This course is an introduction to the college's and building's safety polices as well as the proper use of personal safety equipment and safe practices on the smaller shop machines. Students may then attend “Tool Seminars,” conducted at the beginning of each semester, to instruct in the proper use of the larger floor mounted machinery as well as handheld power tools. Currently, the Design Fabrication Lab is open seven days a week with the Machine Room open Monday-Sunday, 8:00am to 10:00pm. The After Hours Shop, Spray Booth and Laser Cutter Laboratory are available 24/7.

Available tools:

- Two 10" band saws
- 14" band saw
- 20" band saw
- Two 20" scroll saws
- Two 10" 5 horsepower table saws
- 6"x108" edge sander

Two 4"x36" belt sanders
10" and 18" drill press
Radial arm drill press
42" Lathe
8" & 6" jointers
15" planer
18" and 24" drum sanders
12" chop saw
12" sliding compound saw
Mortising machine
Shaper and router table
Sheet metal combination machine
12-ton tube bender
As well as a variety of handheld power tools and hand tools

Computer Lab

The College of Architecture and Planning Computer Lab is in Room 460 of the CU Denver Building. It is open seven days a week, 24 hours a day and accessed with a coded student ID card. The computer lab manager and lab monitors facilitate the printing room and technical maintenance.

Computers:

- 36 Intel Pentium Dual Core PCs and 11 Intel i7 PC's running Windows 7 Pro; 4 Apple Macs running OS 10.6.8
- 18 computers in a classroom format for instruction. 16 are in a general use area. 5 are used exclusively for PhD. 1 to run the print shop.
- 42 machines have been purchased for Fall 2014 term. 38 new Intel i7 PC's and 4 Apple iMacs running OS 10.9.2.

Scanners:

- 16 small format (8.5 x 11); 4 small format (11 x 17); 1 large format color (36"); 1 large format B&W (36")

Server:

- 1 Windows 2008R2 server with 8TB of storage for entire college. Purchased in 2011

Printing:

- 1 large format laser printer/plotter; 2 large format color printer/plotters; 1 small format color laser printer; 2 small format B&W laser printers

Network:

- All systems are 100baseT Ethernet/Internet savvy and are accessible 24 hours a day in a secure room. Lab and classroom machines are connected to University domain over a wired Ethernet network. Throughout the CAP building there is a secure wireless network that students, staff and faculty use.

Software:

- Software upgrades within the main lab are a constant occurrence. The most recent versions of all major interdisciplinary software are available to students and faculty in the labs, including: AutoDesk Education Master Suite (AutoCAD, 3D Studio Max, Revit), SketchUp, Adobe Creative Suite Design Premium (Photoshop, InDesign, Illustrator, Dreamweaver), Microsoft Office 2013. These are updated regularly to stay current with the newest release.

FASTLab

The Facility for Advanced Spatial Technology (FAST) Lab forms the core of geo-spatial analytical activity at the University of Colorado Denver. The FAST functions as a partnership among the College of Architecture and Planning, the Department of Geography and Environmental Sciences/College of Liberal Arts and Sciences, and the School of Public Affairs. This multidisciplinary laboratory provides state-of-the-art GIScience technology (geographic information systems, remote sensing, GPS, and cartography) for teaching and research on the downtown Denver campus. At present, the FAST supports the following proprietary spatial analysis and visualization software:

- ArcGIS desktop 10.2.2 (ArcInfo Version), ArcGIS server, ERDAS Imagine, ENVI, LizardTech, Google
- Earth Pro, and Adobe Design Standard. And the following, free and open source software: QGIS 2.4.,
- GRASS GIS, DIVA-GIS, uDig, MapServer, PostgreSQL/PostGIS, GPS Utility, GPS Babel, 3DEM,
- GeoDa, Inkscape, the GIMP, SketchUp Make, Pencil, Dia, and R/R-Studio. The FAST runs Windows
- 7 desktops, and a mix of Windows Server 2008 R2, Citrix XenApp 6.5, and CentOS 6 to support our in-class and online classes.

Exhibit Space

The College of Architecture and Planning has five exhibition spaces: the Dean's Gallery (in the Dean's Suite), the first floor (which is shared with other colleges on campus), second floor (by the reception desk), the Octagon (adjacent to the main lobby and the third floor faculty offices), and the fifth-floor gallery (adjacent to the fifth-floor studios and faculty offices).

Student Lounge

There is a designated student lounge on the fourth floor, which is open 24 hours a day. It has couches and comfortable chairs, a microwave, full-size refrigerator, sink, television, ping-pong table, a few desks and chairs, and houses the student mailboxes.

PhD Student Lab

Adjacent to the student lounge on the fourth floor is a large locked office for the exclusive use of PhD students. In it are six desks with desktop computers, a small couch, file cabinet, bookshelf, and small refrigerator.

Materials Library

In the Dean's Suite there is a Materials Library that houses samples of tiles, bases, veneers, screens, vinyl accessories and wall protections, stone surfaces, shingles, and color swatches.

SUMMARY

In summary, the College of Architecture and Planning is now in the best place it has been since it was first split onto two campuses almost half a century ago. Over this period, the University of Colorado tried every permutation of management structures, from Boulder managing it all, through two entirely separate colleges, to Denver managing it all. And throughout this period, two very different cultures of design education emerged on each site, which the college valiantly tried to reconcile—unsuccessfully—into one coherent vision. Once freed from managing these compromises, and now with undergraduate and graduate architecture programs on the same site for the first time in the college’s history, the College of Architecture and Planning in Denver is quickly moving forward.

CAP has a new vision of building three areas of prominence and distinction, which are Enduring Places, Emerging Practices, and Engaged Communities. Faculty activities in all of these are building the college’s reputation and attracting new resources, both in research grants and in philanthropic support. A number of faculty are building regional and national reputations, winning press coverage and awards. Our faculty and students are undertaking extensive service learning projects, working with local communities on everything from building new farmers’ markets in rural communities, to building affordable and sustainable housing on the Navajo reservation in Utah, to helping communities recover from the floods last year. CAP is now seen as one of the prime examples of the University of Colorado Denver’s vision of Learning with Purpose.

The college has obtained the best facilities in its history, with a new exhibit hall, reception area, consolidated student services offices, and undergraduate design studios. For the first time, the college has space that looks like a design school, rather than a generic office building, and it has already won two local and one national design award. The new space, and the energy and activities of the faculty, brought in the largest crowds to public events in recent memory. CAP is fast becoming the center of the public conversations about design and planning in the Denver area. All of this has led to recent earnest discussions between the university and a potential donor who is interested in naming a redevelopment of the annex north of our building as a home for our research centers. This would be the first named building for CU Denver downtown.

The most recent challenge of declining enrollments after the global economic meltdown seems to have bottomed out. All of the enrollments in the graduate programs with the exception of the Master of Science in Historic Preservation have maintained or slightly exceeded last year’s enrollments. Work is underway on bolstering the MS-HP. And the new undergraduate BS in Architecture is exceeding its projections. In this second full year of operation, it has already

replaced all of the enrollments lost in the graduate programs, bringing the overall college enrollments back to its high point before the global economic meltdown.

There are some areas of concern, about which the college would welcome advice from the Program Review Visiting Team. Regarding our Historic Preservation program, we would like to hear your views on whether we should continue with our current strategy of small numbers in cross-listed courses, or perhaps switch to our Urban Design model of more specialized and free-standing classes. Any advice on any other aspect of building the program would be welcome.

Our PhD program has significantly benefitted from its fundamental re-jigging after the separation from Boulder, but still needs further discussions about how and to what extent students are supported by the college or are required with the help of their supervisors to find their own resources in grants. It also needs to develop learning outcomes.

The college must also continue to diversify its income streams. We are relying excessively on tuition, in a period of declining state support, rising resistance to tuition increases above the cost of living, and unexpected enrollment swings as seen in the last recession. We must create more continuing and professional education courses, and more certificates and short courses. Advice on this would be most welcome.

APPENDICES

APPENDIX A.

Master of Science Degree in Historic Preservation Self-Study Report 2014

APPENDIX B.

Master of Urban Design Self-Study Report 2014

APPENDIX C.

PhD in Design and Planning Self-Study Report 2014

APPENDIX D.

College of Architecture and Planning Organizational Chart

APPENDIX E.

Tasks Assigned to CAP Leadership for the Self Study

APPENDIX F.

CAP Strategic Plan developed for the HLC Accreditation Visit in 2011

APPENDIX G.

Recommendations of the University Program Review held in 2008

APPENDIX H.

Outcomes Assessment Reports

APPENDIX I.

Projected enrollment growth for the BS in Architecture, as estimated in the MOU

Master of Science Degree
Historic Preservation
University of Colorado Denver

Self-Study Report
for
Academic Program Review
2014-15

September 5, 2014

The Master of Science in Historic Preservation was initiated in 2010 as an interdisciplinary effort of the College of Architecture and Planning. This degree program draws upon existing tenured and tenure-track faculty as well as a small number of lecturers to deliver the content of this program that typically requires 45 credit hours as a stand-alone degree, or 30-33 credit hours as a concurrent or additional degree for those with advanced standing.

CURRICULUM

The MS-HP degree was designed to be consistent with the standards of the National Council of Preservation Education (NCPE). While this body does not systematically accredit its member program, all recognized programs do go through a peer-reviewed certification. Our program was certified as a master degree granting member of NCPE in 2010.

NCPE provides guidance on requirements and distribution of credits for its member programs. Our program meets these standards. Core courses are all cross-listed and electives within our program are largely drawn from the offerings of the CAP departments. While resource efficient, this model, and its limited offerings, makes it difficult for HP students to develop a distinct identity within the College.

There is extensive overlap with other CAP departments, especially Architecture through cross-listing, as the MS-HP was conceived as a program that would benefit from existing resources and hence make only modestly contribute to curriculum expansion.

THE DEGREE

The Master of Science degree in Historic Preservation (MS-HP) is a 45 credit hour program, usually completed in 15 or 18 months (three regular semesters and possibly part or all of one summer). It is designed to accommodate the background and needs of both those students with substantial experience and those new to the field. The course of study is for students seeking training in spatial, technical and design aspects of the broader field; it encompasses architecture, cultural landscapes, preservation, planning, building technology, project management, documentation, interpretation and representation.

Historic preservationists come from a variety of backgrounds. Some are well-educated in the humanities and desire to increase their technical understanding. Those familiar with the social sciences might be seeking “real world” applications for their expertise. Many already with “first professional degrees” in design and planning disciplines, as well as law and business, seek to

deepen their competence in the vibrant and interesting professional niche of historic preservation. Our program is compliant with [National Council of Preservation Education Standards](#).

CAREER PATHS OF GRADUATES

Employment opportunities for graduates in historic preservation are with state historical societies and preservation offices, historic sites and museums, conservation societies, city and state governments, heritage trust and nonprofit organizations, and environmental and design consulting firms.

Our MS-HP Program graduated its first class in 2011. Some alumni are now intern architects or designers, completing the “experience” requirement for architecture licensure. Others work for the National Park Service, with the title project specialist or cultural resource specialist.

Historic preservation has become an integral part of such diverse practices as local planning, architectural design, environmental permitting, and real estate development tax credits, in addition to the conventionally conceived roles specifically related to historical analysis. Today professionals often combine skills in the planning and design fields with those in preservation.

WHY HISTORIC PRESERVATION?

The design and planning professions are rapidly changing, and even professionals with what seemed to be secure careers are discovering a need for new skills to remain informed and competitive in the job market. It will always be a more sustainable practice to reuse existing buildings than to tear them down and harvest or manufacture new materials. An increasingly larger percentage of the money spent on construction (and by extension, design work and planning approvals) is in reuse and renovation of existing structures. As many of these projects are either themselves historic or in areas that may impact historic environments, design and planning professionals are realizing the importance of knowledge and skill in this field. This is a program designed to prepare students for a 21st Century career.

SPECIAL OPPORTUNITIES

- Research Assistantships: Opportunities exist for students to engage in paid research assistantships with the college’s [Center of Preservation Research \(CoPR\)](#).
- IDP Internships: The [Intern Development Program \(IDP\)](#) is a comprehensive training program created to ensure that interns in the architecture profession gain the knowledge

and skills required for the independent practice of architecture. The program is developed, maintained, and administered by the [National Council of Architectural Registration Boards](#) (NCARB) and is required by most U.S. architectural registration boards to satisfy experience requirements for licensure. In our MSHP Program, credit-providing internships can be arranged either within research centers within the university, or with outside agencies and private firms.

- Field-Based Learning: CAP offers multiple opportunities for Maymester and summer travel study. Some of these are particularly useful for historic preservation students.
- Independent Studies: Faculty members are open to proposals from students for a topic of study not regularly offered in the curriculum. Typically, the student will suggest a topic and together with the faculty tutor develop a work plan and evaluation strategy.

PROGRAM REQUIREMENTS

The Master of Science in Historic Preservation (MSHP) at the University of Colorado Denver is a 45 credit-hour program, usually completed in 15 or 18 months (3 regular semesters and possibly part or all of one summer).

Application to the MSHP program is open to all students holding the bachelor's (undergraduate) degree from an accredited college (or its equivalent from a foreign institution).

The course of study is designed to accommodate the background and needs of both those students with substantial experience, and those new to the field. The curriculum is flexible but rigorous, requiring:

- 12 semester hours of core courses in preservation
- 6 hours in approved core design history courses
- 9 hour capstone requirement
- 18 hours of electives

Our program is compliant with [National Council of Preservation Education Standards](#).

CURRICULUM OVERVIEW

The course of study for the Master of Science degree in Historic Preservation is designed to accommodate the background and needs of both those students with substantial experience and those new to the field. The curriculum is flexible but rigorous, requiring:

- 12 semester hours of core courses in preservation
- 6 hours in approved core design history courses
- 9 hour capstone requirement
- 18 hours of electives

Our program is compliant with [National Council of Preservation Education Standards](#).

Choose at least 6 of the following courses: at least 4 from the first group (Preservation) and at least 2 from the second (Design History) (additional courses could also be counted as elective credit)

National Council of Preservation Education (NCPE) Standard	Course Number	Course Title	Semestertypically offered	Credit hours
NCPE 3.1.2	HIPR 6010	Preservation Theory and Practice	F	3
NCPE 3.1.2	HIPR 6210	Survey, Significance and Recognition	F	3
NCPE 3.1.3	HIPR 6310	Documentation, Analysis & Representation	F	3
NCPE 3.2.1	HIPR 6410	Urban Conservation: Context for Reuse	Sp	3
NCPE 3.2.2	HIPR 6510	Building Conservation: Evidence & Intervention	Sp	3
NCPE 3.1.1a-b	HIPR 6110	Regionalism(s) & Vernacular in Context	Sp	3
	ARCH 6210	History of American Architecture	Sp	3
	LDAR 5521	History of Landscape Architecture	F	3
	LDAR 6686	American City – Post Civil War	F	3
	URBN 6640	History of the City	F	3

CAPSTONE OPTIONS - 6 CR. HRS. PREPARATORY SEQUENCE PLUS 3 CR. HR. PROFESSIONAL PROJECT (CAPSTONE PREP SEQUENCE MUST BE <u>DEMONSTRABLY RELATED</u> TO THE PRO PROJECT) OR 3 CR. HRS. OF LDAR 6949 THESIS PREPARATION PLUS 6 CR. HR. THESIS CAPSTONE - PROFESSIONAL PROJECT (6 + 3 CR. HRS.)			
ARCH 6450 + HIPR 6930	PRE-DESIGN + INTERNSHIP (FOR CREDIT)	VARIES	3+3
OR			
HIPR 6170/71	PRESERVATION DESIGN STUDIO + SEMINAR	F OR SP	6
OR			
VARIES	PRE-APPROVED TRAVEL EDUCATION (MAY INCLUDE PROGRAMS TO ITALY, TURKEY, SCANDINAVIA, OR DOMESTIC PROGRAMS [TYPICALLY CHICAGO OR THE	USUALLY MAY AND SU	3+3

	RURAL WEST]) AND AN ADDITIONAL DIRECTED ELECTIVE		
AND			
HIPR 6851	PROFESSIONAL PROJECT		3
CAPSTONE - THESIS (3 + 6 CR. HRS.)			
LDAR 6949	RESEARCH TOOLS, STRATEGIES AND METHODS		3
AND			
HIPR 6951	THESIS		6

ELECTIVES (choose 18 cr. hrs. total, at least 9 cr. hrs. from one of the groups below. All courses = 3 cr. Hrs unless otherwise noted)

NOTE: HIPR prefix electives HIPR 6610 Reading the City, HIPR 6710 Working Landscapes, HIPR 6810 Preservation Workshop may be counted toward any of the elective concentrations.

Project Planning & Development	URPL 6660	Real Estate Development	URPL 6651	Environmental Impact Assessment
	URPL 6661	Real Estate Development Finance	PUAD 5110	Seminar in Nonprofit Management
	URPL 6820	Project Management	PUAD 5115	Grant Writing for Nonprofit and Public Sector
	URPL 6665	Urban Market Analysis	PUAD 5060	Public Finance
	URBN 6642	Design Policy/Regulation	URPL 6676	Urban Housing
	URBN 6641	Design Process/Practice	PUAD 5625	Local Government Management
	URPL 5530	Planning Law	PUAD 5626	Local Government Politics and Policy
	URPL 6640	Community Development Process		
Preservation Design	A Preservation design emphasis usually includes a second sequence (6 cr. hrs.) chosen from among the “capstone preparation” options. For example if a studio/seminar is used to satisfy the capstone requirement, study travel may be used toward the Preservation design emphasis; or if a travel sequence is used for capstone, then the pre-design and internship option may contribute to the emphasis. Other combinations are possible.			
	URPL 6635	City Building	URPL 6633	Urban Form Theory
	HIPR 6610 Reading the City, HIPR 6710 Working Landscapes, HIPR 6810 Preservation Workshop, HIPR 6930 Internship, ARCH 6450 Pre-design		<i>Or Non-Western Design history courses as available</i>	
History	GEOG 5350	Environment and Society in the American Past	HIST 5236	Colorado Mining And Railroads
	HIST 5240	National Parks History	HIST 5242	Oral History

	HIST 5229	Colorado Historical Places	HIST 5243	Public History Administration
	HIST 5228	Western Art & Architecture	HIST 5244	Interpretation of History in Museums
	HIST 5231	History in Museums	HIST 5810	Heritage Tourism
	HIST 5234	Introduction to Public History	HIST 5232	Historic Preservation

TYPICAL COURSE SEQUENCE

Students enrolling full-time in the 45 credit-hour curriculum typically complete the program in 3 or 4 semesters, or 18 months. However, coursework other than the completion of the capstone requirement may be accomplished in a period of residency as short as 15 months. Students receiving significant transfer credit and those with a related degree may further reduce the time required for the Master of Science in Historic Preservation degree.

Fall I

Class Title

Possible meeting times [Consult current class registration calendar.]

Credits

HIPR 6010		Preservation Theory and Practice	Th 5:30pm - 8:15	3
HIPR 6310		Documentation, Analysis & Representation	Th 9:30am - 12:15	3
HIPR 6210		Survey, Significance, and Recognition	F 9:30am - 12:15	3
<i>Choose 1 or 2</i>	varies	History core selection	varies	3 or 6
	varies	Elective	varies	
	HIPR 6170/71	Studio + Seminar (6)	varies	

12 to 15

Spring

HIPR 6110		Regionalism(s) & Vernacular in Context	Th 9:30 - 12:20	3
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HIPR 6410		Urban Conservation: Context for Reuse	Tu 9:30 – 12:20	3
HIPR 6510		Building Conservation: Evidence & Intervention	F 1:00 - 2:45	3
Choose 1 or 2	varies	History core selection		3 to 6
	varies	Elective	varies	
	HIPR 6170/71	Studio + Seminar (6)	varies	
	LDAR 6949	Research Tools, Strategies & Methods	TBD	

12 to 15

Maymester and/or Summer (it may be possible to complete a thesis or professional project in the summer)

Choose 0 or 1	HIPR 6610	Reading the City	Maymester w/ travel to Chicago	0 or 3
	HIPR 6710	Working Landscapes	Maymester w/ travel in Colorado	
Choose 0, 1 or 2	HIPR 6170/71	Studio + Seminar (6)	<i>(may be offered Summer)</i>	6
	varies	Elective	varies	3
	HIPR 6930 (for credit)	Internship		N/C or 3

0 to 12

Fall II

Choose 1, 2 or 3	varies	Elective(s)	varies	3 to 9
	HIPR 6170/71	Studio + Seminar (6)	varies	
Choose 1	HIPR 6851	Professional Project		3 or 6
	HIPR 6951	Thesis		

3 to 15

CLASSES

HIPR 6010 Preservation Theory and Practice [3 credit hours]

The practice of historic preservation has evolved in a specific policy context. This course introduces basic American institutions and laws associated with preservation (e.g., National Register, National Historic Preservation Act [NHPA], National Trust) as well as standards, definitions, and practices associated with these. Additionally, concepts such as design review, local government permitting, tax incentives, etc. will be introduced. Career possibilities and educational requirements are also presented. The business of preservation is introduced through consideration of preservation's relationship to real estate practice, governmental policy objectives and tourism. Some reference is made to the historic development of these practices, as well as international standards and agreements. [Comparable class is currently offered as URP 6634 (co-listed as ARCH 6290).]

HIPR 6110 Regionalism(s) and the Vernacular in Context [3 credit hours]

Living in a specific place has always provided subconscious models for the builders in that society. However, the inherited environment has also been the object of conscious curiosity in many cultures across time. As we both notice and cultivate the recognition of differences in design and building we begin to categorize it so as to better understand ourselves and others. This class explores the history of the built environment from the perspective of evolutionary change; peoples attempting to meet utilitarian needs, societal expectations, and aesthetic aspirations through design. The course looks closely at the vernacular structures and landscapes of the American West, attempting to understand their place in both national and global contexts. This comparative thrust moves the discussion in the course forward to exploring other traditions both within the United States and globally. Finally, past architects' and contemporary designers' views of the vernacular are analyzed and discussed. [A comparable course has been offered as ARCH 6290 – Special Topics in Cultural Studies – Home on the Range.]

HIPR 6210 Survey, Significance and Recognition [3 credit hours]

This course ties together three important concepts and develops skills in professionally utilizing these concepts: a) Resource surveys involve the recordation and interpretation of groups and types of historic resources that form the basis of ensuing preservation activities; b) The concept of "historic significance" has evolved into a central concept in preservation and forms the justification for resource protection; c) Reporting patterns of significance is prerequisite to their official recognition and possible listing. The course develops abilities in practical professional activities such as thematic studies, areal resource surveys, and historic register nominations that combine use of the concepts. [This is a new course to be cross-listed with Architecture.]

HIPR 6310 Documentation, Analysis and Representation [3 credit hours]

This applied methods course focuses on skills development in in-situ documentation of the historic environment. Specifically the course includes modules on: a) historic records, b) archaeological evidence (pre-historic and historic), c) building and site measurement, d) photographic & photometric methods, e) geo-spatial data collection, f) graphic representation, and g) reporting formats. [This will be a new course to be cross-listed with Architecture.]

HIPR 6410 Urban Conservation: Context for Reuse [3 credit hours]

This course begins with the premise that human habitats, and especially cities, are dynamic and ever changing, and that the preservationist cannot (and should not try) to freeze cities in a static representation of the past. The course deals with both the philosophical and political contexts, but emphasizes the role of strategic design intervention in the shaping of evolving cities. This includes traditional preservation activities, but also recognizes the importance of progressive change. Readings are diverse, but at least two case study cities (typically Denver and Chicago) are used to ground the concepts. Class activities include: a) research, b) field study, c) design, and d) presentation.

HIPR 6510 Building Conservation: Evidence & Intervention [3 credit hours]

This course establishes and discusses the several intellectual and professional traditions subsumed under the heading 'preservation'. It explores what constitutes knowledge from these different perspectives, and the expectations for contributions within these traditions. The course introduces the importance of empirical evidence, knowledge of patterns and causal relationships in the aging and change of materials, individual artifacts & assemblages. Familiarity with these principles is applied to the problems of design interventions. The course integrates aesthetic, technical, and social dimensions of these issues. [A comparable course has been offered as ARCH 6390 – Special Topics in Technical Studies – Preservation Technology.]

HIPR 6610 Reading the City [3 credit hours]

Design and planning professionals, including preservationists, must learn to prepare, investigate and report, often times in environments with which they have had little previous knowledge. This course emphasizes rapidly gaining understanding of a novel environment and translating that knowledge into a well researched and media-savvy professional presentation. During a typical three-week Maymester, students prepare a research plan in week 1, then travel to a relatively unfamiliar, but readily accessible urban environment, such as Chicago (or other major city) in week 2, returning to prepare, present and critically reflect upon their applied research in week 3 through a media-savvy final project. [A comparable course has been offered as ARCH 6290 – Special Topics in Cultural Studies – Conserving the City during the 2009 & 2010 Maymester.]

HIPR 6710 Working Landscapes [3 credit hours]

This course uses a specific large-scaled heritage site (e.g., possibilities are historic ranches, mining regions and agricultural communities) as a focal point for moving from research to representation and presentation. The project will include field work at the designated site, and culminate in presentations at the end of the class. As a means to facilitate skill development, students are sequentially: a) introduced to a complex preservation environment requiring pre-project research, b) immersed in a field, requiring the ability to effectively discern and gather relevant project information, and c) expected to produce a well researched and media-savvy final project. While these learning objectives may be achieved in a variety of ways the compressed time schedule of the UCD Maymester (one course over 3 weeks), or Summer session (8 weeks) creates an environment of focused intensity

HIPR 6170/71 Studio and Seminar [4+2 credit hours]

This requirement provides a combination of practice (studio) with critical reflection (seminar). The studio has long been a traditional component of design education. Historic Preservation students in the College of Architecture and Planning regularly participate in studios offered in architecture, landscape architecture and planning. These interdisciplinary learning environments usually focus on conceptual design projects, but are also typically engaged with actual stakeholders. The studio environment reinforces learning through close faculty engagement together with student interaction around a common project. HP students' role in a specific studio is variable, but all are expected to participate in the common learning goals and outcomes of that studio.

HIPR 6840 Preservation Independent Study

Faculty members are open to proposals from students for a topic of study not regularly offered in the curriculum. Typically, the student will suggest a topic and together with the faculty tutor the two will develop a work plan and evaluation strategy.

HIPR 6930 Preservation Internship

Internships providing credit can be arranged either with research centers within the University, or with outside agencies and private firms. These internships require the development of a specific plan for learning and career development at the beginning of the internship period and an evaluation and critical reflection at its end.

HIPR 6851 Professional Project [3 credit hours]

The Professional Project is one of two options for completing the Capstone Requirement. There are multiple ways of satisfying this requirement, but the agreed-upon Project must show critically reviewed evidence of professional competence in the field of historic preservation. Typically, the student will enroll in this course during his or her final semester, and by the end of

the second week will have agreed upon the scope of the final document with the faculty advisor. A near-final draft is due by the 12th week of a 15-week semester.

HIPR 6951 Thesis [6 credit hours]

Students are admitted to Thesis after completion of two semesters or their equivalent in the graduate program. The thesis should be based on original research and relate to each student's elected focus in Project Development, Context of Planning & Design, History or Preservation Design. Thesis proposals are required at the time of enrollment, and during the semester thesis students are required to defend their topics before preservation faculty and students.

ARCH 6210 History of American Architecture [3 credit hours]

This course examines the history of American architecture from prehistoric times to the present, mainly within the geographical borders of the present-day United States. Its thematic approach helps students understand the various cultural, technological, philosophical and aesthetic ideas that helped shape American buildings, and apply these to preservation.

ARCH 6212 History of Modern Architecture [3 credit hours]

This course examines the various theories, accomplishments and ideals of modern architecture in the 20th century. Issues include the relationship between theory and practice, architecture and ideology, technology, abstraction and representation, functionalism and formalism, utopianism and social responsibility.

ARCH 6450 Pre-Design: Before Pencil Touches Paper [3 credit hours]

Beginning with strong research and documentation of the design opportunities at hand, this class emphasizing pre-design process explores and evaluates a spectrum of pre-design concepts and prescribes, in detail, those concepts which have the highest probability of success. Research, documentation, consensus building, facilitating diverse constituencies, early concept development and testing and scope description all bridge from initiation of a design project to the design itself. Pre-design process defines the strategic intent of a project and outlines a tactical roadmap for achieving success. This format can be accommodated either during an 8-week summer semester or full 15-week semester.

LDAR 5521 History of Landscape Architecture [3 credit hours]

In a broad overview, this course investigates architectural thought from antiquity to the present. Beginning with a review of Greek ideals, it proceeds – through an appreciation of landscape and nature as essential cultural constituents – with a survey of major themes such as Renaissance Humanism, Enlightenment, Rationalism, Romantic Historicism, Neo-Medievalism, the varieties of Modernism, Neo-Eclecticism and the most recent directions in landscape and garden design.

LDAR 6949 Research Tools, Strategies and Methods [3 credit hours]

This skills course introduces the thesis and establishes the scholarly basis for the research and construction of a Master's Thesis project. This course will provide the student with the research practices and methodologies to develop the scholarship and products required to produce a Thesis.

URBN 6640 History of the City [3 credit hours]

As a broad overview, this course introduces students to the history of global cities through selected typologies. It explores similarities and differences among cities considered against the larger cultural, political and socio-economic envelope of which they are part. It provides awareness of origins, growth and evolution of urban form.

ADMISSIONS

Application to the Master of Science in Historic Preservation program is open to all students holding the bachelor's (undergraduate) degree from an accredited college (or its equivalent from a foreign institution). You make application through the [CU Denver Graduate School](#).

MATERIALS REQUIRED

- A brief statement of interest (500 word max.)
- A compact portfolio (max. 20 pages 8.5" X 11") of writing samples, and optionally, graphic work and professional resume is strongly recommended.
- Submission of Graduate Record Exam (GRE) scores is recommended for applicants without evidence of prior successful graduate level accomplishment. [There is an expedited application procedure for current CU Denver students in another CAP masters program. Please inquire to the MSHP Program Director.]

DEADLINE

Rolling admissions (Priority Deadline March 15, applications accepted and reviewed on a space-available basis until June 30)

EXPECTATIONS

The MS-HP program is fully integrated into a college emphasizing design and graphic excellence. While HP students need not have fully developed skills in advance of matriculation we have found that students have benefitted from some previous exposure to :

1. Manual drawing/sketching,
2. CAD graphics
3. Graphics software such as Adobe Creative Suite.

These competencies can be demonstrated by previous coursework or by portfolio/resume submission. Should any of these competencies for an admitted student be judged insufficient by

the faculty, the program director may require the student to gain supplemental instruction prior to, or upon matriculation to, the MS degree in Historic Preservation program. Any credit awarded for such supplemental work will not be counted toward the required number of credit hours for the degree.

TRANSFER CREDIT

Transfer credit of up to 12 credit hours (up to 15 credit hours for those seeking/holding a related master's degree from CU Denver) may be awarded for equivalent graduate (post-bachelor's) course work at the discretion of the program director and in keeping with [CU Denver Graduate School Rules](#).

UNDERGRADUATE COURSE WORK

Undergraduate course work substantively equivalent to a MS-HP required course may be accepted as a substitution for that course at the program director's discretion, but such substitution will not reduce the total number of credit hours required for the degree.

Master of Urban Design

University of Colorado Denver

Self-Study Report

for

Academic Program Review

2014-15

September 5, 2014

Introduction, overview and unit description

General unit description – organization, purpose, programs

The Master of Urban Design (MUD) in the College of Architecture and Planning (CAP) is an advanced post-professional degree program requiring 36 credits. The program is studio based with accompanying related topical and depth seminars. It culminates with a signature International Studio in the summer; this has recently been offered in the dynamic cities of Shanghai and Nanjing, China and Copenhagen, Denmark.

The MUD program draws students from backgrounds in professional programs in planning, architecture and landscape architecture. In addition to appealing to students seeking to cap their design experience in the College, the MUD program attracts students from across the U.S. and globally. It boasts a strong cadre of international students. Its reputation sustains this international appeal, which includes current students entering the program from the prestigious Fulbright International Exchange program.

MUD graduates have attained significant roles in professional design firms around the world, and include some of the most prestigious alumni in the College. Recent alumni of the program have entered not only academic positions and professional offices but also have taken jobs in government agencies and offices as well as in consulting and advising for the design and planning industries.

The Master of Urban Design program at CU Denver was initiated in the early 1970s and has been housed in various administrative iterations within CAP departments. Program Directors currently share part-time appointments as Co-Directors; they have assisted in the preparation of this document. The structure of the CAP MUD program is created to allow for flexibility; no faculty is assigned full-time to the program. MUD program faculty is drawn from the three affiliated departments in CAP: Architecture, Landscape Architecture and Urban and Regional Planning. MUD faculty lecturers are also hired from the local design and planning community, as befits this intensive professional curriculum. This interdisciplinary faculty is committed to implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality.

The financial basis for the MUD resides in the overall CAP budget, and is based on student enrollments. It benefits from a proportional allocation of the College's budget to support initiatives and scholarships. The funds are used to enhance pedagogical and course delivery efforts as well as to support student success in the program. The program's costs are comparable to other programs, with an advantage thanks to our participation in the Western Interstate Commission for Higher Education-Western Regional Graduate Program (WICHE-

WRGP, <http://www.wiche.edu/wrgp>), which allows residents of any of the 15 member states to pay Colorado resident tuition.

Mission, Vision and Values, and Strategic Plan

The MUD co-directors and faculty have developed four broad objectives and a series of measurable student learning outcomes that are shared by all faculty members delivering MUD courses and are introduced to the students through syllabi and rubrics. These specific learning outcomes describe the knowledge, skills and abilities that students are expected to have upon completion of MUD degree. The program is structured to address student learning as follows:

- 1) Design excellence: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.
- 2) Communication skills: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.
- 3) Professional expertise: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.
- 4) Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

The CU Denver Outcomes and Assessment Office has provided the following feedback on the program's process and progress towards achieving the learning outcomes:

“The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There is an assessment matrix (outcomes by courses by assessment method) and multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. As well, the faculty members meet to discuss the assessment results and then use the information to guide their program improvement recommendations (e.g., possible inclusion of a reflective component in the form of a portfolio).

Particularly notable is the careful analysis of student performance and recommendations for course and program improvements (e.g., Learning Outcomes Assessment for Urban Design 6610). As well, the format and forms for instructors to report on student performance for their

courses is an excellent design!" (July 8, 2014, Kenneth Wolf, Outcomes Assessment Committee, Re: Feedback on the 2013-2014 Assessment Report for the Master's in Urban Design)

Progress since last review

The internal and external review team that conducted the Academic Program Review of the Master of Urban Design program in the College of Architecture and Planning in its March 14, 2008 report made general recommendations and four specific recommendations.

GENERAL RECOMMENDATIONS

- *Use this period of reassessment of the PhD and MUD programs to evaluate offerings in the history of design and urbanism. It may well be that rather than using lecturers to teach in these subjects, more tenured and tenure track faculty need to be hired in these areas.*
 - A course on the history of design and urbanism is no longer required as a core offering because all MUD admits have a professional degree and, we assume, a substantial background in history and urbanism. Instead, we encourage students to take such courses from allied departments of architecture, landscape architecture, and urban and regional planning, most of which are taught by tenured and tenure track faculty.
- *Create opportunities for students to contribute to college governance, e.g., sitting on committees.*
 - Current MUD students have been invited to attend all MUD curriculum meetings, and a MUD student representative attends the CAP Executive Committee on a regular basis.
- *Place college, departmental, and program policies and procedures on the web site.*
 - College, departmental, program, and university policies and procedures are listed and linked on the college website.
- *Allocate resources to further update the web site including an in-house web master.*
 - The college website has undergone two major revisions since the last program review. Significant resources were invested in research, design and development to create a website specifically tailored to the Architecture and Planning audiences. The Director of Communications and Executive Assistant to the Dean has taken over the responsibilities of in-house web master, and is assisted by other staff members.
- *Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty. Provide support for students to negotiate the various*

administrative problems that occur due to the dual campus, e.g., enrolling in Boulder electives.

- This recommendation primarily concerned PhD students, and the dual-campus issues were resolved with the termination of the Boulder arrangement in 2012. Student advising in the college has been strengthened, and there are now three student advisors on staff, including one assigned to work with all students in the MUD, MURP and MSHP programs.

SPECIFIC RECOMMENDATIONS FOR MUD PROGRAM

- *Provide a full-time faculty coordinator. The addition of a part-time director of the MUD program has been a good step. However, the program needs a tenure-line faculty member to coordinate it. This faculty member could work to clarify the degree programs and develop the curriculum.*
 - Soon after the Program Review, the part-time Director was replaced by an Interim Director from the full time tenured/tenure track faculty. This Interim position converted to a permanent position in Spring 2009, and was held by Jeremy Németh, who is also our Chair of Planning and Design. Last year, we formed a Co-Directorship with Jeremy and Ann Komara, who is also the Chair of Landscape Architecture. We wished to encourage by this a more direct interaction between Landscape Architecture and Planning in an area in which each discipline makes distinct but related contributions. The program review report recommended reforming the MUD curriculum, to shift towards a more structured, high-profile program, simplifying the program to make it more transparent, reexamining the focus and perhaps broadening it, and having a stronger emphasis on national and global examples of design. The new Director worked with faculty to overhaul the curriculum in 2009. The current Co-Directors held a Visioning Workshop in November 2013 with design and planning professionals invited from the Denver metro area; this session was used to recalibrate the professional direction and scope of the MUD program curriculum, which is now in place.
- *Create an explicit list of MUD faculty to help identity and governance.*
 - The new Director put out call for all faculty interested in being involved in MUD program. These faculty members indicated they were all interested in being “designated” MUD faculty, and all are now listed on the MUD website.
- *Simplify the program to make it more transparent. Currently, the program has a confusing multitude of different paths and credit requirements.*
 - The MUD curriculum now explicitly lays out one path to graduation: a 36-credit plan. If students obtained their first professional degree in the College of Architecture and Planning at CU Denver, they qualify for up to 12 credits of advanced standing (decided

upon by MUD Co-Directors).

- *Encourage the MUD faculty to meet regularly, and also examine other MUD programs around the country as possible models.*
 - MUD faculty now meet regularly during the academic year.
 - At one of the meetings early in Dr. Németh's tenure as Director, a comprehensive spreadsheet was created reviewing the central characteristics (credits required, focus, studio progression, etc.) of 12 existing MUD programs around the world. This review helped to develop the new MUD curriculum that both comports with peer institution offerings but sets us apart and develops the CU Denver MUD as a distinct program.
- *Program Identity: Provide an explicit description of the MUD in the college literature and web pages.*
 - The website provides a clear description of the MUD program, curriculum overview, course sequence, admissions requirements, and affiliated faculty. A printed brochure for the MUD program was created in 2012.
- *Reexamine the current focus of the program, perhaps broadening it. Although the emphasis on implementation (through form-based regulations and infrastructure) can provide useful definition for the program, this emphasis may be too narrowly focused. In addition, while a regional identity has many benefits, it would be worth exploring whether to have a stronger emphasis on national and global examples of design.*
 - The revised MUD program has a broadened focus, recognizing the exercise of urban design as an inherently interdisciplinary field with a necessary balance between theory and implementation. The explicit goal of the program is to train students to become "reflective practitioners": as such, we instill students with the theoretical grounding while ensuring their future success as practitioners. Besides the three required studios, the new MUD program introduces four seminars with a distinct urban design focus: Design Process, Design Policy, Design Practice, and Design Seminar.

The optional Urban Design Internship is designed to provide professional practice experience in urban design. Students work 10-20 hours/week in professional firms in the Denver metro region. Firms in the MUD Internship Program have included: [AECOM](#), [Civitas](#), [Design Workshop](#), [Norris Design](#), [RNL Design](#), [OZ Architecture](#), [studioINSITE](#), and [Tryba Architects](#). College units including the [Colorado Center for Community Development](#)(CCCD) frequently hire MUD students as research assistants (RAs) and the Departments of Architecture, Landscape Architecture and Planning and Design hire teaching assistants (TAs) from our incoming MUD students.

With regard to the geographical emphasis, we now include an explicit focus on national and international contexts, while retaining our ties with the exciting projects occurring in the City and County of Denver – our core studio instructor is the former Director of Community Planning and Development. In addition, we now require all MUD students to take an International Studio that immerses them in a significant urban international location; it has recently been offered in the dynamic cities of Shanghai and Nanjing, China and Copenhagen, Denmark.

- *Consider having the MUD students move through the program in synch (through a series of studios over a 2-3 semester period) to provide greater cohesiveness and solidarity between students and faculty. This may, however, require more rigidity in the curriculum than is possible.*
 - The MUD curriculum now takes one calendar year to complete, a change we made in order to have a “cohort” of students move through the program together. Along these same lines, we are not currently accepting applications for Spring semester entry. A cadre of entering MUD students in the Fall ranges from 12-16 students.
- *Consider creating an urban design certificate within the College's masters programs. This would not require additional coursework and as such would not confer a separate MUD degree. However, it could provide more options for students. An additional option is a stand-alone certificate offered externally.*
 - While we strongly considered this option, we decided instead to tighten up the existing program by creating an intensive, 36-credit, calendar year MUD.
- *Consider creating an advisory board of alumni and professionals, both local and national. They can provide advice on community and employer needs in the area of urban design. They can also potentially provide mentorship opportunities.*
 - We have yet to create an explicit “advisory board,” but a number of prominent local and national professionals and academics have played advisory roles while we developed our new focus, curriculum and course progression. We retain our strong relationships with a cadre of local practitioners, who frequently participate as studio jurors or provide desk critiques.

Academic programs and the educational experience

The MUD program is a post-professional graduate program which requires 36 credits; of this, six credits are taken in electives offered broadly from the College. No courses are offered online, and all current courses have allocated classroom space. Program funding is generated with CAP through student credit hours. Some students enter the program with full external funding from their government or through the Fulbright. The unique Study Abroad Studio is

funded through student tuition and program fees in concert with parameters established in the Office of Global Education at CU Denver.

CENTRAL THEMES

The Urban Design program is organized around three central themes reinforced by core studios and seminars:

Sustainable Cities

We take a holistic approach to designing the livable city. Since more than half the world's population lives in cities, with that number set to increase to two-thirds by 2030, we must anticipate the ecological impacts of our design decisions. In preparation for a post-carbon era, we address concerns related to climate change, energy usage, public health, food production and resource availability through an integrated approach to the design of urban settlements. Our students re-imagine and re-interpret urban systems – from transportation networks to hydrological systems to zoning codes to social movements – with the goal of creating cities that are at once socially just, economically diverse and ecologically resilient. These challenges are unprecedented and must be urgently addressed: we believe that urban designers are best positioned to meet them head on.

Local to Global

We believe urban designers must recognize the interrelated local and global impacts of their actions and understand the interdisciplinary nature of urban problems. We address design issues at all scales, from the individual public space to the neighborhood, city, region, nation and world. This approach acknowledges that all sites are embedded within larger systems, a concept we engage in all our studios.

In the Fall and Spring, students examine the Denver metropolitan area, a progressive, yet prototypical, urban laboratory experiencing significant growth and development and home to every urban condition imaginable, from dense downtown infill to sprawling edge cities to the New Urbanism-inspired [Stapleton airport brownfield redevelopment](#). The Front Range is a national leader in design and planning innovation, as represented by the [multi-billion dollar Fastracks transit project](#), [Denver's groundbreaking new citywide form-based code](#), [Boulder's open space acquisition policies](#) and [energy municipalization effort](#), [Arvada's GEOS net-zero energy neighborhood](#), and Fort Collins's closed-loop brewery-oriented development. Students apply the skills and knowledge gained in their local study in the summer term in a studio set in Copenhagen, Denmark with faculty and students at the [Danish Institute for Study Abroad](#) (DIS).

Innovations in Practice

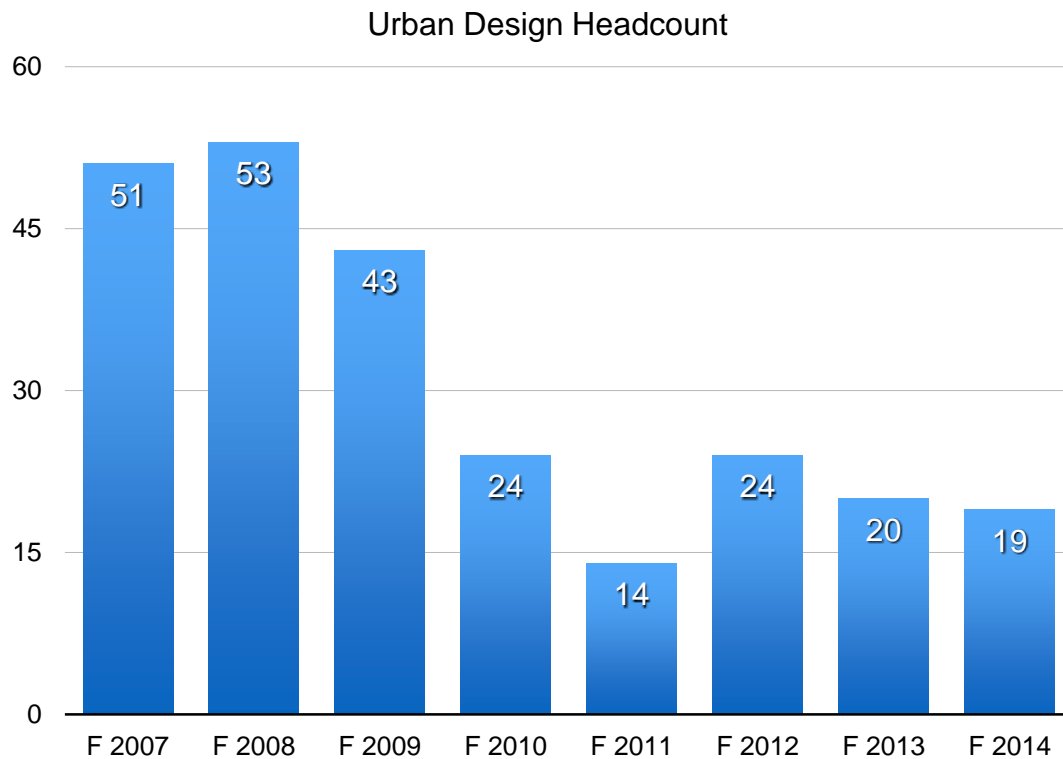
We train our students to become critical, reflective professionals with a workable understanding of urban design theory and practice. All our graduates possess knowledge of contemporary

urban thinking as well as technical, verbal and graphic communication skills. Our curriculum is informed by innovations in current practice: we undertake real projects with real clients, and studios are taught by leading practitioners from the top design firms in the region. Each year, we bring in a renowned practitioner-in-residence to teach a core course, give lectures, and serve as a juror in all MUD studios. To address the most complex social-ecological problems of our time, we see high demand for graduates who possess multiple talents, a broad understanding of urban planning, architecture, landscape, real estate development, and urban politics and economics, and the ability to work not only with design professionals but also engineers, policy makers, environmental scientists and the public.

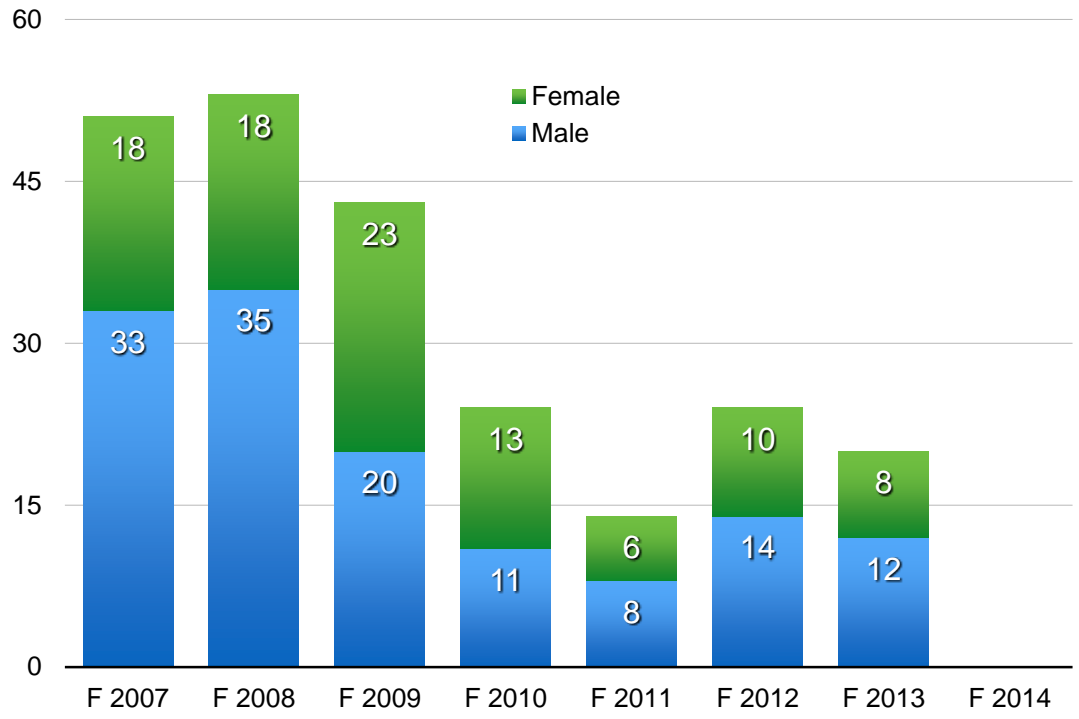
Students take collaborative, multidisciplinary studios with College of Architecture and Planning students in an environment that more accurately reflects professional practice, with shorter studios, team projects, and design charrettes. Importantly, our MUD Internship Program aims to place incoming students into an internship with the region's top design firms.

Trend data on students

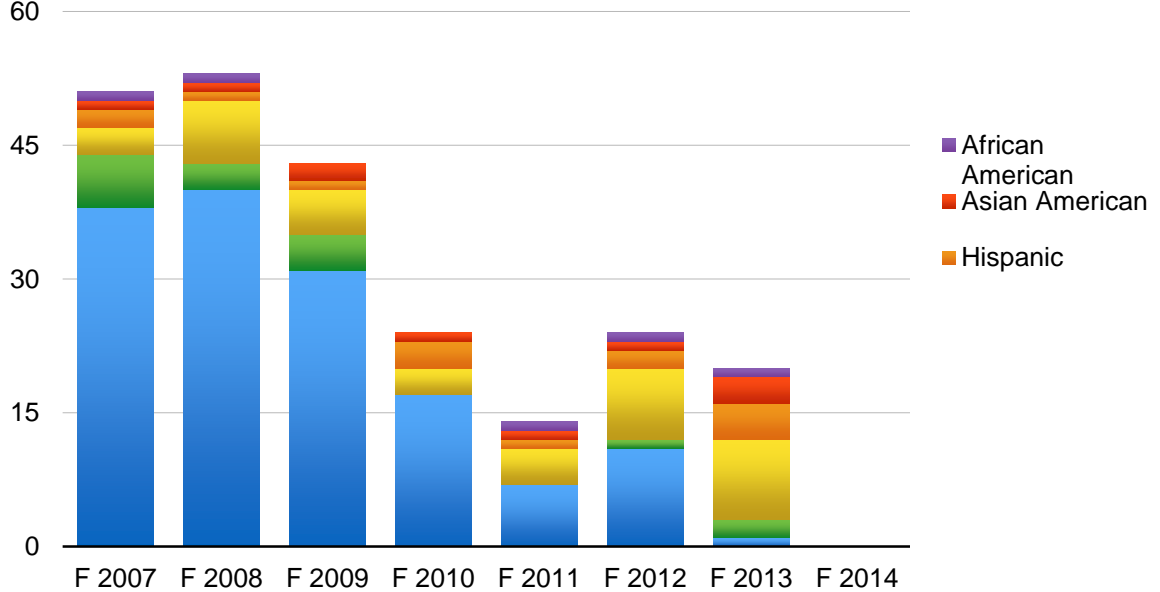
Here are the demographic details of the Urban Design Students:



Urban Design Headcount by Gender



Urban Design Headcount by Ethnicity



Curriculum

The post-professional Master of Urban Design is a 36-credit, calendar-year program. Many students partner the MUD with the MArch, MLA or MURP degree programs, which can reduce required MUD coursework by up to 12 credits.

CORE COURSES

Studios

- URBN 6610: Urban Design Studio I (6 semester hours)
Introduces urban structure and morphology, presenting city as complex, ecological organism comprised of interrelated systems. Working on urban/metropolitan scale, students deconstruct city into series of infrastructural layers, then recompose and restructure it in a more integrated fashion.
2013: [Denver TOD Studio](#)
2012: [I-70 Realignment Studio](#)
2011: Layers of the City: Integrative Urban Design
2010: [Vacant Land as Infrastructure](#)
2009: [RiNo Arts District: Alternative Futures](#)
- URBN 6611: Urban Design Studio II (6 semester hours)
Advances understanding of tools, methods and practice of urban design. Operating on neighborhood scale, studio emphasizes proactive role designers play in shaping regulations. Students consider real estate development economics, aesthetic criteria, historic preservation, and methods of effective community participation.
2014: [The Neo-Industrial City](#)
2013: [Auraria Studio](#)
2012: Globeville/Elyria-Swansea Revitalization Plan
2011: [Arapahoe Square: Code Calibration](#)
2010: [RiNo Arts District: Regulation in Practice](#)
- URBN 6612: International Studio (6 semester hours)
Immerses students in rapidly urbanizing international location. Primary focus on complexities of approaching international design practice from foreign perspective. Studio operates within network of professionals involved in contemporary urbanization projects. Students develop complete project and consider politics, economics and regulation.
2014: Carlsburg Industrial Redevelopment, Copenhagen
2013: [Xiaguan Nanjing Studio](#)
2011: Global Design Practice: Nanjing Adaptive Intervention
2010: [Design Proposals for the Shanghai Expo 2010 Site](#)

Seminars

- URBN 6641: Design Process (3 semester hours)
Advances current practice by exploring innovative methods of design analysis, production, representation, and communication. Community participation and civic engagement are integral components of seminar, and students are introduced to business of urban design through contact with prominent urban design professionals.
- URBN 6642: Design Policy (3 semester hours)
Argues that a role of urban designers is to shape built environment through combination of physical intervention and policy development. Students review urban economic and real estate trends and assess zoning/land use regulations to understand impacts on built environment quality.
- URBN 6651: Design Practice (3 semester hours)
Introduces students to the business of urban design through contact with prominent and innovative urban design professionals. Examines issues of design implementation; project management; communication, negotiation and facilitation; leadership; and finance. Restrictions: Restricted to ARUR-MUD majors in the College of Architecture and Planning.
- URBN 6652: Design Seminar (3 semester hours)
Investigates topical issues in urban design, typically within the framework of a theme running through an entire course of study. Focus is on critical evaluation of theory, process and methods.

Internship

- URBN 6930: Urban Design Internship (3 semester hours)
Designed to provide professional practice experience in urban design. Students work 10-20 hours/week in professional firms in the Denver metro region. Firms in the MUD Internship Program have included: [AECOM](#), [Civitas](#), [Design Workshop](#), [Norris Design](#), [RNL Design](#), [OZ Architecture](#), [studioINSITE](#), and [Tryba Architects](#). College units including the [Colorado Center for Community Development](#) (CCCD) frequently hire MUD students as research assistants (RAs) and the Departments of Architecture, Landscape Architecture and Planning and Design often hire teaching assistants (TAs) from our incoming MUD students.

The MUD program held a Visioning Workshop in November 2013 with design and planning professionals invited from the Denver metro area; this session was used to recalibrate the professional direction and scope of the MUD program curriculum, which is now in place.

Curricular overlap with the other disciplines in CAP is intentional and created to enhance this post-professional program's mission and pedagogical requirements to advance the training and preparedness for each student. A few MUD seminar courses are open to students in CAP on a cross-listed basis; this creates a learning environment that consciously integrates students throughout the design and planning disciplines and enhances the College's mission. Further, elective courses are required outside of the MUD program; students enroll in such classes offered across the College, which furthers this integrative mission.

MUD faculty review the goals and outcomes of the curriculum in design reviews as well as annually in a faculty retreat. External peers drawn from the design and planning professions are invited to design studio reviews where they comment on the materials produced by students in the program and provide reflection on the quality of the project work. These professionals also participate in the review of design portfolios. Professional internships, an optional opportunity in the program, ask the professional host to evaluate the individual performance, which is then reviewed by the Co-directors to assess their preparation and ability to meet professional expectations. Job placement also indirectly reflects the quality of the curriculum.

To assist students with problems, support options include direct access to both directors of the program, who are both Department Chairs and quite able to provide referrals to the numerous supports infrastructure available in CU Denver; Office of Global Education for international students; direct access to the Student Academic Advisor for MUD housed in CAP.

Faculty activities

Faculty List

Faculty may be drawn from the following CAP faculty and lecturers:

Richard Epstein, Lecturer

Kevin Kemp, Lecturer

Ann Komara, Associate Professor and Chair of Landscape Architecture & Co-Director, MUD Program

Joern Langhorst, Assistant Professor of Landscape Architecture

Taisto Mäkelä, Associate Professor of Architecture

Heath Mizer, Lecturer

Jeremy Németh, Associate Professor and Chair of Planning & Co-Director, MUD Program

Korkut Onaran, Assistant Professor Adjunct of Planning

Peter Park, Associate Professor Adjunct of Planning

Matt Shawaker, Lecturer

Leila Tolderlund, Senior Instructor

Todd Wenskoski, Lecturer

Faculty Data

Professor – 0

Associate Professor – 2 (Co-directors, who do not always teach in the program)

Assistant Professor – 0

Associate Professor Adjunct – .25 (Peter Park)

Assistant Professor Adjunct – .25 (Korkut Onaran)

Senior Instructor – 0 (varies – may be hired from another department in CAP)

Instructor – 0 (varies – may be hired from another department in CAP)

Lecturer – 3-5 classes/year, depending on co-teaching assignments for studios and Study Abroad

No faculty are assigned full-time to the MUD program.

There are approximately ten Urban Design programs nationally, with no outright Departments of Urban Design. Thus, faculty data is difficult to compare in any substantive manner.

Directors or co-directors are appointed by the CAP Dean. As leaders for the MUD program, the co-directors work to create a collaborative and inclusive environment for faculty teaching in the MUD program, including periodic faculty meetings, with support for their teaching and development of teaching practices and discussions of program goals and learning outcomes.

In terms of professional competence, those who teach in the program are either already on the faculty of the College of Architecture and Planning and have thus met the necessary criteria for professional design and planning expertise and competence, or they are hired as lecturers, who are screened through the application process. Any lecturer teaching in the MUD program has achieved the required professional status associated with the architecture, landscape architecture, and planning and urban design.

Regarding faculty research and creative work, since faculty are rostered in other departments in CAP, their research and creative work would be reflected in their department and would be vetted through standard University channels. Lecturers are not required to have research and creative activities, although as practicing professionals they certainly possess a body of design and planning work.

As for faculty service, a large proportion of the MUD faculty (lecturers) is drawn from and are active in the professional design and planning community. They are on boards, win design and planning awards, serve the professional organizations and community groups, and participate on reviews for the evaluation of design and planning projects. MUD faculty who are members of other departments in CAP meet their service obligations through the department in which they are rostered.

In terms of teaching, ratings are assessed through standard FCQ scores. MUD faculty are generally performing at or above CAP averages. A low performance on the FCQ ratings would require the faculty member to meet with the co-directors to assess the circumstances. If warranted, coaching for advancing their teaching practices would be implemented. If this is persistent, the lecturer would probably be released and a new lecturer hired for the class.

Diversity

Our student body is extremely diverse, with recent students from Bangladesh, China, Colombia, India, Iran, Japan, Libya and Saudi Arabia. These students join our domestic students to examine contemporary urbanism and design practice through an interdisciplinary, studio-based curriculum taught by a multi-disciplinary faculty. Coursework is capped off by the International Studio held each summer.

We are contacting the Chairs and Directors of design and planning programs all over the nation to solicit candidates for application to the MUD program. The MUD program holds WICHE status, which further allows for drawing a diverse student population. MUD's international student population offers a very specific population of diverse students.

We meet individually with students and deal with any diversity issues as they arise. Faculty meetings address issues of Title IX as a framework for equality and the treatment of students. Students have a voice regarding their treatment by faculty in the FCQ and also through the MUD student leader, who attends CAP Executive Committee meetings and meets with the co-directors.

Faculty engage with students from diverse communities and with diverse perspectives apparently pretty well, especially faculty teaching in the Study Abroad Studio who by default are required to interface with other cultures and situations. Faculty as a whole are invited to express and questions of concerns about their work with students to the co-directors, who would then support them by finding teaching resources on campus or by coaching them to navigate sensitive issues. We also work closely with new faculty, whose classroom experience is less developed.



PHD PROGRAM IN DESIGN AND PLANNING

College of Architecture and Planning
University of Colorado Denver

SELF STUDY REPORT

09.01.2014

INTRODUCTION: Description and Overview of the Program

The PhD in Design and Planning at the University of Colorado is a research oriented degree offered by the College of Architecture and Planning (CAP) at the University of Colorado Denver. Initiated in 1997, the program is dedicated to the education of future architects, landscape architects, and urban planners who are intellectual leaders, and who have a critical understanding of the social, political, and global conditions that influence their profession. It is the intent of the program to prepare the students to excel in the planning and design of built environments through the incorporation of intellectual, analytical, and integrative aspects of the involved professions. Within this context, students and faculty seek to creatively shape the built environment and understand it in relation to institutional, political, economic, social, and natural environments.

The program is extremely diverse in its offerings—from architectural criticism to environmental modeling and beyond—and the cross-disciplinary training is a hallmark of the professions it serves and the program itself. Its mission is to provide students with a research foundation for addressing pertinent issues in the built environment. Distinguishing characteristics are (a) the physical environment as the domain of interest, (b) its interdisciplinary and integrative orientation, and (c) its applied nature. The PhD in Design and Planning at the University of Colorado is a research-oriented degree offered by the College of Architecture and Planning (CAP) at the University of Colorado Denver.

One of the strengths of the College of Architecture and Planning PhD program is that students can take advantage of resources in all departments and fields in the College and elsewhere in the university. The program is a unique, joint program in which students may choose to focus in Architecture, Planning, or Landscape Architecture, or work in any combination of these disciplines. Interdisciplinary study and cross-disciplinary inquiry occur in a congenial work environment, drawing upon a wealth of faculty and resources in a range of campus units. The main mission of the program is to provide a foundation for scholarship in planning and design drawing from scientific, critical, historical, and creative modes of inquiry. The PhD degree in Planning and Design is appropriate for those seeking careers in research and teaching or in roles in government or professional consultation, all of which require a research specialization. So far, over 40 graduates of the program have gone on to faculty positions at universities in the United States and elsewhere, post-doctoral work, and into private consulting, nonprofit organizations, and the federal government.

Admission to the program is competitive and based on merit and available funding for research projects relevant to the central initiatives in the program. Excellent academic performance, references, and GRE scores are prerequisites. In the first two years of residence, students take courses to satisfy the requirements of a major and a minor field of study and the core requirement of the program, as well as additional electives. The minimum residency requirement is four semesters, not including summer semesters. The first major step in their progress through the program is the completion of the course work required by the candidate's selected major and minor fields of study. The second major step is the comprehensive examinations in the selected major and minor fields of study. After satisfying program requirements, students move on to preparing a thesis topic and research proposal which is presented and defended in a public event. With the successful defense of the thesis topic and research proposal, students are admitted to candidacy. Finally, the completed thesis is defended in a public examination involving external examiners in addition to the members of the committee. Upon successful completion of the thesis defense the program recommends the awarding of the PhD degree.

PhD Strategic Vision

1. University of Colorado Denver Mission Statement:

CU Denver is a diverse teaching and learning community that creates, discovers and applies knowledge to improve the health and well-being of Colorado and the world.

This mission statement frames the program's commitment not just to teaching our students but also to their learning as part of a community. It emphasizes the educational richness that our faculty believe comes from diversity of thought and experience. It also emphasizes that the creation and discovery of knowledge must, where appropriate, be applied to the needs of communities and society, including their

health, general well-being and quality of life. It emphasizes that we seek not only to be seen as a world-class university but also to have a profound impact throughout Colorado and the nation by our service activities.

The Doctoral Program in Design and Planning, one of just a handful on CU Denver's Downtown Campus, addresses this objective head-on, aiming above all to nurture the societal wherewithal to create and sustain viable "built" environments in which to accommodate the world's burgeoning populations throughout the 21st century. This is, of course, a challenge in multiple dimensions since these places—largely *urban* places—are both internally complex and geographically diverse. Our focus is substantially though not entirely upon the processes that shape these environments—across a continuum from single buildings through the scale of metropolitan conurbations. At the same time, an aspect of our Program stands apart from the realms of *instrumental knowledge*. There we examine the historical processes and associated iconographies that shape contemporary aesthetic temperaments, urban expectations, and spatio-environmental sensitivities. These subjects are a fit focus for some part of our programmatic effort, not only because the past is intrinsically interesting and often instructive, but also because the culture of cities and of material (both built and natural) environments more generally is an historical accumulation momentarily expressed in the shape, appearance and function of the places we occupy and enjoy.

At base we examine how and to what end these places and spaces actually evolve, as well as how they might better progress towards efficacious forms. Such form-based outcomes, of course, are not primarily ends in themselves. Rather we must judge these with respect to many diverse performance criteria associated with matters so varied as material efficiencies, economic viability, aesthetic consequence, ease of interaction, social cohesion, and the accommodation of the many distinctive social constituents (families, workers, social groupings, vulnerable cohorts such as the young, the old, the disabled and so on) that populate these places. And of course, urban environments must be healthful, a condition achieved through the removal, avoidance or mitigation of contaminants, the cultivation of active living practices at all ages, and equitable access. In its focus on the environments that people occupy, utilize and enjoy, our PhD Program addresses the substances of *health* and *well-being* through design thinking and planning interventions in the construction and evolution of both the built and natural environments.

2. University of Colorado Denver Vision:

By 2020, CU Denver will be a leading public university with a global reputation for excellence in learning, research and creativity, community engagement and clinical care.

This vision statement is not modest. Our institution has bold ambitions on behalf of the people of Colorado. We want them to have a leading public research university that has earned a global reputation for four interconnected cornerstones of excellence: teaching and learning, research and creativity, community engagement, and clinical care. Our PhD accepts this challenge and seeks to be a program at the forefront of this quest by our institution.

The Doctoral Degree in Design and Planning is above all a research degree. In this sense it is similar to most but not all others. However, the subject of our research resides at the interface of thought and action—*praxis*—and this sets us apart. Our *divisions of intellectual labor*, though, are not perfectly coterminous with these pursuits. Some focus primarily on the theories of architecture, landscape, and planning, others upon specific modes of intervention, that is, upon *action*. Still others, focus upon the integration of these two, often through direct community engagement yielding insights that carry back into these other intellectual universes. We aspire to have a truly global reach, one attained through the reputation of our scholars and their scholarship, through the impact *on the ground* of our ideas, and through the career trajectories of our graduates. We aspire to nothing less than to be deserving of national esteem on the part of our peers, and global recognition of our capacities to help solve some of the most vexing challenges of 21st century urbanism. Of *clinical care*, something more must be noted. This term generally tends towards the delivery of health services, an expertise of the Anschutz campus, so it is in a sense peripheral to our main intellectual thrust, but our faculty feel clinical care can be considered more than the specific treatment of biological, social or psychological maladies. Associated with the term is a consideration for *wellness* life practices that ward off health problems, the technological and social infrastructures of health care delivery systems, and more. The expertise and research interests of our faculty are poised to address certain of these issues as well.

3. PhD. Program Values:

To be a university greater than the sum of its parts, CU Denver embraces excellence in:

Learning and Scholarship

CU Denver respects academic freedom and the rigorous quest for knowledge and understanding. The Program shares knowledge and fosters student success through a continuous process of inquiry, critical thinking, reflection, collaboration and application. Our faculty have a varied and broad-ranging expertise which accommodates multiple paradigms of scholarship, across several inter-related disciplines, all attuned to the relevant professions: Architecture, Urban and Regional Planning, Landscape Architecture, and historic preservation. We aspire to support our students and furnish them with the skills necessary to develop rigorous well research insights into the pertinent issues that drive these professional fields, and to nurture *reflective* (thoughtful, empathetic, knowledge-driven, and evidence-based) practice.

Discovery and Innovation

CU Denver fosters an energetic, collaborative and creative environment where we develop and employ new ideas and technologies. Our entrepreneurial culture enables us to expand the frontiers of knowledge and human experience. The Doctoral Program in Design and Planning aims to achieve this result through the integration of education and scholarship achieved substantially though not entirely through Program linkages with our College's Research Initiatives: Emerging Practices, Enduring Places, and Engaged Communities. These connections are also forming with specific research centers and areas of focus such as PRAXLAB: (Emerging Practices), The Colorado Center for Community Development (CCCD), Center of Preservation Research (CoPR), and Center for Advanced Research in Traditional Architecture (CARTA). Each of these is a corridor of intellectual movement both to and from the world beyond the university, and a conduit for the definition of problems and challenges, and for the pursuit of solutions. Each is also a venue for scholarly deliberations, and an orchestrator of the research enterprise. Many of our PhD students work in these centers to gain for the real world engagement so necessary in connecting the academic enterprise to problems faced within in the greater community.

Diversity, Respect and Inclusiveness

CU Denver seeks the richness that an increasing diversity of our communities brings to our learning and research endeavors. Our common humanity leads us to create an inclusive and respectful ethos characterized by caring, empathy, compassion, nurturing, collegiality and mentoring. To match the diversity valued in the variety of research agendas that the program engages in its quest for a significant and global reach, both in terms of geography and design purview, the program activity recruits and accepts individuals of diverse culture from around the world. Our current and past PhD student body has come from all the continents worldwide at many different points in their career.

Citizenship and Leadership

CU Denver serves Colorado and the world as a recognized source of talent, knowledge, informed judgment, exemplary health care and professional practice. We are responsible stewards of the resources entrusted to us and utilize them with integrity for the betterment of our community. The values reflect the environment we will create. It will be an environment that is rigorous, yet caring for students. It will be an environment where teaching and learning, discovery and innovation create the energy and enthusiasm that fuels entrepreneurship and intellectual risk-taking. It will be an environment that respects and celebrates diversity of background and benefits from inclusiveness and a profound sense of community. It will be an environment that not only teems with talents but also unselfishly shares that talent with its communities.

The preceding two sets of values merge to one in our program because citizenship rests at the heart of our work inasmuch it strives to achieve a favorable congruence between the environments we inhabit and use, and the base needs of the citizenry. Clearly there is both functional and distributional matter here. And fairness is a principal challenge in the construction of our urban places. Diversity and inclusiveness go hand in hand. The words City and Civilization, indeed, have a common Latin root. It is no wonder perhaps, therefore, that the ethic of our constituent disciplines favors *just outcomes, justly and rigorously achieved*. The Doctoral Program in Design and Planning pursues these themes in several distinctive ways: in the pursuit of representativeness on our faculty and amongst our students, and in the investigation of possible architecture, landscape, and planning interventions that would further enable the city to function in fair and inclusive ways.

2. Curriculum and Areas of Focus

- a. *How relevant, rigorous, and consistent with professional or disciplinary standards is the curriculum?*
- b. *How sufficient are the numbers of courses, sections of courses, varieties of courses, and sequencing of courses offered?*
- c. *How is the curriculum relevant to the needs of students?*
- d. *How is the rigor of the curriculum measured?*

The required core curriculum develops topics in theory, methodology, and application, and also includes a series of program wide colloquia. A defining characteristic of the Program and the disciplines from which it draws is its interdisciplinary nature—bridging architecture and planning; the humanities and the social science. Proper scholarly training within these disciplines presents inherent challenges from a pedagogical perspective. Coverage aims to be in depth but also with breadth so as to illustrate the complex interrelationships among planning and design problems.

Admission Standards

Prerequisites

Applicants admitted to the PhD Program normally will have completed the requirements for the Master of Architecture, Master of Planning, Master of Landscape Architecture, or a related master's degree program. Students from allied fields are also encouraged to apply. Field specialization and background are open. However, students will preferably have completed a program in planning or a design-related field, such as:

Architecture
Architectural Engineering
City and Regional Planning
Landscape Architecture
Urban Design
Environmental Studies

GPA, GRE and TOEFL Scores

Consistent with the University requirements, applications are evaluated based on Grade Point Average (GPA) scores, Graduate Record of Examination (GRE) scores, and the Test of English as a Foreign Language (TOEFL) scores (where applicable). All exams must have been taken within a year before applying to the program: Academic achievement as evidenced by an undergraduate grade point average of 3.0 (on a 4.0 scale) or better, and a graduate grade point average of 3.5 or better. The program looks for GRE scores of 158 or better on each of verbal and quantitative **reasoning tests and for a minimum of a 4.00 score on analytical writing, unless a student's** record documents substantial professional or scholarly achievement as evidence of exceptional ability. Applicants whose native language is not English must take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam, or have a graduate degree from a university in the U.S. or another English speaking country. The minimum TOEFL score required for acceptance by the University of Colorado at Denver is 80 or higher on the TOEFL (sub-scores of 20 in Reading, Listening, and Speaking, and 24 in Writing) or 6.5 on the IELTS (sub-scores of 5.5 in each area). However, the Ph.D. program typically does not accept a student with a score lower than 85 on the TOEFL and 6.8 on the IELTS.

Application Requirements

The following documents must be submitted before an applicant will be considered for program:

Application Forms
Application Fee
Three Letters of Recommendation
Examples of previous research and written works
Official transcripts from all previously attended institutions of higher learning
Statement of Personal and Professional Goals
Scores of Test of English as a Foreign Language (TOEFL) for non-U.S. residents whose Native language is other than English
Graduate Record Examination (GRE) score

Program Requirements

Successful completion of the PhD program requires fulfilling course requirements, passing the comprehensive examinations, preparing and defending a dissertation proposal, and undertaking research, writing and defending a dissertation. This is a multi-year process that **involves a close mentoring relationship with the student's advisor. The Checklist** that follows summarizes the major requirements of the program. **A student's program of study must include at least 12 credit hours of PhD Program core classes, 15 credit hours of study in a Major field and 9 hours in a Minor field.** The Major and Minor requirements are minimums; the particular field of study may require additional work. Based on these and other requirements, students shall complete a minimum of 36 credit hours in their Major and Minor fields, and PhD Program core requirements prior to advancement to candidacy. This is the equivalent of four semesters (two years) of coursework. Students must maintain a 3.0 GPA in all their coursework. A grade of less than B in any PhD Program requirement (Core, Major and Minor) will not be accepted as meeting those requirements. For Program Core courses, the student must retake the course. A Program Core course may only be retaken once. The student will be terminated from the program if a grade less than B is received more than once in a PhD Program Core course. In addition, students must also pass a comprehensive exam as well as write and defend a dissertation proposal and dissertation.

Checklist of Student and Advisor Responsibilities

Annually:

End of Year Report submitted by the student to his/her Advisor and the PhD Program Director in April

Year One:

Student refines focus of Major Field
Student identifies Minor Area, including Minor Advisor
Student develops course of study with his/her Advisor
Advisor provides advice on above and reviews progress

Year Two:

Student refines focus of Minor Field
Student completes the course requirements
Advisor provides advice on above and reviews progress
Completion of Course Requirements

Upon completion of the course requirements, the student prepares a list of courses taken and their allocations to major and minor fields. **This list is reviewed and approved by the student's advisor**, and submitted to the PhD Program Director for final approval.

Comprehensive Examinations:

Before the comprehensive examinations a student must establish a Comprehensive Examination Committee. The formal confirmation of the dissertation committee is established by signing the committee form. The student's Comprehensive Examination Committee and the examination schedule must be approved by the PhD Program Director. The Graduate School must be notified on the appropriate forms at least two weeks before the exam. The committee chair is responsible for monitoring the conditions and reporting their outcome to the PhD Program Director. The examination form must be signed by the committee and returned to the PhD Program Director for approval. Upon approval of the form, the PhD Program Director submits the form to the Graduate School Office.

Dissertation Proposal

The proposal should be submitted by the student in writing first to the student's Dissertation Advisor, the Dissertation Advisory Committee, and to the PhD Program Director for approval. Upon approval, the proposal must be presented to and approved by the student's Advisor and Dissertation Advisory Committee. After the student has satisfied the requirements for the course work, comprehensive examination and dissertation proposal, he/she will be eligible for admittance to the status of doctoral candidate. The student's advisor and PhD Program Director must approve completed Candidacy Status application form before submission to the Graduate School for final approval and filing.

Dissertation Defense

The PhD Program Director will approve the student's final examination / defense committee and the examination schedule. The Graduate School must be notified on the appropriate forms at least two weeks before the exam. The dissertation defense committee shall consist of a minimum of five Graduate Faculty members. The student's dissertation advisor may not chair the examination committee. If both the dissertation and the examination are satisfactory and the candidate has completed the requirements of minimum credit hours, residence, major/minor fields, and any other requirements of the field of study, the Graduate School will certify the candidate as qualified to receive the degree of Doctor of Philosophy.

Residency and Enrollment Requirements

The minimum enrollment requirement at CU Denver for doctoral students is six (6) semesters of full time scholarly work beyond the attainment of a bachelor's degree. Two (2) semesters of enrollment credit may be allowed for an earned Master's degree from another institution however; at least four (4) semesters of credit must be earned for work performed while enrolled at CU Denver. The doctoral program requires a minimum of two years of residency (not fewer than four semesters enrolled in a minimum of six credit hours each, excluding summer) devoted to coursework and other preparation for advancement to doctoral candidacy status. Ordinarily, research for the dissertation will also be completed while in residence. After that time, special arrangements can be made with the CAP PhD Committee if substantial work needs to be performed elsewhere. Students must complete the comprehensive examinations and dissertation proposal within four years from the beginning of their first semester in which they are enrolled as a PhD student at University of Colorado Denver. In addition, University of Colorado Denver requires that all degree requirements be completed within eight years of matriculation.

Active Status

To remain actively enrolled, students must register for six credit hours or more each academic semester (excluding summer) until they become a doctoral candidate. Students who are not so registered are automatically withdrawn from the University of Colorado Denver and must apply for readmission to the program. The **readmission decision will depend on the student's** academic record and progress toward the degree. Doctoral students must register for a minimum of one hour of dissertation credit in the term of graduation. If all requirements for graduation, including submission of the final approved dissertation, have been completed prior to the last day of registration, and the student was registered for the preceding term, the student may apply for a waiver of the enrollment requirement.

Advising and Committees

Overview:

Each student entering the program will have a PhD advisor. Students wishing to change their Advisor should do so during their first year. All appointments of advisors must be approved by the PhD Program Director. Students wishing to change their Advisor after the first year must petition the PhD Program Director for approval.

The Advisor:

The advisor guides the student through the completion of the course requirements, the preparation for the comprehensive examinations, the dissertation proposal, and the dissertation. The advisor must have a doctoral degree and be a tenured/tenure-track member of the CAP PhD program.

Dissertation Advisory Committee:

The Dissertation Advisory Committee provides guidance for the investigated dissertation topic, comprehensive examination, dissertation, and the final dissertation examination. This committee includes at least three faculty members: the Advisor and two additional faculty members. Including the advisor, the majority of the committee members must be full-time faculty members of CAP, and all members must have a PhD degree. Membership of this committee may change if the student's interests and needs change. Any changes should be developed in consultation with the student's advisor, and must be approved by the PhD Program Director.

Comprehensive Examination Committee:

This committee consists of a minimum of three graduate faculty members, including the Advisor. Although it is not a requirement, this committee should mainly consist of the Dissertation Advisory Committee. Including the advisor, the majority of the committee members must be full-time faculty members of CAP, and all members must have a PhD degree. For the comprehensive examination, at least one member must represent the student's major field of study, and at least one member must represent the minor field of study.

Final Dissertation Examination Committee:

This committee consists of a minimum of five members, including the Advisor, the Dissertation Advisory Committee for the dissertation, and at least two additional external members, with at least one from outside the University of Colorado Denver. External members must be full time faculty members in a degree-granting institution and must have PhD degrees.

Special Circumstances:

If the advisor leaves the faculty of CAP before the comprehensive exam and/or thesis topic is approved, the PhD Program Director will work with the student to identify a new advisor for the committee. If the advisor leaves the faculty of CAP after the comprehensive exam and/or thesis topic is approved, and both the advisor and the student wish to continue in the advising relationship, there will be no change of advisor. The advisor may be appointed as adjunct faculty in the School, in order to recognize his or her continuing role, with approval of the PhD Program Director. If a member of the dissertation committee other than the advisor is unable to continue in this role, for any reason, the advisor will work with the student to identify a new member for the committee. Upon accepting to serve in this role, the new member of the committee must sign on the dissertation topic and dissertation proposal documents as they were previously approved.

Curriculum

The minimum requirement is 36 credit hours of coursework, all of which must be at the Graduate level (5000 and above) and 30 hours of dissertation credits. All PhD students are required to take 12 credit hours of core courses. The curriculum is divided into three stages consisting of core courses, major and minor field courses, and the dissertation. The program requires a minimum of 66 hours of graduate work, 30 of which must be earned while in residence.

Each student's curriculum is tailored to his/her individual needs and is determined in close consultation with the dissertation advisor. Within their area of specialization, students will identify a major area of study and an outside field of study. All students are required to enroll in the PhD colloquium and Research Methods core courses during the first and second years of course work. Core Courses (12 credit hours, minimum with B or better grade)

- PhD colloquium I (3 credits)
- PhD colloquium II (3 credits)
- Two Research Methods courses (3 credits each)

Major Field of Study (15 credit hours, minimum of B or better grade)

The Major Field encourages students to individualize their course of study by focusing on an area of scholarship within the specialized field. Major Advisors will work with the student to develop a course of study appropriate to the field.

Minor Area of Study (9 credit hours, minimum of B or better grade)

The Minor Area encourages students to individualize their course of study by focusing on an area of scholarship outside of the specialized field. The minor area may involve substantive research questions or it may focus on methodological approaches that can be related to the substantive concerns found in the major.

Additional Courses (variable): (30 credit hours, minimum of B or better grade)

During the course of doctoral study, students may enroll for credits related to their preparation for comprehensive exams, the dissertation proposal and preparation, or advisor approved independent study.

Typical Course of Study

FIRST YEAR

Students develop their degree plan, take six credit hours of the required Core Curriculum, complete additional courses in their specialty area, and any prerequisite courses.

SECOND YEAR

Students take the remaining core courses, continue to take electives in their minor and specialty areas, begin literature surveys and reviews, and prepare for their comprehensive exam.

THIRD YEAR

Students complete their specialization papers, prepare a dissertation proposal, complete literature review, and take the comprehensive exam.

FOURTH/FIFTH YEAR

Fourth and fifth years are spent researching and writing the dissertation.

Independent Studies

All independent or directed studies must be related to the student's major or minor area of study, comprehensive examinations, and/or dissertation topic. The number of credit hours for independent studies is limited to a maximum of three per semester over the first four semesters of coursework. Independent study course work cannot exceed 25 percent of the 66 credits of course work required for the PhD degree.

ASSESSMENT OF PROGRESS:

Students are required to submit year-end reports that update their progress relative to the program of study. The report must be first approved by the advisor of the student. Upon approval of the advisor, the report will be submitted to the PhD Program Director for final approval. The submission format is both digital and analog: (1) one pdf file of the report as signed; (2) one printout of the report as signed. A copy of this report is forwarded to the Graduate School Office to be placed in **the student's file**.

Annual Report must include:

Name of Major Advisor

Name of Minor Advisor

Members of the Advisory Committee

Major milestones

Major and Minor areas of study requirements

Plan of fulfillment of core requirements

Comprehensive exams (if applicable)

Level and status of the dissertation

Major and Minor courses taken or to be taken:

Course Title

Name of the Professor

Grades received

A copy of the course syllabus

Reading list

Independent Studies

Course Title

Name of the Professor

Grades received

A copy of the independent study outline Reading list

Final product produced for the study GPA

Other Accomplishments, including publications, awards, research grants, conference presentations, etc.

The submission of this report is mandatory, not optional. The submission deadline is June, 1st.

Comprehensive Examinations

After completing or registering for all program-required, non-dissertation coursework, and concurrently with applying for admission to candidacy for the Ph.D., students must take a comprehensive examination in their respective field. The timing will normally be no sooner than the end of the fourth semester. The student cannot take the comprehensive examination with less than a 3.00 G.P.A. and before they have completed or registered for all non-thesis coursework required by the CAP PhD Program and before this application is submitted to and approved by the Graduate School. Before the comprehensive examinations a student must establish a Comprehensive Examination Committee with at least three members, **including the student's dissertation advisor**. The membership and responsibility of this committee is defined in the Advising & Committee section. The student's dissertation advisor may not chair the examination committee. **The student's** Comprehensive Examination Committee and the examination schedule must be approved by the PhD Program Director. The Graduate School must be

notified on the appropriate forms at least two weeks before the exam. These forms are included in the Ph.D.comprehensive examination packet.

The Comprehensive Exam consists of two stages and tests the **student's mastery of a broad** field of knowledge, not merely the formal coursework that s/he has completed:

Students first prepare literature review papers in their chosen area(s) of specialization:

Preparation of these specialization papers is to ensure that students possess the requisite background for the dissertation research to be undertaken. This effort is also intended to assist students in integrating the diverse disciplines and perspectives to which they have been exposed as these relate to their area(s) of specialization. The subject matter will be delineated so as to reflect **the students' interests and research direction and is determined in consultation with the student's**

Advisor and Dissertation Committee:

Papers must entail an extensive review of the pertinent literature, describing and summarizing past research, critically evaluating its findings, and identifying remaining questions, while outlining appropriate approaches to address them. Preparation of these papers may begin during the second year of full-time study. Students will typically find it to their advantage to produce them in the context of an independent study arrangement with a sponsoring faculty member.

An oral exam that assesses the student's general knowledge and understanding of the field in which the dissertation will be developed. It is based on the previously prepared specialization papers and conducted by the dissertation committee. The oral part of the comprehensive examination is open to all members of the Graduate Faculty. This examination must be completed no later than the end of the third year for fulltime students. All members of the committee must be present for the examination although a minority of members, but not the chairperson nor the student, may participate by interactive video. In the event of an emergency that prevents one faculty committee member from attending the exam, the exam can proceed with the faculty who can attend and the student will schedule a separate meeting with the faculty member who was absent at an alternate time. The examination form must be signed by the committee and returned to the PhD Program Director for approval. Upon approval of the form, the PhD Program Director submits the form to the Graduate School Office. The student must receive votes from the majority of the examination committee for one of the following outcomes:

Pass

Conditional Pass

Fail

If a student receives a Conditional Pass, the examining committee will clearly define the requirements for the student to receive an unconditional passing grade and these requirements must be completed to the satisfaction of the examination committee within four months. The committee chair is responsible for monitoring the conditions and reporting their outcome to the PhD Program Director. Failure to satisfy these conditions will result in failure of the examination. If a student fails the Comprehensive Exam, his/her Advisor will inform the student in writing of the grounds for falling short. A student who fails the examination is subject to immediate dismissal from the Graduate School upon the recommendation of the PhD Program Director **and concurrence of the Dean. At the PhD program's discretion, a student who fails the** examination may retake it. The retake will be in the form designated by the committee and must be completed within 12 months. The original examination form noting the failure is signed by the committee and returned to the PhD Program Director. New examination forms will then be generated when the examination is rescheduled. Students will be required to meet registration requirements and be registered during the term in which the repeated exam is taken.

Dissertation Proposal and Candidacy Status Approval

After successful completion of the comprehensive examinations, the student will establish a dissertation topic in a Field of Study offered by the CAP. The dissertation advisor must have a doctoral degree and be a member of the CAP PhD program. The topic is not required to be contained within one Field of Study but may be interdisciplinary in nature. In consultation with his/her Dissertation Advisory Committee, the student will develop a formal dissertation proposal comprising:

General Statement of the scope of the dissertation.

Significance of the dissertation.

Survey of existing research and literature with critical comments and an assessment of the extent to which the material will be utilized.

An explication of the proposed design, methods, and data sources for the research.

Outline of the dissertation.

An assessment of the proposed project's **contribution to the field**.

Working bibliography.

Resources for primary material.

The proposal **should be submitted by the student in writing first to the student's Dissertation Advisor, Dissertation Advisory Committee, and finally to the PhD Program Director for approval**. Upon approval, the proposal must be **presented to and approved by the student's** Advisor and Dissertation Advisory Committee. The dissertation should be an original **contribution to the student's chosen field**. **This may involve adding new bodies of knowledge to** the field, offering insightful reinterpretations of existing bodies of knowledge, or developing new procedures and methods. After the student has satisfied the requirements for the coursework, comprehensive examination and dissertation proposal, he/she will be eligible for admittance to the status of doctoral candidate. For recognition of this status, the student must submit a formal statement that names the Dissertation Committee, and delineates the dissertation topic, states the purpose of the investigation, and proposes a methodology for its completion. **The student's advisor and PhD Program Director must approve the** statement and completed Candidacy Status Application Form before submission to the Graduate School for final approval and filing.

The Dissertation

The PhD dissertation is a written piece of original scholarship that represents a significant new perspective or contribution in the chosen field of study. The candidate must complete a comprehensive, comparative, and methodological investigation in the chosen field, culminating in a written dissertation covering that investigation. The dissertation must be either an addition to the fundamental knowledge of the field or a new and substantially better interpretation of facts already known. It must demonstrate that the candidate provides substantial evidence of original thought, talent for independent research, and ability to organize and present findings.

The dissertation must be presented in the format appropriate to the candidate's field. It must meet the criteria published in the University of Colorado Denver Graduate School Rules and Policies. The student's Advisor and Dissertation Committee periodically review drafts of the dissertation and offer suggestions for its completion. The student's Dissertation Advisory Committee shall evaluate the final draft dissertation when ready to determine whether the document has met both the objectives stated in the proposal and the minimal standards for dissertations. It is expected that the members will give this evaluation within two weeks after the receipt of the completed draft dissertation. The student will be personally available for clarification, if any is needed, at this stage. The advisor shall inform the Dissertation Advisory Committee and the PhD Program Director as soon as the Committee agrees that the final examination can be scheduled. No final examinations will be scheduled without a letter from the Dissertation Committee Chair to the PhD Program Director requesting an examination to be scheduled. The letter must state the dissertation is in final form and that all members of the final examination committee have the most recent version.

Dissertation Defense

After the dissertation has been completed, a final examination on the dissertation and related topics is conducted in two parts:

- (1) an oral presentation of the dissertation research that is open to the public, and
- (2) a closed examination conducted by the examining committee.

The PhD Program Director will approve the student's final examination / defense committee and the examination schedule. The Graduate School must be notified on the appropriate forms at least two weeks before the exam. Forms are included in the Ph.D. graduation packet. Students must register for the semester in which they undertake the dissertation defense; therefore, if students elect to defend their thesis in the summer semester they must register for that semester. The Graduate School will send announcements of the examination to appropriate faculty members, and the signature form will be sent to the PhD program office to be placed in the **student's file** for use at the examination. The dissertation defense committee shall consist of a minimum of five Graduate Faculty members. **The student's dissertation advisor may not chair** the examination committee. The student must submit finalized draft

copies of the thesis to the defense committee at least two weeks before the examination date. All members of the committee must be present for the examination although a minority of members, but not the dissertation chair or the student, may participate by interactive video. In the event of an emergency that prevents one faculty committee member from attending the exam, the exam can proceed with the faculty who can attend and the student will schedule a separate meeting with the faculty member who was absent at an alternate time. The examination form must be signed by the committee and returned to the Graduate School office. The student must receive votes from a majority of the examination committee for one of the following outcomes:

Pass
Conditional Pass
Fail

If a student receives a Conditional Pass, the examining committee will clearly define the requirements for the student to receive an unconditional passing grade and these requirements must be completed to the satisfaction of the examination committee within 60 days of the defense. Under extenuating circumstances, the PhD Program Director may petition the Graduate School for additional time. If a student fails the examination, s/he may not continue in the program. If both the dissertation and the examination are satisfactory and the candidate has completed the requirements of minimum credit hours, residence, major/minor fields, and any other requirements of the field of study, the Graduate School will certify the candidate as qualified to receive the degree of Doctor of Philosophy.

PhD Degree Time Limit: Eight Year Completion Requirement

University of Colorado Denver requires that doctoral students, whether enrolled full time or part time, must complete all degree requirements within eight years of matriculation. Students who fail to complete the degree in this eight-year period are subject to termination from the Graduate School upon the recommendation of the PhD Program Director and concurrence of the Dean of the College of Architecture and Planning and the Dean of the Graduate School. For a student to continue beyond the time limit, the program director must petition the Dean for an extension and include: 1) reasons why the program faculty believes the student should be allowed to continue in the program, and 2) an anticipated timeline for completion of the degree. Approved leaves of absence do not automatically extend the time limits for earning a degree, but they may be used as a reason to request an extension if needed.

Student Learning Outcomes

- a. What are the knowledge and skill goals for undergraduate and, if relevant, graduate student learning?
- b. How are the knowledge and skill goals made known to students?
- c. How are student learning outcomes measured?
- d. If the student learning outcomes measures have changed since the last program review, specify the reason(s) for abandoning one measure and for adopting a different one in its stead.
- e. How well are the knowledge and skill goals being met?
- f. How well are student majors in each program finding employment or being accepted into graduate programs in or related to their field of study?

Value-added is an elusive quantity, and the diversity of intellectual trajectories in the program—while fostering interesting cross-fertilizing discussions—makes it harder to address the many distinct foundational needs of the students. Gauged in terms of academic placements, the program is not yet where many faculty would aspire for it to be. Prior to the split from Boulder, the target as most if not all would assert, was academic destinations in architecture, urban and regional planning, and perhaps landscape architecture. However, the newly formed CAP PhD faculty at UC Denver have found it necessary to review past performance and expectations to extract lessons in envisioning next steps to what in many ways is a new program. Amongst these are several: that Program faculty must aspire to higher visibility amongst peer faculty and institutions, that the previous core curriculum was skewed toward a kind of “Environmental Design” perspective devoid of the professional instrumentalities that allow professionals to convert ideas into actions on the ground, and that the market value of the PhD has expanded beyond its traditional role as a training ground for academics because research is now the foundational activity of many disciplines within politics and business. It is within this last aspect that much of the focus of discussion about the future of the program has rested.

There has been faculty discussion regarding, but no formal plan drawn up to enlarge the concept of research and its role in endeavours more aligned with CAP research centers such as CCD and CoPR.

Research within these groups is markedly geared more towards application and integration into the professional/community engagement realms and the newly emergent public policy (“think tank”) world. This will change the way financial resources for students are given and what type of student the program will recruit. It has also transformed the way the methodology course sequence is delivered — to make sure that students are aware of the full possibilities of their skillset and not the defaulting to an ever more competitive market of traditional academia as the sole measure for success. Though the program will inevitably place future students in traditional academic positions, especially if it maintains its current path — it should also be able to point to a diversity of job placement for our students in the future.

Educational Experience

- a. How have students evaluated the availability, adequacy, and responsiveness of academic advising?
- b. How have students evaluated the availability of faculty for out of classroom interaction?
- c. What customer service options are available to assist students with problems?

While the Program has not undertaken a systematic appraisal of the student learning experience, such would be desirable as was the case at the last review. However, the recent events of the last to years have not allowed such a detailed evaluation to take place. However, there is agreement amongst the faculty that the program was far too large and that students were not being provided with adequate advising and faculty interaction. Within the last two years, admission has been more selective and emphasis has been placed on graduating the rather large cohort that was adrift at the time of the separation. Measures to support Higher standards and greater faculty involvement have been implemented within the last two years with the primary goal of bringing financial and faculty resources more in line with actual capacity to increase the quality of the educational experience for our students. The next step would be to assess how students budget their time, between work and study, teaching appointments and dissertation research, amongst courses/departments, and so on, this level of detail is clearly a future endeavor for the faculty as the “dust” further settles from the separation with Boulder.

Faculty Contributions

- a. What ratings have students given in evaluating teaching? What steps have been taken to improve low evaluations of teaching? What other steps could be taken to improve teaching?
- b. What is the quality of the scholarly contributions of faculty and professional staff? How do appropriate professional communities recognize the quality of these contributions?
- c. How does the quantity and quality of the scholarly contributions of faculty and professional staff compare to that of faculty in (a) relational and aspirational peer institutions and (b) other than relational and aspirational peer institutions?
- d. How are the faculty engaged with the appropriate professional communities locally, regionally, nationally, and internationally?
- e. How successful have the faculty been in generating external grants and contracts? How are the contracts and grants received by faculty consistent with the strategic goals and vision of the program, the school or college, CU-Denver, and system initiatives? How has the level of external grants and contracts grown since the last program review? What steps could be taken to increase the level of external grants and contracts?
- f. How is the workload of faculty and professional staff distributed between teaching, research or creative work, and service? How are faculty members integrating teaching, research, and service?

14 faculty constitute the Program and their research interests are provided below. CAP is fortunate to have made three exceptional faculty hires since the separation who are poised to inject new energy and capacity into the program. At least four faculty are assistant professors who are undoubtedly eager to contribute to the research prowess of the college and also the program. The faculty of the PhD program represents a broad range of interests and expertise.

Ameri, Amir

Associate Professor

Department of Architecture

Ph.D., Cornell 1988

History and Theory of Architecture from Renaissance to present, Cultural Studies, Contemporary Theory, History of Building-types

Attmann, Osman

Associate Professor

Department of Architecture
Ph.D., Georgia Tech 1999
Green Buildings, Sustainable Living Environments, Environment & Health, Architectural Technologies

Beck, Jody
Assistant Professor
Ph.D., University of Pennsylvania 2009
Department of Landscape Architecture
Politics of land use, particularly focused on energy and food

Gallegos, Phillip
Associate Professor
Department of Architecture
Arch.D., University of Hawaii 2007
Education and the Profession

Gelernter, Mark
Professor
Department of Architecture
Ph.D., University of London 1981
History, Theory, Urbanism, Traditional Design Languages

Jenson, Michael
Associate Professor
Department of Architecture
Ph.D., University of Edinburgh 1996
The Philosophical Relationship of Power and Utopia

Koziol, Chris
Associate Professor
Department of Architecture
Ph.D., University of Colorado Denver 2003
Evidence-based design, Applied public interest design/research, Historic preservation & design policy history.

Mäkelä, Taisto
Associate Professor
Department of Architecture
Ph.D., Princeton University 1991
Aesthetic theory, the modern movement, cultural institutions, cultural criticism, classical & vernacular traditions, and global urbanism.

McAndrews, Carey
Assistant Professor
Department of Planning
Ph.D., University of California Berkeley 2010
Transportation planning, policy, and design; Public health and healthy communities; Organizations and institutions

Morgenthaler, Hans
Associate Professor
Department of Architecture
Ph.D., Stanford University 1988
Modern European Architecture

Németh, Jeremy
Associate Professor
Department of Planning
Ph.D., Rutgers University 2007
Land Use, Zoning, Social Justice, Public Space, Urban Design

Shellenbarger, Melanie
Senior Instructor
Department of Architecture
Ph.D., University of Colorado Denver 2008
Architecture History, Theory, Criticism

Steffel Johnson, Jennifer
Senior Instructor
Department of Planning
Ph.D., University of Colorado Denver 2006
Mixed-Income Housing, Housing Policy, Social Justice, Diversity, Communities

Troy, Austin
Associate Professor
Department of Planning
PhD, Environmental Policy and Economics,
University of California, Berkeley,
Land Use, Zoning, Social Justice, Public Space, Urban Design

Resources and Cost Effectiveness

- a. How adequate are the program's financial resources?
- b. How adequate are support resources (e.g., faculty from other disciplines, professional staff, support staff, library, media, operating expenses, space, technology) to achieve the goals of the program?
- c. In comparison to relational and aspirational peer institutions, how appropriate are: (1) the student/faculty ratios, (2) the program's costs, (3) the costs per student, and (4) the costs per faculty member?

The Program is fortunate to have the strong financial backing of the College of Architecture and Planning to offer fellowships, research assistantships, teaching assistantships, and instructor positions. Generally speaking, CAP gives priority to PhD students to instruct various classes and to turn to others when PhD students are not available. Over the years, almost every student has received some support from the Program—in the form of tuition remission, a stipend, a research or teaching assistantship. Funding decisions have been awarded based on a combination of need and/or merit and primarily at the discretion of the PhD Program director.

The bulk of available funding is derived from the PhD budget and/or instruction budgets of the three academic departments (architecture, landscape architecture, planning and design); few students receive funding from sponsored research grants, however this is clearly a goal in the new agenda of how the program recruits and the educational experience of our students. For a research oriented degree, there is room for relying on a stronger culture of externally funded research on faculty funded research projects. With the greater connections to centers that are having more and more success at external funding this is a feasible option that should be explored in the future:

Colorado Center for Community Development (CCCD)

CCCD is a research center that is committed to collaborating with communities to improve the places we live, work and play. It partners with rural and urban communities, conducting applied research to enhance the built environment, promote civic engagement, and create healthier, more sustainable communities. Through its programs, CCCD employs a multidisciplinary platform to build sustainable, healthy communities by developing partnerships in business, economic development, public administration, social justice and public health. CCCD's multidisciplinary approach is rooted in shared knowledge and collaboration, and bringing the "top down" and the "bottom up." It employs a diverse teaching, research, and learning environment in which graduate students gain valuable design and community development experience, while communities receive the planning, design and civic engagement assistance they need to support more sustainable, healthy lifestyles.

Center of Preservation Research (CoPR)

The Center of Preservation Research (CoPR) is a university research center dedicated to the study, preservation and sustainable use of the built environment and cultural landscapes. It focuses on place, preservation, education, and research. Through education and scholarship, its exploration of the past for

application in the present provides a basis for future sustainable preservation. Projects and research undertaken by CoPR faculty and students fall along a continuum ranging from discrete historic preservation projects conducted for a community or organization to theoretical research on emerging practices and trends. Research and projects involve:

- Historic Preservation Documentation: Graphic Documentation, Context Studies, Surveys, and Nominations
- Historic Preservation Design: Design, Planning, Building, and Conservation
- Applied Research
- Academic Scholarship
- Historic preservation projects at CoPR often encompass a number of phases over multiple years, perhaps beginning as survey or documentation work, moving on to planning or conservation studies, and resulting in a published paper contributing to professional practice or advancing technology.

Program Improvement

- a. How have the results obtained from measuring student learning outcomes been used to revise and strengthen the program(s)?
- b. What improvements should faculty, professional staff, and administrators undertake to enhance the program?
- c. What improvements can be made without additional resources and what will require additional resources?
- d. How can the program generate additional resources for program improvement?

At the last program review visit several specific suggestions were made to improve the program. These are listed below with the improvements that were made to date to move the program forward:

2008 EXTERNAL RECOMMENDATIONS GENERAL

- *Place college, departmental, and program policies and procedures on the web site.*
- *Allocate resources to further update the web site including an in-house web master.*
- *Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty.*

The website has been rebuilt to reflect the recent separation and has dedicated space for PhD and research. New student handbook was created and approved in 2013 to assist students in how to navigate the program. All relevant information has been added to website and updated periodically. Cross-campus enrollment will be non-existent within next 2 to 3 years.

DUAL CAMPUSES

- *Provide support for students to negotiate the various administrative problems that occur due to the dual campus, e.g., enrolling in Boulder electives.*
- *Clarify governance issues between the two campuses across the various programs.*
- *Other recommendations are outlined below under "PhD Curricular Issues."*

Prior administrative problems and governance ambiguity has been cleared up with the separation of the two campuses. The remaining students who were admitted previous to the split are slowly graduating and this condition will be non-existent within the next 2 to 3 years.

PhD STUDENTS ADMISSIONS, FUNDING, AND PROGRESS

Fellowships

- *Consider establishing a fixed number of fellowships, free of work, for first year students in program.*
- *Limit the time period of funding offers – for example three or four years. Funding should also be tied to progress that is assessed annually. Letters need to clearly explain the nature of the support and expectations for both paid work and progress through the program.*
- *Refine the funding process to remove confusion and help student progress:*

- *A formal, centralized, transparent process for allocating students to assistantships each year.*
- *A limit on the number of hours of support each student receives, for example a maximum of 15 or 20 hours, in order to help them progress more quickly and allow more students to be supported. Many students seem to undertake far more than this.*
- *Limits on being instructor of record before passing the comprehensive examination.*
- *Institute a rigorous annual review of progress by PhD program faculty. Students who are not performing should be asked to leave. While those students who finish the program do so in a reasonable time on average (5.5 years), many students drop out after a long period of time.*

Steps have been taken to bring PhD program expenditures to a manageable level with expectation of size and number of students greatly decreased. Funding is offered on a yearly basis renewable up to three years. Renewal of funding is based upon the review of the students' progress and is only renewed if the faculty deems sufficient process has been made. PhD students are considered first in line for assistantships, but the vetting process is handled by the individual departments and centers which help to clear up past perceptions that one or two faculty were making all the decisions regarding these positions and unfairly favoring certain students. PhD students that are instructor of record now have to be approved by PhD director after faculty discussion with this title only being offered when there is a substantial record of expertise in the field prior to their present course of study and after initial coursework is finished. In general, goal is to have students to be ABD level within three years maximum. Focus is now more on course of study/research and less on teaching, and when this teaching occurs, mentors are provided for guidance.

PhD CURRICULAR ISSUES

Revisiting the Core Classes: The core has been updated several times and students in more recent cohorts reported improvement. However, it could be reconsidered again. It is difficult in a program that is designed to be cross-disciplinary – spanning from the speculative to applications-based models – to have a single core curriculum suitable to all students.

- *Review the present Core Curriculum to consider its relation to the mission of the program and the essential needs of new doctoral students.*
 - *For example, rather than requiring all students to take the complete core they might have one class in common – potentially a solid research design course – and then take different tracks with a menu of “directed electives,” perhaps humanities and social sciences or some other logical set of tracks.*
 - *The program, students, and faculty, would all profit from establishing this small but focused series of “directed electives” for doctoral students that may also include Masters Degree students. At present, the reverse seems to be the standard. Developing more course work for doctoral students will help further establish the program’s curricular breadth as well as create new learning opportunities for students and faculty.*

The Place of Architecture: As demonstrated by the program documentation of doctoral candidate advisers, it remains unclear how much support there is among the faculty for continuing a concentration in “architecture,” particularly when the term “architecture” is so often used interchangeably with “history, theory, and criticism (HTC).” The division of HTC from the other concentrations seems artificial and unproductive as all of the various concentrations have their own histories, theories, and criticality.

- *Reconsider the efficacy of dividing students and faculty by concentration rather than letting them have more individualized interests or dividing by department. Alternatively, the PhD program could work at more clearly defining the architecture concentration.*

The efficacy of dividing students and faculty by concentration has been reconsidered and abolished per the last review suggestions. At the time of the separation, the SHE and HTC concentrations were dissolved in favor of creating a “newly formed” and more unified, interdisciplinary faculty collaboration at the Denver campus between landscape, planning, historic preservation, and planning. The handbook was created to outline the possibility of allowing students to have more individualized interests that span departments and are encouraged to link to the agendas of existing and emerging research centers. It also clarifies the steps that must be taken to successfully complete the research degree. Also, more

rigorous discussion have been undertaken by faculty surrounding the admission process to make sure that accepted students have the faculty guidance and support to navigate the field of potential more diverse individualized interests.

Role of Centers: Examine the structural relations of the various centers (some well-established and others still developing) to curriculum.

Students are encouraged to work within the centers and to align with current research projects to gain expertise in the grant process and community engagement, and practice within the civic realm. As are most of the recent moves to better the PhD, the program is a work in progress. Implementation is in process and diverse aspects such as this are difficult to track. However, it should be noted that change has occurred on this front since the review and will continue to move in a positive direction.

OTHER

Placement of PhD Students: It is unclear how students are being prepared for traditional academic positions and high-level research and policy positions in government agencies, nonprofit organizations, and the private sector.

- *Create a process for ensuring that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job. This is especially important given the lack of a significant doctoral student culture at the Denver campus.*

With the creation of the handbook, the re envisioning of the core sequence, and the new priorities concerning the type of student that is recruited and the criteria by which this is measured is becoming clearer in the minds of the faculty. This is apparent in discussions that have occurred since the separation. There have also been pilot programs run such as the annual one time grant funding opportunities where current students submit grant proposals with strict criteria that are then critiqued by faculty to mentor students in the grant writing process. The funds can be used for travel to conferences, equipment, etc. This is train our student in how to write grants. Though somewhat piecemeal to date and not much more than anecdotal results, all of these measures have been undertaken to ensure “that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job.” It is also to move ahead on our quest to overcome the stated “lack of a significant doctoral student culture at the Denver campus.” highlighted in the last committee report.

Space: Allocate space for PhD students in Denver.

PhD students now have their own workspace on the 4th floor of the UCD building as well as access to the 3rd floor library that has some study space.

Conclusion

The Program has recruited exceptionally well regionally and internationally in the past, but is currently undergoing great change as far as the type of student it attracts. With increased publicity and more precise, targeted recruitment, it will be important to broaden the reach of the program areas to attract top-notch students from the US.

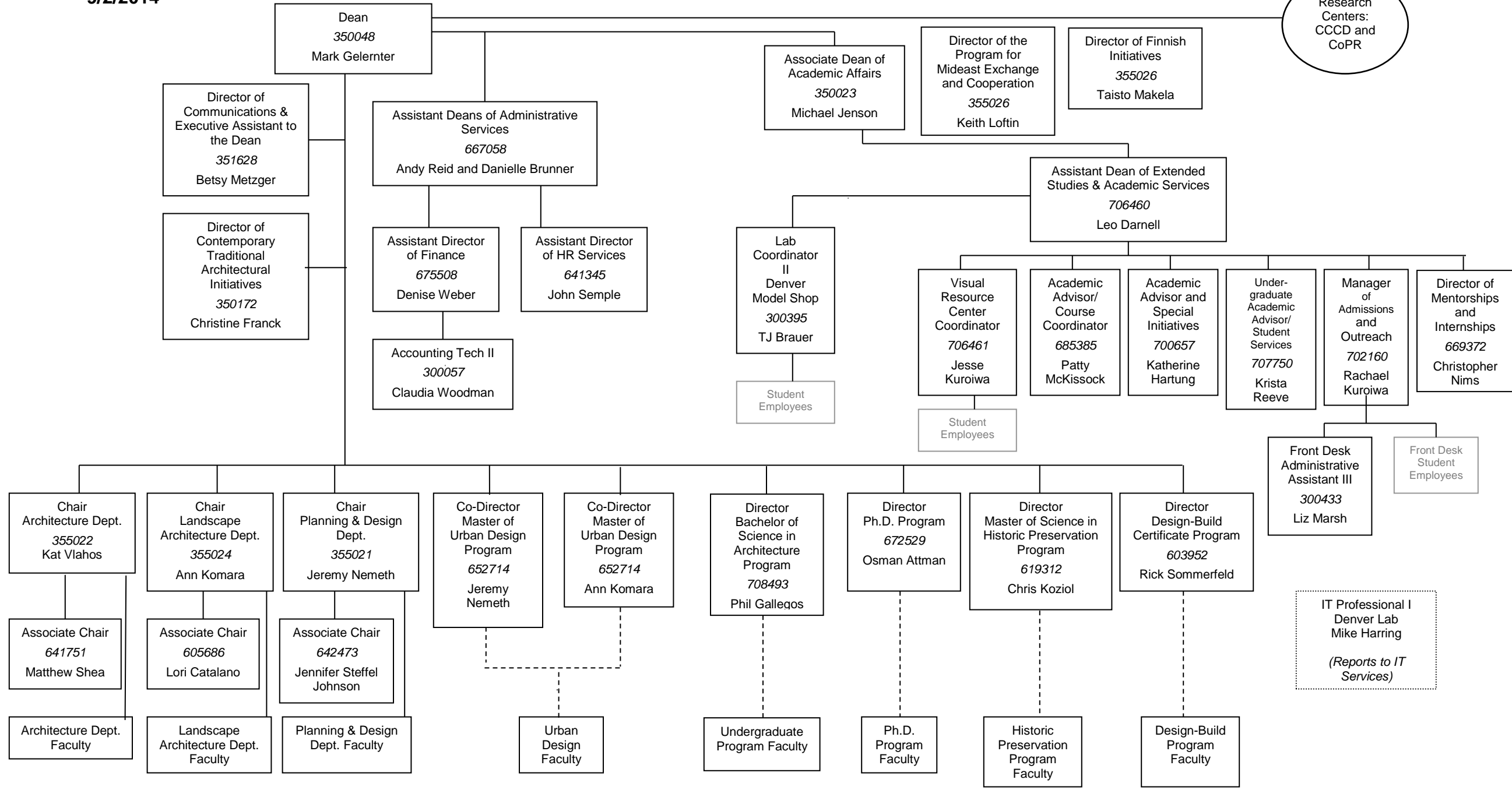
One of the Program’s assets is its ability to contribute to and draw from a rising global city such as Denver. The larger research community within the campus, city, and the region is strong and the connections to the downtown area and the medical campus hold great potential. The Denver campus has for long emphasized the professional and applied. This furnishes a rich set of inter-unit study opportunities, expressed not only in Masters-level dual degree options, but also in a wide variety of course and consultation options across Schools and Colleges. Campus wide strengths include a rapidly burgeoning research culture (due primarily to the rather recent merging with the Health Sciences Center but also to a new focus on creating an interdisciplinary research culture by the campus administration), direct partnership opportunities in the health sciences, exceptional programs in environmental sciences, the PhD in Public Affairs immediately across from CAP on Lawrence street, and an amazing downtown urban laboratory (Denver) right outside its door all bode well for its future.

The CAP PhD Program in Denver is perfectly poised to increase its strength as a nationally and internationally renowned program to study the effects of the built environment. Several factors—the incorporation of a handful of new PhD faculty to the college, stable resources at the college level, and

increased emphasis on research at the university level—provide perfect springboards to launch in new directions, while continuing to draw on existing strengths within the Program.

College of Architecture and Planning
9/2/2014

Research Centers:
CCCD and
CoPR



Chair
Architecture Dept.
355022
Kat Vlahos

Associate Chair
641751
Matthew Shea

Architecture Dept.
Faculty

Chair
Landscape Architecture Dept.
355024
Ann Komara

Associate Chair
605686
Lori Catalano

Landscape Architecture Dept.
Faculty

Chair
Planning & Design Dept.
355021
Jeremy Nemeth

Associate Chair
642473
Jennifer Steffel Johnson

Planning & Design Dept.
Faculty

Co-Director
Master of Urban Design Program
652714
Jeremy Nemeth

Urban Design
Faculty

Co-Director
Master of Urban Design Program
652714
Ann Komara

Director
Bachelor of Science in Architecture Program
708493
Phil Gallegos

Undergraduate Program
Faculty

Director
Ph.D. Program
672529
Osman Attman

Ph.D. Program
Faculty

Director
Master of Science in Historic Preservation Program
619312
Chris Koziol

Historic Preservation Program
Faculty

Director
Design-Build Certificate Program
603952
Rick Sommerfeld

Design-Build Program
Faculty

Front Desk Administrative Assistant III
300433
Liz Marsh

IT Professional I
Denver Lab
Mike Harring
(Reports to IT Services)

Task Assignments

CAP Self Study for Program Review

Fall 2014

Person	Task	Information
MG	Overview with review by Exec Committee	A. Introduction, overview and unit description <ol style="list-style-type: none"> 1. General unit description – organization, purpose, programs <ol style="list-style-type: none"> i. Note its outstanding characteristics, role and mission within the university, programs offered, personnel, national reputation, financial status, and placement of its graduates. ii. General description of the self-study process including who participated in the preparation of the self-study document.
MG	Overview with review by the Exec Committee	B. Mission, Vision and Values, and Strategic Plan <ol style="list-style-type: none"> 1. Provide the program’s current mission statement, vision and strategic plan (or reference the strategic plan). 2. How is the strategic vision consistent with the current UC Denver Strategic Plan? 3. To what extent are stated program goals and objectives being met and what evidence is provided for these achievements?
MG MJ JN, AK	Summary Update on PhD Update on UD	C. Progress since last review <ol style="list-style-type: none"> 1. Describe implementation of previous program review recommendations, if appropriate.
MG KV AK JN CK JN, AK MJ MJ LD	Overview MArch description MLA description MURP description MSHP description MUD description PhD description International, Online Extended Studies	D. Academic programs and the educational experience <ol style="list-style-type: none"> 1. Provide a description of the educational activities of the department – undergraduate, graduate, residents, fellows and other learners, state funded and cash funded programs, as well as any other training programs. Do not forget to address online courses and programs.
MG LD KV AK JN CK JN, AK MJ	Overview Data MArch rigor, relevance MLA rigor, relevance MURP rigor, relevance MSHP rigor, relevance MUD rigor, relevance PhD rigor, relevance	<ol style="list-style-type: none"> 2. Trend data on students and other learners – courses taught, enrollments, degrees, majors. 3. Curriculum <ol style="list-style-type: none"> i. How relevant, rigorous, and consistent with professional or disciplinary standards is the curriculum? ii. Are the numbers of courses, sections of courses, varieties of courses, and sequencing of courses offered sufficient? iii. If there is curricular overlap with other departments, disciplines, and/or programs, how is such overlap justified or appropriate?

		<p>How is the curriculum relevant to the needs of students?</p> <p>iv. How is the rigor of the curriculum measured?</p>
LD	Advising, student support	<p>v. How have students evaluated the availability, adequacy, and responsiveness of academic advising?</p> <p>vi. How have students evaluated the availability of faculty for out of classroom interaction?</p> <p>vii. What support options are available to assist students with problems?</p>
MG LC KV AK JN CK JN, AK MJ	<p>Overview</p> <p>Learning outcomes</p> <p>MArch evidence</p> <p>MLA evidence</p> <p>MURP evidence</p> <p>MSHP evidence</p> <p>MUD evidence</p> <p>PhD evidence</p>	<p>E. Analyze student and other learners' outcomes assessment data (Include annual report with at least two years in the self-study appendix)</p> <ol style="list-style-type: none"> 1. What are the knowledge and skill goals for undergraduate and, if relevant, graduate student and other learning? 2. How are the knowledge and skill goals made known to students and other learners? 3. How well are the knowledge and skill goals being met? 4. How are learning outcomes measured? 5. If the learning outcomes measures have changed since the last program review, specify the reason(s) for abandoning one measure and for adopting a different one in its stead. 6. How well are student majors in each program finding employment, or being accepted into graduate programs in or related to their field of study? 7. How have the results obtained from measuring learning outcomes been used to revise and strengthen the program(s)?
MG LD MJ	<p>Overview</p> <p>Data</p> <p>RTP criteria (working with chairs)</p>	<p>F. Faculty activities</p> <ol style="list-style-type: none"> 1. Faculty data <ol style="list-style-type: none"> i. Numbers of faculty by meaningful category (rank, appointment or type). ii. Description of faculty effort. iii. Comparative data from similar national programs. 2. Review and possibly make recommendations for revision of criteria for reappointment, tenure, promotion and post-tenure review. Must include documentation that the primary unit head and the dean support the changes. (NOTE: If the primary unit and the program review unit are not the same, an alternate schedule for review of primary unit criteria must be created.) 3. Discuss faculty recruitment, development (including mentoring) and retention.

MG LD KV AK JN CK JN, AK MJ	Overview Data MArch evidence MLA evidence MURP evidence MSHP evidence MUD evidence PhD evidence	4. Do the faculty have the professional competence needed to achieve the goals of the department, college/school, campus and Board of Regents? 5. Faculty Research and Creative Work i. Describe the major scholarly, research and creative work interests of the department— evaluate the focus, extent, quality and productivity of the research effort. ii. Describe areas of strength and trends in activity and productivity. iii. Describe collaborative efforts. iv. Describe any problems or deficiencies in research and creative work and planned activities to correct them. v. Assess the adequacy of resources to support research and creative work. vi. What is the quality of the scholarly contributions of faculty and professional staff? How do appropriate external professional communities recognize the quality of these contributions? 6. Faculty Clinical Activity (if appropriate) 7. Faculty Service – both university and public i. How are the faculty engaged with the appropriate professional communities?
MG LD KV AK JN CK JN, AK MJ	Overview Data MArch evidence MLA evidence MURP evidence MSHP evidence MUD evidence PhD evidence	8. Faculty Teaching i. What ratings have students given in evaluating teaching? What steps have been taken to improve low evaluations of teaching? What other steps could be taken to improve teaching?
MG KV CK MG	Overview CoPR overview CCCD overview CARTA proposal	G. Centers and Institutes
MG LD	Overview Data, recruitment	H. Diversity 1. How are you recruiting diverse students? How diverse are the students matriculating and graduating with degrees in the program? 2. How are you recruiting diverse faculty and staff? How diverse with respect to gender and ethnicity are the faculty and staff? Is this diversity sufficient to be responsive to a diverse student body and to recruit and retain a diverse student body?

MG KV AK JN CK JN, AK MJ	Overview MArch evidence MLA evidence MURP evidence MSHP evidence MUD evidence PhD evidence	3. To what extent are issues related to diversity addressed in courses in the curriculum in your academic program? 4. How well do faculty engage with students from diverse communities and with diverse perspectives?
MG AR, DB LD	Overview Data Data	I. Resources 1. Provide an analysis of facilities, fiscal, and other resources – include all sources of funds. 2. How adequate are the program’s resources – physical, financial? 3. How adequate are support resources (e.g., collaborating faculty from other disciplines, professional staff, support staff, library, media, operating expenses, space, technology) to achieve the goals of the program? As appropriate, comment on: (1) the student/faculty ratios, (2) the program’s costs, (3) the costs per student, and (4) the costs per faculty member. How do these compare with peer institutions?
MG	Overview, with review by Exec Committee	J. Summary 1. Analysis of the unit’s scope of responsibilities, strengths, and weaknesses. 2. Evaluation of emerging opportunities, important trends, significant accomplishments. 3. Recommendations for program improvement. i. What improvements should faculty, professional staff, and administrators undertake to enhance the program? ii. What steps are most critical to take your unit to the next higher level?

Priority	Goal	Objective	Program and/or Plan
Priority 1. Maximize the opportunities of our consolidated university to achieve our vision	Goal 1.1 Develop, strengthen, and sustain interdisciplinary and dual degree programs that maximize the strengths and bridge the disciplines of the Downtown and Anschutz campuses	Objective 1.1.1 Develop, strengthen, and sustain new interdisciplinary academic degree programs at the undergraduate, graduate and professional levels (including joint degrees) that are collaborative and connect the disciplines within and across the campuses	Dept of Planning & Design has developed a dual Master of Urban & Regional Planning and Master of Public Health degree program with the School of Public Health at AMC. Helped develop and participate in IGERT, the funded program supporting PhD students in Sustainable Infrastructure, jointly with Engineering. Learning Landscapes (innovative playground designs) program has a \$3M NIH grant, working with Jim Hill at AMC to conduct research on student health issues in design.
		Objective 1.1.2 Establish mechanisms to plan, pilot, and sustain joint interdisciplinary academic programs	Primarily handled through College executive committee; but will bring this idea to the faculty to see if there is interest.
	Goal 1.2 Strengthen and sustain existing and develop selected new areas of interdisciplinary research and/or creative work involving faculty across the schools and colleges of both campuses	Objective 1.2.1 Develop criteria and processes to identify new research areas for investment	Undertook major initiative in 2003 that created the College's research centers based on areas of prominence and distinction.
	Goal 1.4 Establish, strengthen, and sustain existing academic pipeline programs from pre-school through post-graduate education to increase the available pool of qualified students who can benefit from a UC Denver education and to promote their participation in interprofessional, interdisciplinary, and multiprofessional programs	Objective 1.4.1 Strengthen current academic pipeline programs and design new programs to prepare talented students for success at UC Denver	The architecture department is developing a proposal for a B.S. in Architecture to begin Fall 2012, which will help create a pipeline into our graduate programs. We have tried to start pipelines from K-12, with limited success. We would like to be considered for help with this, if there is a campus initiative. There are various research activities funded by the Robert Wood Johnson Foundation within the Colorado Center for Community Development that are designed to engage elementary, middle and high school students in the planning and design fields in relation to public health goals, such as increasing physical activity levels by designing walkable communities.
		Objective 1.4.2 Cultivate and maintain relationships with external entities to develop and support recruitment of students to UC Denver	We participate in the Denver Architecture Foundation (DAF) architects in schools programs, which identifies talented students in Denver 6th grade. MArch students are involved in the ACE Mentor Program, which encourages high school students in careers in architecture, engineering and construction. The college runs a number of successful civic engagement projects, including our Learning Landscapes playground designs for DPS, which introduces our college, professional firms and our disciplines to children and youth in the Denver metro area. We will work on promotional processes to engage these students in career advice.
		Objective 1.4.4 Recruit talented UC Denver undergraduate students to enter graduate and professional programs at UC Denver	The proposed undergraduate program in architecture will feed students into our graduate/professional programs.
	Goal 1.5 Create systems and programs, design technologies, and secure funding to enable collaboration across the schools and colleges on university campuses and other geographic locations	Objective 1.5.1 Develop a searchable database of faculty teaching, research, clinical, and service expertise and past/ongoing research projects to identify and share potential areas of collaboration	We do not have the resources internally to do this, but would like to participate in a campus initiative.
		Objective 1.5.2 Offer interdisciplinary seminars to build on existing synergies across the disciplines in schools and colleges	Willing to participate in campus initiatives.
		Objective 1.5.3 Develop pilot programs of intercampus and interschool/college collaborations and sustain successful collaborations	Learning Landscapes (innovative playground designs) program has a \$3M NIH grant, working with Jim Hill at AMC to conduct research on student health issues in design. We currently offer several interdisciplinary seminars at the undergraduate and graduate level that bridge the field of public health and planning and K-12 education and planning. We also cross list courses with allied fields such as geography and have dual degree programs for Urban & Regional Planning with Business, Public Administration, Law and School of Public Health. Since 2005, CAP has been a founding partner of the "Digital Image Collaborative" with DDC College of Arts and Media and Boulder Department of Art and Art History to share costs of image servers and annual costs for image database software and technical support services. Guatemala Study Abroad Winterim 2012 course had MArch students collaborating with Center for Global Health faculty at AMC on developing a site in rural Guatemala that will offer healthcare services, research facilities, and community amenities.
		Objective 1.5.4 Establish expectations and a consistent reward system for faculty participation in collaborations	Willing to participate in campus initiatives.

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		Objective 1.5.6 Expand access to research databases and library materials across campuses	Willing to participate in campus initiatives. Since 2005, successful collaboration with units on Downtown Denver, Boulder, and Colorado Springs campuses to launch the University of Colorado Digital Library website, with links to all campus libraries as well as CU image collections. http://www.cu.edu/digitallibrary
	Goal 1.6 Enhance our capacity to enrich the well-being and sustainability of communities and our cultural, living, and natural environments; promote healthy lifestyles; and deliver high quality and compassionate health care by leveraging the opportunities of the newly consolidated university	Objective 1.6.1 Expand the use of faculty expertise across disciplines to support the education of health professionals and the provision of health and care of mind, body, and community	We have available the faculty who are developing research and civic engagement in healthy environments. like the Learning Landscapes Initiative and LiveWell programs in the Colorado Center for Community Development.
	Goal 1.7 Develop novel models of cross-campus multidisciplinary innovation in teaching and research	Objective 1.7.1 Provide resources to test new cross-campus multidisciplinary ideas and strategies	Willing to participate in campus initiatives.
		Objective 1.7.2 Showcase outstanding examples that demonstrate benefits of crosscampus multidisciplinary teaching and research	We have numerous successful examples of multidisciplinary research and civic engagement. We have promoted a number of these in our own publications, and continue to share for campus-wide publications and website.
		Objective 1.7.3 Cultivate major lead gifts that enable the university to be a national leader in cross-campus multidisciplinary innovation in teaching and research	Working with Chairs, Directors and Advisory Board to identify major areas for cultivation of major gifts.
	Goal 1.8 Launch and sustain comprehensive communication programs that build awareness of and inspire action to achieve the university's mission, vision, and values	Objective 1.8.1 Consistently share the stories and data that demonstrate the benefits and impact of the university to its stakeholders	As above. As part of the civic engagement strategic planning process, we are considering a range of ways to document the work we do with various stakeholders, with a focus on outcomes and impact for students and our various community partners.
Priority 2. Deliver an outstanding and innovative educational experience	Goal 2.1 Deliver superior educational programs on multiple campuses and academic centers across the state, nation, and around the world	Objective 2.1.1 Build and sustain superior education facilities and infrastructure	Have obtained considerable funding to retrofit the CU Denver Building for Architecture and Planning.
		Objective 2.1.3 Grow and diversify international college sites and global institutional partnerships to deliver multi-modal2 undergraduate, graduate, professional, and continuing education in strategic sites around the world	Continuing our partnership with Dar Al-Hekma College in Jeddah, Saudi Arabia, teaming US and SA students to collaboratively design affordable housing; may help them develop a Master of Architecture curriculum. Awaiting approval for a proposed dual Master of Landscape Architecture degree with Tongji University in Shanghai, China. Exploring partnerships with other Chinese universities through the CIBER center. We have an agreement with the Seoul Metropolitan Government in South Korea for their employees to obtain Master of Urban and Regional Planning degrees in CAP.
		Objective 2.1.4 Build capacity and increase delivery of educational programs aimed at life-long learners, including returning students seeking degree completion, those seeking continuing and professional education, and those seeking to expand knowledge avocationally	The Assistant Dean of Outreach & Alumni Relations is responsible for continuing and professional education, and is working to build our extended studies and online offerings.
		Objective 2.1.8 Expand remote access to electronic library resources for statewide, distance, and international programs	Our college helped lead the CU conversion to teaching with digital images across all 3 CU campuses. Helped implement access to a national digital image databases for all of CU. (ARTstor)
		Objective 2.1.9 Expand access to our academic programs through the use of nontraditional delivery systems	As in objective 2.1.4 above.
	Goal 2.2 Graduate students who meet the needs of the city, state, nation, and world	Objective 2.2.1 Grow and develop undergraduate, graduate, and professional programs that match changing demographics and meet pressing local, national, and global needs (e.g., math and science teachers, nurses, etc.)	Developing an undergraduate architecture program in Denver that is anticipated to attract more diverse students, which will also feed the graduate programs. All graduate programs are in high demand, because they are directly linked to high demand professional disciplines.
		Objective 2.2.2 Provide teaching, learning, and professional development activities that produce graduates prepared to enter the workforce and become leaders in their fields	As above.
		Objective 2.2.3 Launch a comprehensive initiative to internationalize educational and research programs for students and faculty, including additional opportunities for study and research abroad	The College historically runs more study abroad programs than any other downtown Denver colleges. We hope to develop even more with our emerging partnerships in the Middle East, Africa and in Asia.

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		Objective 2.2.4 Engage in continuous assessment of regional, national, and international needs, curriculum alignment, student performance and post-graduation success	We are building a continuous feedback loop on learning outcomes into our new undergraduate curriculum. This will regularly commit to thinking about the right learning outcomes for our changing external world. The American Society of Landscape Architecture has a new initiative to expand the discipline in the Middle East and Africa. We plan to participate in this effort. The Department of Planning & Design has implemented alumni surveys as well as rigorous outcomes assessment measures in the undergraduate and master's programs.
	Goal 2.3 Create and replicate distinctive "extra-year" academic programs and dual degree options in every UC Denver school and college	Objective 2.3.1 Develop and pilot innovative "extra year" programs offering enhanced academic skills and additional credentials	Will need to be considered by faculty and administrators; no plans at the moment.
	Goal 2.4 Implement a comprehensive enrollment management strategy for the Downtown Campus	Objective 2.4.1 Increase the undergraduate student population to between 14,000 and 16,000 undergraduate students by 2020	Proposing new undergraduate program in architecture in Denver.
		Objective 2.4.2 Maintain and/or selectively strengthen graduate programs to meet local, state, national, and international needs	All graduate programs are in high demand and are growing, because they are directly linked to high demand professional disciplines.
		Objective 2.4.4 Increase international students until they comprise 10% of the overall student body	We are gradually rebuilding the large international student population that we had before the post 9/11 visa changes. We have an associate dean in charge of international students, and we are intending to recruit as part of our international partnership agreements.
		Objective 2.4.5 Increase domestic non-resident students until they comprise 15% of the overall student body.	We believe we recruit a large number of non-residents to our graduate programs, but they sit out a year to obtain residency before starting with us.
	Goal 2.5 Expand selected educational programs that align with prominent and distinctive areas of research	Objective 2.5.1 Recruit faculty in selected areas of prominence and distinction	Our hiring plans in the last 5 years have been aligned with our four areas of prominence and distinction: sustainable urbanism; healthy environments; historic preservation; and emerging practices in design including green design and the digital revolution
	Goal 2.6 Promote the scholarship of teaching and learning and integrate the latest research data on teaching and learning throughout the curricula at UC Denver	Objective 2.6.1 Develop a system to identify, nurture, disseminate, and reward learning innovations and good educational practices across the institution	Willing to participate in campus initiatives.
		Objective 2.6.2 Expand evidence-based systems to measure and assess educational quality and student success, and use that information to improve continuously the performance of faculty, students, residents, and fellows	Developing continuous feed-back loop on learning outcomes in proposed undergraduate program. Well underway in graduate programs, especially Landscape Architecture.
		Objective 2.6.3 Provide faculty development and research resources to enhance faculty scholarship of teaching and learning	Provided competitive annual seed grants for faculty until last year. Provided start-up funds for new research centers in areas of prominence and distinction.
		Objective 2.6.4 Fund innovative pilot teaching/learning projects	As above.
		Objective 2.6.5 Provide faculty development programs to strengthen the relationship between high quality research and high quality teaching	Will have to explore.
		Objective 2.6.6 Create opportunities for discovery or creative work/study experience for all students and ensure that they understand the links between teaching and research	College provides extensive opportunities for civic engagement and service learning projects. Much of our research is closely related to these external projects.
	Goal 2.7 Recruit, retain and reward outstanding teacher/scholars	Objective 2.7.1 Establish funding for faculty and staff recruitment (succession planning), particularly in strategic areas of growth, including through restricted endowment funds for high performing and high potential faculty or new faculty recruits	We provide startup funds for new faculty, to get their research agendas started. We do not have sufficient internal funds to provide resources beyond the annual merit pay pool. We are looking for endowed chairs in our capital campaign.
		Objective 2.7.2 Establish a plan to promote retention of exemplary teachers through competitive salary, support resources and infrastructure, recognition programs, and professional development	We need further work here. The college participates in the university-wide competition for teaching awards annually. In addition, the college is supportive of Senior Instructors by providing them opportunities that would normally be restricted to tenure-track faculty, including the opportunity to serve as Associate Chairs or in other administrative positions, funding to travel to professional conferences and encouragement to participate in other college-level governance and curriculum matters. The college is adopting the AMC model of a clinical appointment to address the high qualifications of our non-tenure track faculty, in order ensure their retention and success.
		Objective 2.7.3 Engage visionary donors to endow faculty chairs and support innovative and quality programs in teaching and learning	This is part of our strategic fund-raising plan, as part of the CU capital campaign

Priority	Goal	Objective	Program and/or Plan
		Objective 2.7.4 Establish programs to foster faculty success (e.g., provide structured mentoring) and loyalty	We have a mentoring program for tenure-track faculty, assigned to tenured faculty to foster their success.
		Objective 2.7.5 Refine criteria for high performance in teaching and learning to achieve our vision for this strategic priority	Faculty evaluated the RTP criteria two years ago.
		Objective 2.7.6 Provide resources and mentoring to produce graduates at all degree levels that will enter the workforce as excellent and innovative teachers in their fields	Needs additional work.
	Goal 2.8 Provide opportunities for interprofessional and multidisciplinary education	Objective 2.8.1 Recruit faculty into appropriate schools to lead interprofessional and multidisciplinary education efforts and expand student opportunities	Willing to participate in campus initiatives.
		Objective 2.8.2 Foster interdisciplinary and interprofessional team teaching and collaborative learning across UC Denver schools and programs	Willing to participate in campus initiatives.
	Goal 2.9 Broaden the educational experience for students to improve student success	Objective 2.9.1 Expand and promote non-traditional, rural, and international educational experiences for students	Our Colorado Center for Community Development provides opportunities for students to work on small town projects. We run extensive study abroad programs, and are forming partnerships in Saudi Arabia and in China.
		Objective 2.9.2 Create additional experiential learning opportunities for students	We run extensive civic engagement and design/build projects for our students, and we are increasing the number of funded design studios that provide real-world, hands-on experience.
		Objective 2.9.4 Continuously assess the total student experience	Needs additional work.
Priority 3. Conduct outstanding research and creative work for the public good	Goal 3.1 Be a global leader in the translation and application of discovery, innovation, and creativity for societal good	Objective 3.1.1 Initiate and support community-based research and creative work that leads to the sharing and application of knowledge	A significant number of faculty in planning and landscape architecture are directly engaged in funded community-based research. This includes participatory action research with young people on the design of playgrounds and neighborhoods, as well as urban planning efforts within the city of Denver. Partnerships include work with the Department of Planning and Community Development, Denver Public Schools, LiveWell Colorado, the Mayor's Office of Education and Children, the Mayor's Office of Safety, the Mayor's Office of Economic Development, neighborhood civic associations, among others. Efforts in the college to manage civic engagement will likely increase our level of community-based research, which will require financial support to manage and sustain.
		Objective 3.1.3 Fully invest in the signature areas identified for the Downtown Campus including education research and policy, and sustainability	The College has focused programs and research on sustainability. This is one of the key areas of prominence and distinction in the College. We are looking for additional opportunities to focus here.
	Goal 3.3 Foster risk-oriented, leading-edge ideas that may forge the next new frontier	Objective 3.3.1 Establish and sustain a research frontiers think tank devoted to developing innovative ideas for future research and discovery	Willing to participate in campus initiatives, and we will explore for the College.
		Objective 3.3.2 Offer seed grants to support the development of leading-edge ideas	Provide seed grants for new faculty; will explore additional seed money for leading edge ideas generally.
	Goal 3.5 Recruit, retain, and reward an outstanding workforce to achieve our vision for research and creative work	Objective 3.5.1 Raise funds and recruit the world's top faculty in select areas, focusing on current or potential future Nobel prize-winners, MacArthur grant recipients, and members of the National Academies	Seeking endowed chairs in the College's capital campaign. Will need additional faculty focus on this idea.
		Objective 3.5.2 Develop a comprehensive faculty and staff retention and succession plan	Needs additional work.
		Objective 3.5.3 Secure donors to endow faculty chairs and support innovative and high quality programs in research and creative work	In the College's capital campaign.
		Objective 3.5.4 Enhance and promote development programs for faculty at all career stages	Needs additional work.
		Objective 3.5.5 Elaborate and refine criteria for high performance in research and creative work	Faculty evaluated the RTP criteria two years ago.
	Goal 3.7 Build an international reputation for research and creative work in selected programs university-wide	Objective 3.7.1 Communicate with and educate stakeholders about the value of our research and creative work in order to build an appreciation for our contributions globally	Dean and chairs are already promoting the College's work. We have an outstanding media group and communications director who are building good press. Centers have websites to showcase their research to a variety of stakeholders. Can always do more.
		Objective 3.7.2 Develop and disseminate consistent and coordinated messages for initiatives relating to discovery, innovation, and creativity initiatives	As above.
		Objective 3.7.3 Facilitate and expand the capacity of schools and programs within the university to tell their unique stories in ways that enhance the university's reputation for research and creative work	As above.

Priority	Goal	Objective	Program and/or Plan
		Objective 3.7.4 Expand public relations and media relations reach internationally	As above. Saudi Arabian press is a good recent example.
		Objective 3.7.5 Encourage, train, and support faculty, staff, and partners in their roles as advocates for the university	Needs additional work.
Priority 5. Enhance diversity university-wide and foster a culture of inclusion	Goal 5.1 Recruit and retain a critical mass of traditionally underrepresented and international students	Objective 5.1.1 Strengthen the pipeline of underrepresented students from high schools and community colleges to the university	Designers Without Boundaries program on the Boulder campus provides over \$15k in scholarships to undergraduates from under-represented groups.
		Objective 5.1.2 Improve student retention and graduation rates (e.g., through enhancing financial aid, academic and student support services, etc.)	Have recently invested in additional staff resources for student services. Seeking additional scholarships in the CU capital campaign.
		Objective 5.1.3 Ensure that UC Denver offers a nurturing environment and a culture of inclusion and respect for diversity for students from diverse backgrounds	Needs further discussion.
		Objective 5.1.4 Develop innovative ways to recruit and retain underrepresented and international students in graduate and professional programs	As in 5.1.2 above. Pipeline is our most critical need.
	Goal 5.2 Recruit and retain a diverse faculty and staff throughout the university	Objective 5.2.1 Increase the number of applications from prospective faculty and staff from diverse and underrepresented areas	Much improved, but could still be better.
		Objective 5.2.3 Expect and support an institutional climate of inclusiveness, mutual respect, and understanding	College is developing concept of multiple communities of interest (possible because we are now one of the largest Colleges of architecture and related disciplines in the country). This will help more students find their own niches.
	Goal 5.3 Expand research and community-based programs to reduce health and educational disparities	Objective 5.3.1 Strengthen or develop distinctive programs, for example those which improve the health and well-being of American Indian/Alaskan Natives	No work here so far.
	Goal 5.4 Demonstrate and communicate the University's commitment to diversity	Objective 5.4.1 Engage with underserved communities in Colorado and beyond by providing meaningful services and engaging in mutually beneficial, sustainable relationships and partnerships	Our Colorado Center for Community Development, our Children Youth and Environments Center, and our Learning Landscapes and LiveWell projects are all working in underserved communities.
		Objective 5.4.2 Review and renew curricular content and learning objectives continuously to incorporate diversity components and to promote dialogue, mutual respect, and cultural sensitivity	The planning department is undergoing a curriculum discussion for our Master's of Urban and Regional Planning program to ensure that we are addressing the needs of diverse populations. Needs additional work.
		Objective 5.4.3 Develop communication strategies that effectively promote a sense of shared community among diverse internal and external stakeholders	Concept of communities of interest is already in all of our college publicity material and website. But can use additional development.
Priority 6. Grow strong mutually beneficial partnerships that engage our local, national and global communities	Goal 6.1 Promote partnerships and active engagement with business, industry, nonprofits, government, schools, and venture capitalists to optimize intellectual and cultural capital for societal use	Objective 6.1.1 Leverage the capabilities of our centers and institutes to advance partnerships, engage venture capitalists, and provide incubators for businesses	Have established research centers to help with this, but initiatives are still under development.
		Objective 6.1.2 Enhance awareness and expand participation of faculty in technology transfer to bring innovation into the mainstream of commerce and to create wealth and value for the state and the university	Not traditionally part of our mission, but a few faculty are beginning to explore possibilities. Need additional thinking about where we would have opportunities.
	Goal 6.2 Expand partnerships in all sectors to advance the success of our students and partners	Objective 6.2.1 Use external partnerships to contribute to student success and share the university's intellectual resources in return	Our extensive civic engagement and design/build projects are already doing this. But could do more.
		Objective 6.2.2 Strengthen or develop special partnerships with school districts, preschool through high school organizations, community colleges, and other colleges and universities to strengthen pipelines, to collaborate on research, and to provide value to our educational partners and their students	Working extensively with DPS and Boulder Valley Schools, with civic engagement and design/build projects. Could expand to more institutions.
	Goal 6.4 Assess the depth and impact of the university's engagement with key communities	Objective 6.4.1 Create an inventory of existing programs and set baseline data for future longitudinal assessment of the effectiveness of our engagement with partners, including assessment of effectiveness from their perspective	Needs additional work.
		Objective 6.4.2 Develop a better understanding of the university's stakeholders and their needs and communicate effectively how the university can respond to those needs	Needs additional work.
	Goal 6.5 Mobilize external support for the university by demonstrating the value of partnerships	Objective 6.5.1 Enhance understanding of community leaders and our community partners of the value and economic impact arising from support of higher education in general and this university in particular	Dean and chairs are already promoting the value of the College's work for larger societal needs. Can always do more.

Priority	Goal	Objective	Program and/or Plan
		Objective 6.5.2 Demonstrate the return on investment to the state for its contribution to the university	Needs additional work.
		Objective 6.5.3 Develop structures that facilitate partnerships and mobilize external advocates on behalf of the university	Willing to participate in campus initiatives, and we will explore for the College.
Priority 7. Secure the resources to achieve our vision, while being responsible stewards of those resources	Goal 7.1 Actively and strategically manage the financial future of UC Denver through a wide-range of revenue enhancing initiatives	Objective 7.1.1 Enable the growth anticipated in the financial plan by developing and supporting strategic relationships with donors, private and public partners, alumni, and federal, state, and local governments	In the College's capital campaign.
		Objective 7.1.2 Evaluate and evolve budget processes and other incentives for achieving the strategic priorities	Exploring incentive-based budgeting ideas for the College. Need additional work here.
		Objective 7.1.3 Develop systems that ensure existing resources are optimally deployed and managed, investing funds to advance collaborations across the schools and colleges and between the campuses	Willing to participate in campus initiatives. Since 2005, CAP a founding partner of the "Digital Image Collaborative" with DDC College of Arts and Media and Boulder Department of Art and Art History to share costs of image servers and annual costs for image database software and technical support services.
	Goal 7.2 Invest in providing the infrastructure (services and facilities) necessary for a world-class learning and discovery environment for the benefit of our students, faculty, staff and communities	Objective 7.2.1 Be recognized as an employer of choice through innovative employee-sensitive policies and practices to maximize productivity and competitiveness	Needs additional work.
		Objective 7.2.2 Implement the UC Denver facilities capital plan to provide costeffective, adaptable, maintainable, sustainable, and accessible facilities	College is helping develop the CU micro master plan, and is focusing attention on these areas in the retrofit of the CU Denver Building.
		Objective 7.2.3 Address all elements of the student experience at the university to improve the recruitment, graduation, and establishment of lasting connections to the university	Needs additional work.
		Objective 7.2.4 Lower financial barriers to student success by increasing financial assistance and offering scholarships to attract a diverse population of high caliber students	Seeking scholarships in the capital campaign.
		Objective 7.2.5 Provide resources to ensure that students' indebtedness upon graduation does not negatively impact their career choices away from societal needs	As above.
		Objective 7.2.6 Facilitate interaction and collaboration solutions across various locations so that geographical separation is not a barrier	Already extensive experience with this, with two campuses in Boulder and Denver.
		Objective 7.2.7 Fund leading edge, cost-effective, and sustainable information resources and technologies to increase access and support and to advance education, research, and clinical care	Extensively invested in new technology, in our CINC facility in Boulder, and in IT resources. Our disciplines are highly invested in IT technology. But need more resources to support it. Our Digital Image Collaborative added a streaming video server to deliver visiting faculty lectures to students and faculty who could not attend the lecture series events; could expand to include future distance education initiatives.
		Objective 7.2.8 Create a safe campus environment through implementing effective safety measures and campus safety training and technology	Willing to participate in campus initiatives.
	Goal 7.3 Enhance the effectiveness of administrative services and systems to support the university's mission and vision and seek innovative approaches to optimizing efficiencies	Objective 7.3.1 Complete the consolidation of the organizational structure and administrative functions of the university to increase both effectiveness and efficiency	Willing to participate in campus initiatives.
		Objective 7.3.2 Redesign and implement streamlined, technology-enhanced business and support service processes with an emphasis on quality, integrity, customer service, and accountability	Willing to participate in campus initiatives.
		Objective 7.3.3 Seek greater flexibility on state regulations and operating requirements and concurrently increase the level of accountability	Willing to participate in campus initiatives.
		Objective 7.3.4 Provide and sustain an appropriate and evolving technology infrastructure that aligns with and supports the institutional strategic plan	Willing to participate in campus initiatives.

UNIVERSITY OF COLORADO DENVER
COLLEGE OF ARCHITECTURE AND PLANNING
ACADEMIC PROGRAM REVIEW

Report by:

External Reviewers:

Scott Campbell, University of Michigan
George Dodds, University of Tennessee
Ann Forsyth, Cornell University
Garry Gaile, University of Colorado at Boulder

Internal Reviewers:

Laura Argys, Department of Economics
Pamela Laird, Department of History
Allan Wallis, School of Public Affairs

March 14, 2008

SUMMARY AND OVERVIEW

This review examined the College of Architecture and Planning at the University of Colorado at Denver. Denver is the focus for professional education in the state. Three of the college's programs—the masters in architecture, landscape architecture, and planning—are accredited programs and undergo external reviews through that process. One program—the bachelors of environmental design—is housed on the Boulder campus. Accordingly this review of the college focused on the two Denver-based non-accredited programs—the Masters of Urban Design (MUD) and Doctor of Philosophy (PhD).

These programs provide important opportunities at the University of Colorado at Denver but also face a number of challenges requiring attention. The following report answers the charge given to the committee by the university administration and represents a joint report of both the internal and external review teams.

ROLE AND MISSION

The role and mission of the college are appropriate.

MUD

The MUD program is undergoing transition and could benefit from more clarity about its role and audience.

PHD

The PhD likewise faces an opportunity to redefine its mission to develop its curriculum to fill a national niche.

PROGRAM STRENGTHS AND WEAKNESSES

STRENGTHS

The college as a whole has an excellent physical location in a fast growing region with a dynamic professional culture. It supports three accredited programs. It has a strong faculty who collaborate on two significant interdisciplinary and interdepartmental programs, the MUD and the PhD.

MUD

This program has had ups and downs but with the recent appointment of a new director and increased faculty interest it seems poised to attract more students. At present it has several strengths:

- It draws on all three departments for faculty and all three fields for students. It is not focused only on attracting architecture graduates, for example, as is the case with a number of programs at other universities.
- It is available as a dual degree option for students in other masters programs in the College and is much appreciated.

PHD

This program has been running for ten years and has attracted almost eighty students.

- The program has strong existing centers such as Children, Youth, and Environments.
- It has been successful in obtaining funding for students.

CONCERNS

Several concerns include:

- The dual campus locations have caused substantial tensions in the PhD program.
- The urban design program is being revitalized but could benefit from clearer definitions of roles, audiences, and faculty. Such redefinition is needed if the program is to grow enough to attract sufficient students to remain viable.
- The PhD curriculum has evolved but should be revisited. The nature of the program is, by design, relatively fluid and wide-ranging. This is one of its strengths, and the source of some of its structural problems.

STRATEGIC OPPORTUNITIES

DUAL CAMPUSES

- The dual campuses are a significant asset for the environmental design undergraduate degree and the doctoral program. They also provide a significant challenge, particularly for students in the first years of the doctoral program. The current situation has affected the students' progress and experience. It must be resolved. Specific recommendations are listed later in this report.
- When institutions succeed in their initial stages as well as the PhD program of the College of Architecture and Planning has done, continued progress depends on the willingness and ability to develop structures and procedures able to sustain health and support growth. The CAP has clearly succeeded in the initial stage of establishing its PhD program during the last decade. A strong core of professors has proven able to attract students and funding. Their success both sets the stage and creates the need to formalize internal structures and student-oriented processes. This is also an excellent point at which to build up the Center for Sustainable Urbanism as a source of affiliation for PhD students in Denver and to explore the fundraising possibilities that it could offer. In this formalization process, it is especially important to relieve students of chronic

concerns regarding their support, curricula, and postgraduate options, insofar as that is possible. In part, this entails regularizing the criteria and procedures for support, so that all students have equal access to information and opportunities. It will also require mechanisms, such as those recommended elsewhere in this report, to enhance students' identification with each other and with the college as a whole.

RESEARCH

Many faculty members engage in important research or significant applied practice. The centers provide a strong focus, particularly the Children, Youth, and Environments center. There is potential for more evolution in Denver where a sustainability focus could be well supported. . PhD faculty must take the opportunity to increase the international visibility of faculty research through increased scholarly publication.

RECOMMENDATIONS

GENERAL

- Use this period of reassessment of the PhD and MUD programs to evaluate offerings in the history of design and urbanism. It may well be that rather than using lecturers to teach in these subjects, more tenured and tenure track faculty need to be hired in these areas.
- Create opportunities for students to contribute to college governance e.g. sitting on committees.
- Place college, departmental, and program policies and procedures on the web site.
- Allocate resources to further update the web site including an in-house web master.
- Provide stronger student advising to help students navigate such issues as cross-campus enrollment with less difficulty.

DUAL CAMPUSES

- Provide support for students to negotiate the various administrative problems that occur due to the dual campus e.g. enrolling in Boulder electives.
- Clarify governance issues between the two campuses across the various programs.
- Other recommendations are outlined below under "PhD Curriculum."

MUD

Program Design: The college has many good existing resources (faculty, courses, student projects) in the broad area of urban design. However, the program is not clearly defined and its mission is not well communicated to the college and outside community. The program's flexibility is both appealing but also problematic, and a shift towards a more structured, higher-profile program would enhance its quality and visibility. Specifically:

Program Faculty:

- Provide a full-time faculty coordinator. The addition of a part-time director of the MUD program has been a good step. However, the program needs a tenure-line faculty member to coordinate it. This faculty member could work to clarify the degree programs and develop the curriculum.
- Create an explicit list of MUD faculty to help identity and governance.
- Simplify the program to make it more transparent. Currently, the program has a confusing multitude of different paths and credit requirements

- Encourage the MUD faculty to meet regularly, and also examine other MUD programs around the country as possible models.

Program Identity:

- Provide an explicit description of the MUD in the college literature and web pages.
- Reexamine the current focus of the program, perhaps broadening it. Although the emphasis on implementation (through form-based regulations and infrastructure) can provide useful definition for the program, this emphasis may be too narrowly focused. In addition, while a regional identity has many benefits, it would be worth exploring whether to have a stronger emphasis on national and global examples of design
- Consider having the MUD students move through the program in synch (through a series of studios over a 2-3 semester period) to provide greater cohesiveness and solidarity between students and faculty. This may, however, require more rigidity in the curriculum than is possible.

Structure:

- Consider creating an urban design certificate within the College's masters programs. This would not require additional coursework and as such would not confer a separate MUD degree. However, it could provide more options for students. An additional option is a stand-alone certificate offered externally.
- Consider creating an advisory board of alumni and professionals, both local and national. They can provide advice on community and employer needs in the area of urban design. They can also potentially provide mentorship opportunities.

PHD

PHD STUDENTS ADMISSIONS, FUNDING, AND PROGRESS

Application Process:

- Admit students to program that would then take collective responsibility for students. This would involve forming a rotating admissions committee elected by the doctoral faculty with student representation. Admissions procedures would be clearly outlined. Individual faculty sponsorship/support ought to be considered as only one of several factors informing the admission decision.

Fellowships:

- Consider establishing a fixed number of fellowships, free of work, for first year students in program.

Letters of Admission:

- Limit the time period of funding offers—for example three or four years. Funding should also be tied to progress that is assessed annually. Letters need to clearly explain the nature of the support and expectations for both paid work and progress through the program.

Funding Administration:

- Refine the funding process to remove confusion and help student progress:
 - A formal, centralized, transparent process for allocating students to assistantships each year.
 - A limit on the number of hours of support each student receives, for example a maximum of 15 or 20 hours, in order to help them progress more quickly and allow more students to be supported. Many students seem to undertake far more than this.
 - Limits on being instructor of record before passing the comprehensive examination.

Use of Funding:

Consider allocating some research assistant funding that could be used as a match for external funding providing incentives for funding more doctoral students. The pool of funding currently provides free research assistants but a matching system could leverage more funds. *Student*

Progress:

- Institute a rigorous annual review of progress by PhD program faculty. Students who are not performing should be asked to leave. While those students who finish the program do so in a reasonable time on average (5.5 years), many students drop out after a long period of time. .

PHD CURRICULAR ISSUES

Location of Core Courses: As the program is located in Denver, and as the university has required that all of its core courses be offered there, the debate over location is overdrawn. Moreover, with the now long-established advances in digitally based distance learning, it seems that this problem may also be moot. The program may wish to consider some options:

- Consider scheduling student assistantships on the Denver campus in the first year when core classes are being taught. The College might consider seed money investment in the Denver-based Centers to increase external funding leading to support for graduate students on the Denver campus.
- Some members of the internal and external review team suggested that the university consider using real-time video-classrooms for some of the PhD core course work if more flexibility is needed for Boulder-based students. Using the proper up-to-date digital interface would permit students to freely participate in seminar discussions remotely, from the Boulder Campus, with the faculty and students in Denver. However, other members of the review team felt that having face-to-face instruction in Denver during the first year of the PhD was an important requirement.

Revisiting the Core Classes: The core has been updated several times and students in more recent cohorts reported improvement. However, it could be reconsidered again. It is difficult in a program that is designed to be cross-disciplinary – spanning from the speculative to applications-based models – to have a single core curriculum suitable to all students.

- Review the present Core Curriculum to consider its relation to the mission of the program and the essential needs of new doctoral students.
 - For example, rather than requiring all students to take the complete core they might have one class in common—potentially a solid research design course--and then take different tracks with a menu of “directed electives,” perhaps humanities and social sciences or some other logical set of tracks.
 - The program, students, and faculty, would all profit from establishing this small but focused series of “directed electives” for doctoral students that may also include Masters Degree students. At present, the reverse seems to be the standard. Developing more course work for doctoral students will help further establish the program’s curricular breadth as well as create new learning opportunities for students and faculty.

The Place of Architecture: As demonstrated by the program documentation of doctoral candidate advisers, it remains unclear how much support there is among the faculty for continuing a concentration in “architecture,” particularly when the term “architecture” is so often used interchangeably with “history, theory, and criticism (HTC).” The division of HTC from the other concentrations seems artificial and unproductive as all of the various concentrations have their own histories, theories, and criticality.

- Reconsider the efficacy of dividing students and faculty by concentration rather than letting them have more individualized interests or dividing by department. Alternatively, the PhD program could work at more clearly defining the architecture concentration.

Role of Centers:

- Examine the structural relation of the various centers (some well-established and others still developing) to curriculum.

OTHER

Communication with Students:

- Improve communication with students regarding changes to the program, from curriculum to hiring of new faculty and staff.

Students/Candidates Serving on Committees:

- Establish doctoral student/candidate representation on some of the PhD program's committees – particularly curricular reform, admissions, and searches for new faculty. The faculty should consider the possibility of students having a vote in the process.

Placement of PhD Students: It is unclear how students are being prepared for traditional academic positions and high level research and policy positions in government agencies, nonprofit organizations, and the private sector.

- Obtain better data on placements to date.
- Create a process for ensuring that students learn how to teach, do research, publish, go to conferences, and apply for the first academic job. This is especially important given the lack of a significant doctoral student culture at the Denver campus.

Space:

- Allocate space for PhD students in Denver.

QUESTION RE PROGRAM DISCONTINUANCE

None of the programs need to be discontinued.

**Annual Program Assessment Report
Learning Outcomes Academic Year 2013-2014
Bachelor of Science Architecture
Department of Architecture**

Chair: Ekaterina Vlahos

Program Director: Phillip Gallegos, Arch D

Date: May 30, 2014

Overview

The BS Architecture degree program was approved by the Regents in October of 2012 and mandated to initiate program offerings for the spring term, 2013. Until this point, the undergraduate portion of the College of Architecture and Planning was offered as a Bachelor of Environmental Design on the Boulder campus. The Boulder campus reviewed all undergraduate programs and this is the first report for the Denver Campus.

The initial semester was an organizational effort that included approval of major coursework, initial academic policy, understanding the Denver campus protocol, and new catalogue information. Outcome assessment organization began in the fall 2013 semester. The spring semester 2014 is the first attempt to collect outcome assessments in conjunction with the Departmental self-assessment for National Architectural Accreditation Board (NAAB) major professional review.

In addition to the major professional accreditation, the department has also re-organized the master's curriculum. The undergraduate program is now in alignment with the intent of both the accreditation report/visit as well as the master's curriculum. The resultant reorganization efforts will allow seamless bachelor and professional master's program matriculation.

Program Implementation History

The initial semester of course offerings in the Spring 2013 semester began with 42 transfer and freshmen students that were divided between sophomore and junior standing. The design studios, which are the core of the curricula, included studio levels 1 and 2.

The academic year, 2013-14 included initial offerings of the first four studios in a five-studio sequence. It also included a number of electives required for students to maintain a schedule allowing for graduation. Undergraduate faculty meetings have consisted of establishing coordination (scaffolding) of course to course sequence and to determine student outcomes at each level for technical, design, and cultural outcomes. Since the program is new and the master's professional program is also being re-organized, the discussions have centered on mediating between University requirements and NAAB evaluation criteria.

Therefore, the rubrics for each required support course, elective course and the design studio course are new and continue to be refined for expected student outcomes.

Program Level Course Rubrics

The evidence assessment plan was developed for each course offered in each semester of the 2013-2014 academic year. The study plan includes student work for the accreditation visit, course syllabus, course rubric, and outside review comments on the student outcomes. Current course implementation of the assessment instruments are listed as follows:

Number	Course	Syllabus	Rubric	External Review
Fall 2013				
Arch 1110	Intro to Architecture	Yes	Yes	No
Arch 2110	Studio I	Yes	Yes	No
Arch 2230*	Arch History I	Yes	No	No
Arch 3310	Studio II	Yes	Yes	Yes
Arch 3120	Studio III	Yes	Yes	Yes
Arch 3130	Construction Practices I	Yes	No	No
Arch 3330*	Building Systems I	Yes	No	No
Arch 3340*	Structures I	Yes	No	No
Arch 3800*	Green Technology	Yes	No	No
Arch 3801	Digital Media I	Yes	Yes	No
Spring 2014				
Arch 3230*	Arch History II	Yes	No	No
Arch 4110	Studio IV	Yes	No	Yes
Arch 4240*	Building Systems II	Yes	No	No
Arch 4440	Construction Practices II	Yes	No	No
Arch 4340*	Structures II	Yes	No	No
Arch 3702	Design Thinking	Yes	Yes	No
Arch 3803*	Daylighting	Yes	No	No
Arch 3800	Beginning Revit	Yes	No	No

NOTES:

The end of the design studio sequence, Arch 4120 Studio V, will be offered for the first time in Fall 2014. Electives will be added to assist student graduation requirements.

* Indicates a combined graduate-undergraduate course where the graduate program NAAB requirements are applied exclusively.

Rubrics Development Plan and NAAB Criteria

Design Studio Criteria

Architecture studios are based upon the NAAB criteria for student assessment.

Within each course syllabus, NAAB criteria are articulated.

In addition, the University standard rubric for assessment has also been included within each course where appropriate.

In general, design skills are categorized under Critical Thinking and Representation with sub-categories as follows:

- Communication Skills
- Design Thinking Skills
- Visual Communication Skills

- Technical Documentation Skills
- Investigative Skills
- Fundamental Design Skills
- Use of Precedents
- Ordering Systems Skills
- Historical Traditions and Global Culture
- Cultural Diversity

Support and Elective Course Criteria

In general, support and elective courses are categorized under Integrated Building Practices, Technology with sub categories as follows:

- Pre-Design
- Accessibility
- Sustainability
- Site Design
- Life Safety
- Financial Considerations
- Environmental Systems
- Structural Systems
- Building Envelope Systems
- Building Service Systems
- Building Materials and Assemblies

Each appropriate NAAB criteria is listed individually in the course syllabus. The undergraduate faculty is in the process of summarizing each course in a single page template to be provided in the accreditation report in the Fall 2014 semester.

External Professional Review

Each studio course holds a series of midterm and final reviews with academics and professionals outside the department. Some review comments have been received. In the fall 2014 semester, a systematic electronic professional review will be undertaken for each studio.

Some support and elective courses have employed external reviewers and some are not appropriate for external reviews, such as building systems and structures. Each course will identify external peer reviews of course content and student outcomes.

Action Plan

As the program approaches the implementation of the final set of coursework to complete the major degree, the plan is to complete and coordinate syllabi with rubrics. By the fall of 2014 most courses will be run with single designation as undergraduate. The combined graduate and undergraduate class structure will no longer be employed by the spring 2014 semester. That final structural implementation will allow for clearer definition of undergraduate student outcomes assessment.

In the fall, 2014 semester, the undergraduate faculty will be convened to organize a uniform means for seeking student outcome assessment information from students and external professional reviewers. Our first session in the fall will be to review our current assessment tools and establish uniform means of data collection. This will also facilitate the NAAB accreditation report.

The data collection possibilities will include targeted focus groups discussions, focus discussions, paper surveys, and electronic survey such as “survey monkey.” The establishment of rubrics for all course is essential for uniform data. The office of undergraduate experiences will be asked for assistance.

Appendix Information

- A. Arch 210 Syllabus and Rubric
- B. Arch 3120 Syllabus
- C. Arch 3120 Rubric
- D. Arch 4410 Student and External Assessment
- E. Arch 3702 Syllabus and Rubric

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University of Colorado Denver
College of Architecture and Planning

COURSE ARCH 2110.002- Design Studio
SEMESTER Spring 2013
SCHEDULE M, W: 8:00-10:45

LOCATION Suite 300
CREDITS 3 credits

SECTION INSTRUCTOR Amir Alrubaiy, Instructor- amir.alrubaiy@ucdenver.edu

DISCLAIMER This document serves as the general syllabus for this studio. Your section instructor may adjust content such as project descriptions and deliverables, grading rubrics, and project schedules at their discretion.

OVERVIEW How do we know what to do? How do we communicate? How do we express?

The simplest questions are always the hardest, and require the most set-up. As you move into the formative years of your Architectural education, we need to do some set-up. We need to set the ground. And we need to show you how to develop the tools to not necessarily "know what to do," but how to "structure what you're going to do."

The first steps in producing the world around us, are to restate the world around us. Repeat what has been said. Establish that we're speaking the same language. Affirm that what we say, means what we think it means.

If we're going to jam, we've got to know the notes, chords, rhythms. Once we've got that down, the options are nearly limitless.

Metaphors aside, before you can describe an idea in your head, you've got to be able to describe things that exist in the world. That's where this studio comes in.

WHAT TO EXPECT This studio will move you through an introduction to Architectural ordering systems, analysis, and description. You will be guided through a series of small projects that will require you to draw, diagram, and model increasingly complex built objects. It is expected that your work will be both precise and exploratory. If you don't know how to draw at the beginning, relax. That's the point of the class. If you don't know how to draw by the end...well.....

Classes will consist of a mix of lectures, in studio assignments, out of studio assignments, site visits, and peer reviews. Of these elements, the peer review process can be one of the most stressful and rewarding parts. Relax and have fun with it...the more you talk the better.

NAAB CRITERIA

- 1. Speaking and Writing Skills:** Ability to speak and write effectively on subject matter contained in the professional curriculum
- 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. Graphic Skills:** Ability to employ appropriate representational media... 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 Skills:** 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.

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- ATTENDANCE** Students are required to attend every studio meeting day throughout the semester on Monday and Thursday afternoons for the entire period from 1:00 p.m. – 5:25 p.m. Students are strongly encouraged to work in the studio after hours as well – as the studio environment proves to be highly beneficial in the exchange of ideas with fellow classmates.
- ABSENCES, TARDINESS, PROJECTS AND ASSIGNMENTS** Except for documented health or disability reasons, excuses will not be accepted for absences, tardiness or assignments not submitted. Documentation of disability or health related issues must be provided to Disability Resources and Services, 177 Arts Building, 303-556-3450, FAX 303-556-2074.
- Classes begin and end on time. Three unexcused absences will result in one grade reduction. If you are late to class and/or leave class early three times, an academic penalty of one grade reduction will be imposed. Homework, papers, projects, or other required assignments that are turned in late will receive one grade reduction for everyday they are late. Any student who fails to turn in homework and projects will receive either a zero or an F for the work missed.
- PROGRESS AND INCOMPLETION** Students must demonstrate weekly progress and must complete the work by the project deadline date. Incomplete work will result in a reduction of grades depending on the severity of the incompleteness.
- EMAIL** It is a campus requirement that instructors only communicate with students via their official cudenver email address. All students have been assigned official email addresses in the format of: `firstname.lastname@ucdenver.edu` Students must activate their accounts, reset their passwords and setup email forwarding at: <https://web.cudenver.edu/prfw/chpass.cgi> If you have any questions, please contact the DDC Help Desk at 303-315-4357.
- STUDENTS WITH DISABILITIES** Student with disability who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, FAX 303-556-2074. DRS, which requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide the instructor with a copy of the DRS letter, the approved accommodations will be provided.
- RETURNING PAPERS, QUIZZES, AND EXAMS**
- 1) Papers, quizzes, and examinations will be distributed either in a class session or left in a box in front of the instructor's office for you to pick up at your convenience.
 - 2) Instructors will announce when papers and projects will be available to be picked up, if they are not returned in class.
 - 3) To insure your privacy when papers, projects, quizzes, and examinations are returned in class or made available for pickup, please include an envelope with your name on it each time you submit a paper, quiz, or examination.
- PLAGIARISM** Students are expected to know, understand and comply with the ethical standards of the university, including rules against plagiarism. Plagiarism is the use of another person's ideas or works without acknowledgement. The incorporation of another person's work into your own requires appropriate identification and acknowledgement. The following are considered to be forms of plagiarism when the source is not noted: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while in, essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes.

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CLASSROOM DECORUM

The following ground rules apply to all students and are designed to ensure a classroom environment conducive to learning for all students:

1. Pagers, beepers, cellular telephones, and handheld internet devices must be deactivated before class begins and remain deactivated throughout the entire class period.
2. Please do not bring children to class.
3. Students who engage in disruptive behavior will be reported to the Office of Student Life for appropriate disciplinary action under the CU-Denver Code of Student Conduct and, when appropriate, to the Auraria Campus Police for investigation of possible criminal action. The Code of Student Conduct can be found on the CU-Denver website, under Office of Student Life and Student Activities. Disruptive behavior includes, but is not limited to, arriving late to class without explanation or apology; leaving class early without explanation or apology; reading a newspaper or magazine; reading a book with no connection to the content of the course; engaging in prolonged private conversations; sleeping in class; eating, drinking and/or gum chewing; passing notes; being under the influence of drugs or alcohol; harassment and verbal or physical threats to another student or the instructor; failure to deactivate pagers, beepers, cellular telephones, and/or handheld internet devices; bringing children to class.

INTELLECTUAL PROPERTY

For the academic year 2012-2013, the instructors maintain intellectual property rights on this syllabus and all lectures. Students are prohibited from selling, or being paid by any person or commercial firm for taking notes, recording class lectures without the advanced express written permission of the faculty member teaching this course. Exceptions are permitted for students with a disability who are approved in advance by Disability Resource and Services for note taking or tape recording as an academic accommodation.

ONLINE INFORMATION DISTRIBUTION

Course information, documents, assignments, communication and external links will be available to students through Blackboard Online Access. The login convention is your STUDENT ID and the initial PASSWORD is your STUDENT ID, without any dashes. Immediately after login, click the link personal information under TOOLS to change your Access Blackboard password at: <http://cuonline.edu/>.

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REQUIRED MEDIA You will need a portable storage device such as a USB drive (min. of 1 gig.) for storing your work. CD's-r/w and DVD's-r/w will be purchased on an as needed basis. All students are required to back up their digital work, so that, should some files get lost or become corrupted, working ones are available. It is recommended to back-up your work on a daily basis. Backing-up means creating duplicate files and storing them in an alternate location.

To complete the exercises in this studio, you will need an

engineer's scale as well as an architectural scale

ALL WORK MUST BE SAVED FREQUENTLY ONTO YOUR OWN EXTERNAL STORAGE. NO EXCUSES FOR LOST WORK WILL BE ACCEPTED!!

ACCESS As an Architecture student, you will be allowed 24hr access to the building and most of the facilities (some of the woodshop is closed after hours). You will need to have your student ID registered at Facility Services on the 13th floor of the Lawrence Street Center building

READING MATERIAL There is no required text book for this course, but some reading material may be supplied by the instructor in the form of photocopies, PDF's, or website links.

recommended: Architecture/ Form, Space and Order -F.D.K. Ching

Design Drawing - F.D.K. Ching

Designing With Models - Chriss Mills

HARDWARE Personal laptop computers are not required for this class, but they can be helpful. We will also be using digital cameras for the first couple of exercises.

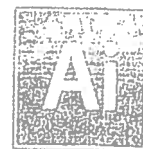
SOFTWARE Again, there is no required software for this class...all exercises may be hand drawn, drafted, modeled, or produced. However, the software platforms below are available to you in the A+P computer lab and at reduced rates in the Campus Bookstore. They can make your life easier or harder depending on how you use them.



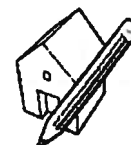
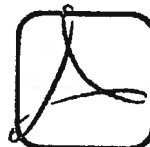
Adobe
Photoshop



Adobe
Indesign



Adobe
Illustrator



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ASSIGNMENTS The course of the assignments in this studio will introduce you to the basic mechanisms of architectural description and analysis. Each phase will take on an increasingly complex subject and utilize ever more sophisticated methods of graphic description and analysis. Assignments are designed to be begun in class and completed on your own. While the workload should not be excessive, good time management will be critical. Revisions and updates will be expected in most classes.

As we move into more advanced and expressive modes of representation, it will be critical that you experiment and take chances with your media. Don't be afraid to do this...some mistakes won't work out, but the faster you make them, the sooner you can move on.

geometric constructions

The first assignment will introduce you to basic conventions and techniques of architectural drafting. We will do this by drafting a series of basic geometric relationships. These relationships underlay and govern many of the machines, buildings, and even cities we design. Understanding these conventions is a first step in understanding architecture.

tool analysis

In this phase you will select a tool or simple machine to draft. This will introduce you to fundamental orthographic drawing projections, as well as build on the basic geometric constructions from part 1. Once you have a thorough description of the object, you will produce a series of diagrams that illustrate the essential geometric, operational, and interface systems that give order to the object.

building 2D

The first building analysis project will draw on the skills of drafting and diagramming developed in the first two parts. You will be required to develop a detailed description of an existing work of architecture using basic orthographic techniques. We will expand your descriptive vocabulary with the addition of tone and texture as expressive tools.

building 3D

The second building analysis project extends the previous parts by introducing the third dimension. You will learn to generate 3D isometric drawings and diagrams. You will also produce several small models to describe the building. This phase also introduces you to more advanced "hybrid" drawing techniques using multiple media types.

city XD

The final phase of the semester expands your analytical scope beyond the building and into the urban context. Using all of the drawing and modeling techniques from the semester, as well as the introduction of constructed perspective, you will produce a series of drawings and models that describe a complex urban context.

GRADING	geometric constructions	10%
	tool analysis	15%
	building 2D	20%
	building 3D	30%
	city XD	15%
	investigation/participation	10%
	TOTAL	100%

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COURSE OUTCOMES **conceptual:**

understanding of basic architectural design terminology

- become conversant in the vocabulary of design
- use appropriate terms and references to describe design precedents

understanding of basic principles of design and composition

- be able to identify and describe the spatial, geometric, and programmatic frameworks governing designed objects
- be able to apply this understanding to their own analyses and presentations

understanding of basic methods of design

- identify multiple design strategies through case study analysis
- understand how design constraints drive particular methods

diagramming

- develop ability to distil and describe design case studies through multiple diagrams
- understand different diagramming techniques such as multiples, charts and graphs, distillations, and flow drawings

technical:

hand drafting

- develop proficiency with the conventions of architectural drawing such as: line weight, line type, symbol, and notation
- understand and utilize the orthographic conventions of plan, section, and elevation
- understand and utilize multiple modes of paraline drawing

sketching

- be able to use constructed drawing principals and techniques to generate quick, freehand drawings

rendered drawings

- be able to use techniques of tone, texture, shade and shadow
- develop hybrid/mixed media drawing techniques

basic model making

- be able to produce clean, accurate scale models
- understand how to use models as descriptive/analytic devices

presentation:

written composition

- be able to clearly and concisely describe design intent
- understand how to incorporate text and notation into graphic presentations

verbal presentation

- be able to clearly and concisely present a design or analysis to instructors or reviewers

arch2110 syllabus

OUTCOMES ASSESSMENT ARCHITECTURE DESIGN STUDIO studio B	EXCELLENT A to A-	PROFICIENT A- to B-	EMERGING C to F
<p>Criterion 1: Speaking and Writing Skills. Ability to read, write, listen, and speak effectively.</p>	<p>Presentation is lively, smooth and well delivered with clear points and a logical progression.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speaker uses time well and fully engages the audience, employing effective, expressive, and appropriate language. <input type="checkbox"/> Titles consistently notate the images and the text is well written, fully explaining the intentions of the work. 	<p>Presentation is coherent and makes some points about the work.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speaker uses the time well and engages the audience in order to guide the presentation. <input type="checkbox"/> Titles adequately notate the images and the text addresses the intentions of the work. <input type="checkbox"/> Presentation is unfocused and lacks coherence. <input type="checkbox"/> The speaker does not adhere to the time limits and does not engage the audience or guide the presentation. <input type="checkbox"/> Titles do not notate the images and the text 	<p>Presentation is unfocused and lacks coherence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The speaker does not adhere to the time limits and does not engage the audience or guide the presentation. <input type="checkbox"/> Titles do not notate the images and the text does not express the intentions of the work.
<p>Criterion 2: Graphic Skills. Ability to use appropriate representational media to convey essential formal elements at each stage of the programming and design process.</p>	<p>Graphic components are present and legible.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts and architectural drawings are effectively composed and communicate the design ideas well. <input type="checkbox"/> Concept drawings are rendered, evocative and support the design. <input type="checkbox"/> Composition is innovative and thoroughly documents the design process. <input type="checkbox"/> Craftsmanship is excellent 	<p>Graphic components are complete but may warrant further rendering or revisions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts and architectural drawings support each other but could be more clearly related and communicative. <input type="checkbox"/> Composition is complete and adequately addresses the design process. <input type="checkbox"/> Craftsmanship is competent and demonstrates developing skills. 	<p>Graphic components are incomplete (parts missing or not rendered) and/or difficult to read.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts and architectural drawings are poorly composed and do not communicate the intentions of the design process. <input type="checkbox"/> Composition lacks visual development and does not address the design process. <input type="checkbox"/> Craftsmanship is limited and lacking in required skills.
<p>Criterion 3: 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.</p>	<p>Concepts support an understanding and ability to analyze and explore the intentions of the assignment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrangement and relationships of parts demonstrate a clear and comprehensible design process. <input type="checkbox"/> Primary, secondary and tertiary ordering systems are legible and well resolved. <input type="checkbox"/> Design is well developed and resolved at multiple scales 	<p>Concepts adequately support the intentions of the assignment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrangement and relationships of parts are intentional but could be further studied and developed as a design process. <input type="checkbox"/> Primary, secondary and tertiary ordering systems are legible. <input type="checkbox"/> Design may only be explored at one or two scales. 	<p>Concepts are unresolved and do not support the intentions of the assignment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrangement and relationships of parts do not address the development of a design process. <input type="checkbox"/> Primary, secondary and tertiary ordering systems are not clearly legible. <input type="checkbox"/> Design is not explored at more than one scale.
<p>Criterion 4. Fundamental Design Skills Ability to use basic architectural principles on the design of buildings, interior spaces, and sites.</p>	<p>Fundamental design skills, principles and ideas are clearly expressed, original and robust.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design thoroughly demonstrates the genesis and evolution of the process. <input type="checkbox"/> Supporting data is evident and clearly incorporated. <input type="checkbox"/> Research or other support for the concept is highly integrated. 	<p>Fundamental design skills, principles and ideas are expressed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design demonstrates portions of the genesis and evolution of the process. <input type="checkbox"/> Supporting data is incorporated. <input type="checkbox"/> Research or other support for the concept is present. 	<p>Fundamental design skills, principles and ideas are minimal.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design does not demonstrate the genesis and/or evolution of the process. <input type="checkbox"/> Supporting data is not incorporated. <input type="checkbox"/> Research or other support for the concept is not present.

A	100-95	C	76-74
A-	94-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	63-60
C+	79-77	F	59-0

arch2110 syllabus

	PHASE	LABS	LECTURES	OUTCOMES	
wk 1	jan 21	no class			
	jan 23	welcome/intro	welcome/intro		
wk 2	geometric const.	jan 28	work in class basic drafting	line weight/line type/symbol notation	
		jan 30	GC v_1 DUE ASSIGN: revision/notation		
wk 3	tool analysis	feb 04	geometric const. DUE ASSIGN: tool analysis	line weight line type symbol notation basic geometric operations	
wk 4		feb 06	work in class basic drafting	diagramming	
		feb 11	tool v_1 DUE ASSIGN: revision/notation		
wk 5		feb 13	tool v_2 DUE ASSIGN: revision/notation		
wk 6		feb 18	tool v_3 DUE ASSIGN: geometric analysis		
		feb 20	geometric analysis DUE ASSIGN: movement analysis		
wk 7	building 2D	feb 25	movement analysis DUE ASSIGN: interface analysis		plan elevation analysis of formal ordering systems verbal and written presentations
		feb 27	tool DUE ASSIGN: building 2D		
wk 8		mar 04	work in class	precedent	
		mar 06	building v_1 DUE ASSIGN: revision		
wk 9		mar 11	building v_2 DUE ASSIGN: revision/notation		
	mar 13	building v_3 DUE ASSIGN: analysis			
wk 10	mar 18	work in class			
	mar 20	building 2D DUE ASSIGN: building 3D	tone and texture		
	mar 25	spring break			
	mar 27				
wk 11	building 3D	apr 01	work in class	isometric projection hybrid drawing	
		apr 03	building v_1 DUE ASSIGN: revision/notation		
wk 12		apr 08	building v_2 DUE ASSIGN: analysis		modeling
		apr 10	analysis DUE ASSIGN: modeling		
wk 13		apr 15	work in class		
	apr 17	building 3D DUE ASSIGN: city XD			
wk 14	city XD	apr 22	work in class	perspective annotated perspective	
		apr 24	city XD v_1 DUE ASSIGN: revision/analysis		
wk 15		apr 29	work in class		model building (cont.) hybrid drawing (cont.) plan/section/elevation (cont.) presentation (cont.) perspective drawing annotated perspective
		may 01	work in class		
wk 16		may 06	work in class		
	may 08	city XD DUE			



arch 3120 | fall 2013

[studio meeting times]

8:00am - 12:25pm Mondays and Wednesdays
2nd floor studio

[studio instructors]

rachel brown
office hours: TBD
phone: 303.667.3560
email: rachel.brown@ucdenver.edu

kirsten coe
rachel brown
office hours: TBD
phone: 303.875.9125
email: kirsten.coe@ucdenver.edu

[studio basics]

This studio focuses on the design of built form as a response to physical, natural and cultural contexts. Students will explore fundamental design concepts and translate them into architectural experiences that integrate programmatic and site-specific forces to yield their final design. Studio sessions will consist of individual desk critiques, group critiques/discussions, work sessions, directed labs, presentations and reviews. Prereq: ARCH 3110. Restriction: Must be an undergraduate Architecture student.

[program]

This semester students are tasked with researching and designing a Rocky Mountain Riparian Education Center, a research and learning facility for the study of the South Platte River. Located in an active urban area, the program should allow access to the river while also responding to the existing urban fabric.

[site]

The site is located at Fishback Landing, on the west bank of the Platte River between REI and The Downtown Aquarium. See attached image.

[project sequence]

- site: phase 1 will allow students to document their initial perceptions of site, followed by a more in depth site inventory and analysis
- labs: phase 2 will entail a series of site-specific modeling exercises that allow students to investigate architectural concepts through additive and subtractive methodologies
- program: phase three will require that students identify and analyze their specific program with consideration to the contextual influences
- midterm
- synthesis: phase 4 will require that students synthesize their previous investigation in the development of their final design. In addition to integrating and responding to site, students will consider tectonics, ordering systems, materiality and functional specificity
- finalization: phase 5 will consist of final iterations and refinement of the previous phases in the production of deliverables for the final review

[naab requirements]

A. 1. Communication Skills: Ability to read, write, speak and listen effectively.

A. 2. Design 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 alternative outcomes against relevant criteria and standards.

A. 3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

A. 5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

A. 6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

A. 8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

C. 1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

learning outcomes]

As a result of taking this studio, students will understand the following concepts and will perform the following:

- understand additive, subtractive and hybrid building methodologies
- understand the relationship and interplay of positive and negative spaces
- employ tools for site analysis, including the identification and documentation of site forces
- research and analyze program to allow for innovative design solutions
- able to build architectural models
- able to convey architectural concepts through conventional and hybridized representational techniques

[attendance and timeliness of assignments]

Students are expected to attend all meetings of classes and to arrive at class on time. Excessive unexcused absences will result in a grade reduction at the discretion of the instructor. Any student who plans to be absent due to religious observances must notify the studio instructor in advance for the absence to be excused. Absence from a class will be excused for verified medical reasons or for extreme personal emergencies. The student may be required to furnish evidence.

Students' assignments are to be completed in a timely manner. Any assignment turned in late will have its grade reduced by an amount set at the discretion of the instructor. An assignment may be turned in late without penalty for verified medical reasons or for extreme personal emergencies. Students must have their instructor's written permission to turn an assignment in late. Students with excused late work may turn in the assignment by the end of finals week without penalty. Otherwise, the grade "IF" will be assigned.

[grading policy]

evaluation:

Design is an iterative process and students will be evaluated based on their ability to analyze and advance their designs through a process-based investigation. The quality of work, depth of investigation, work ethic, verbal and graphic presentations will be considered. Further, as design is enhanced through ongoing discussion and critique, students are expected to work collaboratively to enhance their independent projects.

grade symbols:

The instructor is responsible for whatever grade symbol (A, B, C, D, F, IW, IF, or IP) is to be assigned. Special symbols, such as NC, W, and * * *, and indications of registration or grade status are not assigned by the instructor but are automatically converted by the grade application system, explained under Special Symbols.

- A superior/excellent -- 4 credit points per credit hour
- B good/better than average -- 3 credit points per credit hour
- C competent/average -- 2 credit points per credit hour
- D below average -- 1 credit point per credit hour
- F failing -- no credit points per credit hour
- IW incomplete withdrawal -- regarded as W if not completed within a maximum of one year

- IF incomplete failure -- regarded as F if not completed within a maximum of one year
- IP in progress -- thesis or multi-semester course at the graduate level only
- P/F pass/fail -- P grade is not included in the grade point average; the F grade is included; up to 16 hours of pass/fail course work may be credited toward a bachelor's degree; any grade above F is regarded as passing
- H/P/F honors/pass/fail -- intended for honors courses; credit hours count toward the degree but are not included in the grade-point average.

Student preparation and participation is critical for the success of the course that no credit will be given for late projects. Please confer early in the semester with the instructor if you anticipate problems in meeting deadlines.

A	100-95
A-	94-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70 (not a passing grade)

Grades are awarded directly by an individual faculty member to an individual student for work done in an individual course. Therefore, the grade will be entered directly into the student's record precisely as it is awarded by the instructor of record. Students may appeal grades following established school, college, or campus procedures.

point distribution:

site impression	5 Points
site inventory/analysis	15 Points
methodology labs	15 Points
program inventory/analysis	15 Points
synthesis	20 Points
finalization	25 points
participation	5 points
total	100 Points

[readings]

Readings are designed to augment the information provided in class. Recommended texts are listed below and additional readings will be made available on Canvas.

recommended texts:

Ching, Francis. Form, Space and Order. Wiley Publishing: 2010.

[studio expectations]

attendance:

Students are required to attend every studio session throughout the semester on Monday and Wednesday mornings for the entire period from 8:00 a.m. - 12:25 p.m. Students are also encouraged to work in the studio after hours as well, as the studio environment proves to be highly beneficial in the exchange of ideas with fellow classmates.

studio activities:

During class meeting times, students are required to work only on studio assignments.

progress and incompleteness:

Students must demonstrate weekly progress and work must be completed by the project deadline date. Incomplete work will result in a reduction of grade depending on the severity of the incompleteness.

students with disabilities:

Student with disability require academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, FAX 303-556-2074. DRS, which requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide the instructor with a copy of the DRS letter, the approved accommodations will be provided.

plagiarism:

Students are expected to know, understand and comply with the ethical standards of the university, including rules against plagiarism. Plagiarism is the use of another person's ideas or works without acknowledgement. The incorporation of another person's work into your own requires appropriate identification and acknowledgement. The following are considered to be forms of plagiarism when the source is not noted: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while in, essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes.

classroom decorum:

The following ground rules apply to all students and are designed to ensure a classroom environment conducive to learning for all students:

- cellphones, pagers and hand-held internet devices must be deactivated before class begins and remain deactivated throughout the entire class.
- please do not bring children to class
- students who engage in disruptive behavior will be reported to the Office Student Life for appropriate disciplinary action under the CU-Denver Code of Student Conduct and, when appropriate, to the Auraria Campus Police for investigation of possible criminal action. The Code of Student Conduct can be found on the CU-Denver website, under Office of Student Life and Student Activities. Disruptive behavior includes, but is not limited to, arriving late to class without explanation or apology; leaving class early without explanation or apology; reading a newspaper or magazine; reading a book with no connection to the content of the course; engaging in prolonged private conversations; sleeping in class; eating, drinking and/or gum chewing; passing notes; being under the influence of drugs or alcohol; harassment and verbal or physical threats to another student or the instructor; failure to deactivate pagers, beepers, cellular telephones, and/or handheld internet devices.

sketchbook:

Students are required to maintain a sketchbook at all times. The sketchbook records your observations, ideas, sketches, drawings, etc. that emerge from lectures, critiques, and from assigned readings. Each entry should be dated. Bring your sketchbook to class everyday. Sketchbooks will be checked periodically and will be part of your evaluation at the end of the semester.

file management:

All files are the responsibility of the student and should be backed up in multiple places. Loss or corruption of a file will not be accepted as a legitimate reason for work not being completed - keep them backed up and keep multiple versions. NO EXCUSES FOR LOST WORK WILL BE ACCEPTED.

digital files:

Students are required to compile a CD of digital records of their work throughout the semester. This includes scans of all drawings and digital photos of all final models and process work. These CDs are to be given to your instructor or left in his or her faculty mailbox by December 13, 2013. Files should be titled in the format listed below. Images files should be submitted as .tifs and text files as pdf's. Files should be reduced to a manageable size, ideally no larger than 500kb, unless such a size produces a significant loss of quality.

example:

- brown_r_3120_site1.tif
- brown_r_3120_site2.tif
- brown_r_3120_site3.tif

[site specifics]

The site extends roughly 400 feet along the bank of the South Platte River and is approximately 300 feet at the end adjacent to the aquarium. The river ranges from 125-150ft in width.



[studio schedule]

	Date	Day	Phase
1	8-19	M	Intro + Site Visit
	8-21	W	Site Impression
2	8-26	M	Site Impression
	8-28	W	Site Inventory: Tangible
3	9-2	M	LABOR DAY
	9-4	W	Site Inventory: Tangible
4	9-9	M	Site Inventory: Intangible
	9-11	W	Site Inventory: Intangible
5	9-16	M	Site Inventory
	9-18	W	Order Lab: Additive
6	9-23	M	Order Lab: Subtractive
	9-25	W	Threshold Lab: Additive
7	9-30	M	Threshold Lab: Subtractive
	10-2	W	Sequence Lab: Additive
8	10-7	M	Sequence Lab: Subtractive
	10-9	W	Program: Inventory
9	10-14	M	Program: Inventory
	10-16	W	Program: Analysis
10	10-21	M	Program: Analysis
	10-23	W	Midterm
11	10-28	M	Synthesis
	10-30	W	Synthesis
12	11-4	M	Synthesis
	11-6	W	Synthesis
13	11-11	M	Finalization
	11-13	W	Finalization
14	11-18	M	Finalization
	11-20	W	Finalization
15	11-25	M	FALL BREAK
	11-27	W	FALL BREAK
16	12-2	M	Finalization
	12-4	W	Final Review
17	12-9	M	
	12-11	W	

*schedule is subject to change

Outcomes Assessment Design Studio 3120	Excellent: A	Proficient: A-_C	Emerging: C-_F
<i>A.1_Communication Skills: Ability to read, write, speak and listen effectively.</i>	<ul style="list-style-type: none"> ■ Presentation is lively, smooth and well delivered with clear points and a logical progression ■ Speaker uses time well and fully engages the audience, employing effective, expressive, and appropriate language ■ Titles consistently notate the images and the text is well written, fully explaining the intentions of the work 	<ul style="list-style-type: none"> ■ Presentation is coherent and makes some points about the work ■ Speaker uses the time well and engages the audience in order to guide the presentation ■ Titles adequately notate the images and the text addresses the intentions of the work 	<ul style="list-style-type: none"> ■ Presentation is unfocused and lacks coherence. ■ The speaker does not adhere to the time limits and does not engage the audience or guide the presentation. ■ Titles do not notate the images and the text does not express the intentions of the work.
<i>A.2_Design 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 alternative outcomes against relevant criteria and standards</i>	<ul style="list-style-type: none"> ■ Design is produced through the problematizing of conditions and the resultant solution is logical and clear ■ Process included extensive iteration to test ideas and concepts ■ Inquiry challenged normative design solutions in favor of innovative design 	<ul style="list-style-type: none"> ■ Design is produced through the problematizing of conditions and the resultant solution is logical and clear ■ Process included iteration to test ideas and concepts but could have been more extensive ■ Inquiry challenged adequately normative design solutions 	<ul style="list-style-type: none"> ■ Design does not sufficiently respond to constraints and is not a logical response to the design dilemma ■ Process did not include adequate iteration to test ideas ■ Inquiry did not challenge adequately design solutions
<i>A.3_Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.</i>	<ul style="list-style-type: none"> ■ Graphic components are present and legible. ■ Concepts and architectural drawings are effectively composed and communicate the design ideas well. ■ Concept drawings are rendered, evocative and support the design. ■ Composition is innovative and thoroughly documents the design process. ■ Craftsmanship is excellent 	<ul style="list-style-type: none"> ■ Graphic components are complete but may warrant further rendering or revisions. ■ Concepts and architectural drawings support each other but could be more clearly related and communicative. ■ Composition is complete and adequately addresses the design process. ■ Craftsmanship is competent and demonstrates developing skills. 	<ul style="list-style-type: none"> ■ Graphic components are incomplete (parts missing or not rendered) and/or difficult to read. ■ Concepts and architectural drawings are poorly composed and do not communicate the intentions of the design process. ■ Composition lacks visual development and does not address the design process. ■ Craftsmanship is limited and lacking in required skills.
<i>A.5_Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.</i>	<ul style="list-style-type: none"> ■ Research was substantial and relevant to the design dilemma ■ Analysis possessed depth and revealed compelling design opportunities ■ Research included multiple forms of data collection and produced rich and credible findings ■ Research findings are highly integrated in design 	<ul style="list-style-type: none"> ■ Research was adequate and relevant to the design dilemma ■ Analysis was sufficient to generate design opportunities ■ Research included multiple forms of data collection and produced credible findings ■ Research findings inform and are evident in design 	<ul style="list-style-type: none"> ■ Research lacked depth and did not produce innovative design solutions ■ Analysis was insufficient and did not generate design opportunities ■ Research included only a single form of data collection and findings lacked complexity and credibility ■ Research findings do not adequately inform design
<i>A.6_Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.</i>	<ul style="list-style-type: none"> ■ Fundamental design skills, principles and ideas are clearly expressed, original and robust. ■ Design thoroughly demonstrates the genesis and evolution of the process. 	<ul style="list-style-type: none"> ■ Fundamental design skills, principles and ideas are expressed. ■ Design demonstrates portions of the genesis and evolution of the process. 	<ul style="list-style-type: none"> ■ Fundamental design skills, principles and ideas are minimal. ■ Design does not demonstrate the genesis and/or evolution of the process.
<i>A.8_Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.</i>	<ul style="list-style-type: none"> ■ Concepts support an understanding and ability to analyze and explore the intentions of the assignment. ■ Arrangement and relationships of parts demonstrate a clear and comprehensible design process. ■ Primary, secondary and tertiary ordering systems are legible and well resolved. ■ Design is well developed and resolved at multiple scales. 	<ul style="list-style-type: none"> ■ Concepts adequately support the intentions of the assignment. ■ Arrangement and relationships of parts are intentional but could be further studied and developed as a design process. ■ Primary, secondary and tertiary ordering systems are legible. ■ Design may only be explored at one or two scales. 	<ul style="list-style-type: none"> ■ Concepts are unresolved and do not support the intentions of the assignment. ■ Arrangement and relationships of parts do not address the development of a design process. ■ Primary, secondary and tertiary ordering systems are not clearly legible. ■ Design is not explored at more than one scale.
<i>Outcome assessments are derived from the NAAB Student Performance Criteria</i>			

Outcomes Assessment Design Studio 3120	Excellent: A	Proficient: A-C	Emerging: C-F
<p><i>A.1_ Communication Skills: Ability to read, write, speak and listen effectively.</i></p>	<ul style="list-style-type: none"> ■ Presentation is lively, smooth and well delivered with clear points and a logical progression ■ Speaker uses time well and fully engages the audience, employing effective, expressive, and appropriate language ■ Titles consistently notate the images and the text is well written, fully explaining the intentions of the work 	<ul style="list-style-type: none"> ■ Presentation is coherent and makes some points about the work ■ Speaker uses the time well and engages the audience in order to guide the presentation ■ Titles adequately notate the images and the text addresses the intentions of the work 	<ul style="list-style-type: none"> ■ Presentation is unfocused and lacks coherence. ■ The speaker does not adhere to the time limits and does not engage the audience or guide the presentation. ■ Titles do not notate the images and the text does not express the intentions of the work.
<p><i>A.2_ Design 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 alternative outcomes against relevant criteria and standards</i></p>	<ul style="list-style-type: none"> ■ Design is produced through the problematizing of conditions and the resultant solution is logical and clear ■ Process included extensive iteration to test ideas and concepts ■ Inquiry challenged normative design solutions in favor of innovative design 	<ul style="list-style-type: none"> ■ Design is produced through the problematizing of conditions and the resultant solution is logical and clear ■ Process included iteration to test ideas and concepts but could have been more extensive ■ Inquiry challenged adequately normative design solutions 	<ul style="list-style-type: none"> ■ Design does not sufficiently respond to constraints and is not a logical response to the design dilemma ■ Process did not include adequate iteration to test ideas ■ Inquiry did not challenge adequately design solutions
<p><i>A.3_ Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.</i></p>	<ul style="list-style-type: none"> ■ Graphic components are present and legible. ■ Concepts and architectural drawings are effectively composed and communicate the design ideas well. ■ Concept drawings are rendered, evocative and support the design. ■ Composition is innovative and thoroughly documents the design process. ■ Craftsmanship is excellent 	<ul style="list-style-type: none"> ■ Graphic components are complete but may warrant further rendering or revisions. ■ Concepts and architectural drawings support each other but could be more clearly related and communicative. ■ Composition is complete and adequately addresses the design process. ■ Craftsmanship is competent and demonstrates developing skills. 	<ul style="list-style-type: none"> ■ Graphic components are incomplete (parts missing or not rendered) and/or difficult to read. ■ Concepts and architectural drawings are poorly composed and do not communicate the intentions of the design process. ■ Composition lacks visual development and does not address the design process. ■ Craftsmanship is limited and lacking in required skills.
<p><i>A.5_ Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.</i></p>	<ul style="list-style-type: none"> ■ Research was substantial and relevant to the design dilemma ■ Analysis possessed depth and revealed compelling design opportunities ■ Research included multiple forms of data collection and produced rich and credible findings ■ Research findings are highly integrated in design 	<ul style="list-style-type: none"> ■ Research was adequate and relevant to the design dilemma ■ Analysis was sufficient to generate design opportunities ■ Research included multiple forms of data collection and produced credible findings ■ Research findings inform and are evident in design 	<ul style="list-style-type: none"> ■ Research lacked depth and did not produce innovative design solutions ■ Analysis was insufficient and did not generate design opportunities ■ Research included only a single form of data collection and findings lacked complexity and credibility ■ Research findings do not adequately inform design
<p><i>A.6_ Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.</i></p>	<ul style="list-style-type: none"> ■ Fundamental design skills, principles and ideas are clearly expressed, original and robust. ■ Design thoroughly demonstrates the genesis and evolution of the process. 	<ul style="list-style-type: none"> ■ Fundamental design skills, principles and ideas are expressed. ■ Design demonstrates portions of the genesis and evolution of the process. 	<ul style="list-style-type: none"> ■ Fundamental design skills, principles and ideas are minimal. ■ Design does not demonstrate the genesis and/or evolution of the process.
<p><i>A.8_ Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.</i></p>	<ul style="list-style-type: none"> ■ Concepts support an understanding and ability to analyze and explore the intentions of the assignment. ■ Arrangement and relationships of parts demonstrate a clear and comprehensible design process. ■ Primary, secondary and tertiary ordering systems are legible and well resolved. ■ Design is well developed and resolved at multiple scales. 	<ul style="list-style-type: none"> ■ Concepts adequately support the intentions of the assignment. ■ Arrangement and relationships of parts are intentional but could be further studied and developed as a design process. ■ Primary, secondary and tertiary ordering systems are legible. ■ Design may only be explored at one or two scales. 	<ul style="list-style-type: none"> ■ Concepts are unresolved and do not support the intentions of the assignment. ■ Arrangement and relationships of parts do not address the development of a design process. ■ Primary, secondary and tertiary ordering systems are not clearly legible. ■ Design is not explored at more than one scale.
<p><i>Outcome assessments are derived from the NAAB Student Performance Criteria</i></p>			

MATERIAL/Immaterial
Architecture Studio 4 Semester
Dialogues On Sacred Spaces

Basic Studio Intent:

Introduces students to incorporation of structure, light, and material as expressive elements of an architectural composition.

Students should learn how to form design intentions based on close study of the relationship between architecture, and culture, society, and economy.

During the semester students investigated:

Materiality of Beams and Form

Immateriality of Light

Sacred Intent: Intended Cosmology

Site Context and Programming

Review Intent:

Guidance/Dialogue

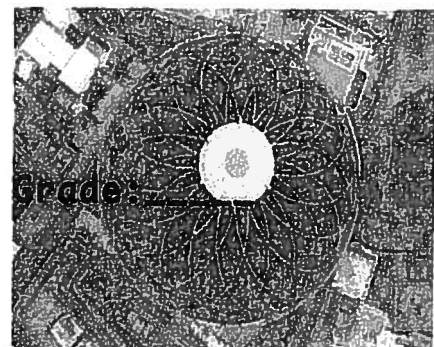
- o Nature as organization patterns
- o Light as form givers
- o "Sacred" programming & Interpretation
- o Site & community context: 17th Ave & Stuart Denver
- o Structural ordering patterns
- o **Clarity of hierarchy and ordering**

Student

Clarity of Intent:

Hierarchy of Material/Site/Program Elements

Presentation: Verbal/Graphic



Arch 4110 Studio IV

Student Focus Group Notes

ARCH 4110 Studio 4: Material/Immaterial and Beyond
Final Reflection/Discussion/Investigations

An evaluation of learning:

Sacred Space and Integration Design Assignment Modules:

- 1 Tactile beam action
- 2 Nature and material response
- 3 Light and form-making
- 4 Sacred spaces in history

1 2 3 4

Which module did you learn the most?

4

Which module did you learn the least?

3

Which module did you enjoy the most?

1

Where did you get the most help in understanding the modules and the assigned project?

Your classmates

The reviewers

Sacred Space Design Assignment

- Formal Ordering Skills
- Investigative Skills
- Visual Communication
- Design Thinking Skills
- Communication Skills
- Use of Precedents

Of these skills, where did you learn the most?

Design Thinking & Formal Ordering Skills.

ARCH 4110 Studio 4: Material/Immaterial and Beyond Final Reflection/Discussion/Investigations

An evaluation of learning:

Sacred Space and Integration Design Assignment Modules:

- 1 Tactile beam action
- 2 Nature and material response
- 3 Light and form-making
- 4 Sacred spaces in history

1 2 3 4

Which module did you learn the most?

I LEARNED THE MOST FROM WAS THE LIGHT MODULE.
IT WAS WELL SET UP AND INFORMATIVE.

Which module did you learn the least?

MAYBE TACTILE BEAM ACTION BECAUSE WE DID ONE
ASSIGNMENT THEN NEVER REFERENCED IT AGAIN.

Which module did you enjoy the most?

I ENJOYED ALL OF THEM BUT ESPECIALLY LIGHT

Where did you get the most help in understanding the modules and the assigned project?

Your classmates - THEY HELPED ME THROUGH ALL OF
THIS SEMESTER.

The reviewers - THEY GAVE REALLY GOOD ADVICE ABOUT
REAL WORLD THINGS I DIDN'T THINK OF

Sacred Space Design Assignment

- Formal Ordering Skills
- Investigative Skills
- Visual Communication
- Design Thinking Skills
- Communication Skills
- Use of Precedents

Of these skills, where did you learn the most?

FORMAL ORDERING AND INVESTIGATIVE SKILLS

ARCH 4110 Studio 4: Material/Immaterial and Beyond Final Reflection/Discussion/Investigations

An evaluation of learning:

Sacred Space and Integration Design Assignment Modules:

- 1 Tactile beam action
- 2 Nature and material response
- 3 Light and form-making
- 4 Sacred spaces in history

1 2 3 4

Which module did you learn the most?

2, 3, 4

Which module did you learn the least?

1

Which module did you enjoy the most?

2

Where did you get the most help in understanding the modules and the assigned project?

Your classmates

- Informal discussions + feedback during studio.

The reviewers

- Mostly constructive feedback, were balanced in criticism and encouragement.

Sacred Space Design Assignment

- Formal Ordering Skills
- Investigative Skills
- Visual Communication
- Design Thinking Skills
- Communication Skills
- Use of Precedents

Of these skills, where did you learn the most?

1- Design Thinking Skills

2- Visual Communication

3- Investigative Skills

4- Formal Ordering Skills

5/8/14

Focus Group Notes

ARCH 4110 Studio 4: Material/Immaterial and Beyond Final Reflection/Discussion/Investigations

An evaluation of learning:

Sacred Space and Integration Design Assignment Modules:

- 1 Tactile beam action
- 2 Nature and material response
- 3 Light and form-making
- 4 Sacred spaces in history

	1	2	3	4
Which module did you learn the most?	light/precident			

Which module did you learn the least?	precident structure			
---------------------------------------	---------------------	--	--	--

Which module did you enjoy the most?

Where did you get the most help in understanding the modules and the assigned project?

Your classmates : worked more specific
 other teachers helped

The reviewers : general
 Midterm - very constructive conversation / professional why?

Sacred Space Design Assignment

- Formal Ordering Skills
- Investigative Skills
- Visual Communication
- Design Thinking Skills
- Communication Skills
- Use of Precedents

Of these skills, where did you learn the most?

Arch 4110 Studio IV

**External Reviewer Notes
Professor Kristina Yu
University of New Mexico**

Review Notes: YU

UC DENVER

Project Title: Material/Immaterial

Architecture Studio 4

Dialogues on sacred Spaces

Student Learning Objectives:

- A. Clarity of Intent
- B. Hierarchy of Material/Site/Program Elements
- C. Presentation: Verbal/Graphic

Students:

Ashkan Sobhi_

- A. In regards to clarity of intent, I found the work of Mr. Sobhi authentic and sober. His desire to infuse beauty in the Bahai School is admirable. His plays of light in the larger spaces were interesting. I was impressed with his desire to connect umbrel and gridded structures imbedded in a ceiling plenum to diffuse and cast light and shadows in the gym space. He could have expressed further in plan and section drawings, the possibility of those explorations. He did however provide a rendering that pointed to quality of expressive and divine light.
- B. In regards to hierarchy of materials, I believe he has started an exploration of distinguishing materials from light, however, it was less clear how these choices inform the greater concept, content and program of the building. His desire to situate the building in the context of the neighborhood was carefully considered. I appreciate his floorplans that express the beginnings of a well crafted coordination of spaces. His sequence of entries and general progression of spaces could be advanced a bit further by distinguishing a stronger idea for 'servant and served spaces'. In regards to program elements, he was well crafted in thinking about the needs of a school, young scholars, and internal relationships of room types.
- C. In regards to verbal presentation, he was an eloquent and thoughtful presenter. He was able to quickly walk the reviewer through his project. He was very willing and able to receive criticism and comments. I appreciated his professional attitude towards graphic presentation of materials. I really appreciated his engaged efforts right till the end to create a section model even in the last days of the course.

Hanna Werner_

- A. In regards to clarity of intent, Ms. Werner's scheme of a meditative yoga institute was a thoughtful and careful project. I very much appreciated her delicate process of thinking about light and transmission of materials and state of spiritual connectedness. I thought a few planning and spatial moves were elegant and suggested a sense of arrival and premeditative thresholds of spaces.
- B. In regards to hierarchy of materials, she was able to define space with light and structure that aided the program and heightened the experience of the space. I so thoroughly enjoyed the small models. My only wish was that she would have made more small models, more photographs made large of those models. I believe there are skills for delicate and carefully

planned ideas that will be fundamental grounds for future work. Her ideas of site had not yet fully been represented at the time of the presentations as it was not clear where and how one gets to the main circulation path. These connections would have needed to be drawn. I think her project and many others have a really strong relationship to program. I was very drawn to the idea of meditation and physical exercise as a sacred practice in her project. In fact I was very impressed by all the projects in the programmatic realm.

- C. In regards to presentation, she was soft spoken, and careful of her choice of words and ideas. I appreciated the care she put forth in the language and listening to the jury. Her graphics are currently simple, and hand drawn. She can perhaps learn into the future some programs that can aid her graphic skills. She may be able to scan her work and then re-represent them in the context of renderings, and drawings.

Juan David Cardenas_

- A. In regards to clarity of intent, Mr. Cardenas had a scheme that started extremely strong. A clear, somewhat literal idea of the cross emerged. The expression of light had not fully developed, thought there were good beginnings.
- B. In regards to hierarchy of materials, site and program, I was not quite convinced yet that he had developed much advanced thoughts on the matter. I believe he is fully capable of arriving at design decisions. For reasons not yet clear, these aspects on the day of presentation were not very compelling.
- C. In regards to presentation, he had presented his earlier beautiful drawing, some cad modeling work and models. I wish he had advanced in his explorations with many more beautiful drawings, which the jury was certain, he was probably able to make and a deeper level of lighting concept that are represented in drawings or renderings. I appreciate his considerations for the structural wood and space dividing means. His verbal presentation was very clear. I only wished there were more exploration of his earlier work displayed as process and resolutions.

Anjelica Sanchez Gallegos

- A. Ms. Gallegos had presented a very thoughtful body of work. She was careful to weigh many critical and important spiritual elements to create an art museum. I appreciated the lineage of her thoughts. Her intentions were clear and made manifest through the thoroughness of her work. Because she had made a few beautiful structural conceptual models and earlier massing models, her design carried many strengths forward with an ambiguous collaging of the elements. Over time, her design melds these ideas together, not yet comfortably resolving the areas where they meet. However, there are several beautiful moments within her building design idea. The promenade of structure, the entry from the lower level up and the way in which to circulate through the side on a landing.
- B. In regards to material, site and program elements, I appreciated her site studies and situation most. I believe that her consideration for building section and movement were very well presented. In regards to material elements, this was not as visibly present as I had wished. I believe she may have had some ideas, but I may have missed this. In regards to programmatic consideration, an art museum is perhaps a difficult one for me. I was not sure how the conditions of art would be elevated in this particular scheme to the level of the sacred, though I am totally willing to learn how. I do recognize that sometimes beautiful art is an act of divine connection to the otherworldliness. I was hoping that she might be able to draw out some specific series of relationship of such examples.

- C. In regards to her presentation, I appreciated her thorough verbal and visual work. I recognize that it was not as clear to see the drawings at times due to the layer of translucent vellum. I appreciate her early efforts to make a more evocative presentation. Her verbal presentation was well organized and thoughtful. I was able to follow her line of thinking very clearly.

Preston Gutentag

- A. Mr. Gutentag had a very lovely scheme for his building. His choices for integration of water and teaching rooms were very complementary. I appreciated his entry and destination spaces. I appreciated very much his advancing skills in space making and plan generation. He had articulated the beginnings of spatial diversity through his circulation ideas and destination of the reflection pool.
- B. In regards to material elements, they were early in his studies. I believe with some time, he may have found a deeper set of relationships with material use as design generator. In regards to site elements, I believe he was more successful thinking of the raised area, actually drawing the elevation lines. He was careful to think of the overt raising of the project as it look onto the lake.
- C. In regards to his presentation, he was careful and deliberate about the words and ideas that he chose to share. His renderings were effective. He showed the view from the northwest corner of the building which look onto the park and lake. This was a critical way to engage the site through presentations.

Aleyda Hawk

- A. In regards to clarity of intent, Ms. Hawk made a BEAUTIFUL presentation. I followed her logic for the building carefully and with great interest. She was able to create a compelling argument for a space of bereavement. Her solution for a building was a very interesting one. All elements of her study I personally just loved.
- B. In regards to material, site and program elements, I thought her thoughtfulness through each process was carefully crafted. She was disciplined to make changes along the way, she studied each aspect of her program and narrative structure. I appreciated so much her attention to crafting ideas.
- C. In regards to her presentation, she was practiced and clear. I appreciate so much her well laid out presentation. The jury benefits by the thoughtfulness of a student who plans out his/her presentation.

Barbara Browne

- A. In regards to clarity of intent, I was very impressed with Ms. Browne's idea of the water ribbon for a hydrabath. Her studied section and building program were well complemented by her site conditions. She handled the idea of the bath, public and private concerns with a conceptual rigor. I believe that her structural scheme was also very interesting but possibly might have conflicted some with the solemnity of her project. I appreciated and delighted however in her treatment of light and how it reflects in the water.
- B. In regards to material, site and program elements, I thought her ideas were very strong. Again, her conditioning of the site to fit the program and treatment of movement in and around the building were strong. Her ability to think of the program with site was well handled and I appreciated the thought that this relationship required.

- D. In regards to her presentation, I appreciate her conceptual ribbon that she helped us to identify. I think that aided her presentation very much. She may have been new to CAD and 3D work however, she made the most of her 3D drawings and they were very effective to explain the space and the conditions of the program. I thought she presented professionally clear and with modesty. We the jury appreciated all aspects of the project.
- C. In regards to her presentation, she was precise and deliberate in the words and concepts she wanted to unveil. I enjoyed her presentation and her emerging graphic skills very much.

Stone Yu

- A. In regards to clarity of intent, I was very impressed with Mr. Yu's desire to connect his heritage with a sense of western sacredness. I thought his sketches and his earlier studies were the marks to a good start. I appreciate his pavilion like treatment of the buildings. The collective arrangement of buildings than create an enclave of lovely buildings.
- B. In regards to material, site and program elements, I believe were spot-on. His interests for timber, or wooden structures earlier were modified to incorporate other structural types, however, he was persistent to study the importance of transparency, translucency in the architectural work. I appreciate his handling of the site in its entirety. His pathways and circulation routes were as nicely crafted as the buildings.
- C. In regards to his presentation, his renderings were highly effective, and his choice of the night time view was a really good one. I am sure in the semesters to come, his interests to connect his architectural and cultural affinities will closely align without his hesitancy to share of these alignments.

Date: April 2014

Course Number: ARCH 3702

Title: Design Thinking

Type of Course: Elective

Required or Elective: Elective

Course Description:

Students are introduced to a variety of tools that enable them to reframe a design dilemma in favor of productive resolutions. Through readings and case studies, students are introduced to examples and specific techniques of design thinking, including empathy, human-centered design, abductive reasoning, prototyping and diagramming. Students ultimately formulate and test a design proposal, complete with analysis and prototyping, for their final project.

Course Objectives:

- challenging convention through rigorous inquiry and investigation
- recognition that constraints force rather than inhibit innovation
- iterative investigation and mistake making
- utilization of design thinking and diagramming to generate innovation
- utilization of diagramming for analysis + expression
- utilization of diagramming to test hypotheses and organize information
- exposure to Adobe Illustrator and Google SketchUp
- public speaking

Student Performance Criteria:

1. Communication Skills: Ability to read, write, speak and listen effectively.
2. Design 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 alternative outcomes against relevant criteria and standards.
3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.
4. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
5. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

Prerequisites:

None

Textbook/Electronic Links:

Required readings are supplied in the online Learning Management System, Canvas.

Dates Offered: Every Semester

Faculty: Rachel Brown

Annual Program Assessment Results Report 2012-2013

Name of Program:	Department of Landscape Architecture
Program Director:	Ann Komara
Email Address of Program Director:	ann.komara@ucdenver.edu
Person Completing Assessment Plan:	Lori Catalano
Email address of Person Completing Plan:	lori.catalano@ucdenver.edu
Date Submitted:	July 15, 2013

Report Overview

During the 2012 - 2013 academic year the Department of Landscape Architecture accomplished and advanced many of the goals identified in last year's action plan resulting in curricular improvements related to the assessment of student performance. Below are descriptions of the advancements made on the goals identified in last year's action plan.

Goal 1 *Completion of measurable learning outcomes for the core design studios 1, 2, 3, and 6, and the aligned supporting courses.*

Much of the year was spent on curriculum revisions that were based on the program's assessment data, and student, faculty and practitioner feedback. The revisions to the curriculum focused on changes to the sequence of courses and developing course objectives and general outcomes that are threaded together and sequential. These discussions resulted in the following progress:

- Research Methods was redesigned as a required core class for all Master of Landscape Architecture (MLA) students.
- Site Planning was adapted to address the new MLA curriculum. A traditional Site Planning class is still being offered for Master of Architecture students.
- Introduction to Geographic Information Systems (GIS) replaced Graphic Media in the first semester. The content of Graphic Media will be incorporated into Studio 1.
- General outcomes were developed for the core design studios 1, 2, 3, and 6, and the aligned supporting courses. More detailed and measurable learning outcomes will be completed during the upcoming year.

Goal 2 *Development and implementation of more comprehensive and consistent assessment methods both during and at the completion of the core studio sequence. (Studios 1, 2, and 3 in particular)*

The formative and summative assessments are still considered desirable. Little progress was made on this component because revisions to the sequence of courses and the development of the general learning outcomes for the revised courses were the priority.

Refer to Goal 2 in Section 3 - Action Plan for the Upcoming Year.

Goal 3 *Development of a series of resources to enhance the learning experience for international students during their first semester.*

- Thesis guidelines were updated to include the international dual degree with Tongji University.
- Insights related to helping international students assimilate more quickly were identified, as were practices and tactics to help with this effort. As part of the Landscape Architecture history class the teaching assistant ran weekly discussion sessions. He became a resource and mentor for the

international students addressing questions related to the course as well as issues outside of the class. This collegiality resulted in better comprehension within the classroom and well as friendships outside the classroom.

Additional accomplishments related to student assessment and curricular improvements.

- The Department encouraged and supported students to submit work for external validation of accomplishment. During the past year students submitted their work to local, national and international competitions such as:
 - American Society of Landscape Architects (ASLA) National Student Awards – a student team was awarded 2013 Honor Award for Community Service.
 - Colorado Chapter of ASLA – Kelly Halpin was awarded 2012 Merit Award for Research and Communication: Five Uniquely Colorado Historic Landscapes.
 - Jane Silverstein Reis Scholarship –Xinyu Li was awarded this year’s scholarship.
 - Association of Collegiate Schools of Architecture (ACSA) Preservation as Provocation Competition – submitted but winners have not yet been announced.
 - Haskell Prize for Student Journals – submitted ROOTv4: Invention.
- Students arranged and faculty participated in a portfolio review night with professionals in both the fall and spring semesters. In preparation they held several work sessions to help students record and document their work.

1. Program Goals

The Landscape Architecture program has five broad program goals: Design, Research, Ethics, Communication and Representation, and Content Knowledge. The detailed and measurable student learning outcomes supporting each of the five broad categories are listed in the program matrix attached to the end of this document.

Students are expected to be proficient or above in each of these areas by the time they graduate from this program.

- *Design* - Students will be able to formulate questions and arguments about landscape and landscape’s role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical and formative actions that transform existing situations into preferred alternatives based on ethical, communicative and content knowledge criteria.
- *Research* – Students will be able to understand and apply appropriate research methods for design and scholarship in landscape architecture.
- *Ethics* – Students will be able to critically evaluate local and global ramifications of social issues, diverse cultures, economic systems, ecological systems and professional practice as guiding principles for design thinking and implementation.
- *Communication and Representation* – Students will be able to speak, write, create and employ appropriate representational media to effectively convey ideas on subject matter contained in the professional curriculum to a variety of audiences.
- *Content Knowledge* – Students will be able to develop a critical understanding and application of the histories, theories, ethics and practices of landscape architecture and its role in reflecting and shaping culture and environments.

2. Program-Level Assessments

As in previous years, methods of direct assessments focused on collecting data and compiling faculty suggestions for improvements to individual courses documented in the *Design Studio Audits and Faculty Course Evaluations*.

Design Studio Audits and Faculty Course Evaluations

The design studio audit is the primary assessment tool because it best reflects overall student performance and student progress in the majority of student learning outcomes. The design studio is the integrative centerpiece of the curriculum and is intentionally linked with courses taken concurrently. At the end of the semester during the student project presentations, many department faculty and external reviewers use rubrics to critically discuss and assess the quality of each project from the views of their respective objectives, requirements, methods and student performance.

Rubrics are the primary form of assessment used to evaluate students' performance on their final projects in design studios. To date, individual faculty have been responsible for developing rubrics that directly measure the learning objectives defined by the department. The faculty document the results in the faculty course evaluations.

The department continues to expand data collection. This year faculty are required to submit a Faculty Course Evaluation for all required and elective classes but not all the data is recorded in this document. This document focuses on the core classes. The data collected for the following courses is included in this document.

Design Studio Audits

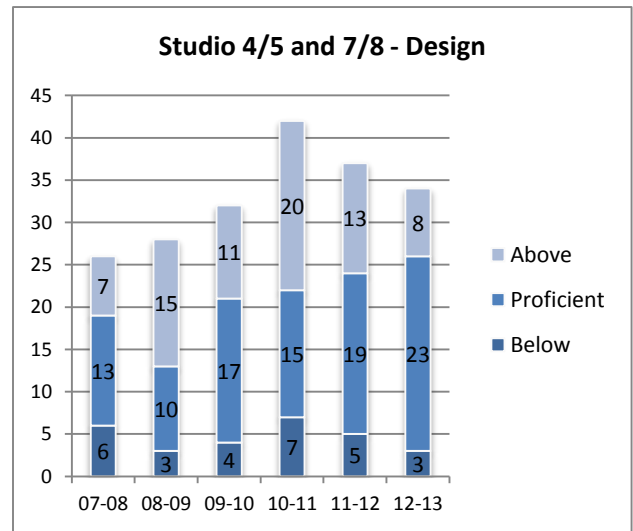
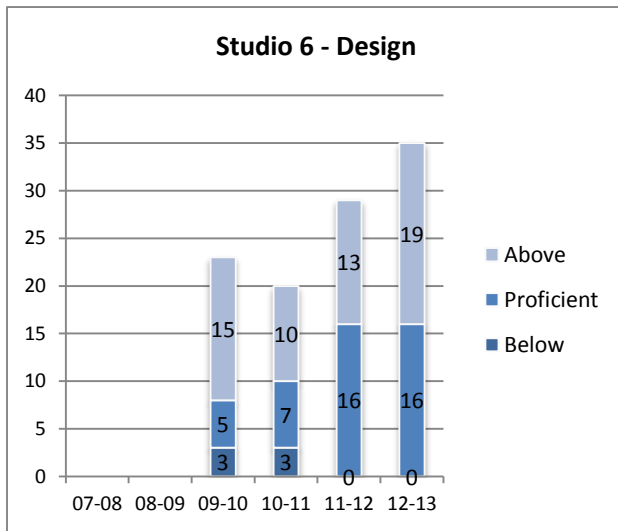
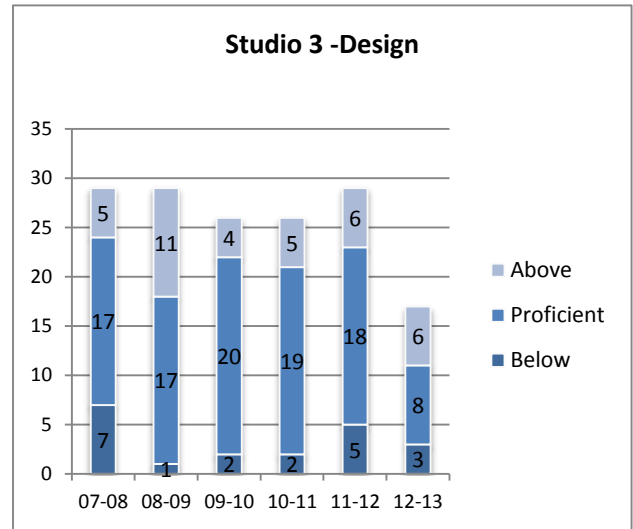
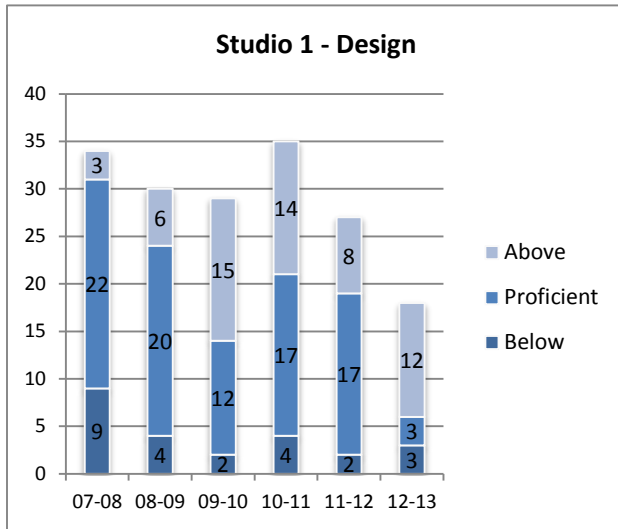
- LDAR 5501 Studio 1 - first semester (*Began data collection in 2006-07*)
- LDAR 5503 Studio 3 - third semester (*Began data collection in 2006-07*)
- LDAR 6606 Studio 6 – fifth semester (*Began data collection in 2009-10*)
- LDAR 6604/5 and 7/8 Studio 4/5 and 7/8 – sixth/final semester (*Began data collection in 2007-08*)

Content Knowledge Courses

- LA History – first semester (*Began data collection in 2006-07*)
- Landform Manipulation – second semester (*Began data collection in 2008-09*)
- Materials and Methods – third semester (*Began data collection in 2008-09*)
- Plants in Design – third semester (*Began data collection in 2008-09*)
- Professional Practice – sixth/final semester (*Began data collection in 2008-09*)

The following tables summarize the data collected for students' final projects in LDAR Studio 1, LDAR Studio 3, LDAR Studio 6, LDAR Studio 4/5 and 7/8 and courses focused on content knowledge.

Student Learning Outcome #1 – Design



Studio 6 – Data collection began in 2009-10.

Studio 4/5 and 7/8 results for 2012-13 reflect students' performance during Studios 5/8 so students are not counted twice.

LA students working on a thesis or enrolled in the Urban Design studio are not included.

Results: Design

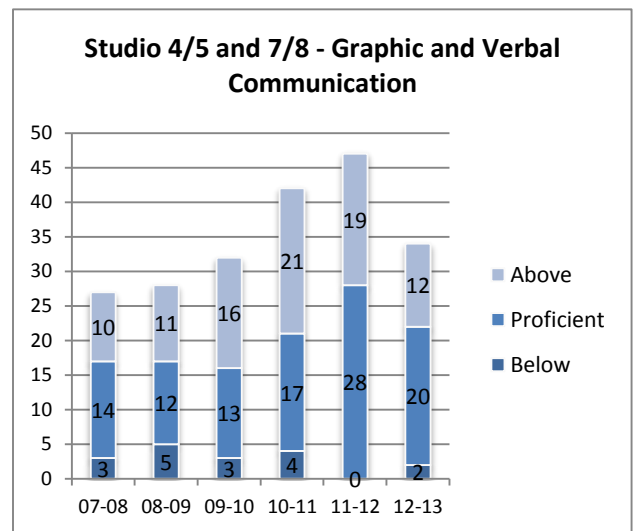
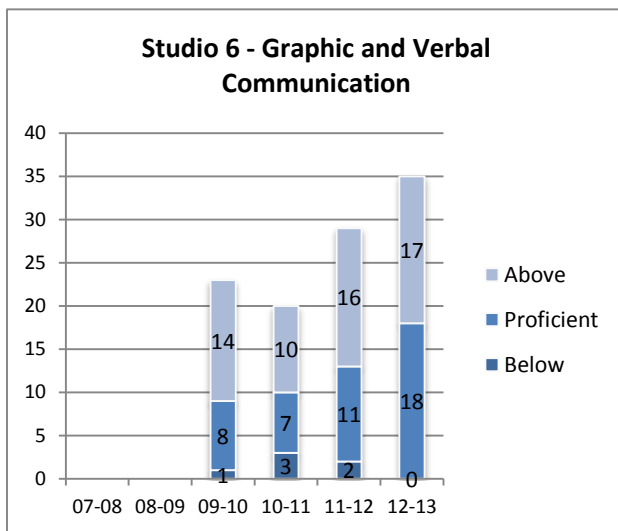
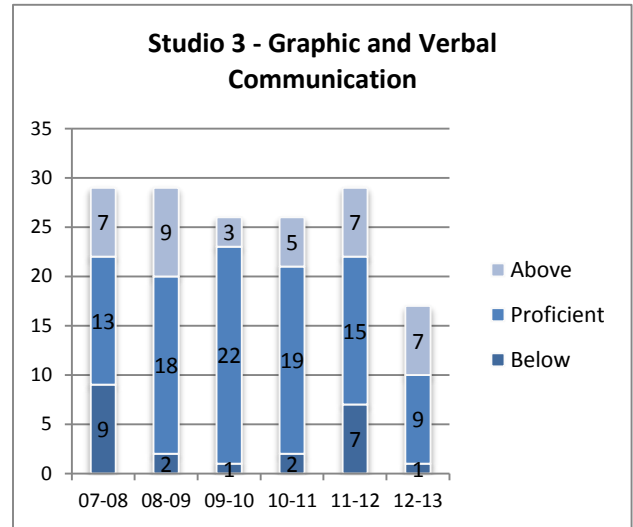
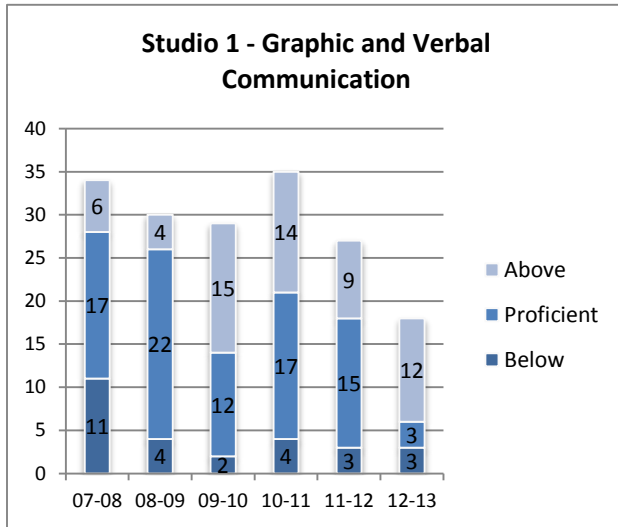
LDAR Studio 1 – The learning outcomes attached to the various exercises could be clearer. It would be desirable to create a sequence of smaller assignments choreographed with and in preparation for Studio 2.

LDAR Studio 3 – The course still tries to cover too much. Selecting a smaller site and providing a site program could potentially allow students additional time in exploring more detailed design and spatial resolution. Students also need more practice at giving form in classes prior to this course.

LDAR Studio 6 – Proficient students had basic competency in assessing constraints and opportunities, situating their design problem in context, setting-up and testing strategies, and evaluating and reconsidering outcomes. Above proficient students were reflective, demonstrated an understanding of situatedness of design, explored alternatives, assessed different scenarios, and reformulated preferred alternatives.

LDAR Studio 4/5 and 7/8 – Last year students and faculty were still questioning the validity of the eight-week studio format. This year informal feedback from faculty and students supported continuation of the eight-week studios. The reasons in support of continuing this format included students have more variety of studio choices, the pace of the studio is quicker and it creates more opportunities for professionals from the local offices to lead a studio.

Student Learning Outcome #2 – Communication and Representation



Studio 6 – Data collection began in 2009-10.

Studio 4/5 and 7/8 results for 2012-13 reflect students' performance during Studios 5/8 so students are not counted twice.

LA students working on a thesis or enrolled in the Urban Design studio are not included

Results: Graphic Communication

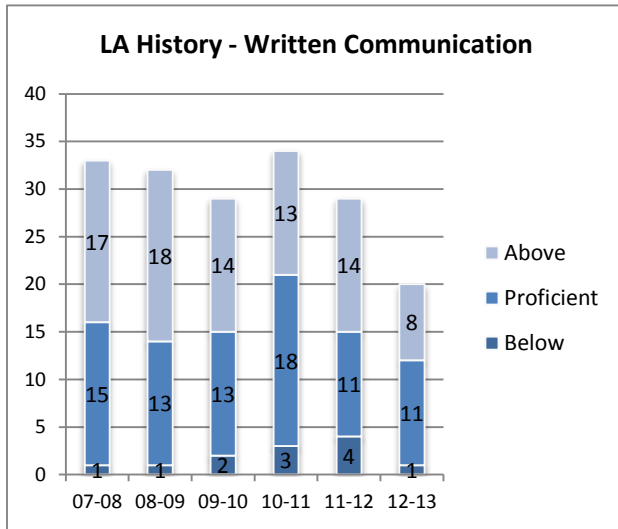
LDAR Studio 1 – There is the potential to integrate the Introduction to Drawing course with Studio 1. This creates the opportunity to combine practical drawing skills with more critical types of thinking and making.

LDAR Studio 3 – Student communication skills were much stronger this year. It's probably a combination of previous studios and a proportionately larger number of students who had a background that included drawing. Also having a smaller class allowed instructors to spend more time with each student.

LDAR Studio 6 – Proficient students had a reasonable command of representational conventions and media but lacked critical insight in the medium-content relations. Above proficient students demonstrated clear evidence of critical and reflective understanding of media and successfully used them in design processes.

LDAR Studio 4/5 and 7/8 – Students' verbal presentations are in general very good because they have been sufficiently prepared through previous coursework. The studios that are based on competitions require students to communicate the content of their ideas in an evocative and efficient format. Studios that are community-based also require students to consider their audience and select appropriate presentation techniques.

Student Learning Outcome #2 – Communication and Representation (continued)

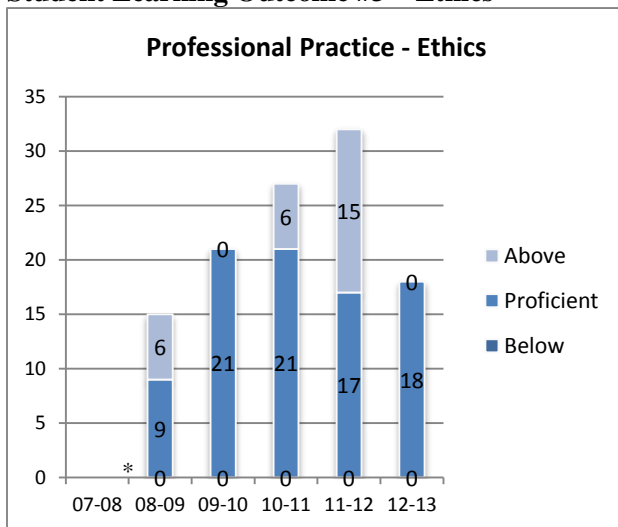


Results: Written Communication

LA History – It is a difficult class for international students, particularly those with less experience using English in academic settings. It is also not a class that appeals to everyone, and while the instructor strives to make it interesting, there will always be students who just don't like history and/or struggle with the class. For the papers, students have chances to revise drafts; for exams, they can create and bring in a “cheat sheet” for the final exam, which also has a take home essay portion that gives ESL students a leg up. One student failed the written assignment for plagiarism, which had been explained in class. The instructor attributed this to international differences or personal choice.

There were a number of students in this class who wrote quite well and who enjoyed research and critical thinking. There were several students who had some background in history or art history and other liberal arts training which prepared them well for this course.

Student Learning Outcome #3 – Ethics

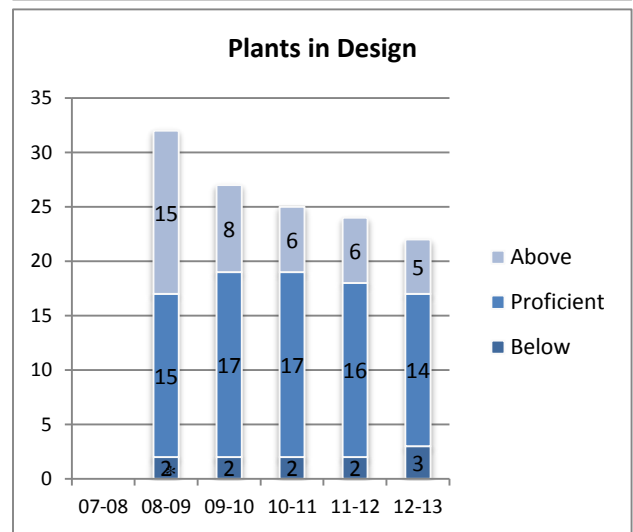
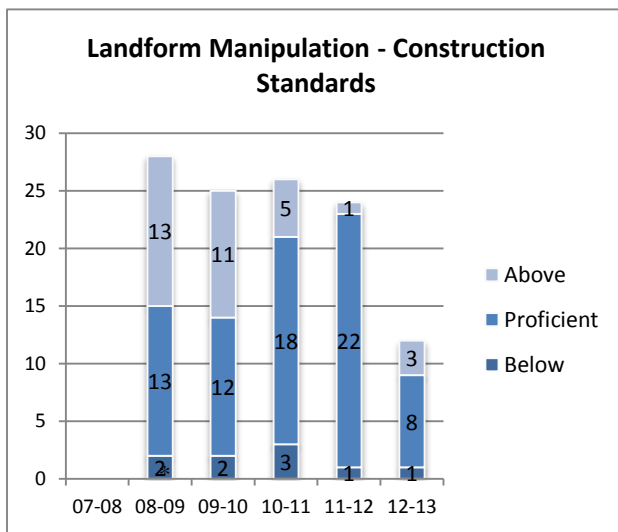
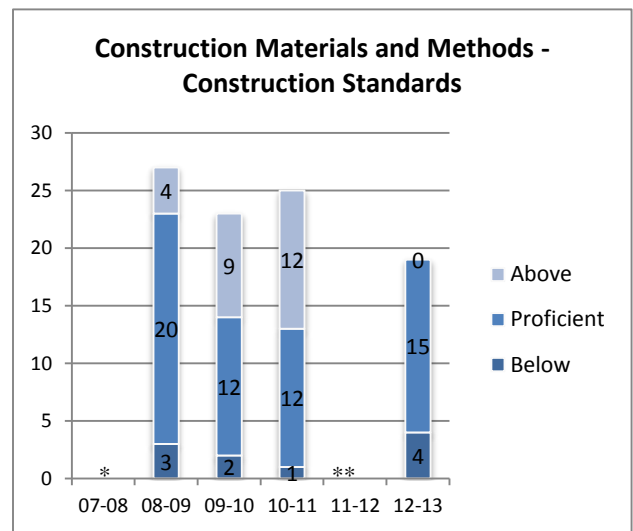
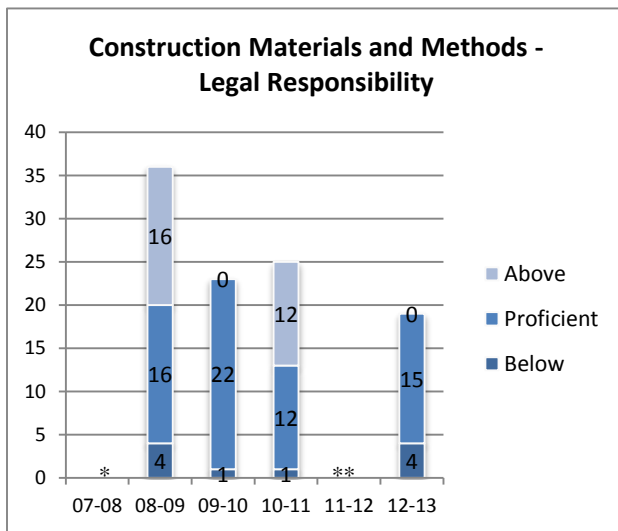
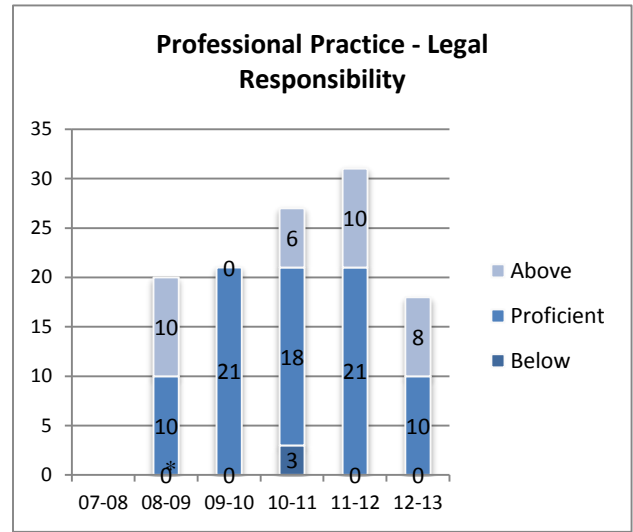
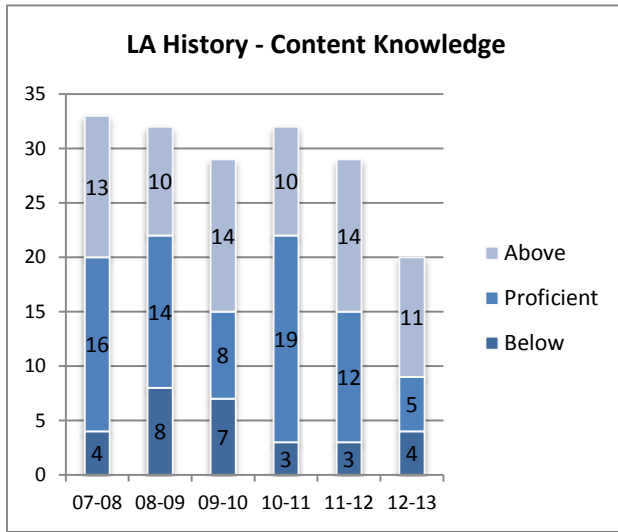


**Data collection began in 2008-09.*

Results: Ethics

Professional Practice – A new instructor taught this course and the program did not provide adequate assistance to help him succeed at assessing of the outcome of ethics for this course. Next year the program must be more proactive in addressing this recurring challenge when local professionals are hired to teach required classes.

Student Learning Outcome #4 – Content Knowledge



*Data collection began in 2008-09. ** Data unavailable.

Student Learning Outcome #4 – Content Knowledge (continued)

Results: Content Knowledge

LA History – This was the second year the students did a 5-minute visual (ppt) presentation for the class. Unlike last year where students presented their research topic (the site, designer, analysis and so on) in a long series of presentation days at the end of the term, this year it was a research topic relevant to the content of that day's lecture. Everyone seemed to find these interesting and they nicely supplemented the base of content knowledge offered in the lectures and course materials. The handouts are good – vocabulary, lecture outlines, images for class exercises, etc.

The teaching assistant this year was excellent. He ran weekly review sessions for the international students in particular but open to the whole class. This was a huge support network for these students, and endeared him to them as a mentor and friend.

Professional Practice – The successful aspects of this course included a balanced discussion of technical knowledge, real world engagement, and personal expectation in the students' projected paths, as well as a supportive environment engaging questions about professional practice.

Thinking clearly and understanding 'why' something is to be done is of the utmost importance to the landscape profession. Good decisions need to take into account professional and personal points of view. The incoming focus of students the past few years has been mis-aligned in producing balanced practitioners. Student knowledge has been focused on idealistic skills instead of a balanced understanding of how to practice and what practice is. Productive professionals execute ideas through the capacity to process information and organize their thoughts. This execution only comes with a fresh mind. Improving this course will occur by better student understanding of:

- How the body functions such as dealing with stress, controlling emotions, psychological connection, etc.
- Personal organization – Task focused as well as team focused.
- Understanding generational communication.

Construction Materials and Methods – Learning about materials and the construction process are better learned through 'doing'. Students would benefit from being at a construction site where they wear work boots and actually construct something such as a habitat for humanity site or other similar experience to understand staging, materiality and the act of construction.

Landform Manipulation – This course should be reinvented next spring to better reflect the new national licensing exam and to more closely follow the textbook *Site Engineering for Landscape Architects*. Quizzes and a final exam should be developed to better reflect the new format of the national licensing exam. There should be more field trips to help students better understand grading as it relates to stormwater management and the user's spatial experience.

Plants in Design – Students report the field trips and journaling assignments are the most effective and enjoyable aspects of the course. The nursery field trip is also of interest to students. The addition of Piet Oudolf's book *Planting Design: Gardens in Time and Space* was helpful to students. This book could be incorporated more effectively in the journaling assignments.

The course would benefit from additional content and philosophical discussion related to water conservation and the aesthetics of planting design in an arid climate. Also inviting guest lecturers to cover the topics of irrigation, trees in urban environments and using vegetation to cleanse storm water (ecological plantings) would increase students' content knowledge and introduce students to experts in this area.

3. Action Plan for the Coming Year

The department's plan of action for the 2013 -14 academic year is based on faculty discussions during departmental curriculum workshops, the annual outcomes assessment meeting and the results documented in the faculty course evaluations. This year's action plan focuses on four goals:

- Goal 1 Launch a fully revised sequence of courses. Based on the general outcomes developed during the previous year complete the documentation of measurable learning outcomes for the core design studios 1, 2, 3, and 6, and the related courses.
- Goal 2 Develop measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment. There are several questions that need to be answered regarding the creation of these assessment methods:
- Should assignments be developed within current courses to help students create portfolios for assessment or should a series of short seminars be developed outside of class?
 - How does the program manage the additional faculty service-load required for this type of time intensive assessment?
 - Should the portfolios be submitted as a printed document or as an e-portfolio? If e-portfolios are preferred how will the expense of hosting a site be covered?
- Goal 3 The importance of teaching students to work in teams continues to grow. This has always been important to the program and practitioners of landscape architecture are confirming it. The program will address this issue by providing faculty support that specifically addresses the topics of teaching and assessing teamwork.
- Begin the semester with two workshops led by Dr. Kenneth Wolf. The first workshop will focus on how to structure teams, assignments, and class time so that the teamwork experience is optimized and the most learning that is possible occurs. The second will focus on how to assess students' performances.
- Goal 4 Continue to develop resources for the international students that help them assimilate more quickly. This includes strategically using teaching assistants within courses to act as mentors helping students with course work as well as fostering collegiality outside the classroom, as well as identifying and working with key staff and faculty to facilitate the learning experience through advising and other support.

July 17, 2013

To: Lori Catalano, Ann Komara

From: Kenneth Wolf, Outcomes Assessment Committee

Re: Feedback on the 2012-2013 Assessment Results Report for Landscape Architecture

Kudos AGAIN this year to the Landscape Architecture program. The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions.

The longitudinal data collection from 2007-2013 is impressive (as are the tables displaying the results!) as is the thoughtful analysis of the results for each studio for each of the program learning outcomes.

Impressive!

Annual Program Assessment Results Report 2013-2014

Name of Program: Department of Landscape Architecture
Program Director: Ann Komara
Email Address of Program Director: ann.komara@ucdenver.edu
Person Completing Assessment Plan: Lori Catalano
Email address of Person Completing Plan: lori.catalano@ucdenver.edu
Date Submitted: revised June 4, 2014

Report Overview

The Department of Landscape Architecture continues to advance many of the goals resulting in curricular improvements related to the assessment of student performance identified in last year's action plan. Below are descriptions of the advancements made on those goals during the 2013-2014 academic year.

Goal 1 *Launch a fully revised sequence of courses. Based on the general outcomes developed during the previous year complete the documentation of measurable learning outcomes for the core design studios 1, 2, 3, and 6, and the related courses.*

The revised sequence of courses was partially launched with the incoming students during the fall semester, and appropriate catalogue revisions were submitted. The faculty continue to collect learning outcomes for the core design studios. The conversations about the studio course sequence continue among the faculty and there is work that remains to be done. (Refer to Section 3. Action Plan for Upcoming Year – Goal 1.) Some of the questions raised are a result of the addition of the new Geospatial Information Science (GIS) course and how the studio outcomes might be changed to reinforce and apply skills and abilities learned in the GIS class.

Also for the first time the beginning graphics class was folded into Studio 1 instead of remaining a separate course. The benefit of this change is that students are introduced to GIS in the first semester. The result is that students had less time to practice their drawing skills and consequently their studio work suffered somewhat.

Goal 2 *Develop measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment.*

Measurable outcomes within individual courses were refined but little progress was made at the program-level. The department continues to explore measures such as a portfolio review but several questions need to be answered regarding the creation of these methods. (Refer to Section 3. Action Plan for Upcoming Year – Goal 2.)

Goal 3 *The importance of teaching students to work in teams continues to grow. This has always been important to the program and practitioners of landscape architecture are confirming it. The program will address this issue by providing faculty support that specifically addresses the topics of teaching and assessing teamwork.*

Dr. Donna Sobel with the Center for Faculty Development led two workshops for the faculty regarding teaching and assessing teamwork in the classroom. The first workshop focused on how to structure teams, assignments, and class time so that the teamwork experience is optimized and effective learning occurs. The second focused on how to assess student performance. Based on the discussion and articles provided by Dr. Sobel, the department developed a set of guidelines for collaborative and cooperative work.

Goal 4 *Continue to develop resources for the international students that help them assimilate more quickly. This includes strategically using teaching assistants within courses to act as mentors helping*

students with course work and fostering collegiality outside the classroom, as well as identifying and working with key staff and faculty to facilitate the learning experience through advising and other support.

The strategic hiring of teaching assistants continues to provide benefits for international students. In addition the department hired an international student to foster collegiality in and outside the classroom. This student developed a vocabulary list for international students specific to the design disciplines.

Additional accomplishments related to student assessment and curricular improvements.

- Research was implemented as the fifth program-level outcome last year. Therefore, students' performances were assessed for the first time in the newly required course titled Research Tools and Strategies.
- For several years data regarding students' written communication skills has been collected in the Landscape History course which students take in their first semester. This year students' writing performances were also assessed in the second semester course titled Landscape Theory and Criticism.
- The department encouraged and supported students to submit work for external validation of accomplishment. During the past year students submitted their work to local, national and international competitions such as:
 - American Society of Landscape Architects (ASLA) National Student Awards – Jun Zhou from Design Workshop was invited to encourage and discuss strategies with students interested in submitting for this award. Three student teams prepared submissions but the announcement of the winners has not yet been made.
 - Jane Silverstein Reis Scholarship – Several students have applied for this year's scholarship but the announcement of the winners has not yet been made.
 - The department supported a student to present his research project at the World Green Roof Congress in Nantes, France.
- Students arranged and faculty participated in a portfolio review during the spring semester. In preparation students held several work sessions to help students record and document their work.

1. Program Goals

The Landscape Architecture program has five broad program goals: Design, Research, Ethics, Communication and Representation, and Content Knowledge.

Students are expected to be proficient or above in each of these areas by the time they graduate from this program.

- *Design* - Students will be able to formulate questions and arguments about landscape and landscape's role as a significant cultural medium; determine processes and practices that lead to conceptual, analytical and formative actions that transform existing situations into preferred alternatives based on ethical, communicative and content knowledge criteria.
- *Research* – Students will be able to understand and apply appropriate research methods for design and scholarship in landscape architecture.

- *Ethics* – Students will be able to critically evaluate local and global ramifications of social issues, diverse cultures, economic systems, ecological systems and professional practice as guiding principles for design thinking and implementation.
- *Communication and Representation* – Students will be able to speak, write, create and employ appropriate representational media to effectively convey ideas on subject matter contained in the professional curriculum to a variety of audiences.
- *Content Knowledge* – Students will be able to develop a critical understanding and application of the histories, theories, ethics and practices of landscape architecture and its role in reflecting and shaping culture and environments.

2. Program-Level Assessments

As in previous years, methods of direct assessments focused on collecting data and compiling faculty suggestions for improvements to individual courses documented in the *Design Studio Audits and Faculty Course Evaluations*.

Design Studio Audits and Faculty Course Evaluations

The design studio audit is the primary assessment tool because it best reflects overall student performance and student progress in the majority of student learning outcomes. The design studio is the integrative centerpiece of the curriculum and is intentionally linked with courses taken concurrently. At the end of the semester during the student project presentations, many department faculty and external reviewers use rubrics to critically discuss and assess the quality of each project from the views of their respective objectives, requirements, methods and student performance.

Rubrics are the primary form of assessment used to evaluate students' performance on their final projects in design studios. To date, individual faculty have been responsible for developing rubrics that directly measure the learning objectives defined by the department. The faculty document the results in the faculty course evaluations.

The department continues to expand data collection. This year faculty are required to submit a Faculty Course Evaluation for all required and elective classes but not all the data is recorded in this document. This document focuses on the core classes. The data collected for the following courses is included in this document.

Core Design Studio Audits

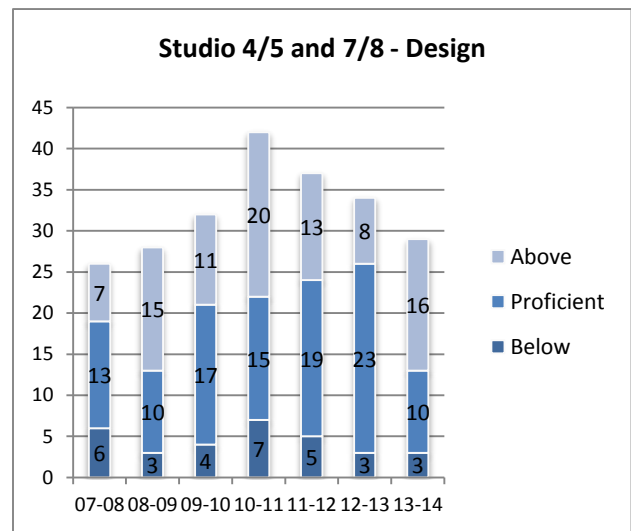
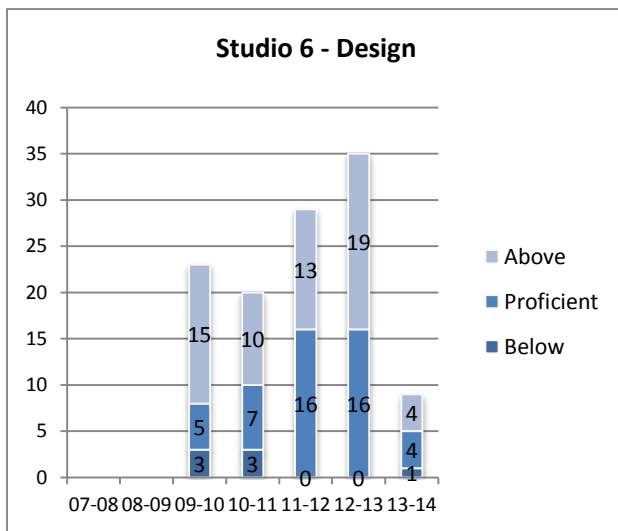
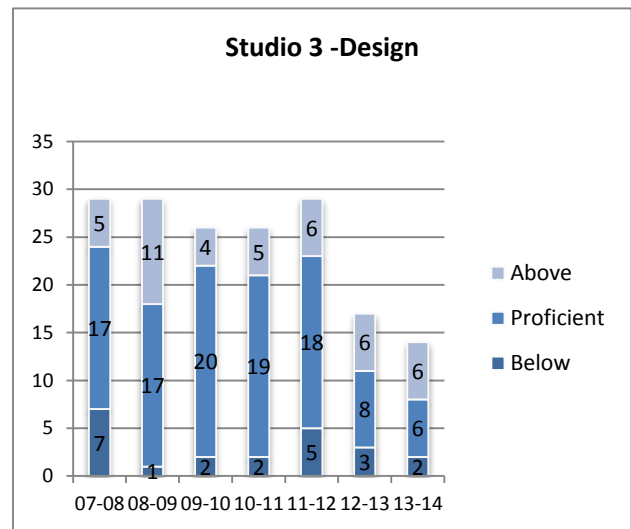
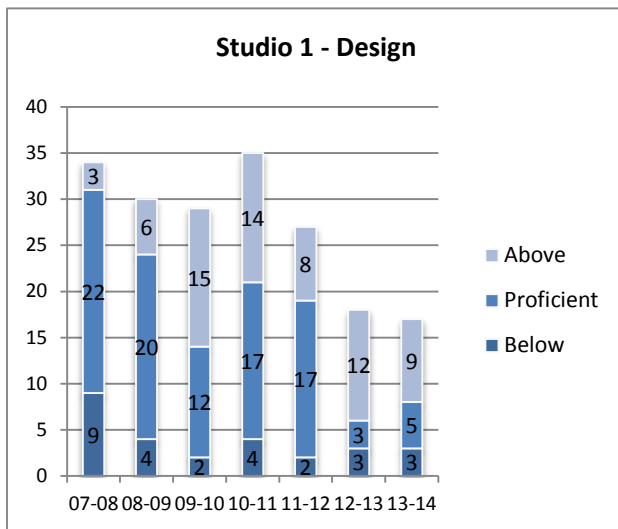
- LDAR 5501 Studio 1 - first semester (*Began data collection in 2006-07*)
- LDAR 5503 Studio 3 - third semester (*Began data collection in 2006-07*)
- LDAR 6606 Studio 6 – fifth semester (*Began data collection in 2009-10*)
- LDAR 6604/5 and 7/8 Studio 4/5 and 7/8 – sixth/final semester (*Began data collection in 2007-08*)

Core Lecture and Seminar Courses

- LA History – (*Began data collection in 2006-07*)
- Landform Manipulation – (*Began data collection in 2008-09*)
- Materials and Methods – (*Began data collection in 2008-09*)
- Plants in Design – (*Began data collection in 2008-09*)
- Professional Practice – (*Began data collection in 2008-09*)
- Research Tools and Strategies – (*Began data collection in 2013-14*)
- Landscape Theory and Criticism - (*Began data collection in 2013-14*)

The following tables summarize the data collected for students' performances.

Student Learning Outcome #1 – Design



Studio 6 – Data collection began in 2009-10.

Studio 4/5 and 7/8 results for 2012-13 and 2013-14 reflect students' performance during Studios 5/8 so students are not counted twice. LA students working on a thesis or enrolled in the Urban Design studio are not included.

Results: Design

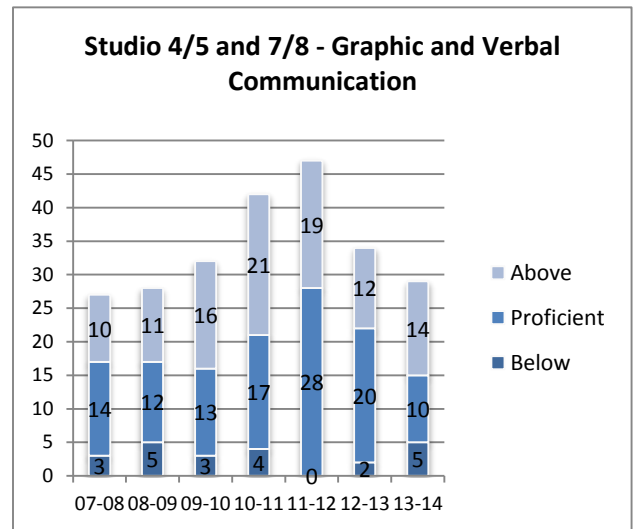
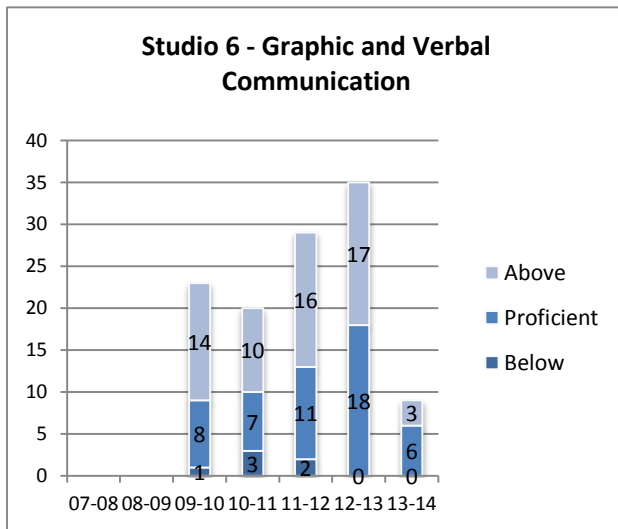
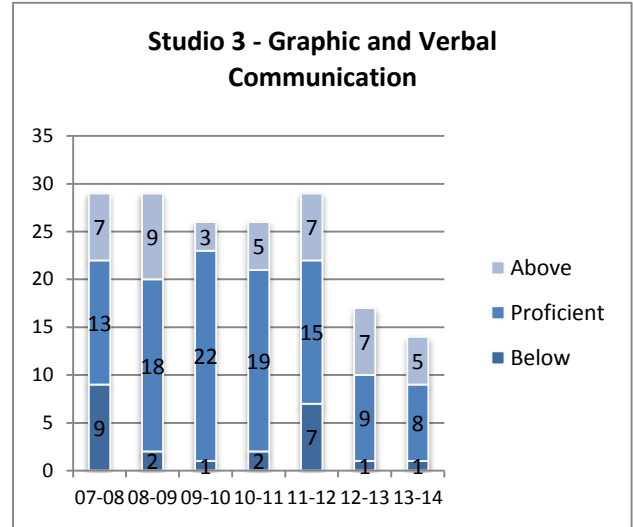
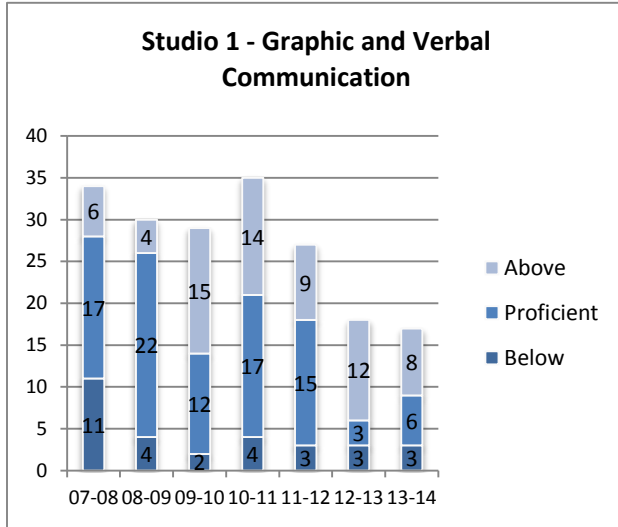
LDAR Studio 1 – The very thoughtful and successful student projects begin to point towards an effective studio method and sequence. The course could be improved by creating clarity in the desired learning outcomes attached to the various studio exercises and better integration of representational skills.

LDAR Studio 3 – This course was successful in helping students develop an iterative design process grounded on ‘making’ as a source of discovery and creativity. Next year the project could be simplified by using a local instead of an international site.

LDAR Studio 6 – This course succeeding in giving the students the flexibility and freedom to define a problem, which interested them so that they were more invested in the project. The first exercise in which they had to analyze the connections between political and spatial form of several utopian proposals, then generate their interpretation of the proposal and apply it to a site, could be simplified.

LDAR Studio 4/5 and 7/8 – The intent of these studios is to offer the students a variety of project types, content and subject. The faculty need to be attentive in managing the transitions between the first and second eight-week sections.

Student Learning Outcome #2 – Communication and Representation



Studio 6 – Data collection began in 2009-10.

Studio 4/5 and 7/8 results for 2012-13 and 2013-14 reflect students' performance during Studios 5/8 so students are not counted twice. LA students working on a thesis or enrolled in the Urban Design studio are not included

Results: Graphic Communication

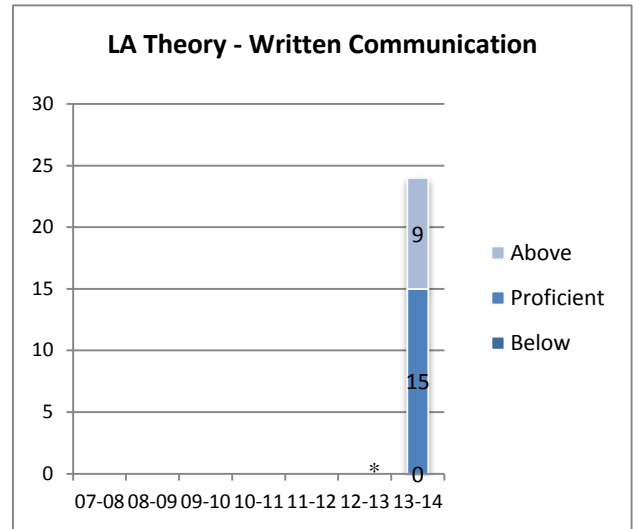
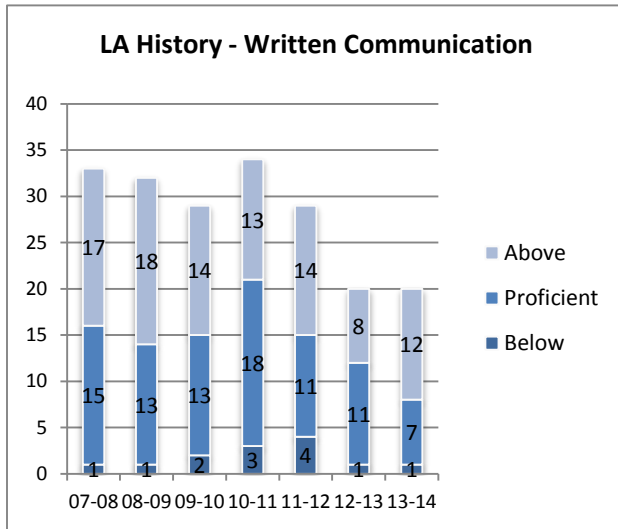
LDAR Studio 1 – This was the first semester where Studio 1 and the graphics course were joined, which proved challenging at times even for a 6-credit course. For the coming fall of 2014 a one-week graphic workshop before the semester begins should be considered.

LDAR Studio 3 – Students' abilities to draw or model influence their process and ability to grow a successful design proposal. Next year the studio should attempt to integrate digital 3D modeling and digital representation with drawing and physical models.

LDAR Studio 6 – Most of the students fall in the proficient category. There are three excellent students from China who are excellent designers but still working on their English.

LDAR Studio 4/5 and 7/8 – Most students have a reasonable command of representational conventions and media, but lack of critical insight in medium-content relations. The studio focused on an international competition required students to communicate complex content in an efficient format. Students' verbal presentations are in general very good because they have been sufficiently prepared through previous coursework.

Student Learning Outcome #2 – Communication and Representation (continued)



**Data collection began in 2013-14.*

Results: Written Communication

LA History – The proficient students had a strong base of skills in writing, study habits and attention to detail. The students that performed above proficient had strong time management practices, and had more well-developed writing skills coming in the door. They knew how to take useful notes, and had good work ethics. And maybe they just like the content.

To improve the course I would like to re-institute the library research visit, but perhaps structured differently from previous years. I would also invite the Writing Center to come give an introduction of their services.

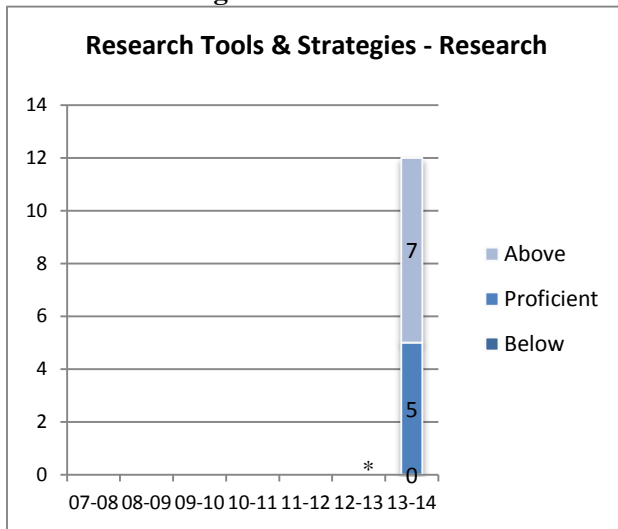
Landscape Theory and Criticism - Most students have very little skills in textual analysis or argumentative logic coming into this class. Consequentially, class time was spent on remedial teaching, and expectations and assessment criteria for the class had to be adjusted. Most of the international students struggled to write clear papers using appropriate language. This needs to be addressed outside of this class.

The introduction of different "lenses" and associated values as organizing framework for class was successful along with the introduction of classic and contemporary readings and texts. Assigning five projects to apply and test theoretical frameworks and the smaller reading groups (3-4 people maximum) were also successful.

The class size of 24 is on the upper end of what works for the required theory class in a graduate program. If the size is greater than 25 two sections should be created.

There are several other courses within the curriculum that have written components. This year several faculty effectively introduced students to the Writing Center for help in developing better writing skills.

Student Learning Outcome #3 – Research



*Data collection began in 2013-14.

Results: Research

Research Tools and Strategies – The double role of the class (thesis proposal development and research methods overview) leads to inherent conflicts. A separate required 3-credit research tools and methods class required for all students and a facultative (only required for thesis students) 1-credit thesis proposal development workshop is likely a much better setup. The student background is too diverse to manage both proposal development and content/critical application knowledge of research methods.

International students required an unusual level of inside and outside of class assistance. Many of them did not have sufficient language skills. Remedial exercises and lectures disrupted the flow of the class.

Student Learning Outcome #4 – Ethics

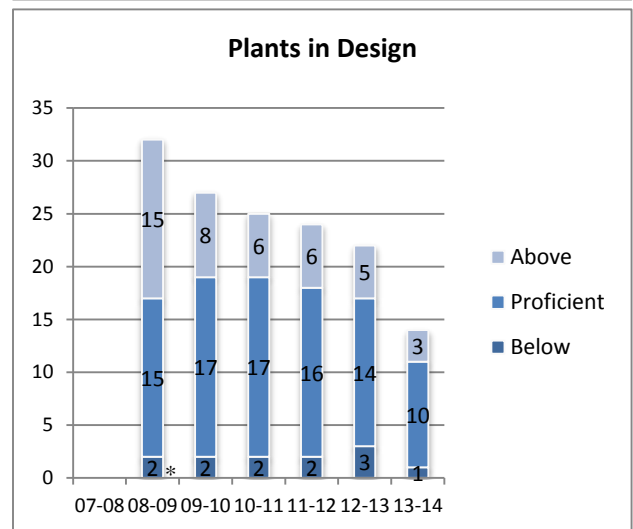
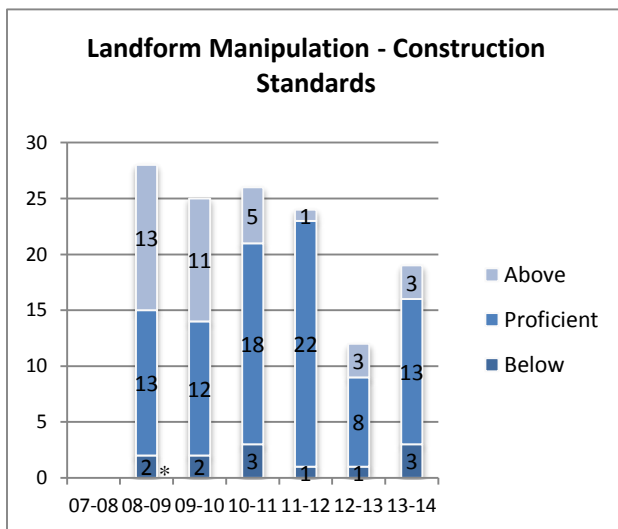
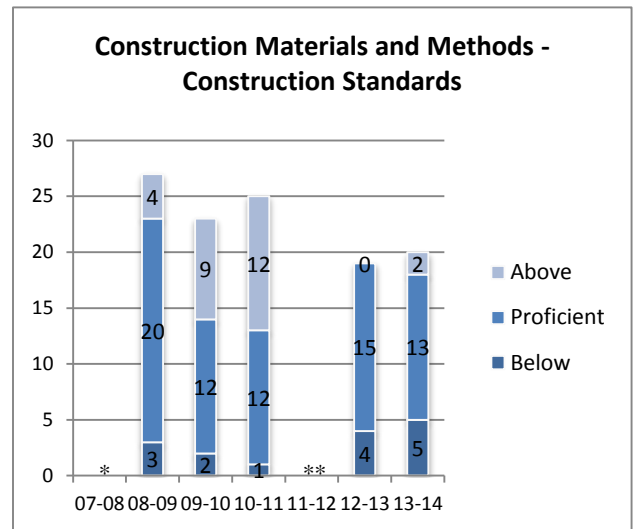
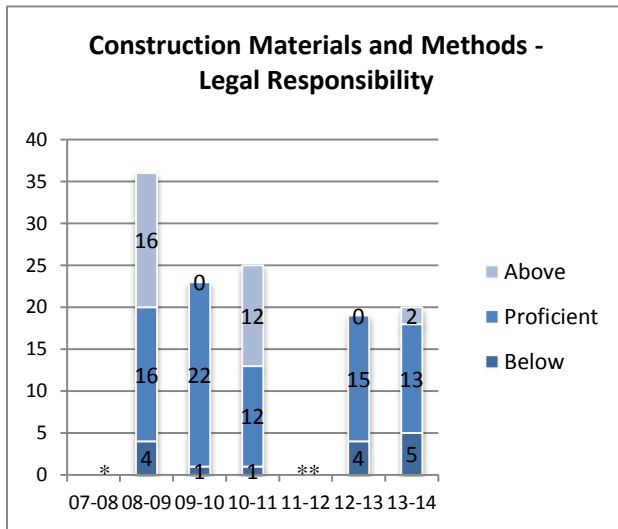
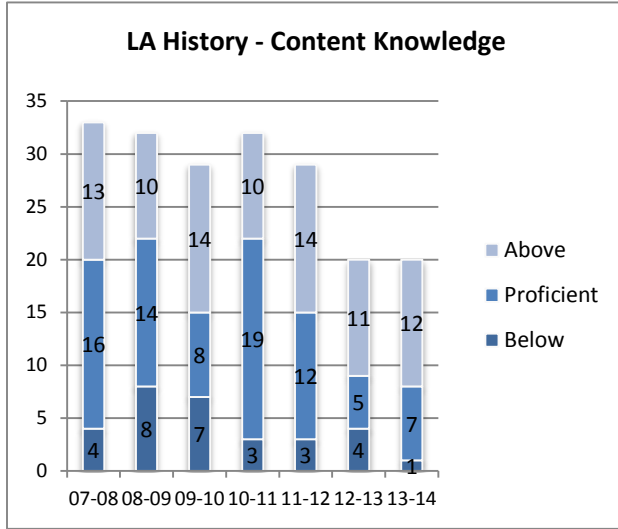


*Data collection began in 2008-09.

Results: Ethics

Professional Practice – This course remains a critical component in teaching students about ethics and professional practice. Three different people have taught it in the last three years, which is the most likely reason for the inconsistent results of student performance. A more consistent form of assessment should be developed for this outcome.

Student Learning Outcome #5 – Content Knowledge



*Data collection began in 2008-09. ** Data unavailable.

Student Learning Outcome #5 – Content Knowledge (continued)

Results: Content Knowledge

LA History – The PowerPoint lectures continue to get better every year as the content is updated, images refined, labels and outlines are added. The interactive work on content still resonates with the students: mapping archaeology in Pompeii, trading papers for editing, Buttes Chaumont day with primary courses, reading critiques. Also successful are the vocabulary handouts and supplements of images used but not in the textbook.

Professional Practice – The series of lectures by professionals was by far the most important aspect of the class. Students were introduced to a range of local professionals (landscape architects, planners, architects, civil engineers, etc.) An unforeseen benefit of these lectures was that the students were exposed to potential future employers and collaborators. Each lecture focused on a different aspect of practice, such as how to give an effective presentation, how to respond to a request for proposal, how to work as a sub consultant versus a lead consultant. This course should be developed as a counterpart or bookend to the theory course.

Construction Materials and Methods – The course could introduce more sustainable materials and better incorporate the poetics of detailing by using Niall Kirkwood's book *The Art of the Detail* and also the new manuscript about documentation by Chuck Ware and Paul Squadrito. These books could be helpful in adding clarity to the process of design and documentation for students. Canvas and videos from the Internet should also be used to supplement the books. This course should continue to meet two days a week. But the second day could be more of a field trip or working lab and shorter.

Students that drew their design using AutoCAD earlier in the semester were more successful in moving their projects forward. The precision helps them understand scale and requires them commit to their idea and not be constantly restarting.

Landform Manipulation – This course continues to be refined as a hybrid course using Canvas. Field trips and guest lectures should be used to help students better understand grading as it relates to stormwater management and the user's spatial experience, the ecological aspects of grading.

As this hybrid course develops quizzes and a final exam should be implemented to better reflect the new format of the national licensing exam.

The final review of the students' case studies was extremely successful in teaching students about communication on their boards and how to critique others' work.

Plants in Design – The field trips remain the strongest part of this course. Students comment that they enjoy getting into the field versus having a lecture. Many students also appreciated the time that is devoted to keeping a sketchbook. Guest lecturers should be invited to cover the topics of irrigation, trees in urban environments, and using vegetation to cleanse storm water (ecological plantings). The guests increase students' content knowledge and introduce students to local experts in these areas.

This course was moved in the schedule between two other courses so the field trips had to be shortened. The scheduling of courses before and after this course needs to be considered next fall. The ecology field trip occurred in a different sequence so the purpose was not as clear as in previous years. It should be moved back to the second week of the semester.

Creating flashcards in Canvas so students can more easily study plant names would be helpful. Students need more opportunities to design using plants. So the timing of the final assignment needs to be adjusted.

3. Action Plan for the Coming Year

The department's plan of action for the 2014 -15 academic year is based on faculty discussions during the annual departmental outcomes assessment meeting and the results documented in the faculty course evaluations. This year's action plan focuses on five goals:

- Goal 1 Identify and implement curricular improvements specific to the department's refined mission statement, especially in the core courses. Update the map identifying key assessments in the core courses to reflect the changes.
- Goal 2 Continue with the development of measurable outcomes for the core courses, and continue to explore the development of formative and summative assessments as the primary forms of program-level assessment. Research and answer the following questions regarding the creation of these assessment methods:
- Should assignments be developed within current courses to help students create portfolios for assessment or should a series of short seminars be developed outside of class?
 - How does the program manage the additional faculty service-load required for this type of time intensive assessment?
 - Should portfolios be submitted as a printed document or as an e-portfolio? If e-portfolios are preferred how will the expense of hosting a site be covered?
- Goal 3 As a way of encouraging and evolving assessment tools and methods, invite someone from the Center of Faculty Development to lead two workshops for the faculty. The first workshop will focus on teaching and assessing written communication. The second workshop will be devoted to the development of rubrics for design studio projects.
- Goal 4 Continue to assist international students in assimilating more quickly by hiring a teaching assistant in the landscape architecture history course to act as a mentor helping students with course work as well as fostering collegiality outside the classroom.
- Goal 5 Develop a more clear and consistent way of assessing students' understanding of ethics in the professional practice course.

July 8, 2014

To: Lori Catalano, Ann Komara

From: Kenneth Wolf, Outcomes Assessment Committee

Re: Feedback on the 2013-2014 Assessment Results Report for Landscape Architecture

Kudos once again this year to the Landscape Architecture program. The LA program exemplifies the best in outcomes assessment, thoughtfully using the process to engage in continuous improvement in learning and teaching and overall program design.

The program has an excellent outcomes assessment system in place. The program has identified key learning outcomes and measured student learning through a variety of rubric-guided measures. The assessment results are then used to inform program improvement decisions. As well, students appear to be performing at high levels both within the program and outside of it (e.g., numerous student applications for external awards and scholarships).

The program is ambitious in its vision and has used the assessment process to improve its effectiveness. Examples include the program's careful analysis of assessment results (e.g., "Most students have a reasonable commend of representational conventions and media, but lack critical insight in medium-content relations."). As well, the program has many plans for future improvements. Examples include possibly hiring a teaching assistant to help international students in assimilating more quickly into the program, developing methods for assessing students' understanding of ethics related to the field of landscape architecture, and arranging for workshops on rubric development and written communication.

Impressive!

OUTCOMES ASSESSMENT AT THE UNIVERSITY OF COLORADO DENVER
Master of Science in Historic Preservation
College of Architecture and Planning
AY 2012-13

1. The learning outcomes for the program.
In 2009-10 the College of Architecture and Planning (CAP) initiated a new Master of Science in Historic Preservation (MSHP). The approval process required explicit establishment of learning outcomes. These were distilled in the course of preparing our AY 2011-12 Outcomes Assessment.
 1. Understanding of the field of historic preservation in its several forms as: profession, civic engagement, and public policy.
 2. Ability to analyze a variety of complex heritage situations and formulate & address ensuing research problems.
 3. Understanding of management theory & skills appropriate to the several professional venues: e.g., consultancy, government, non-profit, commercial enterprise.
 4. Ability to communicate acquired expertise to diverse stakeholders.
 5. Understanding of the existing built environment and cultural landscapes with an emphasis on the United States and an introduction to global heritage and history.
 6. Ability to evaluate and perform fundamental professional activities such as:
 - a. Conduct cultural resource surveys,
 - b. Prepare historic register nominations,
 - c. Manage resource assessments,
 - d. Prepare project plans, and
 - e. Manage project implementation.”

2. Learning experiences and learning outcomes indicating where students have a significant opportunity to learn the skill or knowledge:

	HIPR 6010 Preservation Practice & Theory	HIPR 6110 Regionalism(s) and the Vernacular in Context	HIPR 6210 Significance, Survey and Recognition	HIPR 6310 Documentation, Analysis and Representation
1. Understanding of the field	X			
2. Ability to analyze		X	X	
3. Understanding of management	X		X	X
4. Ability to communicate	X		X	
5. Understanding of the existing built environment		X	X	X
6. Ability to evaluate and perform professional activities			X	X
	HIPR 6410 Urban Conservation: Context for Reuse	HIPR 6510 Building Conservation: Evidence & Intervention	HIPR 6170/71 Preservation Studio and Seminar	HIPR 6851 Capstone: Professional Project
1. Understanding of the field	X		X	
2. Ability to analyze	X	X		
3. Understanding of management		X		X
4. Ability to communicate	X			X
5. Understanding of the existing built environment	X	X		
6. Ability to evaluate and perform professional activities		X		X

3. The MSHP Program uses multiple assessment approaches, but as we are located in a College that largely focuses on graphic techniques and the ability to synthesize diverse sources of information, courses typically rely on the evaluation of projects. Most instructors use assessment rubrics, and those who do not do yet are being encouraged to incorporate these into their courses. Additionally, we have employed indirect measures (student self-assessments, exit interviews with students), typically near the beginning of the program and more formally through the capstone process. Types of assessment techniques include:

- a. Textually oriented projects
- b. Graphically oriented projects
- c. Exams
- d. Online (Blackboard) discussions
- e. Student self-assessment
- f. Exit Interviews

4. Where key assessments of learning are carried out for each learning outcome:

	HIPR 6010 Preservation Practice & Theory	HIPR 6110 Regionalism(s) and the Vernacular in Context	HIPR 6210 Significance, Survey and Recognition	HIPR 6310 Documentation, Analysis and Representation
a. Textually oriented projects	Short papers		Completion of survey forms and research paper	
b. Graphically oriented projects		Analysis drawings		Manual and digital drawings
c. Exams	Essay exam			
d. Online (Canvas) discussions	X			
e. Student self-assessment	X			
f. Exit Interviews				
	HIPR 6410 Urban Conservation: Context for Reuse	HIPR 6510 Building Conservation: Evidence & Intervention	HIPR 6170/71 Preservation Studio and Seminar (6 cr.)	HIPR 6851/61 Capstone: Professional Project or Thesis
a. Textually oriented projects	Short reading analyses	Poster presentation	Research for design	Final report
b. Graphically oriented projects	Mapping exercise	Poster presentation	Major design project	
c. Exams		X		Oral presentation
d. Online (Canvas) discussions	X			
e. Student self-assessment	X			X
f. Exit Interviews				X

HIPR 6010 – Preservation Theory and Practice – provides the broadest overview of the field. Writing assignments and presentations are used to assess skills and knowledge assimilation.

HIPR 6110- Regionalism(s) and the Vernacular in Context- Focuses on understanding the relationship of natural and cultural landscapes using largely graphic means to analyze and present complex relationships.

HIPR 6210-Significance, Survey and Recognition- This course provides essential training for archival and site research and professional report preparation with assessment centered on satisfactory preparation of a complete report.

HIPR 6310 - Documentation, Analysis and Representation – Spatial, graphic and ordering skills are assessed through the preparation of professionally relevant work.

HIPR 6410 – Urban Conservation – Assessment involves determining the student’s ability to integrate complex urban change over time. Mapmaking and timeline exercises are among the assessment tools.

HIPR 6510 – Building Conservation – This integrative project-based course requires students to use research, graphics, and writing skills to form the basis of a concise professional presentation.

HIPR 6851 – Professional Project – This individualized project is performed under the guidance of a designated faculty member, and the faculty as a whole attends final presentations for all students for the semester. The program director consults with faculty and provides a comprehensive critique to students in the form of individual exit interviews.

5. The results of the assessments of student performance for each learning outcome, organized in either a matrix or narrative format.

The MSHP graduated its second year of students in AY 2012-13. These 6 graduates were all engaged in an extensive “exit conversation” through their capstone course enrollment. The program director (Chris Koziol) surveyed graduates in an effort to identify potential omissions (and redundancies) in the overall curriculum. Additionally, the survey provided an opportunity to better identify career ambitions, job prospects, and recommendations by students for curriculum improvement. The director also met with each of the program faculty to discuss overall satisfaction with student performance.

1. Understanding of the field	Students largely understand the variety of professional practices that constitute historic preservation; but often lack interest in integrating those aspects outside their specialties.
2. Ability to analyze	Students’ analytic abilities are sufficient, but there were some shortcomings in setting up the analytical problem.
3. Understanding of management	This outcome has only received implicit attention. Instructors have not focused on it as an “end”. Grades largely reflect whether students have learned to manage as a “means.”
4. Ability to communicate	Our students are widely proficient in graphic and oral communications skills, with some instructors still reporting writing deficiencies.
5. Understanding of the existing built environment	Our students regularly meet expectations in this area, with some weaknesses in understanding the nature of change over time.
6. Ability to evaluate and perform professional activities	Our students are well prepared in this area, but the writing ability of some students has hurt them in fully communicating their work.

6. The program modifications that will be or were made based on the assessment results. Reports in future years should also include whether the program modifications made in previous years had the desired effects on student learning.

Our initial projections regarding type of student, time to degree, and relationship to the College as a whole were all a little off. In general we have found that there was a local “pent-up” demand that resulted in a slightly larger first year class than the first. Also, there are more part-time students than we anticipated. Also, there is a higher proportion of concurrent degree-seeking students than we anticipated.

As all HIPR courses are cross-listed with other courses in the College, we are working to both help MSHP students identify as a cohort and also to become better integrated into

the intellectual life of the rest of the College. Resources, permitting, we would also like to explore a “front end” MSHP only seminar to build a stronger sense of degree identity. Additionally, we are working on assuring more constructive feedback to students on writing ability.

OUTCOMES ASSESSMENT AT THE UNIVERSITY OF COLORADO DENVER
Master of Science in Historic Preservation
College of Architecture and Planning
AY 2013-14

1. The learning outcomes for the program.
In 2009-10 the College of Architecture and Planning (CAP) initiated a new Master of Science in Historic Preservation (MSHP). The approval process required explicit establishment of learning outcomes. These were distilled in the course of preparing our AY 2011-12 Outcomes Assessment, and affirmed in AY 2012-13.
 1. Understanding of the field of historic preservation in its several forms as:
profession, civic engagement, and public policy.
 2. Ability to analyze a variety of complex heritage situations and formulate & address ensuing research problems.
 3. Understanding of management theory & skills appropriate to the several professional venues: e.g., consultancy, government, non-profit, commercial enterprise.
 4. Ability to communicate acquired expertise to diverse stakeholders.
 5. Understanding of the existing built environment and cultural landscapes with an emphasis on the United States and an introduction to global heritage and history.
 6. Ability to evaluate and perform fundamental professional activities such as:
 - a. Conduct cultural resource surveys,
 - b. Prepare historic register nominations,
 - c. Manage resource assessments,
 - d. Prepare project plans, and
 - e. Manage project implementation.

2. Learning experiences and learning outcomes indicating where students have a significant opportunity to learn the skill or knowledge:

	HIPR 6010 Preservation Practice & Theory	HIPR 6110 Regionalism(s) and the Vernacular in Context	HIPR 6210 Significance, Survey and Recognition	HIPR 6310 Documentation, Analysis and Representation
1. Understanding of the field	X			
2. Ability to analyze		X	X	
3. Understanding of management	X		X	X
4. Ability to communicate	X		X	
5. Understanding of the existing built environment		X	X	X
6. Ability to evaluate and perform professional activities			X	X
	HIPR 6410 Urban Conservation: Context for Reuse	HIPR 6510 Building Conservation: Evidence & Intervention	HIPR 6170/71 Preservation Studio and Seminar	HIPR 6851 Capstone: Professional Project
1. Understanding of the field	X		X	
2. Ability to analyze	X	X		
3. Understanding of management		X		X
4. Ability to communicate	X			X
5. Understanding of the existing built environment	X	X		
6. Ability to evaluate and perform professional activities		X		X

3. The MSHP Program uses multiple assessment approaches, but as we are located in a College that largely focuses on graphic techniques and the ability to synthesize diverse sources of information, courses typically rely on the evaluation of projects. Most instructors use assessment rubrics, and those who do not do yet are being encouraged to incorporate these into their courses. Additionally, we have employed indirect measures (student self-assessments, exit interviews with students), typically near the beginning of the program and more formally through the capstone process. Types of assessment techniques include:

- a. Textually oriented projects
- b. Graphically oriented projects
- c. Exams
- d. Online (Blackboard) discussions
- e. Student self-assessment
- f. Exit Interviews

4. Where key assessments of learning are carried out for each learning outcome:

	HIPR 6010 Preservation Practice & Theory	HIPR 6110 Regionalism(s) and the Vernacular in Context	HIPR 6210 Significance, Survey and Recognition	HIPR 6310 Documentation, Analysis and Representation
a. Textually oriented projects	Short papers		Completion of survey forms and research paper	
b. Graphically oriented projects		Analysis drawings		Manual and digital drawings
c. Exams	Essay exam			
d. Online (Canvas) discussions	X			
e. Student self-assessment	X			
f. Exit Interviews				
	HIPR 6410 Urban Conservation: Context for Reuse	HIPR 6510 Building Conservation: Evidence & Intervention	HIPR 6170/71 Preservation Studio and Seminar (6 cr.)	HIPR 6851/61 Capstone: Professional Project or Thesis
a. Textually oriented projects	Short reading analyses	Poster presentation	Research for design	Final report
b. Graphically oriented projects	Mapping exercise	Poster presentation	Major design project	
c. Exams		X		Oral presentation
d. Online (Canvas) discussions	X			
e. Student self-assessment	X			X
f. Exit Interviews				X

HIPR 6010 – Preservation Theory and Practice – provides the broadest overview of the field. Writing assignments and presentations are used to assess skills and knowledge assimilation. Also includes project-based learning.

HIPR 6110- Regionalism(s) and the Vernacular in Context- Focuses on understanding the relationship of natural and cultural landscapes using largely graphic means to analyze and present complex relationships. Includes a client-based project.

HIPR 6210-Significance, Survey and Recognition- This course provides essential training for archival and site research and professional report preparation with assessment centered on satisfactory preparation of a complete report. Instructor continues to stress writing.

HIPR 6310 - Documentation, Analysis and Representation – Spatial, graphic and ordering skills are assessed through the preparation of professionally relevant work.

HIPR 6410 – Urban Conservation – Assessment involves determining the student’s ability to integrate complex urban change over time. Mapmaking and timeline exercises are among the assessment tools.

HIPR 6510 – Building Conservation – This integrative project-based course requires students to use research, graphics, and writing skills to form the basis of a concise professional presentation. Includes more assessment of student knowledge acquisition than in the past.

HIPR 6851 – Professional Project – This individualized project is performed under the guidance of a designated faculty member, and the faculty as a whole attends final presentations for all students for the semester. The program director consults with faculty and provides a comprehensive critique to students in the form of individual exit interviews.

5. The results of the assessments of student performance for each learning outcome, organized in either a matrix or narrative format.

The MSHP graduated its third year of students in AY 2013-14. These 8 graduates were all engaged in an extensive “exit conversation” through their capstone course enrollment. The program director (Chris Koziol) surveyed graduates in an effort to identify potential omissions (and redundancies) in the overall curriculum. Additionally, the survey provided an opportunity to better identify career ambitions, job prospects, and recommendations by students for curriculum improvement. The director also met with each of the program faculty to discuss overall satisfaction with student performance.

1. Understanding of the field	Students largely understand the variety of professional practices that constitute historic preservation; but seem to be selective about what they find interesting and not. Since there is no assessment of integrative knowledge, this lack of comprehensive overview becomes possible.
2. Ability to analyze	Students’ analytic abilities are sufficient. We have worked with students on better initiating research, but our assessment tools have not kept pace.
3. Understanding of management	We have begun to more explicitly focus on management of student time in its relationship to professional expectations.
4. Ability to communicate	Our students are widely proficient in graphic and oral communications skills, with some instructors still reporting writing deficiencies. More students have sought assistance from the Writing Center.
5. Understanding of the existing built environment	Our students regularly meet expectations in this area.
6. Ability to evaluate and perform professional activities	Our students are well prepared in this area, but the writing ability of some students has hurt them in fully communicating their work.

6. The program modifications that will be or were made based on the assessment results. Reports in future years should also include whether the program modifications made in previous years had the desired effects on student learning.

As noted last year, our initial projections regarding type of student, time to degree, and relationship to the College as a whole were all a little off. Specifically, regarding part-time students, we have been attempting to encourage at least 6 credit hours per semester for a more engaged experience. Also, given a higher proportion of concurrent degree-

seeking students than we anticipated we are working with the other degree programs in CAP to design more integrated concurrent and dual degree plans.

As our entering class size is small and has not warranted MSHP only student enrollments we have not yet implemented a “front end” MSHP only seminar to build a stronger sense of degree identity.

As all HIPR courses are cross-listed with other courses in the College, we continue to work to both help MSHP students identify as a cohort and also to become better integrated into the intellectual life of the rest of the College. As some of our issues regarding program identity within the College are the result of our small size we are attempting to increase enrollments, and have become a Western Regional Graduate Program and will continue to recruit a larger cohort. While these efforts will not fully show until 2014-15 we are working directly and individually with current students to help them successfully complete their degrees.

Additionally, through better coordination with the Writing Center we are pursuing more constructive feedback to students on writing ability.

August 25, 2014

To: Chris Koziol, Lori Catalano

From: Kenneth Wolf, Outcomes Assessment Committee

Re: Feedback on the 2011-2014 Assessment Results Reports for Historic Preservation

The Historic Preservation program has many excellent features in place in terms of outcomes assessment. The program has identified key learning outcomes, created a curriculum map indicating where students have the opportunity to learn these outcomes, and measured student learning through a variety of measures. The assessment results are then used to inform program improvement decisions.

The assessment report and assessment process would be stronger if the results more clearly indicated the relationship between specific assessments and student performance; however, given the small number of students in the program, the more general reporting on student performance for each learning outcomes, based on the program chair's specific knowledge of each student, is most likely very accurate.

**MASTER OF URBAN DESIGN PROGRAM
COLLEGE OF ARCHITECTURE AND PLANNING**

OUTCOMES ASSESSMENT ANNUAL RESULTS REPORT (AY 2012-2013)

Name of Program: Master of Urban Design (MUD)

Program Director: Jeremy Németh, PhD

E-mail for Program Director: jeremy.nemeth@ucdenver.edu

Person Completing Report: Jeremy Németh, PhD

E-mail for Person Completing Report: jeremy.nemeth@ucdenver.edu

Date Report Submitted: July 24, 2013

Program's educational goals or objectives:

The Master of Urban Design (MUD) program faculty is drawn from the three affiliated departments in the College of Architecture and Planning (CAP): Architecture, Landscape Architecture and Urban and Regional Planning. This interdisciplinary faculty is committed to implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality. To this end, the faculty has developed four broad objectives and a series of measurable student learning outcomes that are shared by all faculty members delivering an MUD course and introduced to the students through syllabi and rubrics. These specific learning outcomes describe the knowledge, skills and abilities that students are expected to have upon completion of MUD degree.

The commitment to this process also required the identification and development of key program-level assessments and methods for evaluating student performance. (Refer to the Program-Level Assessment Matrix at the end of this section.) The primary methods of assessment are rubrics developed for both design studio juries and for required essays and papers in core seminar/lecture courses, as rubrics best reflect overall student performance and student progress in the majority of student learning outcomes. Other assessment methods such as exams are also critical to evaluating the full spectrum of student learning.

Every June, the affiliated MUD faculty meets to discuss the results of these assessments and other forms of indirect measurement. The results of the assessments are used to help guide the evolution of the curriculum and to develop a plan of action for the year ahead. The assessment results and plan of action are then documented and submitted to the University as the Annual Program Assessment Results Report.

Student learning outcomes

The program faculty developed the following program objectives and student learning outcomes so faculty and students have a shared understanding of the goals directing the curriculum. Students are expected to be proficient or above in each of these areas by the time they graduate from the MUD program. As the MUD faculty acknowledges that students begin with different skill levels, all students are expected to consistently improve throughout each semester course, making significant strides relative to the following outcomes:

Design excellence: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.

Specifically, students will be able to:

- A. Identify, organize and assess existing physical, social, economic, political, cultural and regulatory constraints and opportunities.
- B. Identify, unpack and reassemble the various layers, flows and systems of infrastructure (both natural and human-made) impacting a project area.
- C. Rigorously evaluate alternative physical design strategies before selecting technically sound solution that addresses site and program.
- D. Develop cohesive, foundational design solution that resolves extant conflicts or contradictions by responding to the identified contextual constraints, opportunities and processes.
- E. Objectively evaluate alternative design responses presented by other students.

Communication skills: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

Specifically, students will be able to:

- A. Write an organized, compelling and grammatically correct argument or thesis supported by well-documented research.
- B. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.
- C. Construct a well-organized, legible, coherent and convincingly laid out visual presentation that explains complex ideas and concepts in an efficient and effective manner.

- D. Clearly articulate and document the iterative process of developing design ideas.
- E. Constructively critique the work of others while actively listening to, seeking out, and responding to constructive criticism from peers, instructor and other experts.
- F. Act as a respectful member of groups or teams, considering multiple viewpoints and strategies.

Professional expertise: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.

Specifically, students will be able to:

- A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.
- B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.
- C. Demonstrate an understanding of urban designers' legal responsibilities with respect to professional standards for public health, safety, welfare and other factors affecting design, construction and practice.
- D. Demonstrate an awareness of the basic principles of office organization, the different methods of project delivery, the corresponding forms of service contracts and the evolving legal context to render competent and responsible professional services.

Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

Specifically, students will be able to:

- A. Identify and understand the history of the form and formation of cities.
- B. Identify the social, economic and political forces that shape the built environment.
- C. Analyze and discuss in written, visual and oral form relationships between regulations and built form.
- D. Develop regulatory framework that enable the production of built form in a manner seen preferable to that which currently exists.
- E. Identify the history and contemporary view of urban design as a professional pursuit.

- F. Demonstrate an understanding of the conventions, standards and applications pertaining to the production of design plans.

Evaluating individual courses and student performance

Faculty course questionnaires (FCQs): At the end of each semester, students in every course in the University complete an anonymous survey of the course and the effectiveness of the instructor and teaching assistant(s) (if any). The results of these surveys are tabulated and available for viewing online midway through the following semester. The results are also used in the annual evaluation of faculty performance.

Student performance in individual courses is directly assessed through design studio juries, exams and assignment rubrics. Course expectations and desired outcomes are described in the syllabus.

Design studio juries: The design studio jury is a primary method of student assessment because it best reflects overall student performance and student progress in the majority of student learning outcomes. The urban design studio is the integrative centerpiece of the curriculum and is intentionally linked with courses taken concurrently. During student project presentations, the faculty and external reviewers use rubrics to critically discuss and assess the quality of each project from the views of their respective objectives, requirements, methods and student performance.

Papers, assignments and exam rubrics: Student performance is also directly assessed through exams of course content and through rubrics used for course assignments (papers, drawings, etc.).

In addition, the matrix below details the courses in which each learning outcome and assessment method are tested and measured.

MUD Program Program-Level Assessment Matrix		Design excellence					Communication skills						Professional expertise				Substantive knowledge						
		A	B	C	D	E	A	B	C	D	E	F	A	B	C	D	A	B	C	D	E	F	
		Identify, assess constraints and opportunities (Re)assemble infrastructural layers/systems Evaluate alternative design strategies Develop cohesive, responsive design solution Evaluate alternative design strategies	Write an organized research paper Deliver professional verbal presentation Construct convincing visual presentation Document the iterative process of design Deliver and respond to constructive criticism Act as respectful, responsive team member	Assess professional predispositions Develop and apply ethical frameworks Understand designers' legal responsibilities Aware of project delivery, office organization	Understand form and formation of cities Identify forces shaping built environment Understand relationship btwn regulation/built form Develop reg. framework inducing preferable form Identify urban design's position as profession Understand urban design conventions/ standards																		
One year (three-term) curriculum – 36 credits																							
1 st term (Fall)	URBN 6610 Urban Design Studio I	Pr	Pr	Pr	Pr	Pr		Pr	Pr	Pr	Pr	Pr											Pr
	URBN 6633 Urban Form Theory						P	A	A	A	A					P	P						
	URBN 6641 Design Process/Practice	A	A	A	A	A	P	A	A							A	A				A	A	
	URBN 6840 Independent Study	Pr	Pr	Pr	Pr	Pr						P	P	P	P								
2 nd term (Spring)	URBN 6611 Urban Design Studio II	Pr	Pr	Pr	Pr	Pr													Pr	Pr		Pr	
	URBN 6642 Design Policy/Regulation						P	A	A	A						A	A	A	A	A	A		
	URBN 6644 Sustainable Urbanism	A	A	A	A	A										Pr	Pr	Pr	Pr	Pr	Pr	Pr	
	URBN 6930 Professional Internship											A	A	A	A							A	
3 rd term (Summer)	URBN 6612 International Studio	Pr	Pr	Pr	Pr	Pr		Pr	Pr	Pr	Pr								Pr	Pr		Pr	
	URBN 6645 Global Design Practice	A	A	A	A	A						A	A	A	A								
A = assignment; E = exam; P = paper; Pr = project (Note that these are only <i>suggested</i> assessment methods for each outcome). URBN = core course																							

Sampling, data collection and scoring methods

Instructors of all studio and seminar courses collected data using a combination of assignments, exams, papers and projects. All courses used assessment methods noted in the matrix, and each instructor was required to use rubrics and design studio jury feedback forms to determine student success in meeting defined objectives. Unfortunately, although all faculty were asked to complete these assessments, we received only one report back from our instructor of URBN 6642. We will take significant measures in 2013-14 to ensure compliance across all courses, including meeting with Dr. Wolf to develop new strategies for increasing compliance.

August 3, 2013

To: [Nemeth, Jeremy](#); [Catalano, Lori](#)

From: Kenneth Wolf, Outcomes Assessment Committee

Re: Feedback on the 2012-2013 Assessment Report for the Master's in Urban Design

The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There are multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. A nicely done framework.

I would be glad to work with you and the faculty early in the fall to design an assessment plan and identify who will be collecting what data, for which learning outcomes, in what classes or studios. Let me know anything I can do to help ensure a successful outcomes assessment process in 2013-2014.

**MASTER OF URBAN DESIGN PROGRAM
COLLEGE OF ARCHITECTURE AND PLANNING**

OUTCOMES ASSESSMENT ANNUAL RESULTS REPORT (AY 2013-2014)

Name of Program: Master of Urban Design (MUD)

Program Directors: Ann Komara and Jeremy Németh

Program Director Email: ann.komara@ucdenver.edu, jeremy.nemeth@ucdenver.edu

Person Completing Report: Ann Komara and Jeremy Németh

E-mail for Person Completing Report: jeremy.nemeth@ucdenver.edu

Date Report Submitted: June 2, 2014

Program's educational goals or objectives:

The Master of Urban Design (MUD) program faculty is drawn from the three affiliated departments in the College of Architecture and Planning (CAP): Architecture, Landscape Architecture and Urban and Regional Planning. This interdisciplinary faculty is committed to implementing efficient and effective processes of assessment and evaluation to advance student learning, teaching effectiveness and program quality. To this end, the faculty has developed four broad objectives and a series of measurable student learning outcomes that are shared by all faculty members delivering an MUD course and will be introduced to the students through syllabi and rubrics. These specific learning outcomes describe the knowledge, skills and abilities that students are expected to have upon completion of MUD degree.

The commitment to this process also required the identification and development of key program-level assessments and methods for evaluating student performance. The primary methods of assessment are rubrics developed for both design studio juries and for required essays and papers in core seminar/lecture courses, as rubrics best reflect overall student performance and student progress in the majority of student learning outcomes. Other assessment methods such as exams are also critical to evaluating the full spectrum of student learning.

Every June, the affiliated MUD faculty meets to discuss the results of these assessments and other forms of indirect measurement. The results of the assessments are used to help guide the evolution of the curriculum and to develop a plan of action for the year ahead. The assessment results and plan of action are then documented and submitted to the University as the Annual Program Assessment Results Report.

Student learning outcomes

The program faculty developed the following program objectives and student learning outcomes so faculty and students have a shared understanding of the goals directing the curriculum. Students are expected to be proficient or above in each of these areas by the time they graduate from the MUD program. As the MUD faculty acknowledges that students begin with different skill levels, all students are expected to consistently improve throughout each semester course, making significant strides relative to the following outcomes:

Design excellence: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.

Specifically, students will be able to:

- A. Identify, organize and assess existing physical, social, economic, political, cultural and regulatory constraints and opportunities.
- B. Identify, unpack and reassemble the various layers, flows and systems of infrastructure (both natural and human-made) impacting a project area.
- C. Rigorously evaluate alternative physical design strategies before selecting technically sound solution that addresses site and program.
- D. Develop cohesive, foundational design solution that resolves extant conflicts or contradictions by responding to the identified contextual constraints, opportunities and processes.
- E. Objectively evaluate alternative design responses presented by other students.

Communication skills: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

Specifically, students will be able to:

- A. Write an organized, compelling and grammatically correct argument or thesis supported by well-documented research.
- B. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.

- C. Construct a well-organized, legible, coherent and convincingly laid out visual presentation that explains complex ideas and concepts in an efficient and effective manner.
- D. Clearly articulate and document the iterative process of developing design ideas.
- E. Constructively critique the work of others while actively listening to, seeking out, and responding to constructive criticism from peers, instructor and other experts.
- F. Act as a respectful member of groups or teams, considering multiple viewpoints and strategies.

Professional expertise: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.

Specifically, students will be able to:

- A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.
- B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.
- C. Demonstrate an understanding of urban designers' legal responsibilities with respect to professional standards for public health, safety, welfare and other factors affecting design, construction and practice.
- D. Demonstrate an awareness of the basic principles of office organization, the different methods of project delivery, the corresponding forms of service contracts and the evolving legal context to render competent and responsible professional services.

Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

Specifically, students will be able to:

- A. Identify and understand the history of the form and formation of cities.
- B. Identify the social, economic and political forces that shape the built environment.
- C. Analyze and discuss in written, visual and oral form relationships between regulations and built form.
- D. Develop regulatory framework that enable the production of built form in a manner seen preferable to that which currently exists.

- E. Identify the history and contemporary view of urban design as a professional pursuit.
- F. Demonstrate an understanding of the conventions, standards and applications pertaining to the production of design plans.

Evaluating individual courses and student performance

Faculty course questionnaires (FCQs): At the end of each semester, students in every course in the University complete an anonymous survey of the course and the effectiveness of the instructor and teaching assistant(s) (if any). The results of these surveys are tabulated and available for viewing online midway through the following semester. The results are also used in the annual evaluation of faculty performance.

Student performance in individual courses is directly assessed through design studio juries, exams and assignment rubrics. Course expectations and desired outcomes are described in the syllabus.

Design studio juries: The design studio jury is a primary method of student assessment because it best reflects overall student performance and student progress in the majority of student learning outcomes. The urban design studio is the integrative centerpiece of the curriculum and is intentionally linked with courses taken concurrently. During student project presentations, the faculty and external reviewers use rubrics to critically discuss and assess the quality of each project from the views of their respective objectives, requirements, methods and student performance.

Papers, assignments and exam rubrics: Student performance is also directly assessed through exams of course content and through rubrics used for course assignments (papers, drawings, etc.).

In addition, the matrix below details the courses in which each learning outcome and assessment method are tested and measured.

MUD Program Program-Level Assessment Matrix		Design excellence					Communication skills						Professional expertise				Substantive knowledge					
		A	B	C	D	E	A	B	C	D	E	F	A	B	C	D	A	B	C	D	E	F
		Identify, assess constraints and opportunities	(Re)assemble infrastructural layers/systems	Evaluate alternative design strategies	Develop cohesive, responsive design solution	Evaluate alternative design strategies	Write an organized research paper	Deliver professional verbal presentation	Construct convincing visual presentation	Document the iterative process of design	Deliver and respond to constructive criticism	Act as respectful, responsive team member	Assess professional predispositions	Develop and apply ethical frameworks	Understand designers' legal responsibilities	Aware of project delivery, office organization	Understand form and formation of cities	Identify forces shaping built environment	Understand relationship btwn regulation/built form	Develop reg. framework including preferable form	Identify urban design's position as profession	Understand urban design conventions/ standards
One year (three-term) curriculum – 36 credits																						
1 st term (Fall)	URBN 6610 Urban Design Studio I	Pr	Pr	Pr	Pr	Pr		Pr	Pr	Pr	Pr	Pr										Pr
	URBN 6641 Design Process/Practice	A	A	A	A	A	P	A	A								A	A			A	A
	URBN 6840 Independent Study	Pr	Pr	Pr	Pr	Pr							P	P	P	P						
2 nd term (Spring)	URBN 6611 Urban Design Studio II	Pr	Pr	Pr	Pr	Pr													Pr	Pr		Pr
	URBN 6642 Design Policy/Regulation						P	A	A	A							A	A	A	A		A
	URBN 6930 Professional Internship												A	A	A	A						A
3 rd term (Summer)	URBN 6612 International Studio	Pr	Pr	Pr	Pr	Pr		Pr	Pr	Pr	Pr	Pr							Pr	Pr		Pr
A = assignment; E = exam; P = paper; Pr = project (Note that these are only <i>suggested</i> assessment methods for each outcome). URBN = core course																						

Sampling, data collection and scoring methods and impact on curriculum

Instructors of all studio and seminar courses collected data using a combination of assignments, exams, papers and projects. All courses used assessment methods noted in the matrix, and each instructor was required to use rubrics and design studio jury feedback forms to determine student success in meeting defined objectives. Data collection took place in Fall 2013 and Spring 2014, and we received reports from instructors of all four (4) core courses taught this academic year (two studio/workshop courses, two seminar courses).

Review of the sequence and student progress suggested a curriculum revision of an additional seminar course, to create a complementary set of classes on “Design Process” and “Design Practice.” This will enhance the professional basis for the students, and will be implemented during AY 2014-15

Student accomplishment as measured by these steps could be enhanced with the addition of a reflective component at the time of completion of the program, which could include a portfolio and statement. The program is considering this addition.

Learning Outcomes Assessment

URBAN DESIGN 6610

Denver TOD: Creating Value Through Walkable Urbanism

**University of Colorado-Denver
College of Architecture and Planning
Master of Urban Design Program**

Submitted by:
Peter J. Park

Fall 2013

PLAN			ASSESSMENT		
Learning Outcome	Assessment Type(s)	Assessment Scoring Method	Results	Interpretation of Results	Response to Results
LO #1D	Part IV Final Presentation	Final Team Grades	Average Grade = A- (3.69)	<ul style="list-style-type: none"> • Class grade average generally on par with past years however, more B grades. • This class has higher variation in incoming skills and overall quality of work. • Emphasis on the “studio culture” helped 3 of 5 groups. 	<ul style="list-style-type: none"> • Consider mixing teams more in group work and/or assigning the team compositions vs allowing students to form their own teams. • Stop by the studio outside of class time more often to reinforce importance of participation in and contributing to studio culture.
LO #2C	Part I F/G & Serial Vision Exercise	Individual Grades	Average Grade = B+ (3.56)	<ul style="list-style-type: none"> • Based on student comments from last year, less time was given to complete this assignment. However, grades reflect somewhat lower quality of final products compared to previous years. • Lower grades/quality may be related to less design skill/experience of students. • More time might have improved the outcome. 	<ul style="list-style-type: none"> • Build in flexibility for the due date of this exercise to allow more time if needed due to lacking incoming skills. • Interestingly, students w/less design background often create more thoughtful and compelling work. • Do more pin-ups early on so students can see/share more • Collect work the evening before the presentation day to ensure all are complete.
LO #3A	Student Response Essays + Peer Evaluations	Student Self-assessment Grade	Average Grade = A- (3.85)	<ul style="list-style-type: none"> • Overall, student responses reflect greater appreciation for working at multiple scales (from site specific to greater context); integration of design and implementation strategies, and the value of cross-disciplinary coordination. • Somewhat higher self-assessment grade average. 	<ul style="list-style-type: none"> • I’m very satisfied (and pleasantly surprised) the responses consistently mentioned these three topics. • Put more emphasis on students providing more written self-assessment comments and perhaps even eliminate the letter grade.

Applicable MUD Learning Outcomes (highlighted in red)

The program faculty developed the following program objectives and student learning outcomes so faculty and students have a shared understanding of the goals directing the curriculum. Students are expected to be proficient or above in each of these areas by the time they graduate from the MUD program. As the MUD faculty acknowledges that students begin with different skill levels, all students are expected to consistently improve throughout each semester course, making significant strides relative to the following outcomes:

1. Design excellence: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.

Specifically, students will be able to:

- A. Identify, organize and assess existing physical, social, economic, political, cultural and regulatory constraints and opportunities.
- B. Identify, unpack and reassemble the various layers, flows and systems of infrastructure (both natural and human-made) impacting a project area.
- C. Rigorously evaluate alternative physical design strategies before selecting technically sound solution that addresses site and program.
- D. Develop cohesive, foundational design solution that resolves extant conflicts or contradictions by responding to the identified contextual constraints, opportunities and processes.**
- E. Objectively evaluate alternative design responses presented by other students.

2. Communication skills: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

Specifically, students will be able to:

- A. Write an organized, compelling and grammatically correct argument or thesis supported by well-documented research.
- B. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.
- C. Construct a well-organized, legible, coherent and convincingly laid out visual presentation that explains complex ideas and concepts in an efficient and effective manner.**
- D. Clearly articulate and document the iterative process of developing design ideas.

- E. Constructively critique the work of others while actively listening to, seeking out, and responding to constructive criticism from peers, instructor and other experts.
- F. Act as a respectful member of groups or teams, considering multiple viewpoints and strategies.

3. Professional expertise: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.

Specifically, students will be able to:

- A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.
- B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.
- C. Demonstrate an understanding of urban designers' legal responsibilities with respect to professional standards for public health, safety, welfare and other factors affecting design, construction and practice.
- D. Demonstrate an awareness of the basic principles of office organization, the different methods of project delivery, the corresponding forms of service contracts and the evolving legal context to render competent and responsible professional services.

4. Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

Specifically, students will be able to:

- A. Identify and understand the history of the form and formation of cities.
- B. Identify the social, economic and political forces that shape the built environment.
- C. Analyze and discuss in written, visual and oral form relationships between regulations and built form.
- D. Develop regulatory framework that enable the production of built form in a manner seen preferable to that which currently exists.
- E. Identify the history and contemporary view of urban design as a professional pursuit.
- F. Demonstrate an understanding of the conventions, standards and applications pertaining to the production of design plans.

Learning Outcomes Assessment

URBAN DESIGN 6611
The Neo-Industrial City

University of Colorado-Denver
College of Architecture and Planning
Master of Urban Design Program

Submitted by:
Matt Shawaker / Todd Wenskoski

Spring 2014

PLAN			ASSESSMENT		
Learning Outcome	Assessment Type(s)	Assessment Scoring Method	Results	Interpretation of Results	Response to Results
LO #1 A/B	Denver 2050, Mid-term and final presentations	Final Team Grades	Average Grade = Denver 2050:97% Midterm: 86% Final: 83%	<ul style="list-style-type: none"> Class grade average similar to previous years, however this class has less variation in skill level. There were more average students and projects, and fewer excellent ones. The students generally had success identifying the major constraints in the Denver 2050 exercise and framework phases, leading to the selection of their study areas. The studio subject required complex analysis and judgments in how to address existing uses and infrastructure in very fragmented industrial areas. The most successful projects were quickly able to rationalize an approach to dealing with difficult existing conditions. Less successful projects/teams either didn't adequately address existing conditions, or became lost in them and took too long to settle on an approach. 	<ul style="list-style-type: none"> Consider having all students work on the same 1 or two sites, allowing groups to combine mapping efforts.
LO #1D	Final presentation	Team and Individual Grades	Average Grade = B+ (86%)	<ul style="list-style-type: none"> The studio challenged students to think critically about terms such as "mixed use" or TOD, and propose new definitions rather than accepting typical conventions. They started to have success when they modeled and visualized the combinations in three dimensions. While there were many good design concepts proposed, they often lacked cohesion with the group. Some of this is due to the organization of the studio (group then individual) and the nature of the design studio. 	<ul style="list-style-type: none"> Consider adjustments to the initial Denver 2050 exercise, possibly making it shorter and adding another early term charette that requires students to individually engage at a design scale. This will force students to think about physical and spatial design solutions earlier, and give us an early indication of individual skills. Spend less time on framework diagramming, and accelerate design and 3D massing studies, in order to create time for an additional design cycle.
LO #2 C/D	Mid-term and final presentation	Team and Individual Grades	Average Grade = Denver 2050:97% Midterm: 86% Final: 83%	<ul style="list-style-type: none"> In comparison to previous years, the students struggled to make clear, concise arguments that connected their macro-scale analysis to the site and their proposals. Most were stronger with the general argument but the most successful projects and presentations were able to connect that to site scale proposals. Most students did not adequately update their framework & diagramming after the design phase. The diagramming skills were technically sound but did not demonstrate critical thinking, or successfully build their case. There seemed to be a fascination with ultra-distilled graphics and exploded axons over content and argument. This often made the conclusion or point of the diagram difficult to ascertain. 	<ul style="list-style-type: none"> Consider having students write brief (one page) essay outlining their argument and supporting analysis. Have more pin-ups and in-progress studio presentations to practice/refine argument. Adjust schedule to allow more time at end of term for cycling the framework and analysis diagramming based on what was learned/changed in detailed design & testing. May need to spend more time on diagramming skills if this occurs again. In past years this was less of an issue so we will have to evaluate this early in the term.

Applicable MUD Learning Outcomes (highlighted in red)

The program faculty developed the following program objectives and student learning outcomes so faculty and students have a shared understanding of the goals directing the curriculum. Students are expected to be proficient or above in each of these areas by the time they graduate from the MUD program. As the MUD faculty acknowledges that students begin with different skill levels, all students are expected to consistently improve throughout each semester course, making significant strides relative to the following outcomes:

1. Design excellence: Students will be able to produce cohesive and comprehensive statements about the preferential design of the built environment, employing practices that lead to conceptual, analytical and formal transformation of existing problems into preferred solutions, while remaining attentive to germane content knowledge, professional and ethical criteria.

Specifically, students will be able to:

- A. Identify, organize and assess existing physical, social, economic, political, cultural and regulatory constraints and opportunities.
- B. Identify, unpack and reassemble the various layers, flows and systems of infrastructure (both natural and human-made) impacting a project area.
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- D. Develop cohesive, foundational design solution that resolves extant conflicts or contradictions by responding to the identified contextual constraints, opportunities and processes.
- E. Objectively evaluate alternative design responses presented by other students.

2. Communication skills: Students will be able to work individually or in groups to effectively and efficiently convey ideas using verbal, visual and graphic communication techniques appropriate for a wide variety of professional, academic and layperson audiences.

Specifically, students will be able to:

- A. Write an organized, compelling and grammatically correct argument or thesis supported by well-documented research.
- B. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.
- C. Construct a well-organized, legible, coherent and convincingly laid out visual presentation that explains complex ideas and concepts in an efficient and effective manner.
- D. Clearly articulate and document the iterative process of developing design ideas.

- E. Constructively critique the work of others while actively listening to, seeking out, and responding to constructive criticism from peers, instructor and other experts.
- F. Act as a respectful member of groups or teams, considering multiple viewpoints and strategies.

3. Professional expertise: Students will be able to defend the role of the urban designer in the built environment professions and evaluate the various methods and practices employed in the design field.

Specifically, students will be able to:

- A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.
- B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.
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4. Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

Specifically, students will be able to:

- A. Identify and understand the history of the form and formation of cities.
- B. Identify the social, economic and political forces that shape the built environment.
- C. Analyze and discuss in written, visual and oral form relationships between regulations and built form.
- D. Develop regulatory framework that enable the production of built form in a manner seen preferable to that which currently exists.
- E. Identify the history and contemporary view of urban design as a professional pursuit.
- F. Demonstrate an understanding of the conventions, standards and applications pertaining to the production of design plans.

Learning Outcomes Assessment

**URBN 6641
Design Process and Practice**

**University of Colorado-Denver
College of Architecture and Planning
Master of Urban Design Program**

Submitted by:
Heath Mizer

Fall 2013

URBN 6641: Urban Design Process/ Practice

Wednesday: 5:00pm – 7:45pm

Instructor: **Heath Mizer**, RLA
hmizer@civitasinc.com
Office hours by appointment

Learning Outcomes Assessment – Fall 2013 Semester

Assignment: Site Testing Design Study – Industrial Infill Development

The students were given a total of three separate site testing assignments throughout the semester. In each exercise the students were challenged with a real site with client-driven goals. Students were required to explore site testing through rapid-cycle design studies due at the end of class. They were given rules to achieve a certain land-use program with a targeted density, associated parking requirements, contextual connectivity, and an integrated relationship between architecture and the public realm. At the end of class, students were asked to pin up their work and invited to present and critique. By the end of the semester there was significant improvement with students that struggled with the design process.

The following MUD outcomes were tested in this assignment:

Design Excellence:

- A. Identify, organize and assess existing physical, social, economic, political, cultural and regulatory constraints and opportunities.
- B. Identify, unpack and reassemble the various layers, flows and systems of infrastructure (both natural and human-made) impacting a project area.
- C. Rigorously evaluate alternative physical design strategies before selecting technically sound solution that addresses site and program.
- D. Develop cohesive, foundational design solutions that resolve extant conflicts or contradictions by responding to the identified contextual constraints, opportunities and processes.
- E. Objectively evaluate alternative design responses presented by other students.

Substantive Knowledge:

- A. Identify and understand the history of the formation of cities.
- B. Identify the social, economic and political forces that shape the built environment.
- C. Analyze and discuss in written, visual and oral form relationships between regulations and built form.
- D. Develop regulatory framework that enable the production of built form in a manner seen preferable to that which currently exists.
- E. Identify the history and contemporary view of urban design as a professional pursuit.

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- F. Demonstrate an understanding of the conventions, standards, and applications pertaining to the production of design plans.

Student	Grade	Comments
<u>Alhajri, Mubarak</u>	B-	Mubarak’s urban design framework plans usually achieved the targeted program but failed to resolve physical design with public realm. He had a hard time with the design process in general. Parking requirements were usually achieved but design exploration was non-existent.
<u>Almahdi, Mohammad</u>	B	Mohammad had conceptual ideas but failed to materialize them. Building footprints were much too large without reinforcing UD principles. Diagrams need clarity.
<u>Badwe, Akshay</u>	A-	Very clear diagrams and good UD concepts. Akshay presents his work very thoughtfully both verbally and graphically.
<u>Breidenbach, Kelly</u>	A-	Good mix of building type and size. Achieved connectivity with surrounding neighborhoods but UD framework lacks effective open space connections.
<u>Choi, Soonhyuck</u>	A	Very proficient in the design process. Soon shows a commanding efficiency in exploring UD concepts and diagrams. He has great ideas and needs to develop an active voice in class critique and discussion.
<u>Cross, Clayton</u>	B+	Clayton shows promise at times but lacks serious inquiry and rigor in the design process. He is good at achieving program/ parking requirements but shows little interest in exploring ideas. Diagrams lack clarity. Clayton could do much better.

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<u>Fazio, Nicholas</u>	B+	Nick shows good conceptual ideas but has difficulty resolving them into physical form. Diagrams need clarity.
<u>Fu, Yue</u>	B	Good collection of design studies. Good connectivity. Conceptual ideas not quite carried through in UD framework plan.
<u>Gritzmacher, Philip</u>	A-	Philip displays very logical planning solutions but lacks design exploration in UD physical framework. He is very proficient in meeting programmatic requirements.
<u>Juarez, Jose</u>	B	Diagrams and graphic representation need a lot of improvement. UD framework lacks connectivity. Joe displays spirited class participation but lacks design exploration and inquiry.
<u>Khan, Tamzida</u>	A-	Shows strong potential in resolving physical form with conceptual substance. Tamzida displays bold UD framework with clear diagrams.
<u>Manzoor, Izna</u>	B+	Izna has good concepts but poorly executed in plan. Building footprints have been much too large or too small to yield an efficient program.
<u>Nakayama, Preston</u>	A-	Preston showed great improvement throughout the semester, especially in conceptual framework that achieves UD principles.
<u>Navarro-Gomez, Daniel</u>	B+	Good UD framework and strong concepts throughout the semester. Daniel is a thoughtful designer and critic; however his diagrams could be better.
<u>Nelson, Nicholas</u>	B+	Nick showed much improvement in developing conceptual framework but needs work in resolving physical form.

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<u>Thomas, Madonna</u>	B	Madonna shows strong conceptual ideas at times but needs improvement resolving them into physical form. UD strategy also needs improvement (leverage existing value into project.)
<u>Whitenhill, Chris</u>	A-	Good UD framework by utilizing connections ecology but needs improvement resolving those ideas into physical form.
<u>Wong, Stephanie</u>	B+	Stephanie showed great improvement throughout the semester. She displayed clear diagrams and thoughtful design studies.
<u>Yang, Byungsun</u>	A-	Sun showed very clear diagrams and UD framework. His UD strategy could improve but displayed thorough concepts and principles.

Assignment: Site Critique and Analysis

This assignment was a compilation of the methods, tools, and techniques used in Urban Design to effectively analyze and evaluate a built project in the Denver metro area through written critique, graphic presentation (through diagrams), and verbal presentation to the class. The students were asked to evaluate the project according to the tenets of the particular stylistic approach of the project (if there was one) e.g., How does Stapleton perform on the principles of New Urbanism? Particular emphasis was given to the students' evaluation of the project based on their own methodology of what constitutes successful urban design. This was the final project of the semester and performed in teams of two.

Communication Skills:

- A. Write an organized, compelling and grammatically correct argument or thesis supported by well-documented research.
- B. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.

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- C. Construct a well-organized, legible, coherent and convincingly laid out visual presentation that explains complex ideas and concepts in an efficient and effective manner.
- D. Clearly articulate and document the iterative process of developing design ideas.
- E. Constructively critique the work of others while actively listening to, seeking out, and responding to constructive criticism from peers, instructor and other experts.
- F. Act as a respectful member of groups or teams, considering multiple viewpoints and strategies.

Professional Expertise:

- A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.
- B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.
- C. Demonstrate an understanding of urban designers’ legal responsibilities with respect to professional standards for public health, safety, welfare and other factors affecting design, construction and practice.
- D. Demonstrate an awareness of the basic principles of office organization, the different methods of project delivery, the corresponding forms of service contracts and the evolving legal context to render competent and responsible professional services.

Student	Grade	Comments
Alhajri, Mubarak	B+	Diagrams were clear but critical inquiry in spatial analysis of Skyline park was lacking. History of the park and design evolution could have been presented more effectively. Verbal presentation was proficient.
Almahdi, Mohammad	B+	Effective diagrams and evolution of Belmar were graphically presented. Written analysis was lacking. Verbal presentation was proficient.

URBN 6641: Urban Design Process/ Practice

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<u>Badwe, Akshay</u>	A	Very effective presentation both graphically and verbally. Diagrams were very clear and thoughtful. History of Stapleton was presented well but critique could have been more thoughtful and critical. Site sections of the various street conditions were very attractive.
<u>Breidenbach, Kelly</u>	A-	Clear analysis diagrams and pictorial history of Highland Garden Village. Very well written critique and analysis.
<u>Choi, Soonhyuck</u>	A-	Good use of scale comparisons. Diagrams were very clear and metrics evaluating success of Orchard Town Center were effective. Verbal presentation could use improvement.
<u>Cross, Clayton</u>	INC	Not present.
<u>Fazio, Nicholas</u>	B+	Verbal and graphic presentation of the Convention Center Corridor was proficient but written critique and analysis was really lacking.
<u>Fu, Yue</u>	B	Graphic presentation of the Convention Center Corridor was proficient but written critique and analysis was really lacking. Verbal presentation needs work.
<u>Gritzmacher, Philip</u>	B+	Very effective presentation of the Fire Clay Lofts from a strategic development point of view but a considerably more comprehensive analysis and critique could have been given at a site plan scale.
<u>Juarez, Jose</u>	B+	Diagrams could use more clarity and rigor. Effective analysis of the plaza renovation was presented, however serious inquiry and critique of Writer Square urban form was lacking.
<u>Khan, Tamzida</u>	A	Very effective presentation both graphically and

URBN 6641: Urban Design Process/ Practice

Wednesday: 5:00pm – 7:45pm

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		verbally. Diagrams were very clear and thoughtful. History of Stapleton was presented well but critique could have been more thoughtful and critical. Site sections of the various street conditions were very attractive.
<u>Manzoor, Izna</u>	B+	Diagrams were clear but critical inquiry in spatial analysis of Skyline park was lacking. History of the park and design evolution could have been presented more effectively. Verbal presentation was proficient.
<u>Nakayama, Preston</u>	A-	Good use of scale comparisons. Diagrams were very clear and metrics evaluating success of Orchard Town Center were effective. Verbal presentation could use improvement.
<u>Navarro-Gomez, Daniel</u>	A-	Effective timeline historical presentation of Highlands Ranch. Good diagrammatic analysis at various scales, but diagrams could have been more refined graphically. Good verbal presentation.
<u>Nelson, Nicholas</u>	B+	Very effective presentation of the Fire Clay Lofts from a strategic development point of view but a considerably more comprehensive analysis and critique could have been given at a site plan scale.
<u>Thomas, Madonna</u>	B	Graphic presentation of the Convention Center Corridor was proficient but written critique and analysis was really lacking.
<u>Whitenhill, Chris</u>	B+	Effective diagrams and evolution of Belmar were graphically presented. Written analysis was lacking. Chris needs to work on his verbal presentation.
<u>Wong, Stephanie</u>	A-	Clear diagrams and pictorial history of Highland Garden Village. Very well written critique and analysis.

URBN 6641: Urban Design Process/ Practice

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Yang, Byungsun	B+	Diagrams could use more clarity and rigor. Effective analysis of the plaza renovation was presented, however serious inquiry and critique of Writer Square urban form was lacking.
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Learning Outcomes Assessment

**URBN 6642
Design Policy and Regulation**

**University of Colorado-Denver
College of Architecture and Planning
Master of Urban Design Program**

Submitted by:
Korkut Onaran

Spring 2014

LEARNING OUTCOMES REPORT

In spring 2014 semester UPBN 6642 Design Policy and Regulation aimed at grasping the concepts of design, policy, and regulation, as they interact within the local democracies. The course focused on developing an in-depth understanding of how certain land use planning tools and regulations work in achieving objectives that are crucial for the profession.

The objectives of the course that were announced in the syllabus were:

- Development of a firm understanding of the purpose and overarching objectives of the urban design and planning profession within society, understanding of the tools available to achieve these objectives.
- Ability to evaluate physical design in terms of quality of life implications and communicate these arguments with an audience.
- Thorough understanding of impacts of various development codes and zoning regulations on physical environment and urban form.
- Ability to craft regulations to guide and control urban developments.

The requirements of the course that were announced in the syllabus were:

PAPER REVIEW POWERPOINT PRESENTATION

This part of the course will be in seminar format; each of you will review and present a reading listed in the syllabus (the ones with ____ on the side). The presentations need to be critical and selective; those arguments and case studies that are most significant for our class topics need to be emphasized. I will meet the presenters a week before to go over the readings. Use of diagrams, schematic drawings, pictures and other visual material is an integral part of an appealing presentation. Also, please provide questions to instigate class discussion.

(15 % of the grade)

SUSTAINABLE URBAN FORM INDICATORS A POWERPOINT PRESENTATION

In the first part of the course we will review a few examples of comprehensive frameworks for defining sustainability in terms of urban development patterns. The purpose is: (a) to understand and communicate the challenges in formulating these frameworks as planning policies and (b) to focus on the questions of to what extent sustainability indicators can be incorporated in design review and be controlled by regulations, standards, and guidelines.

The short PowerPoint presentation will be focused on

1. Creating a comprehensive conceptual framework to define sustainable urban form
2. Providing a general list of indicators and metrics
3. Explaining why and these indicators are significant in achieving sustainability.

You are asked to provide a PowerPoint presentation in the class. The presentation is to be compact, to the point, visually appealing, and short: no longer than 10 minutes.

Due: February 12, 2014

(15 % of the grade)

A COMPARATIVE DISCUSSION ON RECENT PROGRESSIVE CODES: A POWERPOINT PRESENTATION

The purpose of this exercise is to analyze, understand and learn from some of the recent innovative codes. Please pick one of the following codes to analyze and compare to the recently adopted Denver's Zoning Code (as long as you contact me before hand with your choice, you may choose outside of this list as well):

- Zoning Code, Montgomery, AL
- Santa Ana Downtown Renaissance Specific Plan, Santa Ana, CA
- Zoning Code, Ventura, CA
- Miami 21 SmartCode, Miami, FL
- Form-Based Code for Mixed-use Infill, Sarasota County, FL
- Towns, Villages, Countryside Land Development Regulations, St. Lucie County, FL
- Heart of Peoria Land Development Code, Peoria, IL
- Downtown Development Code, Blue Springs, MO
- Smart Code, Taos, NM
- TOD SmartCode, Leander, TX
- Design Guidelines and Standards for Sunrise Valley, Washington City, UT
- Park East Redevelopment Plan, Milwaukee, WI

1. Please provide the context and the purpose of the codes. Summarize the scope. (Is this part of a larger code? If so, how does it relate to the larger code?)
2. Provide a brief analysis of the structure of the code. Compare the structure of your code to the structure of the Denver's New Zoning Code. How are use, density, and form related regulations organized? Also, is there an overall vision for the future of the physical environment? If yes how is it presented? Is there a master/site plan? How are the regulations related to these?
3. In a block or building scale what are some of the innovative regulatory tools used in the code to control and guide the urban form?
4. Finally provide an evaluation of the urban environment this code encourages in terms of (a) overarching planning objectives identified in the first day of the class and (b) sustainable urban form indicators.

The presentation is to be compact, to the point, and short: no longer than 12 minutes.

Due: April 2, 2014
(30 % of the grade).

LEARNING FROM THE VERNACULAR CODING FOR CLIMATE: THE FINAL PAPER / PRESENTATION

This exercise is aimed at (a) studying vernacular urban forms in the light of their responses to climate (b) crafting regulations and understanding the challenges (c) developing some practical regulatory tools that can guide and encourage smart responses to climatic conditions. This exercise has three steps:

1. Choose a climate zone (either hot humid or hot arid) and discuss the climatic requirements of this zone along with exemplary responses evolved through vernacular urban settings. Gather information about the physical/formal characteristics of the vernacular settings and evaluate these characteristics in the light of the climatic efficiency and function. Identify some morphological rules, values, and correlate these to the lifestyles.
2. Choose a one of the following three contexts and for a development in a block or half block scale, provide a set of density, use, and bulk regulations. Although, following a lot types or building types approach is encouraged, other innovative approaches are welcomed as well.
 - Urban edge / T3 / R2, R3, Low density business, mixed use, etc. (around 1 to 3 stories / 0.7 – 1.3 FAR)
 - Urban / T4 / R3, R4, Medium density mixed use, Medium density business, etc. (around 2 to 4 stories / 1 – 2 FAR)
 - General Urban / T5 / R4, Business, Urban Mixed Use, etc. (around 3 to 6 stories / 1.5 – 3 FAR)
 - (Denver's New Zoning Code / typical transect / conventional zoning district)

3. Test your regulations by pretending to be a designer designing a development proposal for a half-block or block area using these regulations and build a SketchUp model of this development proposal.

You are asked to provide a PowerPoint presentation in the class. The presentation is to be compact, to the point, and short: no longer than 12 minutes.

Due: April 23, 2014
(20 % of the grade)

You are also asked to provide a paper version of your presentation. The visuals will be an important part of your paper. Although length is not an important criterion (the content is) just to give an idea, 12 – 18 pages is a reasonable length.

Due: May 7, 2014
(20 % of the grade)

Even though it is not easy to narrow down, the primary **learning outcome objectives** were

Substantive knowledge: Students will develop a critical understanding of the histories, theories and practices of urban design and its role in shaping both built environments and societal relations.

Specifically, students will be able to:

- B. Identify the social, economic and political forces that shape the built environment.
- D. Develop regulatory framework that enable the production of built form in a manner seen preferable to that which currently exists.

The outcomes summarized on the attached pages indicate a general firm commitment of the students to the presentations. Research, critical reading, providing strong arguments, articulating trade-offs, and being creative with regulation writing were among the talents developed in preparing class presentations. Final paper summarized the final presentation and following discussion. I believe writing a paper after a recommendation presentation helps the students digest the lessons learned throughout the process.

Please do not hesitate to contact me for further discussion.

Warm regards,



KORKUT ONARAN, PH.D.

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KORKUT@PEL-ONA.COM
ASSISTANT PROFESSOR ADJUNCT
COLLEGE OF ARCHITECTURE AND PLANNING
UNIVERSITY OF COLORADO AT DENVER

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: ALHAJRI, NUBRAK & MAGHRABI & AMMAR

Reading: POWER'S NEW ZONING CODE Date of presentation: 3/18/2014 Grade: ~~14/15~~ 14/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: ALHUSSAMI, MUHAMMAD & ALQURASHI, AHMAD

Reading: BOULDER'S REVISED CODE

Date of presentation: 3/19/2014

Grade: ~~18/15~~ 18/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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4. Visual material

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5. Discussion questions

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7. Further comments

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: ALNAHDI, MOHAMMAD

Reading: GRAFF & MINTZ, 1998. Date of presentation: 1/29/2014 Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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4. Visual material

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6. Professionalism

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7. Further comments

GOOD WORK, THANKS!

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: ALMATAR, KHALID

Reading: SIOGHAN . 2005. Date of presentation: 3/12/2014 Grade: 5/5

1. The conceptual framework

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2. Relevance in design review

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7. Further comments

Good work. THANK YOU.

I. PAPER SUMMARIES / PRESENTATIONS

Presenter: ANDELSON, CHASE

Reading: RUSSELL, 2004. Date of presentation: 3/12/2014 Grade: 15/15

1. The conceptual framework

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7. Further comments

BRIEF AND TO THE POINT PRESENTATION. THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: CHOI, SOONHYUCK

Reading: LOUKATOU-SIBERIS, 2012

Date of presentation: 4/9/2014

Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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3. Delivery

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4. Visual material

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5. Discussion questions

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7. Further comments

WELL-SEARCHED, ANALYZED, AND PREPARED PRESENTATION. THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: JACOB COX

Reading: COSTONIS -1989 Date of presentation: 2/5/2014 Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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4. Visual material

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6. Professionalism

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7. Further comments

Good work, THANKS!

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: CROSS, CLAYTON

Reading: NEUMAN & KENWORTHY Date of presentation: 1/29/2014 Grade: 15/15
. 1999

1. The conceptual framework

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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good work, thanks!

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Fazio, Nic

Reading: Fogelson . 2005. Date of presentation: 3/12/2014 Grade: 15/15

1. The conceptual framework

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

GOOD PRESENTATION, GOOD QUESTIONS. THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: FORTUNATO, STEVEN

Reading: ONARAN, 1998.

Date of presentation: 2/26/2014

Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good work, thanks!

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: FU, YUE

Reading: PAROLECK. 2008 Date of presentation: 2/26/2014 Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

GOOD PRESENTATION, THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: TURKEL, JOE

Reading: DAVIS, 1989 Date of presentation: 2/19/2014 Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasized enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

GOOD WORK, THANKS!

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: LINDSEY, ANNE

Reading: GREENBERG 2004 Date of presentation: 3/5/2014 Grade: 15/15

1. The conceptual framework

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| <input type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input checked="" type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good presentation! It would be more helpful to focus on what regulations can do and cannot do - not all problems can be addressed by regulations. It would be helpful to briefly talk about the scope of some cases.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: MAGALHAES, ANA CLAUDIA

Reading: PAROLELL ET AL. 2008 Date of presentation: 3/18/2014 Grade: _____
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1. The conceptual framework

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| <input type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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4. Visual material

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| <input type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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| <input type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: IZNA MANZOOK

Reading: LEED ND .2009. Date of presentation: 2/5/2014 Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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7. Further comments

VERY WELL PREPARED PRESENTATION. THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: NAVARRO - GOMEZ, DANIEL

Reading: POLYZOIDES, & SHERWOOD. 1992 Date of presentation: 4/9/2014 Grade: 15/15

1. The conceptual framework

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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4. Visual material

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5. Discussion questions

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6. Professionalism

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

WELL-PREPARED AND WELL-DELIVERED PRESENTATION. THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: NELSON, NICK

Reading: DUANY & BRAIN. 2005 Date of presentation: 3/12/2014 Grade: 15/15

1. The conceptual framework

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| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good work. Thank you.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: SHULU, NATHS

Reading: HAKIM, 1900 Date of presentation: 4/16/2014 Grade: 15/15

1. The conceptual framework

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Well-summarised, to the point presentation. Thanks.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: MADONNA THOMAS

Reading: EWING ET AL. 2008 Date of presentation: 2/5/2014 Grade: 14/15

1. The conceptual framework

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|---|---|---|--|--|
| <input type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input checked="" type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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|--|--|---|---|--|
| <input type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input checked="" type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input checked="" type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good work, THANKS!

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: WHITENHILL, CHRIS

Reading: TULEH. 2012. Date of presentation: 3/12/2014 Grade: 15/15

1. The conceptual framework

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

WELL PREPARED PRESENTATION, GOOD QUESTIONS. THANK YOU.

1. PAPER SUMMARIES / PRESENTATIONS

Presenter: WONG, STEPHANIE

Reading: Lat. 1983 Date of presentation: 2/26/2014 Grade: 15/15

1. The conceptual framework

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good work, thanks!

I. PAPER SUMMARIES / PRESENTATIONS

Presenter: YANG, BYUNG SUNReading: SCHER, 1994. Date of presentation: 2/19/2014 Grade: 15/15

1. The conceptual framework

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> The conceptual framework was presented clearly, critically, and comprehensively. | <input type="checkbox"/> The conceptual framework was presented clearly, but was not comprehensive | <input type="checkbox"/> Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | <input type="checkbox"/> The conceptual framework needed to be presented more clearly and critically | <input type="checkbox"/> Explanation of primary concepts of the reading was missing. |
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2. Relevance in design review

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| <input checked="" type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful | <input type="checkbox"/> The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed | <input type="checkbox"/> The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | <input type="checkbox"/> The presentation did not cover a convincing argument about the relevance of the paper in design review |
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3. Delivery

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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4. Visual material

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| <input checked="" type="checkbox"/> Visual material was well-prepared, appealing, and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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5. Discussion questions

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|---|---|--|--|--|
| <input checked="" type="checkbox"/> Discussion questions were well prepared and very helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions were somehow helpful in guiding a productive discussion | <input type="checkbox"/> Discussion questions addressed the key points of the reading only partially | <input type="checkbox"/> Discussion questions needed further study | <input type="checkbox"/> Discussion questions were missing |
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6. Professionalism

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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7. Further comments

Good work, thanks!

2. ESSAYS

Author: AL-HAJIRI, MUBARAK

Grade for Essay #1: 15/16

Grade for Essay #2: 13/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
|--|---|---|--|--|

2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

THANK YOU.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
|---|--|--|--|--|

2. The concepts of loose space and third place

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| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input checked="" type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|---|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input checked="" type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

RELATIONSHIPS BETWEEN AUTHENTICITY, LOOSE SPACE, AND THIRD PLACE
NEED FURTHER EXPLORATION. NEVERTHELESS, I ENJOYED READING YOUR ESSAY.

2. ESSAYS

Author: ALMATAK, KHACID

Grade for Essay #1: 14/15

Grade for Essay #2: 13/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|---|--|---|--|--|
| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

A DISCUSSION ABOUT ALTERNATIVE TOURISM SECTORS & DIVERSIFICATION OF ECONOMY
WOULD BE HELPFUL HOWEVER, YOURS IS A WELL-WRITTEN ESSAY.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|---|--|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|---|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input checked="" type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

THE RELATIONSHIPS BETWEEN AUTHENTICITY, LOOSE SPACE, AND THIRD PLACE
NEED FURTHER EXPLORATION IN THE CONTEXT OF TOURISM.

2. ESSAYS

Author: ALMAZROUA, SULAIMAN

Grade for Essay #1: 14/15

Grade for Essay #2: 14/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|---|--|---|--|--|
| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

- | | | | | |
|---|--|---|--|--|
| <input type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input checked="" type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

A DISCUSSION ON NEGATIVE SOCIAL AND ENVIRONMENTAL EFFECTS OF TOURISM
COULD BE HELPFUL. HOWEVER, THIS IS A WELL-PREPARED PAPER.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

- | | | | | |
|---|--|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

- | | | | | |
|---|---|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input checked="" type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|---|---|--|---|---|

4. Further comments

THE RELATIONSHIPS BETWEEN AUTHENTICITY, LOOSE SPACE, & THIRD PLACE WOULD
FURTHER EXPLORATION. I DON'T THINK BUSINESS PARK IS A GOOD EXAMPLE
FOR A THIRD PLACE.

2. ESSAYS

Author: ALMULHIM, ABDULAZIZ

Grade for Essay #1: 12/15

Grade for Essay #2: 13/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|---|--|---|--|--|
| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

- | | | | | |
|---|---|--|--|--|
| <input type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input checked="" type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

- | | | | | |
|---|---|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input checked="" type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|---|---|--|---|---|

4. Further comments

Your essay could be stronger if you emphasized leakage, pollution, unfair distribution of wealth, etc. as major issues to address. By the way, what is "pop-culture" tourism? Anyway, in spite of these points, I enjoyed reading your essay.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|---|--|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|---|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input checked="" type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

THE CONCEPTS NEED TO BE DEFINED CLEARER. I DON'T THINK STRIP AT LAS VEGAS IS A GOOD EXAMPLE FOR LOOSE SPACE - IT IS THE AUTHORITY OF LOOSE SPACE; EVERY S.F. IS REGULATED THERE.

2. ESSAYS

Author: ANDERSON, RAYAN

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

GOOD WORK, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|---|---|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|--|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

ENJOYED READING YOUR ESSAY. THANK YOU.

2. ESSAYS

Author: BAT, MOHAMMED

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|---|---|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|--|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|---|--|--|---|---|

4. Further comments

WELL - WRITTEN ESSAY. THANK YOU.

2. ESSAYS

Author: BROWN, CHAD

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|--|---|---|--|---|
| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

GOOD EXAMPLES! I ENJOYED READING YOUR ESSAY.

2. ESSAYS

Author: CASTRO, MANUEL

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

I ENJOYED READING YOUR ESSAY. THANK YOU.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
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|---|--|--|--|--|

2. The concepts of loose space and third place

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|--|---|---|--|---|
| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

WELL-WRITTEN ESSAY. NOT IN DEPTH DISCUSSION OF AUTHENTICITY. THANK YOU.

2. ESSAYS

Author: CHRISTOFF, MATT

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|---|--|---|--|--|
| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

I ENJOYED READING YOUR ESSAY. THANK YOU.

2. ESSAYS

Author: FALCHI, Ilie

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
|---|--|--|--|--|

2. The concepts of loose space and third place

- | | | | | |
|--|---|---|--|---|
| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
|--|---|---|--|---|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

GOOD EXAMPLES! I ENJOYED READING YOUR ESSAY. THANK YOU.

2. ESSAYS

Author: FISCHER, LINDY

Grade for Essay #1: 15/15

Grade for Essay #2: _____

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

SHORT BUT TO THE POINT! I ENJOYED READING YOUR ESSAY.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
|--|--|--|--|--|

2. The concepts of loose space and third place

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|---|---|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|--|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|---|--|--|---|---|

4. Further comments

2. ESSAYS

Author: HILL, CAEL

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
|--|---|---|--|--|

2. The prioritization of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Thank you !

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|--|---|---|--|---|
| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

BRIEF BUT TO THE POINT ESSAY. THANK YOU.

2. ESSAYS

Author:

JOB, JEFFREY

Grade for Essay #1:

15/15

Grade for Essay #2:

15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

THANK YOU!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

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|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|--|---|---|--|---|
| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

BRIEF AND TO THE POINT ESSAY. INTERRELATIONS BETWEEN THE THREE CONCEPTS ARE WELL-EXPLORED. THANK YOU.

2. ESSAYS

Author: MAGHRABI, AHMAD

Grade for Essay #1: 13/15

Grade for Essay #2: 9/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|---|--|---|--|--|
| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|---|---|---|--|--|
| <input type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input checked="" type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a confusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Your essay could be stronger if you discussed issues that would be on the agenda of the planning, before going into the policy recommendations. Nevertheless, I enjoyed reading your essay.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|--|---|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input checked="" type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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|---|---|--|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input checked="" type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|--|---|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input checked="" type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

LET'S TALK .

2. ESSAYS

Author: ODELL, BERET

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
|---|--|--|--|--|

2. The concepts of loose space and third place

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|--|---|---|--|---|
| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

GOOD EXPLORATION OF THE ~~RELATIONSHIP~~ RELATIONSHIP BETWEEN THE THREE CONCEPTS. I PARTICULARLY ENJOYED THE SUNSET SCENE IN HO CHI MINH CITY. THANK YOU.

2. ESSAYS

Author: PAN, LIANG

Grade for Essay #1: 11/15

Grade for Essay #2: _____

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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|---|---|--|--|--|
| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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|---|---|--|--|--|
| <input type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input checked="" type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|---|---|--|--|--|

3. Quality of the overall discussion

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|---|--|---|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input checked="" type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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4. Further comments

YOUR ESSAY DOES NOT MENTION MANY OF THE MAJOR ISSUES DISCUSSED IN CHAMBERS'S BOOK. WE ALSO HAD A REVIEW IN THE CLASS.

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
|--|--|--|--|--|

2. The concepts of loose space and third place

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|---|---|---|--|---|
| <input type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|---|--|--|---|---|
| <input type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|---|--|--|---|---|

4. Further comments

2. ESSAYS

Author: STARR, SAM

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input checked="" type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

BRUVE BUT TO THE POINT ESSAY.

2. ESSAYS

Author: TILLMAN, MARGARET

Grade for Essay #1: 15/15

Grade for Essay #2: 15/15

ESSAY #1: Suppose you are hired as a planning consultant by a Mediterranean Town (with a population of 10,000) which has been experiencing fast tourism development recently. The Council hired you to identify and prioritize planning issues. Reading the mentioned books how would you approach to this task and what would be the issues?

1. The identification of the issues

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| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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2. The prioritization of the issues

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| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

4. Further comments

Good work, THANKS!

ESSAY #2: Describe the concepts of authenticity, loose space, and third place. Are they interrelated? If yes how? How would you use these concepts to evaluate the tourism landscapes and the tourists' experiences? Give examples.

1. The concept of authenticity

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| <input checked="" type="checkbox"/> The concept of authenticity is well explained and discussed with good examples. | <input type="checkbox"/> The concept of authenticity is well explained but examples could be more helpful. | <input type="checkbox"/> The concept of authenticity needs to be explained in further clarity. | <input type="checkbox"/> The explanation of the concept of authenticity is confusing and examples do not help. | <input type="checkbox"/> The explanation of the concept of authenticity is missing |
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2. The concepts of loose space and third place

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| <input checked="" type="checkbox"/> The concepts of loose space and third place are well explained and discussed with good examples. | <input type="checkbox"/> The concepts of loose space and third place are well explained but examples could be more helpful. | <input type="checkbox"/> The concepts of loose space and third place need to be explained in further clarity. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are confusing and your examples do not help. | <input type="checkbox"/> The explanation of the concepts of loose space and third place are missing |
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3. Quality of the overall discussion

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4. Further comments

I ENJOYED READING YOUR ESSAY. THANK YOU.

3. FINAL PRESENTATION

Presentors: ALHASIAN, MUBARAK
ALMAZROUA, SULAIMAN

Grade: 28/30

CONTENT

1. The background for ^{ALHOTUF, AL MUBARAK} ~~DATA~~ context

- | | | | | |
|---|---|--|---|---|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background ^{ALHOTUF, AL MUBARAK} DATA information is missing |
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2. The identification of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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3. The prioritization of the issues

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3. Quality of the overall discussion

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DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

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| <input checked="" type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments. |
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VISUAL MATERIAL IN GENERAL

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| <input checked="" type="checkbox"/> Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text. | <input type="checkbox"/> Visual material is well-prepared but further material could be helpful. | <input type="checkbox"/> Some of the visual material is helpful but further material is needed. | <input type="checkbox"/> Most of the visual material is not helpful. Further material is needed. | <input type="checkbox"/> Visual material is neither helpful nor sufficient. |
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DELIVERY

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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FURTHER COMMENTS

GOOD WORK. THE LAST FEW SLIDES DID REALLY IMPROVE THE PRESENTATIONS.
THANKS FOR THE PAGES.

3. FINAL PRESENTATION

Presentors: ALMATAW, KHALID
ALMULHAM, AZIZ
MAGHRABI, AMMAR

Grade: 30/30

CONTENT

1. The background for Datça context

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|---|---|--|---|--|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background Datça information is missing |
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2. The identification of the issues

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| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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3. The prioritization of the issues

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| <input type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input checked="" type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
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3. Quality of the overall discussion

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| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

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| <input checked="" type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments. |
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VISUAL MATERIAL IN GENERAL

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| <input checked="" type="checkbox"/> Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text. | <input type="checkbox"/> Visual material is well-prepared but further material could be helpful. | <input type="checkbox"/> Some of the visual material is helpful but further material is needed. | <input type="checkbox"/> Most of the visual material is not helpful. Further material is needed. | <input type="checkbox"/> Visual material is neither helpful nor sufficient. |
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DELIVERY

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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FURTHER COMMENTS

Good presentation. Thank you.

3. FINAL PRESENTATION

Presentors: ANDERSON, RYAN
CHRISTOFF, MATT
JOB, JEFF

Grade: 30/30

CONTENT

1. The background for Datça context

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|---|---|--|---|--|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background Datça information is missing |
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2. The identification of the issues

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3. The prioritization of the issues

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3. Quality of the overall discussion

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DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

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VISUAL MATERIAL IN GENERAL

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DELIVERY

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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FURTHER COMMENTS

WELL - PREPARED AND WELL - DELIVERED PRESENTATION. THANK YOU.

3. FINAL PRESENTATION

Presentors: Bry, MOHAMMED

Grade: 30/30

CONTENT

1. The background for ^{ALUCA & HISTORIC TOURISM} ~~Daça~~ context

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|---|---|--|---|---|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background ^{ALUCA} Daça information is missing |
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2. The identification of the issues

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| <input type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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3. Quality of the overall discussion

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DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

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VISUAL MATERIAL IN GENERAL

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DELIVERY

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
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FURTHER COMMENTS

WELL-PREPARED AND DELIVERED PRESENTATION. THANK YOU

3. FINAL PRESENTATION

Presentors: BROWN, CHAD
FALCHI, JILL
STARR, SAM

Grade: 27/30

CONTENT

1. The background for Datça context

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| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background Datça information is missing |
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2. The identification of the issues

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3. The prioritization of the issues

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3. Quality of the overall discussion

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| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
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DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

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| <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly. | <input checked="" type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments. |
|---|--|---|---|--|

VISUAL MATERIAL IN GENERAL

- | | | | | |
|--|--|--|--|---|
| <input type="checkbox"/> Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text. | <input type="checkbox"/> Visual material is well-prepared but further material could be helpful. | <input checked="" type="checkbox"/> Some of the visual material is helpful but further material is needed. | <input type="checkbox"/> Most of the visual material is not helpful. Further material is needed. | <input type="checkbox"/> Visual material is neither helpful nor sufficient. |
|--|--|--|--|---|

DELIVERY

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
|--|---|--|---|---|

PROFESSIONALISM

- | | | | | |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
|--|--|---|--|--|

FURTHER COMMENTS

THE CONNECTIONS BETWEEN THE ISSUES AND OUR PROPOSED POLICIES
COULD BE STRONGER. NEVERTHELESS, I ENJOYED YOUR PRESENTATION.

3. FINAL PRESENTATION

Presentors: CASTRO, MANUEL
PAN, LIANG

Grade: 27/30

CONTENT

1. The background for ^{Event} ~~Data~~ context

- | | | | | |
|---|--|--|---|---|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input checked="" type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background ^{Event} Data information is missing |
|---|--|--|---|---|

2. The identification of the issues

- | | | | | |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input checked="" type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
|--|--|---|--|--|

3. The prioritization of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

- | | | | | |
|---|--|---|---|--|
| <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly. | <input checked="" type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments. |
|---|--|---|---|--|

VISUAL MATERIAL IN GENERAL

- | | | | | |
|--|---|---|--|---|
| <input type="checkbox"/> Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text. | <input checked="" type="checkbox"/> Visual material is well-prepared but further material could be helpful. | <input type="checkbox"/> Some of the visual material is helpful but further material is needed. | <input type="checkbox"/> Most of the visual material is not helpful. Further material is needed. | <input type="checkbox"/> Visual material is neither helpful nor sufficient. |
|--|---|---|--|---|

DELIVERY

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
|--|---|--|---|---|

PROFESSIONALISM

- | | | | | |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
|--|--|---|--|--|

FURTHER COMMENTS

Good work. The issues and policies for the north route could have been better prioritized. Nevertheless, I enjoyed our presentation.

3. FINAL PRESENTATION

Presentors: Fischer, Windy
Hill, Carol
Odell, Diana Bisset

Grade: 30/30

CONTENT

1. The background for Datça context

- | | | | | |
|---|---|--|---|--|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background Datça information is missing |
|---|---|--|---|--|

2. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
|--|---|---|--|--|

3. The prioritization of the issues

- | | | | | |
|---|--|---|--|--|
| <input type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input checked="" type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|---|--|---|--|--|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

- | | | | | |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments. |
|--|---|---|---|--|

VISUAL MATERIAL IN GENERAL

- | | | | | |
|---|--|---|--|---|
| <input checked="" type="checkbox"/> Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text. | <input type="checkbox"/> Visual material is well-prepared but further material could be helpful. | <input type="checkbox"/> Some of the visual material is helpful but further material is needed. | <input type="checkbox"/> Most of the visual material is not helpful. Further material is needed. | <input type="checkbox"/> Visual material is neither helpful nor sufficient. |
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DELIVERY

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
|--|---|--|---|---|

PROFESSIONALISM

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|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
|--|--|---|--|--|

FURTHER COMMENTS

"BAL, BAPEM, BALIK" IS A GREAT SLOGAN. I ENJOYED YOUR PRESENTATION. THANK YOU.

3. FINAL PRESENTATION

Presentors: TUMAH, MARGARET

Grade: 30/30

CONTENT

1. The background for ^{Hawaii} ~~Datca~~ context

- | | | | | |
|---|---|--|---|---|
| <input checked="" type="checkbox"/> The relevant information about the context is well researched and presented | <input type="checkbox"/> Some valuable information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but further research could be helpful | <input type="checkbox"/> Some information about the context is presented but essentials are missing | <input type="checkbox"/> Background ^{Hawaii} Datca information is missing |
|---|---|--|---|---|

2. The identification of the issues

- | | | | | |
|--|---|---|--|--|
| <input checked="" type="checkbox"/> The planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified and clearly explained | <input type="checkbox"/> Some of the planning and design issues are well-identified but some other important ones are missing | <input type="checkbox"/> Some of the planning and design issues are well-identified but the overall framework is confusing | <input type="checkbox"/> Some of the most important planning and design issues mentioned in the literature are missing |
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3. The prioritization of the issues

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|--|---|---|--|--|
| <input checked="" type="checkbox"/> Issues are well prioritized and presented in the form of a strong and convincing policy proposal | <input type="checkbox"/> Issues are well prioritized but the presentation of the overall framework can be more convincing | <input type="checkbox"/> Issues are well prioritized but some important categories are missing; this makes your essay less convincing | <input type="checkbox"/> Some of the issues are well-identified but the prioritization of them are presented in a focusing way | <input type="checkbox"/> A clear prioritization of the issues is missing |
|--|---|---|--|--|

3. Quality of the overall discussion

- | | | | | |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> The arguments are clear, well-articulated, and convincing. A well-written essay. | <input type="checkbox"/> The arguments are clear and convincing. But the essay could articulate some of these ideas further. | <input type="checkbox"/> Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | <input type="checkbox"/> The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | <input type="checkbox"/> The essay is missing strong arguments. |
|--|--|--|---|---|

DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

- | | | | | |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful. | <input type="checkbox"/> Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments. |
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VISUAL MATERIAL IN GENERAL

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|---|--|---|--|---|
| <input checked="" type="checkbox"/> Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text. | <input type="checkbox"/> Visual material is well-prepared but further material could be helpful. | <input type="checkbox"/> Some of the visual material is helpful but further material is needed. | <input type="checkbox"/> Most of the visual material is not helpful. Further material is needed. | <input type="checkbox"/> Visual material is neither helpful nor sufficient. |
|---|--|---|--|---|

DELIVERY

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
|--|---|--|---|---|

PROFESSIONALISM

- | | | | | |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. | <input type="checkbox"/> Speakers were respectful and engaging but needed to pay attention to the audience better. | <input type="checkbox"/> Speakers were somehow respectful and engaging. | <input type="checkbox"/> Speakers engaged the audience in a limited way. | <input type="checkbox"/> Speakers did not engage the audience. |
|--|--|---|--|--|

FURTHER COMMENTS

GOOD PRESENTATION. THANK YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: ALHAJRI, MUBARAK Presentation grade: 18/20

Climate zone: HOT - ARID, AL KHARAJAH Paper grade: 18/20

CONTENT

1. The design criteria responding the climatic conditions.

- | | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> The design criteria were well-documented and well-presented | <input checked="" type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input checked="" type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

- | | | | | |
|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
|--|--|--|---|--|

4. Relevance / usefulness

- | | | | | |
|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
|---|--|--|---|--|

DELIVERY (PRESENTATION)

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
|--|---|--|---|---|

PROFESSIONALISM (PRESENTATION)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
|---|---|---|--|--|

VISUAL MATERIALS (PRESENTATION)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
|---|---|---|--|--|

VISUAL MATERIALS (PAPER)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
|---|---|---|--|--|

FLOW AND STRUCTURE (PAPER)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
|---|---|---|--|--|

PAGE DESIGN AND GENERAL APPEAL (PAPER)

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
|---|--|--|--|--|

FURTHER COMMENTS

Good presentation and well-prepared paper. On our model some of the courtyards are larger some smaller. What controls that? Furthermore, I enjoyed our work.

CODING FOR THE CLIMATE PRESENTATION

Presenter: ALHUSAMI, MUHAMMAD Presentation grade: 17/20

Climate zone: HOT - ARID, JEDDAH Paper grade: 18/20

CONTENT

1. The design criteria responding the climatic conditions.

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

- | | | | | |
|---|---|---|---|--|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input checked="" type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input checked="" type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

- | | | | | |
|---|---|--|---|--|
| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input checked="" type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
|---|---|--|---|--|

4. Relevance / usefulness

- | | | | | |
|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
|--|---|--|---|---|

PROFESSIONALISM (PRESENTATION)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
|---|---|---|--|--|

VISUAL MATERIALS (PRESENTATION)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
|---|---|---|--|--|

FLOW AND STRUCTURE (PAPER)

- | | | | | |
|---|---|---|--|--|
| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
|---|---|---|--|--|

PAGE DESIGN AND GENERAL APPEAL (PAPER)

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
|---|--|--|--|--|

FURTHER COMMENTS

Good presentation and well-prepared paper. On our model some of the courtyards are larger some smaller. What controls that? Furthermore, I enjoyed our work.

DELIVERY (PRESENTATION)

- | | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
|--|---|--|--|--|

FURTHER COMMENTS

GOOD WORK. THE OPEN SPACE SIZE NEEDS FURTHER STUDY. HOWEVER, ~~THE~~ THE PROTOTYPE IS A STRONG ONE.
I ENJOYED HAVING YOU IN THE CLASSES.

CODING FOR THE CLIMATE PRESENTATION

Presenter: ALMAHDI, MOHAMMAD Presentation grade: 20/20
Climate zone: HOT-ARID, MIDDLE EAST - NORTH AFRICA Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input checked="" type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|---|--|---|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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|--|--|---|--|--|
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FLOW AND STRUCTURE (PAPER)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

- | | | | | |
|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

Good work. THANK YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: ALMATAK, KHALID Presentation grade: 18/20

Climate zone: HOT - ARID, SAUDI ARABIA Paper grade: 18/20

CONTENT

1. The design criteria responding the climatic conditions.

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

- | | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

- | | | | | |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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|--|---|---|--|--|
| <input type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|--|---|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|--|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
|--|--|--|--|--|

FURTHER COMMENTS

THE CLIMATE CRITERIA ARE WELL STUDIED. THE BUILDING PROTOTYPES IS WELL-DEVELOPED. THE MODEL COULD SHOW MORE DIVERSITY. HOUSEHOLDERS, YOUR USE TYPE IS WELL-DEVELOPED.

CODING FOR THE CLIMATE PRESENTATION

Presenter: ALQURASHI, AHMAD Presentation grade: 20/20

Climate zone: HOT-ARID, THUWAL, S.A.RABIA Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
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2. Bulk regulations.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
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3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|---|--|---|--|
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|--|---|--|---|--|

DELIVERY (PRESENTATION)

- Kept the audience motivated and interested. Well-delivered and timely presentation
- Kept the audience motivated and interested. But delivery could be more focused and well-organized.
- Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience
- The items were not prioritized and delivery was not focused.
- The presenter has lost audience's interest. The presentation was not well-delivered.

PROFESSIONALISM (PRESENTATION)

- Speaker was respectful and engaging. The Q and A session was very insightful.
- Speaker was respectful and engaging but needed to listen to the audience better.
- Speaker was somehow respectful and engaging. The Q and A session could be more productive.
- Speaker engaged the audience in a limited way and did not conduct a productive Q and A session.
- Speaker did not engage the audience and did not conduct a productive Q and A session.

VISUAL MATERIALS (PRESENTATION)

- Visual material was well-prepared and very helpful.
- Visual material was well-prepared but further material could be helpful.
- Visual material was somehow well-prepared but further material could be helpful.
- Most of the visual material was not very helpful. Further material needed to be provided.
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VISUAL MATERIALS (PAPER)

- Visual material was well-prepared and very helpful.
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FLOW AND STRUCTURE (PAPER)

- The climate criteria are well-described and recommendations are well-explained and justified.
- The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow
- The climate criteria and recommendations are presented but needed further writing craft to be convincing
- The climate criteria and recommendations are presented in a confusing way
- Significant part of the presentation was missing in the paper

PAGE DESIGN AND GENERAL APPEAL (PAPER)

- Well-arranged and appealing paper. Page design supports the content well. One of the best in the class.
- Well-arranged and appealing paper. Page design supports the content well.
- Well-arranged paper. However, the content deserves more appealing and consistent page design.
- Some of the content is well-arranged and the rest was haphazardly put together.
- The content is provided in a haphazard way; it is hard to follow.

FURTHER COMMENTS

THE CLIMATE RELATED DESIGN CRITERIA ARE WELL-STUDIED. YOUR SITE MODEL IS A STRONG ONE. ^{RULES ABOUT} OPEN SPACE (PLANS) COULD BE FURTHER DEVELOPED.
I ENJOYED HAVING YOU IN THE CLASS.

CODING FOR THE CLIMATE PRESENTATION

Presenter: ANDERSON, CHASE Presentation grade: 20/20

Climate zone: HOT-HUMID, CHARLESTON, NC Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|--|--|---|---|---|
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3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
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4. Relevance / usefulness

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|--|---|--|---|--|
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DELIVERY (PRESENTATION)

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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
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VISUAL MATERIALS (PRESENTATION)

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VISUAL MATERIALS (PAPER)

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FLOW AND STRUCTURE (PAPER)

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|---|---|---|--|--|

PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

EXAMPLAR! WORK. THANK, YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: CHOI, SOONHYUCK Presentation grade: 20/20

Climate zone: HOT HUMID, MIAMI Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
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2. Bulk regulations.

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| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input checked="" type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|---|--|---|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

- | | | | | |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

EXEMPLARY WORK. STRONG MODEL. THANK YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: Cox, Jacobs Presentation grade: 18/20
Climate zone: Hot-Arid, Santa Fe, NM Paper grade: 17/20

CONTENT

1. The design criteria responding the climatic conditions.

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|---|---|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input checked="" type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|---|---|---|---|---|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

- | | | | | |
|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
|---|--|--|---|--|

DELIVERY (PRESENTATION)

- Kept the audience motivated and interested. Well-delivered and timely presentation
- Kept the audience motivated and interested. But delivery could be more focused and well-organized.
- Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience
- The items were not prioritized and delivery was not focused.
- The presenter has lost audience's interest. The presentation was not well-delivered.

PROFESSIONALISM (PRESENTATION)

- Speaker was respectful and engaging. The Q and A session was very insightful.
- Speaker was respectful and engaging but needed to listen to the audience better.
- Speaker was somehow respectful and engaging. The Q and A session could be more productive.
- Speaker engaged the audience in a limited way and did not conduct a productive Q and A session.
- Speaker did not engage the audience and did not conduct a productive Q and A session.

VISUAL MATERIALS (PRESENTATION)

- Visual material was well-prepared and very helpful.
- Visual material was well-prepared but further material could be helpful.
- Visual material was somehow well-prepared but further material could be helpful.
- Most of the visual material was not very helpful. Further material needed to be provided.
- Visual material was neither helpful nor sufficient.

VISUAL MATERIALS (PAPER)

- Visual material was well-prepared and very helpful.
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- Most of the visual material was not very helpful. Further material needed to be provided.
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FLOW AND STRUCTURE (PAPER)

- The climate criteria are well-described and recommendations are well-explained and justified.
- The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow
- The climate criteria and recommendations are presented but needed further writing craft to be convincing
- The climate criteria and recommendations are presented in a confusing way
- Significant part of the presentation was missing in the paper

PAGE DESIGN AND GENERAL APPEAL (PAPER)

- Well-arranged and appealing paper. Page design supports the content well. One of the best in the class.
- Well-arranged and appealing paper. Page design supports the content well.
- Well-arranged paper. However, the content deserves more appealing and consistent page design.
- Some of the content is well-arranged and the rest was haphazardly put together.
- The content is provided in a haphazard way; it is hard to follow.

FURTHER COMMENTS

Good work. The suggesting building feedback that you show on your model is not regulated in our code type. Nevertheless, I enjoyed your presentation and paper.

CODING FOR THE CLIMATE PRESENTATION

Presenter: CROSS, CLAYTON Presentation grade: 18/20
Climate zone: HOT HUMID, SOUTH EAST U.S. Paper grade: 16/20

CONTENT

1. The design criteria responding the climatic conditions.

- | | | | | |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input checked="" type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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|--|--|---|--|--|
| <input type="checkbox"/> Visual material was well-prepared and very helpful. | <input checked="" type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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FLOW AND STRUCTURE (PAPER)

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| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

GOOD WORK THE DESIGN CRITERIA ARE WELL STUDIED. SOME OF IT IS NOT APPLICATED TO YOUR LOT TYPES. ALSO, SOME OF THE DESIGN DECISIONS SHOW ON YOUR MODEL (BRIDGES, OVERHANGS, ETC.) ARE NOT PART OF THE LOT TYPE REQS. HOWEVER, I ENJOYED YOUR PRESENTATION.

CODING FOR THE CLIMATE PRESENTATION

Presenter: Fazio, Nick Presentation grade: 18/20

Climate zone: HOT-ARID, LAS CRUCES, NM Paper grade: 18/20

CONTENT

1. The design criteria responding the climatic conditions.

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| <input type="checkbox"/> The design criteria were well-documented and well-presented | <input checked="" type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|---|---|---|---|---|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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|--|--|--|---|--|
| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|--|--|--|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational interns of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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FLOW AND STRUCTURE (PAPER)

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| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
|---|--|--|--|--|

FURTHER COMMENTS

DESIGN CRITERIA ARE WELL STUDIED. GOOD EXAMPLES. THE LOT TYPE REGULATIONS NEED FURTHER WORK. HOWEVER, I ENJOYED OUR PRESENTATION & PAPER.
THANK YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: FORTUNATO, STEVEN Presentation grade: 18/20

Climate zone: HUMID-TROP, BANGKOK, THAILAND Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
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2. Bulk regulations.

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4. Relevance / usefulness

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DELIVERY (PRESENTATION)

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| <input type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input checked="" type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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VISUAL MATERIALS (PRESENTATION)

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VISUAL MATERIALS (PAPER)

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FLOW AND STRUCTURE (PAPER)

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| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

Good work. THANK YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: Fu, You Presentation grade: 18/20Climate zone: Hot-HUMID, HANGZHOU, CHINA Paper grade: 67/60

CONTENT

1. The design criteria responding the climatic conditions.

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|---|---|---|---|---|
| <input type="checkbox"/> The design criteria were well-documented and well-presented | <input checked="" type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input checked="" type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|---|---|---|---|---|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input checked="" type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input type="checkbox"/> Visual material was well-prepared and very helpful. | <input checked="" type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|--|--|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

THE CLIMATE RELATED DESIGN CRITERIA ARE WELL-STUDIED. YOUR WT TYPE NEEDS FURTHER ARTICULATION, IT WOULD BE GOOD TO INTRODUCE SOME DIVERSITY. HOWEVER, I ENJOYED YOUR WORK.

CODING FOR THE CLIMATE PRESENTATION

Presenter: JURGEN, JOE Presentation grade: 18/20
 Climate zone: HOT ARID, EAST TEXAS Paper grade: 17/20

CONTENT

1. The design criteria responding the climatic conditions.

- | | | | | |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input checked="" type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input type="checkbox"/> Visual material was well-prepared and very helpful. | <input checked="" type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|--|--|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

THE DESIGN CRITERIA ARE WELL-STUDIED. GOOD EXAMPLES. CUR BUILDING TYPES / LOT ROYS ARE A BIT TOO RIGID - THERE MAY BE CREATIVE WAYS TO INCORPORATE VERANDAS TO EACH UNIT. NONORTHOGONAL, I ENJOYED HAVING W IN THE CUR.

CODING FOR THE CLIMATE PRESENTATION

Presenter: LINDSEY, ANNE Presentation grade: 18/20
 Climate zone: HOT-ARID - TUCSON, AZ Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|---|---|---|---|
| <input type="checkbox"/> The design criteria were well-documented and well-presented | <input checked="" type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|---|---|---|---|---|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input checked="" type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input checked="" type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input checked="" type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|--|---|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
|--|---|---|--|--|

PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|--|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
|--|--|--|--|--|

FURTHER COMMENTS

CONSIDERING YOUR AMBITIOUS SCOPE I THINK YOU DID A GOOD JOB KEEPING YOUR PAPER COMPACT. GOOD WORK!
I ENJOYED HAVING YOU IN THE CLASS.

CODING FOR THE CLIMATE PRESENTATION

Presenter: MACHALHAES, ANA CLAUDIA Presentation grade: 16/20

Climate zone: HOT-HUMID, FLORIDA Paper grade: 17/20

CONTENT

1. The design criteria responding the climatic conditions.

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|---|---|---|---|---|
| <input type="checkbox"/> The design criteria were well-documented and well-presented | <input checked="" type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input checked="" type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|---|--|---|---|--|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input checked="" type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input checked="" type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input checked="" type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|---|--|--|---|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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FLOW AND STRUCTURE (PAPER)

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|--|--|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

✓ Your climate related design criteria are well stated. However
✓ we can type regulations need further work. Your purpose is not to
design a building but to craft regulations.
I enjoyed having you in the class.

CODING FOR THE CLIMATE PRESENTATION

Presenter: MAGHRABI, ANMAR Presentation grade: 15/20
Climate zone: TROPICAL, KUALA LUMPUR, MALAYSIA Paper grade: 18/20

CONTENT

1. The design criteria responding the climatic conditions.

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|---|---|---|---|---|
| <input type="checkbox"/> The design criteria were well-documented and well-presented | <input checked="" type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
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2. Bulk regulations.

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| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input checked="" type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
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3. Testing of the bulk regulations through modeling

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4. Relevance / usefulness

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| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational in terms of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|--|--|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

THE CLIMATE RELATED DESIGN CRITERIA ARE WELL STUDIED. YOUR LOT TYPE REGULATIONS NEED MORE WORK. HOWEVER, YOUR REVISION TO THE MODEL ARE GOOD IMPROVEMENTS.

CODING FOR THE CLIMATE PRESENTATION

Presenter: MANZOUR, IZNA Presentation grade: 15/20
Climate zone: HOT-ARID, EGYPT (KHARGA) Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

- | | | | | |
|---|--|---|---|--|
| <input type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input checked="" type="checkbox"/> Bulk regulations were missing |
| <input type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input checked="" type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input checked="" type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|---|--|--|--|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational interns of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

THE CLIMATE RELATED CRITERIA IS WELL-STRUCTURED - ONE OF THE BEST IN THE CLASS.
HOWEVER THE LOW TYPE REGULATIONS NEED FURTHER WORK. NEVERTHELESS,
THEY IMPROVED IN THE PAPER. THANK YOU.

CODING FOR THE CLIMATE PRESENTATION

Presenter: NAVARRO-GOMEZ, DANIEL Presentation grade: 19/20
Climate zone: HOT-ARID, NORTH AFRICA - MOROCCO Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input checked="" type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input checked="" type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|---|--|--|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational interns of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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|--|---|--|---|---|
| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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|--|--|---|--|--|
| <input type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input checked="" type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|--|---|--|--|--|
| <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

VERY SIMPLE AND TO THE POINT ANALYSIS OF THE CLIMATE RELATED DESIGN CRITERIA. IWA LOT TYPES ARE WELL-CHOSEN BUT REGULATIONS NEED FURTHER WORK. I ENJOYED WORKING WITH THE CLAS.

CODING FOR THE CLIMATE PRESENTATION

Presenter: NELSON, Nick Presentation grade: 20/20

Climate zone: HOT-ARID, TROP, TEM. Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

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|--|--|---|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
| <input checked="" type="checkbox"/> The vernacular examples were well-chosen and lessons are well-deciphered | <input type="checkbox"/> The vernacular examples were somewhat helpful for climate lessons | <input type="checkbox"/> The vernacular examples were not very helpful in deciphering lessons | <input type="checkbox"/> The vernacular examples needed further study | <input type="checkbox"/> The vernacular examples were missing |

2. Bulk regulations.

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| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
| <input checked="" type="checkbox"/> The lot types included innovative tools | <input type="checkbox"/> The lot types included some innovative tools | <input type="checkbox"/> The lot types included limited innovative tools | <input type="checkbox"/> The lot types would work but there was nothing innovative about them | <input type="checkbox"/> Bulk regulations were missing. |

3. Testing of the bulk regulations through modeling

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| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input checked="" type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|--|---|--|--|--|
| <input checked="" type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational interns of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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|---|---|---|--|--|
| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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|---|--|--|--|--|
| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

WELL-PREPARED PRESENTATION AND WELL-WRITTEN PAPER. THANK YOU,
I ENJOYED HAVING YOU IN THE CLASS.

CODING FOR THE CLIMATE PRESENTATION

Presenter: SHULL, HATE Presentation grade: 17/20

Climate zone: HOT - HUMID, DAYTONA B., FL. Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

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|---|---|--|---|---|
| <input checked="" type="checkbox"/> The design criteria were well-documented and well-presented | <input type="checkbox"/> Some of the design criteria were well-documented and well-presented | <input type="checkbox"/> The design criteria presented were missing some others | <input type="checkbox"/> The design criteria needed further study. | <input type="checkbox"/> The design criteria were missing |
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2. Bulk regulations.

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| <input checked="" type="checkbox"/> The building types were well-chosen and lot types were well-developed to address the climatic conditions | <input type="checkbox"/> Some of the building types were well-chosen and some of the lot types were well-developed | <input type="checkbox"/> There were some good ideas but lot types needed more study in addressing climatic conditions | <input type="checkbox"/> The building types and lot types needed further study | <input type="checkbox"/> Bulk regulations were missing |
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3. Testing of the bulk regulations through modeling

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| <input type="checkbox"/> Models were well-built and very helpful in explaining proposed regulations and testing the outcome | <input checked="" type="checkbox"/> Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | <input type="checkbox"/> Models were confusing and not very helpful | <input type="checkbox"/> Models were missing |
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4. Relevance / usefulness

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|---|--|--|--|--|
| <input type="checkbox"/> Your work included tools that were potentially very useful in addressing climatic conditions | <input checked="" type="checkbox"/> Your work included tools that were potentially somewhat useful in addressing climatic conditions | <input type="checkbox"/> Your work included tools that were potentially useful in limited ways in addressing climatic conditions | <input type="checkbox"/> Your work was educational interns of climate but the tools were not much different than what is already out there | <input type="checkbox"/> Regulatory tools were missing |
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DELIVERY (PRESENTATION)

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| <input checked="" type="checkbox"/> Kept the audience motivated and interested. Well-delivered and timely presentation | <input type="checkbox"/> Kept the audience motivated and interested. But delivery could be more focused and well-organized. | <input type="checkbox"/> Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience | <input type="checkbox"/> The items were not prioritized and delivery was not focused. | <input type="checkbox"/> The presenter has lost audience's interest. The presentation was not well-delivered. |
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PROFESSIONALISM (PRESENTATION)

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| <input checked="" type="checkbox"/> Speaker was respectful and engaging. The Q and A session was very insightful. | <input type="checkbox"/> Speaker was respectful and engaging but needed to listen to the audience better. | <input type="checkbox"/> Speaker was somehow respectful and engaging. The Q and A session could be more productive. | <input type="checkbox"/> Speaker engaged the audience in a limited way and did not conduct a productive Q and A session. | <input type="checkbox"/> Speaker did not engage the audience and did not conduct a productive Q and A session. |
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VISUAL MATERIALS (PRESENTATION)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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VISUAL MATERIALS (PAPER)

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| <input checked="" type="checkbox"/> Visual material was well-prepared and very helpful. | <input type="checkbox"/> Visual material was well-prepared but further material could be helpful. | <input type="checkbox"/> Visual material was somehow well-prepared but further material could be helpful. | <input type="checkbox"/> Most of the visual material was not very helpful. Further material needed to be provided. | <input type="checkbox"/> Visual material was neither helpful nor sufficient. |
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FLOW AND STRUCTURE (PAPER)

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| <input checked="" type="checkbox"/> The climate criteria are well-described and recommendations are well-explained and justified. | <input type="checkbox"/> The climate criteria are described sufficiently and recommendations are explained just enough for the reader to follow | <input type="checkbox"/> The climate criteria and recommendations are presented but needed further writing craft to be convincing | <input type="checkbox"/> The climate criteria and recommendations are presented in a confusing way | <input type="checkbox"/> Significant part of the presentation was missing in the paper |
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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| <input checked="" type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. One of the best in the class. | <input type="checkbox"/> Well-arranged and appealing paper. Page design supports the content well. | <input type="checkbox"/> Well-arranged paper. However, the content deserves more appealing and consistent page design. | <input type="checkbox"/> Some of the content is well-arranged and the rest was haphazardly put together. | <input type="checkbox"/> The content is provided in a haphazard way; it is hard to follow. |
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FURTHER COMMENTS

GOOD WORK. THE LOT TYPES ARE WELL-DEVELOPED.
I ENJOYED HAVING YOU IN THE CLASS - THANK YOU FOR INVESTIGATING GOOD DISCUSSIONS.

CODING FOR THE CLIMATE PRESENTATION

Presenter: THOMAS, MADONNA Presentation grade: 15/20
Climate zone: HOT ARID - RAJASTHAN Paper grade: 17/20

CONTENT

1. The design criteria responding the climatic conditions.

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3. Testing of the bulk regulations through modeling

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4. Relevance / usefulness

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DELIVERY (PRESENTATION)

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PROFESSIONALISM (PRESENTATION)

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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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FURTHER COMMENTS

CLIMATE RELATED DESIGN CRITERIA ARE WELL STUDIED. GOOD EXAMPLES.
YOUR LOW TYPE REGULATIONS NEED FURTHER EXPLANATION. NONZIRNBERG,
THANK YOU FOR THE IMPROVEMENTS IN THE PAPER.

CODING FOR THE CLIMATE PRESENTATION

Presenter: WHITENHILL, CHRIS Presentation grade: 19/20
Climate zone: HOT-ARID/MEDITERRANEAN - S. CA. Paper grade: 20/20

CONTENT

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FURTHER COMMENTS

Good work. Thank you.

CODING FOR THE CLIMATE PRESENTATION

Presenter: WONG, STEPHANIE Presentation grade: 15/20
Climate zone: HOT - ~~ARID~~ - MED., PALM SPRINGS, CA Paper grade: 18/20

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FURTHER COMMENTS

THANK YOU FOR THE IMPROVEMENTS ^{PRIORITIZED} IN THE PAPER. ~~BE~~ EVEN THOUGH THE REGULATIONS NEED MORE WORK, THE TERMS/PARTICULARS ~~AND~~ MADE YOUR STUDY MORE VALUABLE.

CODING FOR THE CLIMATE PRESENTATION

Presenter: YANG, BYUNGJUN Presentation grade: 20/20

Climate zone: HOT - HUMID, LOUISIANA, Paper grade: 20/20

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July 8, 2014

To: [Nemeth, Jeremy](#); [Catalano, Lori](#)

From: Kenneth Wolf, Outcomes Assessment Committee

Re: Feedback on the 2013-2014 Assessment Report for the Master's in Urban Design

The department has put an excellent outcomes assessment system in place. The program has identified key learning outcomes, with each outcome described in detailed and measurable ways. There is an assessment matrix (outcomes by courses by assessment method) and multiple forms of direct assessments, including studio juries, papers, and exams. Scoring of the complex assessments, such as the studio juries, is guided by rubrics. As well, the faculty members meet to discuss the assessment results and then use the information to guide their program improvement recommendations (e.g., possible inclusion of a reflective component in the form of a portfolio).

Particularly notable is the careful analysis of student performance and recommendations for course and program improvements (e.g., Learning Outcomes Assessment for Urban Design 6610). As well, the format and forms for instructors to report on student performance for their courses is an excellent design!

Simply stellar. A model I hope to share with other programs across the university.

**Department of Planning and Design
Master of Urban and Regional Planning Program**

Learning Outcomes Assessment Report

College of Architecture and Planning
University of Colorado Denver

AY 2012-2013

Table of Contents

Core Courses

URPL 5501- Planning Issues and Processes (Fall 2012)
URPL 5010- Planning Methods I (Fall 2012)
URPL 6631_001- Planning Studio II Profession (Fall 2012)
URPL 5520- Urban Spatial Analysis (Spring 2013)
URPL 6630 and 6631- Planning Studios I & II (Spring 2013)

Elective Courses

URPL 6633- Urban Form Theory (Fall 2012)
URPL 6640- Community Development Processes (Fall 2012)
URPL 6676- Urban Housing (Fall 2012)
URPL 6641- Social Planning (Spring 2013)

**Learning Outcomes Assessment Plan for URPL 5501, Planning Issues and Processes
Fall 2012, McAndrews & Park**

3 September 2012

1. Learning Objectives

After completing this course, students will be knowledgeable of major planning movements and theories, and their historical roots and significance.

Students will also be able to:

1. Articulate some of the various planning theories, and explain where planning comes from (its historical and theoretical underpinnings).
2. Apply planning theories to understand a planning practice and its outcomes.
3. Envision future relationships between planning, cities, and social, economic, and political change.

These three objective correspond to the following PAB Learning Objectives, respectively:

- General planning knowledge: (a) **Purpose and Meaning of Planning**: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- General planning knowledge: (b) **Planning Theory**: appreciation of the behaviors and structures available to bring about sound planning outcomes.
- General planning knowledge: (c) **The Future**: understanding of the relationship between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

2. Evaluation Measures

Purpose and Meaning of Planning: We will know if students appreciate the purpose and meaning of planning through an assignment that requires students to examine in detail a theory of planning or a moment in planning history.

The scores on this assignment are the evaluation measure.

Planning Theory: We will know if students appreciate the intellectual and institutional forms of planning through a group assignment that requires students to analyze a contemporary planning problem through the lens of planning theory, and evaluate the outcomes in light of one or more selected theories of planning.

The scores on this assignment are the evaluation measure.

The Future: We will evaluate whether students understand the relationship between past, present, and future in planning domains through the assignment in which they analyze a contemporary planning problem through the lens of planning theory. In this assignment, we ask students to analyze the relationship between a plan, its implementation, its outcomes, and prospects for future change.

The fulfillment of this component of the project, and its quality are the evaluation measures.

University of Colorado Denver – College of Architecture and Planning
Department of Planning and Design
Learning Outcomes Assessment Report – Planning Methods I (URPL 5510) – Fall 2012

Course Instructor and Learning Outcomes Assessment Report Author:

This report was prepared by Ken Schroepfel, a full-time Instructor of Planning and Design in the College of Architecture and Planning, who was assigned to teach two sections of this course for the Fall 2012 semester. The results presented here are for the two sections combined, as they had identical syllabi.

Course Overview:

Planning Methods I is a core course within the Master of Urban and Regional Planning (MURP) program administered by the Department of Planning and Design within UCD's College of Architecture and Planning. The course focuses on the application of various methodologies and techniques commonly used in the practice of urban and regional planning. During Fall 2012, the course met in Room 490 of the UCD Building at 1250 14th Street on Monday (Section 001) and Wednesday (Section 002) afternoons from 2:00 – 4:45 PM. In addition to Ken Schroepfel, the course instructor, the Teaching Assistant was MURP student Jason Morrison. Also, several practicing planning professionals participated as guest lecturers during the semester. A total of 62 students completed the course.

Lecture topics covered during the Fall 2012 Planning Methods I class included:

- Planning Methodologies Overview
- New Technologies in Planning Data Collection
- Data Organization Fundamentals
- Relational Databases
- Data Integrity
- Qualitative Data Collection
- Descriptive Statistics
- Communicating Data/Tables and Exhibits
- Business of Planning

Learning Outcomes Identified:

The learning outcomes identified for Planning Methods I for Fall 2012 were based on the educational outcomes currently in use by the Planning Accreditation Board (PAB). The PAB was established in 1984 to begin the process of creating an accreditation system for the nation's graduate programs in urban planning. In 1997, the PAB was recognized as the accrediting body for urban planning from the Council for Higher Education Accreditation (CHEA), and the PAB's current educational outcomes and performance criteria were approved in 2006. There are currently 71 accredited graduate programs in urban planning in the United States, including the MURP program at UCD.

The PAB's educational outcomes are organized into three broad categories: 1.) General Planning Knowledge, 2.) Planning Skills, and 3.) Planning Values and Ethics. Within each of these three categories, the PAB has established a total of 17 specific outcomes. Three of these 17 learning outcomes were identified as specifically relevant to the Planning Methods I course:

- **Research:** Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- **Written, Oral and Graphic Communication:** Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

- **Quantitative and Qualitative Methods:** Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

Learning Outcomes Assessment Methodology:

The three outcomes identified above were assessed by relating each outcome to the various graded components of the class. The three Exercises, two Exams, and Final Project were each assigned a total number of grading points and, within each, specific questions or components were associated to one of the three learning outcomes. Additionally, Class Participation was also evaluated throughout the semester with a total score given to each student. The table below shows the relationships between the course’s various graded components and the three learning outcomes:

Table 1: Association between Assignment Grading Points and Learning Outcomes

Learning Outcome	Ex. 1	Ex. 2	Ex. 3	Exam 1		Exam 2		Final Project			C.P.	Total
Research	-	-	-	50	-	50	-	150	-	-	-	250
Written, Oral, Graphic Communication	100	-	-	-	-	-	-	-	100	-	100	300
Quantitative and Qualitative Methods	-	100	100	-	100	-	100	-	-	50	-	450
Total	100	100	100	150		150		300			100	1000

As the various components were graded, the number of points each student received on the questions or elements associated with a specific learning outcome was tallied separately, so that the total number of points associated with each learning outcome could be aggregated to determine a performance result for the entire class. A rubric was used to score individual assignment questions or elements.

The following tables provide a general description of the how each learning outcomes was related to the course’s assignments and curriculum. The three tables below correspond to the three rows in Table 1 above.

Table 2: Description of Assessments for “Research” Learning Outcome

Assignment	Assessment
Exam 1	One-third of the grading points awarded for Exam 1 relate to this learning outcome to assess the students’ knowledge of several topics including: <ul style="list-style-type: none"> - Data collection - Data integrity - Planning technologies

Exam 2	<p>One-third of the grading points awarded for Exam 2 relate to this learning outcome to assess the students' knowledge of several topics including:</p> <ul style="list-style-type: none"> - Windshield survey and site reconnaissance - Photographic research - Site Investigation
Final Project	<p>The course's Final Project requires students to conduct a detailed Wayfinding Plan for Downtown Denver. One-half of the grading points awarded for the Final Project relate to this learning outcome to assess the students' knowledge of several topics including:</p> <ul style="list-style-type: none"> - Wayfinding best practices - Wayfinding principles and techniques - Wayfinding concept plan

Table 3: Description of Assessments for "Written, Oral, Graphic Communication" Learning Outcome

Assignment	Assessment
Exercise 1	<p>All the grading points awarded for Exercise 1 relate to this learning outcome to assess the students' abilities in these communication skills:</p> <ul style="list-style-type: none"> - Submitting a written report about innovating planning technologies - Making an oral presentation to the class on their findings - Providing clear and compelling graphics of their findings
Final Project	<p>The course's Final Project requires students to conduct a detailed Wayfinding Plan for Downtown Denver. One-third of the grading points awarded for the Final Project relate to this learning outcome to assess the students' knowledge of several topics including:</p> <ul style="list-style-type: none"> - Wayfinding concept plan paper - Wayfinding concept plan graphical exhibits - Wayfinding concept plan verbal presentation
Class Participation	<p>Each student was assessed during the course of the semester on the degree to which they actively participated in class discussion, particularly focused on their oral communication skills:</p> <ul style="list-style-type: none"> - Actively participating in class discussions - Asking questions or making comments about course topics - Responding and engaging with their classmates on team projects

Table 4: Description of Assessments for "Quantitative and Qualitative Methodologies" Learning Outcome

Assignment	Assessment
Exercise 2	<p>All the grading points awarded for Exercise 2 relate to this learning outcome to assess the students' abilities in these methodological skills:</p> <ul style="list-style-type: none"> - Performing data management within a relational database - Creating queries to retrieve desired data - Evaluating data output and interpretation

Exercise 3	<p>All the grading points awarded for Exercise 3 relate to this learning outcome to assess the students' abilities in these methodological skills:</p> <ul style="list-style-type: none"> - Performing quantitative data management in Excel - Analyzing data using various descriptive statistics techniques - Evaluating data output and interpretation
Exam 1	<p>Two-thirds of the grading points awarded for Exam 1 relate to this learning outcome to assess the students' knowledge of several topics including:</p> <ul style="list-style-type: none"> - Data definition and organizational principles - Data management - Relational databases
Exam 2	<p>Two-thirds of the grading points awarded for Exam 2 relate to this learning outcome to assess the students' knowledge of several topics including:</p> <ul style="list-style-type: none"> - Tables and charts - Business of planning - Descriptive statistics
Final Project	<p>The course's Final Project requires students to conduct a detailed Wayfinding Plan for Downtown Denver. One-sixth of the grading points awarded for the Final Project relate to this learning outcome to assess the students' knowledge of several topics including:</p> <ul style="list-style-type: none"> - Existing wayfinding system data collection - Existing wayfinding system attributes - Existing wayfinding system criteria

Learning Outcome Assessment – Quantitative Results:

The following table shows the final quantitative results for the learning outcome assessment described above. The total number of points earned by all students for each learning outcome/assignment component combination was tallied and the average was calculated:

Table 5: Learning Outcome Assessment – Quantitative Results

Learning Outcome	Class Average Points Received	Total Points Possible	Percentage Attainment
Research	238	250	95%
Written, Oral, Graphic Communication	268	300	89%
Quantitative and Qualitative Methods	422	450	94%

Learning Outcome Assessment – Qualitative Results and Ideas for Improvement:

Of the three learning outcomes identified for this course, the students had the lowest level of attainment under the “Written, Oral, Graphic Communication” learning outcome with an attainment level of 89%.

The primary purpose for this was the Class Participation graded element, which consisted of 100 of the 300 points assigned to the “Written, Oral, Graphic Communication” learning outcome. While many students actively engaged in class discussion on a regular basis, there were many students who did not; thereby missing points under the Class Participation category. If a student offered a comment or asked a question at least once during the meeting of the class each week, they were awarded the full number of points for Class Participation for that week. Therefore, despite the ease of obtaining the maximum number of Class Participation points each week, only 7 out of 62 students earned the maximum for the semester. The average Class Participation score earned (out of 100 possible) for all 62 students was 78. Had all students earned the maximum number of points for Class Participation by simply asking a question or making a comment at least once per week, the total attainment for the “Written, Oral, Graphic Communication” learning outcome would have been 97%.

In the future, I will take a different approach to evaluating Class Participation, which could include being more proactive in asking questions of each student at least once during each class period. Additionally, Class Participation could be dropped as a means through which “Written, Oral, Graphic Communication” is evaluated.

The students achieved close to full attainment (95%) under the “Research” learning outcome. This outcome was assessed through both exam questions relating to research topics, as well as actually conducting research as part of their Final Project. Since the Final Project was a team effort, and each team performed well and completed their project in an outstanding way, the research required to complete the Final Project was also exceptionally well done. Consequently, all students received the same score, as part of their team’s Final Project score, for the Research component of the Final Project.

Similarly, students achieved a high level of attainment under the “Quantitative and Qualitative Methods” learning outcome (94%). Most of the points earned under this outcome came from Exercises and Exams, where students were required to actually perform various quantitative or qualitative operations. The 6% lack of attainment for this outcome is primarily the result of a few students who performed poorly on the “Quantitative and Qualitative Methods” section of the two exams.

In conclusion, the learning outcome assessment results for Planning Methods I, Fall 2012, show that the students were successful in meeting and understanding the desired goals associated with the three identified learning outcomes for the course. This can be demonstrated by the quantitative results shown above. Since the ability to effectively assess learning outcomes for an entire course can be impacted by the structure and grading method used for individual assignments, it will be important to better devise assignments with a learning outcomes

assessment in mind for future installments of this course, as well as to identify a better assessment technique for Class Participation, if that is to be assessed under a learning outcomes assessment at all.

LEARNING OUTCOMES REPORT

In fall 2012 semester URPL6631 Planning Studio focused on putting the planning knowledge learned thus far in the program into practice by involving in land use planning and urban design. The studio prepared a subarea plan for downtown Longmont and St. Vrain River Corridor interface. The studio worked with the local officials, including the planning director and the director of the economic development, and crafted a framework plan for the area. The class provided a preliminary and a final presentation to the Longmont City officials.

The objectives of the course that were announced in the syllabus were:

- (a) to learn about the tools of urban fabric analysis and to study an urban context comprehensively and critically,
- (b) to develop an understanding of political processes that shape an urban environment and using design review as an integral part of planning and design
- (c) to develop awareness about zoning regulations and to prepare proposals for zoning updates as an integral part of planning and design
- (d) to develop planning and design ideas in short periods of time and to present them professionally

The requirements and tasks of the course were:

1. First impressions essay: Each student was asked to visit the study area and write an open-ended essay about the positive and negative aspects of the site. A list of values and issues was formed after the essays were presented in the class.
2. Literature review: Groups of two or three were assigned to a book to identify the planning and design issues of the site by using the conceptual framework presented by the author(s). To do this, each group asked: "if the author(s) of the book were asked to prepare a site analysis and to identify some issues what would they produce?"
3. Site analysis: Groups of two or three were assigned to research a different aspect of the site: access/connections/circulation, demographics/market/trends, city plans/ current zoning, morphology. Following the site analysis in-class presentation, the class prepared a set of questions addressing the issues identified by the preliminary studies.
4. Framework plan: Groups of three are asked to develop a framework plan for the study area that addresses the questions identifies at the end of the preliminary studies. Three groups presented their alternative plans to the city officials in the preliminary presentation meeting.
5. Final presentation: After the preliminary plan the class worked as one group combining the best parts of the three previous framework plans as one single plan. Small groups worked on different parts of the presentation. The groups were: overall plan/coordination group, west side group, east side group, street group. The final presentation was in PowerPoint format.

Assessment survey:

Since the studio courses usually do not focus on a few outcomes but by their nature expect learning in a wide range of areas, the studio instructors have decided to have a general standard survey in all studios offered in fall 2012. This survey included all 17 topics identified by the Planning Accreditation Board. Copies of the filled surveys as well as a statistical analysis of the results are attached.

As expected the survey results indicate that in general students acquired a wide variety of knowledge, skills, and values; rather than outcomes clustering around a few topics. In terms of the knowledge base “Purpose and Meaning and of Planning,” “Planning Theory,” and “The Future” received the highest percentages (that is, the highest percentage of students indicated that they learned a lot on these topics). The least learned topic was “Global Dimensions of Planning,” which is understandable since the studio subject was in Longmont, Colorado. In terms of the skills the majority of the students indicated that they have acquired the most “Written, Oral and Graphic Communication,” and “Plan Creation and Implementation” skills. In general the majority of the class indicated that they have learned “some things” in all categories, with “Planning Process methods” receiving the lowest percentage. This is understandable due to the fact that there was limited community involvement – the presentations were made to the city officials and city preferred not to involve citizens at this point. This was one of the shortcomings of this particular studio. Finally, in terms of the values and ethics, the majority of the class indicated that they have learned either “some things” or “a lot” in all categories, “growth and management” receiving the highest percentage.

To conclude, I believe the studio covered a wide range of topics and the assessment survey indicates that the class acquired a wide range of knowledge, skills, and values. A few low point items can be interpreted as either (a) the student acquired this topic in another class already (such as “Planning Law,” or (b) the studio project did not address this topic (such as “Global Dimensions of Planning.”

Warm regards,

**KORKUT ONARAN, PH.D.**

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	1	2	3	4	5	6	7	8	9	Didn't really learn anything	Learned some things	Definitely learned a lot about	Didn't really learn anything	Learned some things about this	Definitely learned a lot about
GENERAL PLANNING KNOWLEDGE															
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.	2	3	2	2	3	3	3	3	3	0	3	6	0%	33%	67%
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.	3	3	2	3	3	3	2	3	2	0	3	6	0%	33%	67%
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.	2	2	1	2	2	2	2	1	1	3	6	0	33%	67%	0%
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.	1	2	2	2	2	3	2	2	2	1	7	1	11%	78%	11%
The Future: Understanding of the relationships between past, present, and future in planning domains, and the potential for methods of design, analysis, and intervention to influence the future	2	3	3	2	3	3	3	3	2	0	3	6	0%	33%	67%
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.	1	2	2	1	2	2	1	1	1	5	4	0	56%	44%	0%
PLANNING SKILLS															
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.	2	3	2	2	2	2	2	3	3	0	6	3	0%	67%	33%
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.	3	3	3	3	2	1	3	3	3	1	1	7	11%	11%	78%
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.	3	2	2	1	3	2	2	3	3	1	4	4	11%	44%	44%
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.	3	2	3	3	3	2	3	3	2	0	3	6	0%	33%	67%
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.	3	2	1	1	3	2	2	3	2	2	4	3	22%	44%	33%
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.	3	3	2	2	3	2	2	3	2	0	5	4	0%	56%	44%
VALUES AND ETHICS															
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation.	2	2	2	1	3	3	2	2	3	1	5	3	11%	56%	33%
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.	2	2	3	3	3	3	2	3	2	0	4	5	0%	44%	56%
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.	3	2	2	2	3	3	2	2	3	0	5	4	0%	56%	44%
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.	3	3	3	2	3	2	3	3	3	0	2	7	0%	22%	78%
Social Justice: Appreciation of equity concerns in planning.	2	3	2	2	3	3	2	2	1	1	5	3	11%	56%	33%

University of Colorado Denver – College of Architecture and Planning
Department of Planning and Design
Learning Outcomes Assessment Report for Urban Spatial Analysis (URPL 5520) - Spring 2013
May 16, 2013

Course Instructor and Learning Outcomes Assessment Report Author:

This report was prepared by Ken Schroepel, a full-time Instructor of Planning and Design in the College of Architecture and Planning, who taught this course for the Spring 2013 semester.

Course Overview:

Urban Spatial Analysis is a core course within the Master of Urban and Regional Planning (MURP) program administered by the Department of Planning and Design within UCD's College of Architecture and Planning. The course focuses on various ways in which our urban environments can be understood and improved through spatial measurement and analysis. During Spring 2013, the course met in Room 480 of the UCD Building at 14th and Larimer, with Section 001 meeting on Tuesday mornings and Section 002 meeting on Wednesday mornings. In addition to Ken Schroepel, the course instructor, the Teaching Assistant was MURP student Matthew (Brodie) Ayers. Also, several practicing planning professionals participated as guest lecturers during the semester. Between the two sections, a total of 53 students completed the course. As the syllabi for the two sections were identical, this Learning Outcomes Assessment report reflects both sections merged into a single analysis.

Lecture topics covered during the Spring 2013 Urban Spatial Analysis class included:

- Land Division and Development Fundamentals
- Historical Perspectives of Denver's Growth and Development
- Hierarchies of Urban Form
- Urban Morphology
- Measuring Urban Form Using GIS
- Spatial and Context Analyses for Form-Based Zoning

Learning Outcomes Identified:

The learning outcomes identified for Urban Spatial Analysis for Spring 2013 were based on the educational outcomes currently in use by the Planning Accreditation Board (PAB). The PAB was established in 1984 to begin the process of creating an accreditation system for the nation's graduate programs in urban planning. In 1997, the PAB was recognized as the accrediting body for urban planning from the Council for Higher Education Accreditation (CHEA), and the PAB's current educational outcomes and performance criteria were approved in 2012. There are currently 71 accredited graduate programs in urban planning in the United States, including the MURP program at UCD.

The PAB's educational outcomes are organized into three broad categories: 1.) General Planning Knowledge, 2.) Planning Skills, and 3.) Planning Values and Ethics. Within these three categories, the PAB has established a total of 17 specific educational outcomes. Three of these 17 learning outcomes were identified as specifically relevant to the Urban Spatial Analysis course:

- Human Settlements and History of Planning
- Written, Oral, Graphic Communication
- Quantitative and Qualitative Methods

Learning Outcomes Assessment Methodology:

The three outcomes identified above were assessed by relating each outcome to the assignments conducted during the semester. Each assignment was given a total number of grading points, and within each, specific questions or components were associated to one of the three learning outcomes. The table below shows this relationship between the course’s assignments and the three learning outcomes:

Table 1: Association between Assignment Grading Points and Learning Outcomes

Learning Outcome	Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Final Exam	Class Project	Participation	Total Points
Human Settlements and History of Planning	-	-	-	-	-	120	250	-	370
Written, Oral, Graphic Communication	-	-	-	-	-	-	100	100	200
Quantitative and Qualitative Methods	100	100	50	50	50	80	-	-	430
Total Grading Points Awarded:	100	100	50	50	50	200	350	100	1000

As the assignments were graded, the number of points each student received on the questions or components associated with a specific learning outcome was tallied separately, so that the total number of points associated with each learning outcome could be aggregated to determine a performance result for the entire class. A rubric was used to score individual assignment questions or components.

The following tables provide a general description of the how each learning outcomes was related to the course’s assignments and curriculum. The three tables below correspond to the three rows in Table 1 above.

Table 2: Description of Assessments for “Human Settlements and History of Planning” Learning Outcome

Assignment	Assessment
Final Exam	60% of the grading points awarded for the Final Exam relate to this learning outcome to assess the students’ knowledge of several topics including: <ul style="list-style-type: none"> - Principles of New Urbanism and the contrast to conventional suburban developments - Urban morphology, its roots and influences, and how it helps planners understand the evolution of the built environment
Class Project	The course’s Final Project requires students to conduct a detailed Urban Morphological assessment of an urban area. About 70% of the grading points awarded for the Final Project relate to this learning outcome to assess the students’ knowledge of: <ul style="list-style-type: none"> - Physical, cultural, economic, and technological conditions that influenced original settlement patterns - Physical, cultural, economic, and technological conditions that influenced subsequent redevelopment, gentrification, or disinvestment in the same areas

Table 3: Description of Assessments for “Written, Oral, Graphic Communication” Learning Outcome

Assignment	Assessment
Class Project	<p>The course’s Class Project requires students to conduct a detailed Urban Morphological assessment of an urban area. About 30% of the grading points awarded for the Class Project will relate to this learning outcome to assess the students’ abilities in these communication skills:</p> <ul style="list-style-type: none"> - Narrative text describing the urban morphological elements observed - Professionalism in writing style, grammar, punctuation, formatting - Graphics (maps, diagrams, photographs, etc.) that effectively communicate their findings in a professional manner - Oral presentation. Students were required to make oral presentations using graphics to convey their findings
Class Participation	<p>The student’s level of participation in class discussions was tracked on a per-week basis. If a student asked a question or offered a comment or observation or otherwise engaged in lecture discussions, they received their “class participation” credit for that week. These points were tallied throughout the semester.</p>

Table 4: Description of Assessments for “Quantitative and Qualitative Methods” Learning Outcome

Assignment	Assessment
Exercise 1	<p>This exercise required students to complete various quantitative calculations relating to land division and development. All of the grading points awarded for Exercise 1 were related to this learning outcome to assess the students’ abilities in the following quantitative methods</p> <ul style="list-style-type: none"> - Land development metrics - Land division metrics
Exercise 2	<p>This exercise required students to complete a field survey to observe, document and assess various elements relating to urban form. All of the grading points awarded for Exercise 2 were related to this learning outcome to assess the students’ abilities in the following methods:</p> <ul style="list-style-type: none"> - Planning a field survey as a data collection methodology - Documenting and analyzing their field survey results
Exercise 3	<p>This exercise required students to utilize Geographic Information Systems tools to measure and analyze urban spaces and forms. All of the grading points awarded for Exercise 3 were related to this learning outcome to assess the students’ abilities in the following quantitative methods:</p> <ul style="list-style-type: none"> - Use of GIS tools to measure and analyze urban spaces at the regional scale
Exercise 4	<p>This exercise required students to utilize Geographic Information Systems tools to measure and analyze urban spaces and forms. All of the grading points awarded for Exercise 4 were related to this learning outcome to assess the students’ abilities in the following quantitative methods:</p> <ul style="list-style-type: none"> - Use of GIS tools to measure and analyze the urban fabric at a local scale and to produce a figure-ground diagram

Exercise 5	This exercise required students to utilize various software tools to measure and spatially analyze street cross sections. All of the grading points awarded for Exercise 5 were related to this learning outcome to assess the students’ abilities in the following quantitative methods: <ul style="list-style-type: none"> - Use of various planning tools to analyze and produce an existing conditions and proposed future street cross section diagrams
Final Exam	40% of the grading points awarded for the Final Exam relate to this learning outcome to assess the students’ knowledge in the following quantitative methods: <ul style="list-style-type: none"> - Land development metrics - Land division metrics

Learning Outcome Assessment – Quantitative Results:

The following table shows the final quantitative results for the learning outcome assessment described above. The total number of points earned by all students for each learning outcome/assignment component combination was tallied and the average was calculated:

Table 5: Learning Outcome Assessment – Quantitative Results

Learning Outcome	Class Average Points Received	Total Points Possible	Percentage Attainment
Human Settlements and History of Planning	365	370	99%
Written, Oral, Graphic Communication	178	200	89%
Quantitative and Qualitative Methods	414	430	96%
Total Grading Points Awarded:	957	1000	96%

Learning Outcome Assessment – Qualitative Results and Ideas for Improvement:

Of the three learning outcomes identified for this course, the students had the lowest level of attainment under the “Written, Oral, Graphic Communication” learning outcome; although, a 89% attainment level is still overall a positive outcome. This outcome area was split with half of the points coming from a combination of written reports, graphic exhibits, and verbal presentations relating to the Class Project, and the other half coming from Class Participation. Most of missed points in this learning outcome category came as a result of the Class Participation points. Some students didn’t choose to voluntarily offer any comments or questions during class lectures and discussions. To improve in this area, I should make a point of calling on students later on in the class who, by that point, hadn’t yet volunteered any comments. This would improve the overall class discussion and exchange of information and ideas.

The students achieved nearly full attainment (99%) under the “Human Settlements and History of Planning” learning outcome. This outcome was assessed through two components: the Final Exam and the Class Project. Students received full point value for this outcome on the Class Project if they completed the assignment as required. Given the nature of the Class Project research, it would be impossible for me to confirm the

students' findings (it would require me to have to repeat every student's efforts); therefore, full credit was given. On the Final Exam, students did have an opportunity to miss questions relating to this learning outcome, thereby receiving fewer points. However, I was extremely pleased to find upon grading the exams that the students overwhelmingly answered the questions (mostly essay questions) about Human Settlements and History of Planning correctly, demonstrating that they had learned what I wanted them to learn.

The results for the "Qualitative and Quantitative Methodologies" learning outcome shows nearly full attainment (96%) by the students. Many of the exercises that were entirely focused on this outcome were experiential in nature; as in, the purpose of the exercise was for the students to have to experience performing a particular methodology or working with a particular tool. Therefore, if the students made a good effort, went through the process of doing the work, and completed the assignment in full and on time, then even if the actual work product wasn't perfect, they still received full credit since the "doing" was the learning experience and the desired outcome.

In conclusion, the learning outcome assessment results for Urban Spatial Analysis, Spring 2013, show that the students were successful in meeting and understanding the desired goals associated with the three identified learning outcomes for the course. This can be seen through the quantitative results shown above. Also, from a qualitative perspective, the students overwhelmingly demonstrated they had understood and learned the main goals of the class during their Class Project presentations and through their feedback at the end of the semester. Many students offered their input to me that they felt that the course successfully allowed them to learn the desired outcomes for the course.

LEARNING OUTCOMES REPORT

In spring 2013, URPL6630 Planning Studio I and URPL 6630 Planning Studio II are thought together as a vertical studio. The exercises were designed to increase synergies between the two studios. While Studio I acquired some basic skills, the Studio II focused on putting the planning knowledge learned thus far in the program into practice by involving in land use planning and urban design. Preparing initial planning and design strategies and policies for the Welby area of Adams County was the subject of both studios. The Studio I worked on a limited scope and produced two floating zoning district proposals (also known as optional zones) and the Studio II prepared an initial subarea. Two studios worked as a single team and met with the local officials. The class provided a preliminary and a final presentation to the Adams County planning officials and public.

The objectives of Planning Studio I that were announced in the syllabus were:

- to develop an in-depth understanding of the core concepts, tools, skills, terminology, and purposes of the planning profession.
- to develop an in-depth understanding about urban development variables and good urban form indicators by direct observations and analysis of successful urban environments,
- to develop an awareness of the social, political, financial, and regulatory forces that guide urban developments
- to develop planning and design ideas in short periods of time and to present them professionally

The objectives of Planning Studio II that were announced in the syllabus were:

- to learn about the tools of urban fabric analysis and to study an urban context comprehensively and critically,
- to develop an understanding of political processes that shape an urban environment and using design review as an integral part of planning and design
- to develop awareness about zoning regulations and to prepare proposals for zoning updates as an integral part of planning and design
- to develop planning and design ideas in short periods of time and to present them professionally

The requirements and tasks of Planning Studio I were:

1. Initial essay: Reading the urban environment
Comparison of two existing street segments: Washington Street between 78th and 70th Avenues and 32nd Street (in Welby) and 32nd Avenue between Shoshone and Zuni Streets (in Highland). Please compare these two street segments via an open ended heavily visual essay that will be presented on two 11x17 sheets by each student.
Due: January 29, 2013.
2. Literature review / Neighborhood concept
Small groups will be assigned to reviewing
 - a. Clarence Perry's neighborhood unit concept
 - b. Traditional Neighborhood Concept (TND) as defined by Duany and Plater-Zyberk
 - c. LEED-ND's Neighborhood Pattern and Design chapterThe presentations will be provided on three 11x17 sheets. The focus will be learning lessons to develop a neighborhood unit/model for Welby area. Due: February 12, 2013.
3. Neighborhood Analysis
Small groups will be assigned to analyzing segments in Globeville Neighborhood, and Sunnyside Neighborhood. The analysis will be focused on:
 - a. General land uses and amenities
 - b. Block and street sizes and orientation
 - c. Use, density, and form related observations
 - d. Life on streetThe presentations will be provided on 11x17 sheets. The focus will be learning lessons to develop a neighborhood unit/model for Welby area. Due: February 28, 2013.
4. Welby Neighborhood Unit (WNU working title): Initial proposal
Studio I group will work as a single team to develop a neighborhood model mixing the following uses in a coherent and livable environment: light low-impact industrial uses, retail, small scale farming, residential, and other needed amenities. This phase is aimed at coming up with a general framework. Due: March 12, 2013. This will be shared with the Planning Commission and residents on March 14, 2013 to receive feedback for the rest of the semester. Lessons learned from previous exercises will be also presented in this meeting.
5. Welby Neighborhood Unit (WNU working title): A floating zone proposal
Studio I group will work as a single team to develop the neighborhood model as a floating zone. The writing of this zone will include: (a) the conditions of how and when certain zones can be rezoned; (b) general outlines of the uses, densities, and form related regulations (c) general block and road standards. Writing this zone will be done together with testing the regulations on exemplary areas with urban design proposals presented via SketchUp models. Due: April 25, 2013. This presentation will be repeated to the Planning Commission and residents on Monday, April 29, 2013.
6. Final Report: WNU Floating Zone proposal:
Studio I group will work as a single team to write a report summarizing the April 29th presentation. Due: May 9, 2013.

The requirements and tasks of Planning Studio II were:

1. First impressions essay
Please visit the study area (I-25 to the west, Platte River to the East, I-70 to the south, 88th Street to the north) and prepare an open-ended three page essay of your impressions to share with the class. What are some of the planning and design issues you identify? What are some of the values you observe? Include these in your essay. Due: January 29, 2013.
2. Literature review / Issue identification
This exercise is aimed at having a brief literature review as a way to initiate issue identification. The reading to be done is to be focused and critical, asking the following question: "if the author(s) of the book were asked to prepare a site analysis and to identify some issues, what would they produce?" This will be a group work (groups of 2 and 3). The presentation will be provided on 11"x17" sheets (around five sheets). Use of diagrams, maps, pictures, drawings, and other visuals are encouraged. You may use visuals of your own or from the books. There will be also an oral presentation to the class by each group. February 12, 2013.
3. Site review / Issue identification
The purpose of this exercise is to put together a reference book on the study area at Welby. This inventory will be aimed at: (a) identifying issues, deficiencies, opportunities, (b) identifying aspects that need to be protected, (c) evaluating the status of the current city plans and zoning regulations. There will be five team members studying five following focus areas: (1) access, connections, and circulation, (2) land uses and amenities, (3) previous plans and zoning, (4) land values and market trends, (5) urban morphology. The presentations will be provided on 11x17 sheets. Due: February 28, 2013. On February 28 there will be brief site review presentation and we will come up with a series of questions regarding the identified issues and opportunities.
4. Welby Sub-Area Plan: The preliminary presentation
Studio II group will work as a single team to develop a sub-area plan for Welby. This will be a framework plan addressing all the questions the class will be coming up at the end of the site review phase. On this phase the group will put together a sketch plan to receive input from the Planning Commission and the residents on March 14, 2013. The preliminary sketch plan is due on March 12, 2013.
5. Welby Sub-Area Plan:
In the light of the input provided in March 14 presentation, studio II group will work as a single team to develop the sub-area plan in further detail. Testing some of the location based proposals via urban design schemes will be part of the framework plan. Due: April 25, 2013. This presentation will be repeated to the Planning Commission and residents on Monday, April 29, 2013.
6. Final report: Welby Sub-Area Plan
Studio I group will work as a single team to write a report summarizing the April 29th presentation. Due: May 9, 2013.

Assessment survey:

Since the studio courses usually do not focus on a few outcomes but by their nature expect learning in a wide range of areas, a general standard survey has been conducted to assess the outcomes for both studios in all studios. This survey included all 17 topics identified by the Planning Accreditation Board. Copies of the filled surveys as well as a statistical analysis of the results are attached.

As expected the survey results indicate that in both studios students acquired a wide variety of knowledge, skills, and values; rather than outcomes clustering around a few topics. In terms of the knowledge base, the Studio I students seem to think that they covered a wider variety than the Studio II students, which is something expected. The “Global Dimensions of Planning,” received lower percentages since the project subject was in Denver Metropolitan Area. Another low percentage subject was “Planning Law” even though 83% of the Studio I students indicated that they “learned something” about the planning law.

In terms of the skills the majority of the students in both studios indicated that they have acquired skills of all categories. Especially “Written, Oral and Graphic Communication” received the highest percentages in both studios. In general the percentages of the Studio I were higher. Again, this is expected because of the level of the studio. The lowest percentages in Studio II were for “Research” and “Qualitative and Quantitative Methods.” This is also expected because studios worked with a methods class (almost half of the studio students took that class as well) and this gave the studios the luxury of not spending too much time on research.

Finally, in terms of the values and ethics, the majority of the class (in both studios) indicated that they have learned either “some things” or “a lot” in all categories, “Governance and Participation” receiving the highest percentage in Studio I, “Sustainability and Environmental Quality” in Studio II.

To conclude, I believe that both studios covered a wide range of topics and the assessment survey indicates that both classes acquired a wide range of knowledge, skills, and values. A few low point items can be interpreted as either (a) the student acquired this topic in another class already (such as “Planning Law,” or (b) the studio project did not address this topic (such as “Global Dimensions of Planning.”

Warm regards,



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Course	General Planning Knowledge						Planning Skills						Values & Ethics					
	Purpose & Meaning of Planning	Planning Theory	Planning Law	History of Planning & Human Settlements	The Future	Global Dimensions	Research	Written, Oral & Graphic Communication	Quantitative & Qualitative Methods	Plan Creation & Implementation	Planning Process Methods	Leadership	Professional Ethics & Responsibility	Governance & Participation	Sustainability & Environmental Quality	Growth & Development	Social Justice	
Community Development Processes (URP 6640)	X							X				X		X			X	X

	PAB Criteria: General Knowledge
	PAB Criteria: Planning Skills
	PAB Criteria: Values & Ethics

PAB Outcomes Descriptions:

Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations

Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change

Governance and Participation: appreciation of the roles of officials, stakeholders and community members in planned change

LEARNING OUTCOMES REPORT

In fall 2012 semester URPL / URBN 6633 Urban form theory focused on urban morphology; how urban environments have been transformed in time; how they have evolved and have become what they are today, and how they will and should change in the future? We will review literature about spatial, perceptual, experiential, social, phenomenological, and territorial dimensions of urban morphology and discuss some of the recent movements and approaches in planning and design, with a particular attention to urban design scale. Even though the focus of this class will be on form, the environmental, social, political, cultural, and financial contexts that shape urban developments will be considered and theories addressing interactions between physical design, urban morphology, and societal developments will be reviewed critically.

COURSE GOALS / EXPECTED OUTCOMES:

The objectives of the course as announced in the syllabus (in small letters) and matching MUD Outcome Assessment topics (in capital letters) are listed below.

Ability and skill:

- a. Maturing in planning and design approach; developing a well organized mind with clear conceptual frameworks about over-arching principles in planning and design in general, and design criteria in urban design scale in particular.
- b. Developing the ability to write creatively about urban design and urban development without ignoring the environmental, social, political, cultural, and financial contexts that shape urban environment.

Professional expertise:

- A. Assess personal and professional predispositions to reflectively participate in a discourse on the motivations, intents and effects of urban design intervention.
- B. Critically develop and apply ethical frameworks to appropriately respond to culturally, socially and economically diverse conditions.

Communication skills:

- A. Write an organized, compelling and grammatically correct argument or thesis supported by well-documented research.
- B. Prepare and present organized, professional, engaging confident and compelling verbal presentations that explain complex ideas and concepts to a wide variety of audiences.
- D. Clearly articulate and document the iterative process of developing design ideas.

Knowledge base:

- C. Developing a critical awareness about spatial, perceptual, experiential, social, phenomenological, and territorial dimensions of urban morphology.
- d. Developing familiarity about some of the most referenced literature addressing interactions between physical design, urban morphology, and societal developments.
- e. Developing a critical way of evaluating urban developments.

Substantive knowledge:

- A. Identify and understand the history of the form and formation of cities.
- B. Identify the social, economic and political forces that shape the built environment.
- C. Analyze and discuss in written, visual and oral form relationships between regulations and built form.
- E. Identify the history and contemporary view of urban design as a professional pursuit.

ASSESSMENT MEASURES AND OUTCOMES

The following assessment measures (in smaller letters) were the requirements announced in the syllabus. These essays, presentations, and papers were evaluated by rubrics that are presented in the appendix. Below listed also are the outcomes that each requirement has achieved (in larger letters).

1. Three brief essays (10% x 3 = 30% of the grade)

These are short essays (around 1000 words, 3 pages) addressing questions about the readings and class discussions. I will hand out the essay questions in the future. Prioritizing your messages, articulating your point, and crafting a convincing argument will be the objectives.

Learning outcomes: The essays have been a good task to help students digest information and use the conceptual frameworks presented by the readings to construct brief but well-supported arguments. Thus in my opinion these essays not only achieved c and d (that is, A, B, C), but also helped achieving a, b, and e (that is, A, B, D) in an indirect way as well.

2. Paper summaries / presentation in class (15 % of the grade):

Use of diagrams, schematic drawings, pictures and other visual material is an integral part of an appealing presentation. Depending on the reading's topic the following tasks may help clarifying your presentation:

- (a) describing the conceptual framework presented in the paper
- (b) identifying interactions between physical design, urban morphology, and societal developments implied by the paper
- (c) evaluating the usefulness of some of the key concepts in your planning and design practice

Also, please provide questions to instigate class discussion after your presentation.

Learning outcomes: Beyond reviewing literature in a seminar format, these PowerPoint presentations encouraged rich and diverse class discussions that I truly enjoyed. In terms of the learning outcomes, they helped achieving c and d (that is, A, B, C) for sure but I believe it hard to assign a real value to the class discussions.

3. Movements / approaches presentation in class (20 % of the grade):

This will be a group presentation (groups of 4 or 5). Again, use of diagrams, schematic drawings, pictures and other visual material are encouraged. Please pick one of the following movements /approaches

new urbanism,	green urbanism,	landscape urbanism,
agricultural urbanism,	tactical urbanism,	slow city (CittaSlow)

and prepare a presentation that provides the following:

- (a) The overarching principles advocated by the movement or approach. Sometimes these are stated in the form of a manifesto or a charter, but sometimes not – that's when you need to put them together in a presentable format.
- (b) The history of the movement, organizations, and activities, if any.
- (c) The contributions of this movement to planning and design.
- (d) A suggested bibliography.

Some selected sources have already been provided below in the schedule. Check the schedule for the date of the presentation as well.

Learning outcomes: Similar to the previous item, these presentations encouraged rich and diverse class discussions. In terms of the learning outcomes they helped achieving c and d (that is, A, B, C, and E in particular).

4. Your planning and design approach / your personal manifesto: Final paper (25 % of the grade):

This paper is your personal manifestation about what

- (a) the overarching planning and design objectives in larger societal scale, and
- (b) planning and design principles in urban design scale should be.

In other words, this will be the synopsis paper for the book you will write in the future. Referring to some of the literature that will be reviewed in this class is an important evaluation criterion, as well as adding some of yours. Again, use of diagrams, schematic drawings, pictures and other visual material are encouraged. The length: around 3000 words. Due: November 29, 2012.

Learning outcomes: The final paper addressed all of the course objectives. Especially in terms of a and b (that is A, B, C, and E) there were some impressive papers. Obviously these skills also indicate achievement of substantive knowledge base.

5. Attendance and participation in class discussions (10% of the grade)

Targeted outcomes: In spite of the size of the class (44 students) class discussions were participated by the majority in an effective and constructive manner. I try to involve all and did rounds often. Class discussions gave me a good idea about how much of the information provided by the literature has been digested by the class. I was particularly impressed by the diversity of opinions and the quality of the discussion.

To conclude, I would like to underline my conviction that we have an urgent need in our profession (a) to develop an awareness of the challenges the current urban development patterns present to planning and design profession and (b) to develop a well organized mind with clear conceptual frameworks about how to address these challenges. I believe this class was a small but important step guiding the participants towards fulfilling this need.

Please do not hesitate to contact me for further discussion. Warm regards,



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Assessment of Community Development Processes (URP 6640)

All of the assessment methods were conducted and analyzed by the course instructor, Jennifer Steffel Johnson. As this is a seminar course (17 students), all students' work has been assessed.

Learning Outcome	Assessment Type	Assessment Scoring Method	Results	Interpretation of Results	Response to Results
Written, Oral and Graphic Communication	5 to 10-minute "Catalyst" PowerPoint presentation to class	Rubric Peer Review	Overall: 57/ 77 (74%): Above Proficient 17/ 77 (22%): Proficient 3/ 77: Below Proficient	<ul style="list-style-type: none"> - Students did very good work for the most part. - Specific, immediate feedback after oral presentations and papers would be useful. - Specific guidelines on what makes a good presentation (e.g., outline, conclusion) would be useful. 	Add peer review!
	2 Reflection essays	Rubric			Make this 3 essays → make sure feedback is timely. Find a way to systematically insist that they improve things.
	2 Meeting analyses	Rubric			Make direct comparison between 1 st and 2 nd meeting papers → maybe threaten with a 3 rd if 1 and 2 aren't great.
	Final project presentation	Rubric Peer Review			Add peer review!
Growth and Development	Community Development Catalyst Presentation - How did the project catalyze community development? - What are the project's lessons for planners?	Rubric	Overall: 32/ 48 (67%): Above Proficient 15/ 48 (31%): Proficient 1/ 48: Below Proficient	- I'd like clearer assignments/ data re: role that planners can actually play in community development	- Good assignment; emphasize "lessons for planners" question in assignment. - Could ask about lessons in peer review questionnaire → would open up discussion
	Reflection essay #2 question: - How might planning policies help facilitate or impede community residents' social capital formation?	Rubric			Add another essay assignment that focuses on growth and development, especially Urban Renewal/ Auraria
	Final Project Reflection Paper	Rubric			

	<p>Questions:</p> <ul style="list-style-type: none"> - What recommendations can you offer to the organization to improve their process of community development (e.g., community participation, technologies, partnerships, etc.)? How might they be able to use or further develop your project? - Analyze your experience working with a community-based organization using core concepts, methods and/or theories from class, providing concrete examples (consider failures, successes, barriers encountered, inefficiencies, discoveries, etc.) 				<p>- This question is a little too vague → what is the outcome I'm really looking for here?</p>
Governance and Participation	<p>Public Meeting Analysis (2):</p> <ul style="list-style-type: none"> - detailed observations of public meeting process - critique of positive/ effective and negative/ ineffective aspects of meeting 	Rubric	<p>Overall: 21/ 30 (70%): Above Proficient 8/ 30 (27%): Proficient 1/ 30: Below Proficient</p>		<ul style="list-style-type: none"> - Add clear "importance of meaningful participation" to assessment - Make direct comparison between 1st and 2nd meeting papers

Growth & Development

Exemplary =

- student understands the role planning can play in community development
- student understands the importance of balancing economic and community development goals
- student understands potential challenges for communities caused by gentrification, urban renewal, and other large-scale growth and development processes
- student understands the possible contributions and limits of physical planning for community development
- student understands some of the key factors that can impact the success of a community (e.g., social capital, housing, transportation, economic development, and health), and how community development processes may improve those aspects
- student understands what characterizes successful/catalytic community development initiatives
- student learns how community-based organizations and initiatives can impact community development, and what challenges they face

Governance & Participation

Exemplary =

- student understands the roles that planners and other stakeholders play in community development
- student appreciates the ethical challenges inherent in community development processes, such as public decision-making and responding to diverse stakeholders, as well as the social justice implications of community development decisions
- student understands the positive and negative aspects of different types of public participation processes
- student learns techniques for effectively facilitating public meetings
- student understands the role of meaningful community participation for successful community development initiatives
- student understands that disadvantaged/underrepresented social groups may be particularly impacted by planning decisions
- student understands that planners have a responsibility to be aware of the impact of their decisions on all social groups
- student understands that planning/policy decisions can directly impact individuals' opportunities and choices
- student understands the importance (and challenge) of meaningfully incorporating the needs and values of diverse groups in planning decisions

Written, Oral & Graphic Communication

Exemplary (Written) =

- student thoughtfully, insightfully, and completely addresses the question(s) posed in the assignment
- student supports their generalizations and conclusions with ideas drawn from class discussions, readings, and personal experiences
- student's papers contain no typos, nor grammar, spelling or punctuation errors
- student's vocabulary is very well chosen, demonstrating proficiency with course concepts
- student's sentences and paragraphs are well constructed, paper is well organized overall, and ideas are clearly presented and supported with evidence/ examples
- student includes citations as needed and formats them correctly

Exemplary (Oral) =

- student's presentation slides are well-organized, legible and balance informative text with graphics
- student's presentation is informative, professional, and well organized

- student answers audience questions are answered thoughtfully and thoroughly
- student engages audience through eye contact, appropriate pace of speaking, poise and clear speech—and does not read their slides

Course	General Planning Knowledge						Planning Skills						Values & Ethics				
	Purpose & Meaning of Planning	Planning Theory	Planning Law	Human Settlements & History of Planning	The Future	Global Dimensions of Planning	Research	Written, Oral & Graphic Communication	Quantitative & Qualitative Methods	Plan Creation & Implementation	Planning Process Methods	Leadership	Professional Ethics & Responsibility	Governance & Participation	Sustainability & Environmental Quality	Growth & Development	Social Justice
Urban Housing (URP 6676)	X		X				X	X			X					X	X

	PAB Criteria: General Knowledge
	PAB Criteria: Planning Skills
	PAB Criteria: Values & Ethics

PAB Outcomes Descriptions:

Planning Law: appreciation of the legal and institutional contexts within which planning occurs

Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources

Growth and Development: appreciation of economic, social and cultural factors in urban and regional growth and change

All of the assessments below were conducted and analyzed by the course instructor, Jennifer Steffel Johnson. This is an interdisciplinary seminar course with 8 MURP students and 10 landscape architecture/architecture students. All planning students' work was assessed.

	Assessment Type	Assessment Scoring Method	Results	Interpretation of Results	Response to Results
Planning Law	Housing policy presentation	Rubric Peer Review	Students were well-prepared overall (6/8 Above Proficient)	Good assignment	Add peer review to make sure non-presenters are learning
	Charrette reflection paper question: - In what ways was the program for your project affected by its anticipated financing? How were the design decisions affected by financing?	Rubric	Good question; very important realization for students; well-answered overall (5/8 Above Proficient)	Important to include these kinds of questions in classroom discussion too	No change
Research	Data collection for trends class	Grade	Ended up not giving a grade here- we shared the info in class, but no accountability	If "research" is going to be an outcome, I need to grade this	Create a grading process (thoroughness, accuracy, presentation quality)
	Data collection for charrettes	Peer Review	I didn't ask the right questions on the peer review forms to evaluate this	Students rated the "quality" of their teammates' work, but not with enough detail about the data to evaluate students' proficiency. I know they learned about doing research, new sources, etc. They did the work- I just didn't come up with an adequate way to measure it.	I need to learn some tools for this. Students assigned their own data collection tasks- how can I judge the quality/types of sources/ accuracy/ etc.?
Growth and Development	Charrette reflection paper specific questions: - What are the key lessons about affordable housing you learned from the charrette? - How will your team's decisions impact the quality of life for low-income residents? - In what ways was your group's	Rubric	Overall, students learned these lessons well (17/24 Above Proficient).	Good questions, but I should get them to apply charrette lessons beyond the immediate project	Ask additional/ different questions that connect to bigger lessons about growth and development processes

	solution particularly (un)successful?				
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Planning Law

Exemplary =

- student knows how to access and interpret planning-specific data, such as zoning regulations and building codes
- student appreciates the complexity of housing finance regulations
- student appreciates the necessity of making design and development decisions based on financial regulations
- student understands how local housing authorities work
- student understands how federal housing policies impact local-level housing realities
- student understands how housing and transportation systems intersect
- student understands how NIMBYism impacts housing-related legal decisions

Research

Exemplary =

- student knows how to access and interpret U.S. Census data
- student knows how to access and interpret data from local sources, such as DRCOG
- student recognizes the wide variety of data necessary to develop housing in an intelligent manner
- student knows how to identify and collect relevant precedent information (e.g., aesthetic, financial, functional, etc.)
- student knows how to access and interpret planning-specific data, such as zoning regulations and building codes
- student knows how to assemble and communicate data for use by an interdisciplinary team

Growth & Development

Exemplary =

- student understands the economic realities of urban housing
- student understands that housing patterns create and reinforce social patterns
- student understands potential housing-related challenges for communities caused by gentrification, urban renewal, transportation systems, and other large-scale growth and development processes
- student understands the importance and challenges of mixed-income and affordable housing
- student understands that housing plays a key role in the broader success of communities by creating or limiting access to various resources
- student learns how housing authorities work and how they make economic decisions about what to build

Course	General Planning Knowledge						Planning Skills						Values & Ethics				
	Purpose & Meaning of Planning	Planning Theory	Planning Law	History of Planning & Human Settlements	The Future	Global Dimensions	Research	Written, Oral & Graphic Communication	Quantitative & Qualitative Methods	Plan Creation & Implementation	Planning Process Methods	Leadership	Professional Ethics & Responsibility	Governance & Participation	Sustainability & Environmental Quality	Growth & Development	Social Justice
Social Planning (URP 6641)	X						X	X			X		X	X			X

	PAB Criteria: General Knowledge
	PAB Criteria: Planning Skills
	PAB Criteria: Values & Ethics

PAB Outcomes Descriptions:

Governance and Participation: appreciation of the roles of officials, stakeholders and community members in planned change

Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities

Social Justice: appreciation of equity concerns in planning

Social Planning- URPL 6641 (Spring 2013)

All of the assessment methods below have been conducted and analyzed by the course instructor, Jennifer Steffel Johnson. As the course is a small seminar (11 students), all students' work has been assessed.

Learning Outcome	Assessment Type	Assessment Scoring Method
Governance and Participation (appreciation of the roles of officials, stakeholders, and community members in planned change)	End of semester reflection essay: - To what extent can physical planning decisions impact social outcomes/ social justice? - Give examples of the ways that physical planning interventions in Welby could have social impacts on the demographic group you studied.	Rubric
	10-minute presentation to class about a recent innovation in planning policy, design, or process that addresses the needs of the particular user group	Rubric Peer review
	Midterm presentation to Adams County Commissioners	Peer Review
	Final Project: - Assignment includes making recommendations about the physical planning and policy decisions that should be made in Welby to improve the lives of youth and elderly residents	Rubric

Governance and Participation (appreciation of the roles of officials, stakeholders, and community members in planned change)

Assessment 1- End of semester reflection essay questions:

- To what extent can physical planning decisions impact social outcomes/ social justice?
- Give examples of the ways that physical planning interventions in Welby could have social impacts on the demographic group you studied.

Results:

Above proficient: 8/11
 Proficient: 3/11
 Below: 0/11

Interpretation of Results:

I'm happy with students' wrestling with this difficult question. By thinking it through, they recognize that officials have an essential role to play, but that their opportunities to make positive impacts are likely to be missed if they do not actively involve community members in the planning decision-making process.

Example: "Physical planning clearly cannot address all the social issues facing our communities. Yet, it can improve conditions for many through progressive policies that target social issues.... Planning must be seen as a solution to social problems in a larger context. Coordination between planning departments, social service providers, transportation entities and other city agencies is ultimately what will be the most successful in addressing social ills. These systems do not work in isolation, and the more cooperation between them the more likely that residents will truly feel a positive impact."

Assessment 2- Innovation Presentation:

10-minute presentation to class about a recent innovation in planning policy, design, or process that addresses the needs of the particular user group [some chose to focus on policy/process]

Results:

Above proficient: 10/11

Proficient: 1/11 Below:

0/11

Interpretation of Results:

The peer review included the questions, "One interesting thing I learned during the presentation was..." and "One or two questions I have for the presenter are..."

The grading rubric included whether the student understood *the problem* the project/policy they were presenting, and if they understood why the solution was *innovative*. These questions require them to understand the problems community members face, how policy and decision decisions have failed in the past, and how policy and design decisions can in fact have a positive outcome. This reinforces students' awareness that decision makers have the critical task of listening to and being aware of the real needs of community members.

Example: "As has been a theme throughout the semester, improving places for one marginalized group typically improves places for all groups. Physical planning decisions that are intended to improve the quality of life for elderly residents is also likely to improve the quality of life for youth. This idea should constantly be in the mind of planners when making decisions for a community. The more

communities are involved in planning decisions, the more likely this fact is to become understood in planning institutions.”

Assessment 3- Presentation to Adams County Planning Commission:

Results/Interpretation:

While students undertook a peer review process, the focus ended up being on their teammates’ contribution to the process. This was very valuable, but did not contribute to my assessment of students’ learning about Governance and Participation.

Nonetheless, their experience of presenting to the (unnecessarily) intimidating Commission, and our classroom debriefing afterwards, taught the students the very important lesson that the way community members are included in the planning process is a) essential to consider and b) entirely controlled by the planning officials. By addressing us from “on high,” the Commission clearly communicated that THEY have all the power and it’s their decisions that count- no matter what we in the community have to say.

Assessment 4- Final Project Recommendations:

Results/Interpretation:

I ended up not creating a rubric for grading the two team projects. However, I did create a list of topics that I wanted them to cover in their reports (in the form of a suggested outline), and the list included this specific question. The students answered it very thoroughly, with graphics showing their own on-the-ground observations as well as images of possible solutions. Answering this question emphasized that local officials have a great deal of power to effect change, and that with full awareness of community members’ needs, the government can significantly improve quality of life. (Or, they can continue to listen only to financial interests and severely marginalize community residents.)

Response to Results: Governance and Participation

One of the most important lessons in this course is that officials may be operating with a hidden (or not so hidden) agenda that does not necessarily prioritize the needs of community members- especially marginalized ones. During the course of the semester, students realize that there are very simple things that could be implemented to make the lives of disadvantaged people better. However, they also realize that while officials may have the power to make these changes, they will not necessarily do so.

The last class of the semester, we had a rousing discussion about why the students wanted to become planners in the first place. For many, it was because they wanted to “make the world a better place” or something similar. Through the course, we realized that officials- including planners- have a great deal of power. This power can be used to make people’s lives better, or it can be used to serve other goals. Or, used carefully, it can do both. Recognizing this is an essential lesson for idealistic planning students.

Overall, while students definitely got a clear picture of the roles of officials vis-à-vis community members through our engagement in Welby, and we discussed it in nearly every class period, their graded assignments didn't really force them to articulate the disconnects they observed. In future semesters, I will assign another essay, asking them to reflect on our community under study with questions such as:

- what do think the priorities of the planners are?
- what do you think the priorities of the residents are?
- if there's a gap, why do you think that's the case?
- list specific ideas for closing the gap
- do you think the residents believe they have the ability to affect change?

Learning Outcome	Assessment Type	Assessment Scoring Method
Planning Process Methods (tools for stakeholder involvement, community engagement, and working with diverse communities)	User group physical community assessment	Peer review Rubric
	Demographic-group specific engagement techniques: - elderly: oral history, mapping, interviews and focus groups - youth: tours, focus groups, mapping, presentation feedback	Peer review Grade
	Analysis of qualitative data	Grade
	Recommendations for future engagement processes	Grade
	Participation in community meetings	[none]

Planning Process Methods (tools for stakeholder involvement, community engagement, and working with diverse communities)

Assessment 1- Physical Community Assessment:

Results/Interpretation:

Working in small teams, students undertook an on-the-ground assessment of the physical conditions of the community through the eyes of the members of their demographic study group (either elderly or youth). This assessment was not graded individually, so I cannot report on specific outcomes. However, the results were reported to the Planning Commission, were used to engage residents during community meetings, and were included in detail in the students' final project reports.

This was an excellent learning experience, and taught them how to use an important analysis tool. Moreover, it showed them firsthand that not everyone moves through the world in the same way, and that planners need to be acutely aware of this.

Assessment 2- Group-Specific Engagement Techniques:

Results/Interpretation:

Drawing from the wide range of examples, models, and strategies I presented to them, the students decided on a process to engage with and learn from their team's demographic group (either elderly or youth). Specifically, the team working with elderly residents undertook collecting oral histories, having participants indicate positive/negative community features on maps, and individual semi-structured interviews. The team working with youth engaged a local high school class over a series of meetings. The activities included mapping their community, semi-structured focus group interviews, and giving feedback on the CU students' final presentation. These strategies can be applied to and built on in all of their future community engagement work.

Assessment 3- Qualitative Data Analysis:

Results/Interpretation:

Students had to pull together all the data they collected from the engagement processes and figure out the story the data told. They told this story through their final presentations made to the County planning staff and through the final reports they prepared. I graded these reports largely based on the success of their data analysis, interpretation, and subsequent recommendation. However, I did not have a grading rubric to apply to this work. It might be valuable to develop one in the future.

Assessment 4- Recommendations for Future Engagement Processes:

Results/Interpretation:

The final section in the reports the students presented to the County planning officials, students articulated their recommendations for future community engagement with particular marginalized/ disenfranchised groups of residents. This plan summarized their recognition that meaningful planning processes require extra efforts to reach out and engage these groups. Otherwise, the plans themselves cannot achieve their anticipated success, and the residents will not buy in to the plans.

Again, I graded this section in their team final reports, but I did not apply a rubric in order to identify specific numeric levels of student success in this area.

Assessment 5- Participation in Community Meetings:

Results/Interpretation:

While students undertook a peer review process, the focus ended up being on their teammates' contribution to the process. This was valuable, but did not contribute to my assessment of students' learning about Planning Process Methods.

Nonetheless, the students participated in two community meetings in Welby, as well as two public presentations. They observed the anger and fear of the residents, and the skillful ways the County planners who ran the meetings handled residents' difficult comments. More importantly, by actively running and participating in small group discussions at the second community meeting, the students had the invaluable experience of learning directly from the community members. The students realized first-hand that their own ideas about the community varied greatly from the residents, and how difficult it can be to reconcile these. Our classroom debriefing afterwards brought home the lesson that *the way* community members are included in the planning process is a) essential to the success or failure of that process and b) entirely controlled by the planning officials.

Students recognized the disconnect between their ideas as planners, the goals of the planning officials, and the residents' view of their community. They learned that just having a great idea isn't enough to solve—or even identify—problems.

The recommendations they included in their final reports show clear recognition of the need for better, broader, and more meaningful stakeholder engagement, particularly by marginalized groups (such as the 47% of the community's population that are Spanish-speaking, who were not represented at the meetings we attended at all.)

Response to Results: Planning Process Methods

One of the most important lessons in this course is that meaningful community engagement is both essential and difficult. By experimenting with different ways of collecting information from community members, participating in two community meetings with different formats, and making two public presentations, the students sampled a wide range of planning processes.

Overall, while these were valuable learning experiences that informed the critical piece of their projects and reports, I did not collect the necessary specific data to assess their learning outcomes in this area. In class, we frequently discussed the necessity and challenges of incorporating marginalized groups into planning processes. In future semesters, I believe assigning an essay asking them to reflect specifically on these issues could be valuable, and a valid assessment of their learning.

Learning Outcome	Assessment Type	Assessment Scoring Method
<p>Social Justice (appreciation of equity concerns in planning)</p>	<p>Reflection essay #1: - Drawing from McIntosh’s “Invisible Knapsack” essay, consider the ways you may be privileged, and which of those privileges have been conferred systematically...</p>	Rubric
	<p>Reflection essay #2: - Implementing disabled people’s right to fully participate in society is not a simple matter; discuss whether we as a society value disabled people enough to do what is necessary to facilitate this right?...</p>	Rubric
	<p>End of semester reflection essay: - What is the role of planning in the quest for social justice? In your answer, consider:</p> <ul style="list-style-type: none"> o Barry’s question: “why should equal treatment be confined to liberal [individual] rights? Surely, we should also be concerned about equal opportunities to exercise those rights.” That is, <i>not being prohibited</i> from doing something is different than <i>having the opportunity</i> to do it. o Barry’s assertion that people with limited abilities and/or means may present a challenge to making a just allocation of “rights, opportunities and resources.” <p>- To what extent can physical planning impact social outcomes/ social justice?</p> <ul style="list-style-type: none"> o Give examples of the ways that physical planning interventions in Welby could have social impacts on the demographic group you studied 	Rubric

Social Justice (appreciation of equity concerns in planning)

This learning outcome is at the heart of this course. In fact, in future semesters, we have changed the title of the course to “Social Justice in Planning” from the current “Social Planning.”

The three reflection essays assigned during the semester ask students to think deeply about social justice generally, about how issues of privilege and prejudice are present in their own lives, and how urban planning can play a role in improving justice outcomes for marginalized residents. These are difficult questions that require students to be honest with themselves, challenge their assumptions and think about their professional values. I measured their success in learning to “appreciate” equity concerns in planning using a grading rubric applied to all of these essays.

Essay 1

Results:

Above proficient: 10/11

Proficient: 1/11 Below:

0/11

Interpretation of Results:

To appreciate social justice challenges, one has to start by looking at oneself—biases, untested assumptions, etc. The students were brave in their writing of this essay, honestly describing the privileges they have taken for granted, and often revealing the unintentional biases they have towards others. I will assign this essay again.

Example: “This exercise was not easy. It is not easy to think about all the ways in which you are privileged. It is not very comfortable thinking about your taboo perceptions of yourself and others.”

Example: “I have never really looked beyond my race when considering how society views me. Further, I haven’t really discussed this topic with anyone outside the black side of my family. I’ve never really considered how my sexual orientation, age, physical condition, socioeconomic class, or location have left me privileged, but in reality, I reap the benefits on a daily basis.”

Essay 2

Results:

Above proficient: 9/11

Proficient: 2/11 Below:

0/11

Interpretation of Results:

This question asked students to think past an idealistic answer and really challenge themselves to figure out how that idealism might look

when applied to the real world. Again, this assignment required students to expose their personal beliefs, which they did bravely and openly. This was a good assignment that I will use again.

Example: “As a child of someone with a disability, and in an effort to be a compassionate human, I believe that all spaces should be universally accessible. As a designer, however, I understand this goal is extremely complex. It is challenging if not impossible to design for ALL people- there are too many factors to consider. The goal as designers is to design for maximum inclusion. This requires key constituents to be on board: designers, owners, users and the public.”

Essay 3

Results:

Above proficient: 11/11

Proficient: 0/11 Below:

0/11

Interpretation of Results:

In many ways, this assignment is my clearest test of whether students have developed “appreciation of equity concerns in planning,” as this learning outcome mandates. The essay question asks them to clearly connect urban planning and social justice, which is the stated theme of this class. They are asked to think about it at both an abstract, intellectual level, as well as at an applied level—including examples from the community we studied all semester. I believe every student’s essay demonstrated that they had competently wrestled with these complicated questions.

Response to Results: Social Justice

While in some ways, this learning outcome is difficult to measure, in other ways, it is the outcome I feel most confident that the students learned. Teaching and learning this subject requires all of us to step outside our comfort zones and talk and write about personal things in order to become sensitized to how these perceptions, assumptions and prejudices are present throughout society as well as in urban planning decisions. I am confident that the students in this small class will take the lessons we learned together—about planning and about themselves and each other—forward into their careers.

Governance and Participation

Exemplary =

- student understands challenges of managing stakeholders’ competing goals
- student understands power: who has it, who doesn’t, and how disadvantaged groups can develop it
- student understands that physical planning/policy decisions always have social impacts
- student understands that planning/policy decisions can directly impact stakeholders’ opportunities and choices
- student understands planners’ responsibility to be aware of the impact of their decisions on all stakeholder groups
- student can point to examples of planning decisions that have had positive and negative impacts on various stakeholders, and can identify the causes of these impacts
- student has gained experience interacting with government decision-makers

Social Justice

Exemplary =

- student understands the assets, challenges, and needs of key social groups
- student can identify what “well-planned” urban systems mean for key social groups, and is aware that what is ideal for one may not be ideal for others
- student understands that disadvantaged/underrepresented social groups are particularly impacted by planning decisions, because they have fewer alternatives and/or resources to work around impediments
- student has become aware of their own privileges and preconceived ideas about others, and is conscious of the need to mitigate/address these biases when they become professional planners
- student understands the importance (and challenge) of meaningfully incorporating the needs and values of diverse groups in planning decisions
- student has developed an awareness of what “social justice” means, and the roles the built environment and planning processes play in achieving or hindering it
- student understands that planners have a responsibility to use their professional skills to advance social justice

Planning Process Methods

Exemplary =

- student has gained experience working directly with community members
- student appreciates the value of working directly with community members
- student has learned some techniques for meaningfully engaging with different community groups
- student has learned to analyze and interpret the qualitative data gained from direct community interaction
- student has learned to communicate collected qualitative information to decision makers

**Department of Planning and Design
Master of Urban and Regional Planning Program**

Learning Outcomes Assessment Report

College of Architecture and Planning
University of Colorado Denver

AY 2013-2014

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Core Courses

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URPL 6000- Planning Project Studio (Fall 2013 and Spring 2014)

Elective Courses

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Learning Outcomes Assessment, Fall 2013
URPL 5000 Planning History and Theory

Instructors: Carolyn McAndrews and Jeremy Nemeth

Learning Outcomes

This course had five official learning outcomes per the Planning Accreditation Board guidelines.

After completing this course, students have essential knowledge about the following:

1. Purpose and meaning of planning: appreciation of why planning is undertaken by communities, cities, regions and nations, and the impact planning is expected to have.
2. Planning theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
3. Human settlements and history of planning: understanding the growth and development of places over time and across space.
4. The future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
5. Social justice: appreciation of equity concerns in planning.

Course Goals

Upon completion of this course, students should be able to:

1. Define planning and explain why planning history and planning theory matter [Learning outcomes: purpose and meaning of planning, planning theory]
2. Understand the history of planning and some critiques of planning history [Learning outcome: human settlements]
3. Speak confidently about the future of planning and future roles for planners [Learning outcome: the future]
4. Understand social justice in planning as a crosscutting theme [Learning outcome: social justice]

Assessment method

We evaluated students' progress on each of the learning outcomes at the end of the semester. The assessment instrument was a take-home final exam comprising five questions, where each question aligned with one of the five learning outcomes. The questions were scored with a rubric allocating 50% of the points to mastery of content, 35% of points to argumentation, and 15% of points to the quality of the composition. We averaged the students' scores for each question and report these below.

Assessment results

Outcome 1, Planning Purpose: 30/30

Outcome 2, Planning Theory: 30/30

Outcome 3, Settlements and History: 30/30

Outcome 4, The Future: 30/30

Outcome 5, Social Justice: 30/30

Interpretation of Results

Most students received perfect scores on the exam because they answered the questions completely and demonstrated that they understood the material we covered in class.

However, there is room for improvement.

We were not clear about our expectations of the exam. We said that students should spend about three hours working on the exam. We did not expect students to return polished essays. Yet, most students probably spent eight hours working on the exam. Instead of responding to the prompts based on the framework they have developed for everyday use, they relied on research to answer the questions. Next year, we either need to be more explicit about this in the prompt, or do an in-class exam with blue books (or computers).

Outcome 2: We need to distinguish between the institutions and organizations that participate in creating plans, and the institutions and organizations that are necessary to implement a plan. For example, many plans rely on land use controls (i.e., laws) for their implementation. Many students did not consider implementation.

Outcome 3: We need to help students distinguish between history as historic preservation, and history as the process of urbanization. We did not address this in class, but it could be a useful way to introduce how we approach history in this course.

Outcome 5: Poverty isn't always a social justice problem, and not all social justice issues are about poverty. Yet, students are not seeing these distinctions. Highlighting these distinctions would be one way to teach this topic.

University of Colorado Denver – College of Architecture and Planning
Department of Planning and Design
Learning Outcomes Assessment Report – Planning Methods (URPL 5010) – Fall 2013
May 20, 2014

Course Instructor and Learning Outcomes Assessment Report Author:

This report was prepared by Ken Schroepfel, a full-time Instructor of Planning and Design in the College of Architecture and Planning, who was assigned to teach two sections of this course for the Fall 2013 semester. The results presented here are for the two sections combined, as they had identical syllabi.

Course Overview:

Planning Methods is a core course within the Master of Urban and Regional Planning (MURP) program administered by the Department of Planning and Design within UCD's College of Architecture and Planning. The course focuses on the application of various methodologies and techniques commonly used in the practice of urban and regional planning. During Fall 2013, the course met in Room 480 of the UCD Building at 1250 14th Street on Tuesday afternoons (Section 001) and Wednesday mornings (Section 002). In addition to Ken Schroepfel, the course instructor, the Teaching Assistant was MURP student Kara Silbernagel. Also, several practicing planning professionals participated as guest lecturers during the semester. A total of 39 students completed the course.

Major lecture topics covered during the Fall 2013 Planning Methods class included:

- Planning Methodologies Overview
- Data Organization Fundamentals
- Relational Databases
- Data Integrity
- Data Collection
- Descriptive Statistics
- Communicating Data/Tables and Exhibits

Learning Outcomes Identified:

The learning outcomes identified for Planning Methods for Fall 2013 were based on the educational outcomes currently in use by the Planning Accreditation Board (PAB). The PAB was established in 1984 to begin the process of creating an accreditation system for the nation's graduate programs in urban planning. In 1997, the PAB was recognized as the accrediting body for urban planning from the Council for Higher Education Accreditation (CHEA), and the PAB's current educational outcomes and performance criteria were approved in 2006. There are currently 71 accredited graduate programs in urban planning in the United States, including the MURP program at UCD.

The PAB's educational outcomes are organized into three broad categories: 1.) General Planning Knowledge, 2.) Planning Skills, and 3.) Planning Values and Ethics. Within each of these three categories, the PAB has established a total of 17 specific outcomes. Two of these 17 learning outcomes were identified as specifically relevant to the Planning Methods course:

- **Written, Oral and Graphic Communication:** Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- **Quantitative and Qualitative Methods:** Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

Learning Outcomes Assessment Methodology:

The two outcomes identified above were assessed by relating each outcome to the various graded components of the class. The two Exercises, two Exams, and the Class Project were each assigned a total number of grading points and each was associated to one of the two learning outcomes. Additionally, Class Participation was also evaluated throughout the semester with a total score given to each student. The table below shows the relationships between the course’s various graded components and the two learning outcomes:

Table 1: Association between Assignment Grading Points and Learning Outcomes

Planning Methods - URPL 5010 - Fall 2013 - Learning Outcomes Assessment

Learning Outcome	Exercise One	Exercise Two	Exam One	Exam Two	Class Project	Participation	Total Points
Quantitative and Qualitative Methods	100	100	150	150	0	0	500
Written, Oral, Graphic Communication	0	0	0	0	400	100	500
Total Grading Points Awarded:	100	100	150	150	400	100	1,000

As the various components were graded, the number of points each student received was tallied so that the total number of points associated with each learning outcome could be aggregated to determine a performance result for the entire class.

Learning Outcome Assessment – Quantitative Results:

The following table shows the final quantitative results for the learning outcome assessment described above. The total number of points earned by all students for each learning outcome/assignment component combination was tallied and the average was calculated:

Table 2: Learning Outcome Assessment – Quantitative Results

Planning Methods - URPL 5010 - Fall 2013 - Quantitative Results

Learning Outcome	Class Average Points Received	Total Points Possible	Percentage Attainment
Quantitative and Qualitative Methods	483	500	96.7%
Written, Oral, Graphic Communication	488	500	97.5%

In conclusion, the learning outcome assessment results for Planning Methods, Fall 2013, show that the students were successful in meeting and understanding the desired goals associated with the two identified learning outcomes for the course. This can be demonstrated by the quantitative results shown above. Since

the ability to effectively assess learning outcomes for an entire course can be impacted by the structure and grading method used for individual assignments, it will be important to devise assignments with a learning outcomes assessment in mind for future installments of this course.

University of Colorado Denver – College of Architecture and Planning
Department of Planning and Design
Learning Outcomes Assessment Report – Planning Profession (URPL 5030) – Fall 2013
May 20, 2014

Course Instructor and Learning Outcomes Assessment Report Author:

This report was prepared by Ken Schroepel, a full-time Instructor of Planning and Design in the College of Architecture and Planning, who was assigned to teach two sections of this course for the Fall 2013 semester. The results presented here are for the two sections combined, as they had identical syllabi.

Course Overview:

Planning Profession is a core course within the Master of Urban and Regional Planning (MURP) program administered by the Department of Planning and Design within UCD's College of Architecture and Planning. The course focuses on the application of various methodologies and techniques commonly used in the practice of urban and regional planning. During Fall 2013, the course met in Room 470 of the UCD Building at 1250 14th Street on Monday afternoons. Many practicing planning professionals participated as guest lecturers during the semester. A total of 43 students completed the course.

Learning Outcomes Identified:

The learning outcomes identified for Planning Profession for Fall 2013 were based on the educational outcomes currently in use by the Planning Accreditation Board (PAB). The PAB was established in 1984 to begin the process of creating an accreditation system for the nation's graduate programs in urban planning. In 1997, the PAB was recognized as the accrediting body for urban planning from the Council for Higher Education Accreditation (CHEA), and the PAB's current educational outcomes and performance criteria were approved in 2006. There are currently 71 accredited graduate programs in urban planning in the United States, including the MURP program at UCD.

The PAB's educational outcomes are organized into three broad categories: 1.) General Planning Knowledge, 2.) Planning Skills, and 3.) Planning Values and Ethics. Within each of these three categories, the PAB has established a total of 17 specific outcomes. Two of these 17 learning outcomes were identified as specifically relevant to the Planning Methods course:

- **Purpose and Meaning of Planning:** Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- **Professional Ethics and Responsibility:** Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).

Learning Outcomes Assessment Methodology and Results:

The methodology used to measure the success of the learning outcomes was through the Final Exercise, which consisted of a take-home paper that required the students to address the following questions in detail:

1. Before Graduate School versus Now

As part of your UCD MURP application, you submitted a Personal Statement where you articulated your perspectives, interests, and goals regarding planning. Reread your Personal Statement, reflect upon what you wrote, and write a thoughtful response to the following questions:

A. *How have your views of planning as a passionate ideal (think big picture here—effecting positive change, solving problems, making the world a better place, etc.) changed since you wrote your Personal Statement? Briefly summarize (critique?) your big-picture perspective of planning as presented in your Personal Statement, summarize your big-picture perspective of planning now, and offer some thoughts as to how/when/why your perspective has changed (or has it?).*

B. *How have your views of planning as a job position (think literal employment duties here—routine responsibilities, knowledge/skills/values required, organizational environments, etc.) changed since you wrote your Personal Statement? Describe how your views of planning as a day-to-day job have changed in the months since you wrote your Personal Statement, and offer some thoughts as to how/when/why your views may have changed.*

2. Careers in Planning

Somewhere in between the extremes of passionate ideal and job position is the notion of a career. Think about what a career in planning means to you now, and write a thoughtful response to the following questions:

A. *In addition to planning-related knowledge/skills/values, describe what other elements or attributes you believe are necessary for you to have a thriving career in planning or a related field? Define what a career means to you.*

B. *Specifically, what things are you now doing (or plan to do soon) to make progress towards your career goals as you described in Question 2A above?*

3. Planning Knowledge, Skills and Values

This semester we had guest speakers who represented 18 different areas of planning.

A. *Knowledge: Of these, identify and thoughtfully discuss the one knowledge area of planning/guest speaker that, consequently, you were most impacted by in terms of: exposing you to an area of planning you hadn't considered before; illuminating, reinforcing, or changing your thinking about an area of planning; or, affecting you in some particularly meaningful or important way.*

B. Skills: Over the course of the semester, we discussed the wide variety of skills that planners often use in their professional endeavors, from technical computer applications to being a good negotiator to knowing how to think critically. However, not everyone can master every possible skill. Therefore, identify and thoughtfully discuss the one skill that you are currently not particularly competent in that you believe will be important to your future success as a planner and that you commit to focusing on and honing over the next few years.

C. Values: We know that planning takes place in diverse and complex environments and planners are often challenged with situations that can test their values and ethics. Identify and thoughtfully discuss one planning or professional value or ethic that you've discovered or contemplated this semester that is particularly important to you, and why.

These questions directly relate to the two learning outcomes and provide the students multiple opportunities to address the broad learning outcome topics.

All students completed the assignment in full and provided amazing, thoughtfully written detailed answers to these questions. Not one of the students failed to demonstrate, through their answers, that they learned a considerable amount about the **Purpose and Meaning of Planning** and **Professional Ethics and Responsibility**. Every student received 100% on this exercise. Additionally, one the final week of the semester when their papers were due, in class, each student had to select one of the seven sub-questions and discuss their answer to the question verbally to the class. This provided the students an additional way of expressing the many things they learned during the semester about these two learning outcomes.

While this methodology relied entirely on a qualitative way of gathering information about the learning outcomes, there is no doubt in my mind, as the instructor, that the students were extremely successful in learning about these two outcome topics, particularly as first-year, first-semester students in the program.

**Learning Outcomes Assessment
Natural and Built Environments (URPL 5040)
Spring 2014**

Natural and Built Environments had nine learning objectives listed in the syllabus:

If you fully engage in this course, meaning that you 1) read and reflect on assigned materials, 2) actively participate in seminar discussions and activities, and 3) complete your assignments with care, you should understand:

1. The environmental impacts of urbanization and, particularly, decentralization or “sprawl”
2. The causes of decentralization
3. Approaches for conservation open space around cities
4. Differences in decentralization impacts and dynamics between the developed and developing world
5. Approaches and benefits to urban “greening”
6. Environmental best practices in master planned communities and planned unit developments
7. Planning approaches for disaster risk reduction
8. Climate change mitigation and adaptation
9. Urban river corridor planning

Assessment Method

We evaluated student progress on learning objectives through a series of individual and group assignments. The evaluation tools were:

1. A 4-part river corridor planning project that required background research, a literature review, site analysis, and a planning proposal
2. Oral presentation of the class project
3. Mid-term reading exam
4. Two reading responses, which asked the students to critically respond to the assigned readings

Not every learning outcome was directly evaluated through mandatory assignments; in some cases, while students had the *option* of writing a reading response paper or focusing on that topic within the broader class project, they would not necessarily complete an assignment that would allow us to directly evaluate them.

Four learning objectives were directly evaluated for every student through mandatory assignments or the exam: 5, 6, 7 and 9.

From an ACSP perspective, the mandatory assignments definitely evaluated “sustainability and environmental quality,” “planning process methods,” and

“research.” If students chose to write response papers during the weeks on international planning, they were assessed on “global dimensions of planning.”

Assessment Results

Outcomes 5, 7 & 9 were evaluated through a 4-part planning project that spanned the length of the semester. The average score across the assignment was 92.6, with a median of 93. Overall, we were satisfied with student learning in these areas, although the group nature of the assignment made individual evaluation more difficult.

Outcomes 5 & 7 were evaluated through a mid-semester reading exam. The average score for the exam, out of 100 points, was 91.4. The median was 94. We were satisfied that the students were, by and large, reading and understanding the assigned readings.

Final Note

As this was our first time through N&BE, our learning objectives were quite broad and were not consistently evaluated. In future iterations, we expect that outcomes and assessment will line up more tightly.

LEARNING OUTCOMES REPORT

In fall 2013, URPL 6000 Planning Project Studio aimed at on putting urban planning skills the students developed during previous courses into work on a real life planning challenge. The class focused on developing planning and design policies for Welby, Colorado. The class worked closely with planning staff of Adams County, attended public workshops and provided a preliminary and a final presentation to the Adams County planning officials.

The objectives of Planning Project Studio that were announced in the syllabus were:

- to learn about the tools of urban fabric analysis and to study an urban context comprehensively and critically,
- to develop an understanding of political processes that shape an urban environment and using design review as an integral part of planning and design
- to develop awareness about zoning regulations and to prepare proposals for zoning updates as an integral part of planning and design
- to develop planning and design ideas in short periods of time and to present them professionally

The requirements and tasks of Planning Project Studio were:

1. First impressions essay
Please visit the study area (I-25 to the west, Platte River to the East, I-70 to the south, 88th Street to the north) and prepare an open-ended three page essay of your impressions to share with the class. What are some of the planning and design issues you identify? What are some of the values you observe? Include these in your essay.
Due: August 27, 2013.
2. Site review / Issue identification
The purpose of this exercise is to put together a reference book on the study area at Welby. This inventory will be aimed at: (a) identifying issues, deficiencies, opportunities, (b) identifying aspects that need to be protected,

(c) evaluating the status of the current city plans and zoning regulations. There will be five teams studying following focus areas: (1) access, connections, and circulation, (2) land uses and amenities, (3) previous plans and zoning, (4) land values and market trends, (5) urban morphology. The presentations will be provided on 11x17 sheets. Due: September 5, 2013. On September 5 there will be brief site review presentation and we will come up with a series of questions regarding the identified issues and opportunities.

3. Literature review / Issue identification

The purpose of this exercise is to review similar studies, guidelines, codes, projects that can be inspiring for preparing Welby Sub-Area Plan. This will be a group work. More information will be given later. There will be also an oral presentation to the class by each group. Due: September 19, 2013.

4. Welby Sub-Area Plan: The preliminary presentation

The class will work as a single team to develop a sub-area plan for Welby. This will be a framework plan addressing all the questions the class will be coming up at the end of the site review phase. On this phase the group will put together a sketch plan to receive input from the panel of Adams County officials on October 8, 2013. The preliminary sketch plan is due on October 3, 2013.

5. Welby Sub-Area Plan:

In the light of the input provided in October 8 presentation, the class will work as a single team to develop the sub-area plan in further detail. Testing some of the location based proposals via urban design schemes will be part of the framework plan. Due: November 7, 2013. This presentation will be repeated to a larger panel of Adams County official. Date: November 12, 2013.

6. Final report: Welby Sub-Area Plan

This report will not only summarize the presentation of November 8, but also will incorporate the input received by the audience in the form of revisions. Due: December 5, 2013.

Assessment survey:

Since the studio courses usually do not focus on a few outcomes but by their nature expect learning in a wide range of areas, a general standard survey has been conducted to assess the outcomes for both studios in all studios. This survey included all 17 topics identified by the Planning Accreditation Board. Copies of the filled surveys as well as a statistical analysis of the results are attached.

As expected the survey results indicate that students acquired a wide variety of knowledge, skills, and values; rather than outcomes clustering around a few topics. In terms of the knowledge base, the "Global Dimensions of Planning," received lower percentages since the project subject was in Denver Metropolitan Area. Another low percentage subject was "history of planning." Again, this is expected since the course focused on a recent planning challenge, even though 63% of the students indicated that they "learned something" about the history.

In terms of the skills the majority of the students indicated that they have acquired skills of all categories. Especially "Written, Oral and Graphic Communication" and "Planning Process Methods" received the highest percentages, which are among the core outcomes expected from a studio class.

Finally, in terms of the values and ethics, the majority of the class indicated that they have learned either "some things" or "a lot" in all categories, "Governance and Participation" received the highest percentage, "Sustainability and Environmental Quality" the lowest. These fluctuations are also expected due to the skills the subject matter encouraged and required students to develop during the studio.

Outcome Assessment Conclusions:

The URPL 6000 Planning Project Studio that worked on developing planning and design policies for Welby, Colorado in the fall of 2013 has been an interesting and valuable experience for the students and for myself as well. The unexpectedly confrontational political environment in Welby taught the students the nature of the profession: how sometimes planners need to work through the political environment and be creative and productive at the same time. The class needed to adjust the scope of the work a few times and at the end, the class has produced valuable work that may provide guidance for the planning staff in the future. Even though integrating teaching with a challenging planning process suggests many challenges in terms of course organization, I believe it also provides a valuable and unique learning experience.

To conclude, I believe that the studio covered a wide range of topics and the assessment survey indicates that the class acquired a wide range of knowledge, skills, and values. A few low point items can be interpreted as either (a) the student acquired this topic in another class already (such as “Planning Law,” or (b) the studio project did not address this topic (such as “Global Dimensions of Planning.”)

Warm regards,



KORKUT ONARAN, PH.D.

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	1	2	3	4	5	6	7		Didn't really learn anything	Learned some things	Definitely learned a lot about	Didn't really learn anything	Learned some things about this	Definitely learned a lot about
GENERAL PLANNING KNOWLEDGE														
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.	3	2	3	3	3	2	2		0	3	4	0%	38%	50%
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.	3	2	3	3	3	2	3		0	2	5	0%	25%	63%
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.	3	1	3	3	2	2	3		1	2	4	13%	25%	50%
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.	2	1	2	2	3	2	2		1	5	1	13%	63%	13%
The Future: Understanding of the relationships between past, present, and future in planning domains, and the potential for methods of design, analysis, and intervention to influence the future.	3	2	2	2	3	2	3		0	4	3	0%	50%	38%
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.	1	1	1	3	2	1	1		5	1	1	63%	13%	13%
PLANNING SKILLS														
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.	2	2	2	3	2	3	2		0	5	2	0%	63%	25%
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.	3	3	2	3	3	3	3		0	1	6	0%	13%	75%
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.	2	2	2	2	3	3	3		0	4	3	0%	50%	38%
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.	3	3	2	3	3	2	3		0	2	5	0%	25%	63%
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.	3	3	3	3	3	2	3		0	1	6	0%	13%	75%
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.	3	3	2	3	3	2	3		0	2	5	0%	25%	63%
VALUES AND ETHICS														
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation.	3	2	3	3	1	3	2		1	2	4	13%	25%	50%
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.	3	3	3	3	2	3	3		0	1	6	0%	13%	75%
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.	3	2	2	2	2	2	3		0	5	2	0%	63%	25%
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.	3	2	2	3	3	3	3		0	2	5	0%	25%	63%
Social Justice: Appreciation of equity concerns in planning.	2	2	3	3	3	2	2		0	4	3	0%	50%	38%

MURP Planning Studio - Learning Outcomes - Student Self-Assessment

Please reflect upon your Planning Studio experience and select the evaluation category for each of the 17 possible learning outcome topics that represents what you personally learned (and to what degree) during the semester. There are no right or wrong answers, so please provide your honest assessment!

Planning Accreditation Board Learning Outcomes	Evaluation categories (check one per row)		
GENERAL PLANNING KNOWLEDGE	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the planning process selected to have.		/	
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.			✓
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.			✓
Human settlements and History of Planning: Understanding of the growth and development of places over time and across space.		/	
The Future: Understanding of the relationships between past, present and future in planning domains, and the potential for methods of design, analysis and intervention to influence the future.			/
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.	/		
PLANNING SKILLS	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.		/	
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.			✓
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.			
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.			t/
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.			✓
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.			✓
VALUES AND ETHICS	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research and client representation.			✓
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.			/
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.			/
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.			/
Social Justice: Appreciation of equity concerns in planning.		/	

MURP Planning Studio - Learning Outcomes - Student Self-Assessment			
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Planning Accreditation Board Learning Outcomes	Evaluation categories (check one per row)		
	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
GENERAL PLANNING KNOWLEDGE			
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.		K	
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.			
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.			
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.		{U}	
The Future: Understanding of the relationships between past, present, and future in planning domains, and the potential for methods of design, analysis, and intervention to influence the future.		--	
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.			
PLANNING SKILLS	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship and from primary and secondary sources.		\C	
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.			X
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.		\C	
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.			y
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.			\C
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/communitarian motivation.			X
VALUES AND ETHICS	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation.		Y-1	
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.			y_
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.		V	
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.			
Social Justice: Appreciation of equity concerns in planning.		{	

MURP Planning Studio - Learning Outcomes - Student Self-Assessment

Please reflect upon your Planning Studio experience and select the evaluation category for each of the 17 possible learning outcome topics that represents what you personally learned (and to what degree) during the semester. There are no right or wrong answers, so please provide your honest assessment!

Planning Accreditation Board Learning Outcomes	Evaluation categories (check one per row)		
	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
GENERAL PLANNING KNOWLEDGE			✓
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.			✓
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.			✓
Planning & Law: Appreciation of the legal and institutional contexts within which planning occurs.			✓
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.		✓	
The Future: Understanding of the relationships between past, present, and future in planning domains, and the potential for methods of design, analysis, and intervention to influence the future.		✓	
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.	✓		
PLANNING SKILLS	Didn't really learn anything about this	Learned some things about this	Definitely learned about this
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.		✓	
Written, Oral and Graphic communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.		✓	
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.		✓	
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.		✓	
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.			✓
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational (community) motivation.		✓	
VALUES AND ETHICS	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation.			✓
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.			✓
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.		✓	
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.		✓	
Social Justice: Appreciation of equity concerns in planning.			

MURP Planning Stud - Learning Outcomes - Student Self-Assessment

Please reflect upon your Planning Studio experience and select the evaluation category for each of the 17 possible learning outcome topics that represents what you personally learned (and to what degree) during the semester. There are no right or wrong answers, so please provide your honest assessment!

Planning Accreditation Board Learning Outcomes	Evaluation Categories (check one per row)		
	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
GENERAL PLANNING KNOWLEDGE			
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.			i/
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.			v"
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.			/
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.		/	
The Future: Understanding of the relationships between past, present, and future planning domains, and the potential for methods of design, analysis, and intervention to influence the future.		v	
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.			/
PLANNING SKILLS	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.			/
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.			v
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.		/	
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.			/
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.			/
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational motivation.			/
VALUES AND ETHICS	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making research and client representation.			/
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.			/
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.		/	
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.			/
Social Justice: Appreciation of equity concerns in planning.			v

MURP Planning Studb - Learning Outcomes - Student Self-Assessment

Please reflect upon your Planning Studio experience and select the evaluation category for each of the 17 possible learning outcome topics that represents what you personally learned (and to what degree) during the semester. There are no right or wrong answers, so please provide your honest assessment!

Planning Accreditation Board Learning outcomes	Evaluation Categories <i>(check one per row)</i>		
	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
GENERAL PLANNING KNOWLEDGE			
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.			
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.			X
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.			
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.			X
The Understanding of the relationships between past, present, and future planning domains, and the potential for methods of design analysis, and intervention to influence the future.			Y
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.		1'	
PLANNING SKILLS			
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.		X	
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.			Y
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.			A
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.			
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.			
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.			X
VALUES AND ETHICS			
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation.		?	
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.			
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.		X	
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.			1'
Social Justice: Appreciation of equity concerns in planning.			

Appreciation of natural resource and pollution control factors in planning, and understanding of	
how to create sustainable futures.	
Growth	
Appreciation of economic, social, and cultural factors in urban and regional growth and change.	
Social Justice:	X..
Appreciation of equity concerns in planning.	

MURP Planning Studio - Learning Outcomes - Student Self-Assessment

Please reflect upon your Planning Studio experience and select the evaluation category for each of the 17 possible learning outcome topics that represents what you personally learned (and to what degree) during the semester. There are no right or wrong answers, so please provide your honest assessment!

Planning Accreditation Board Learning Outcomes	Evaluation Categories (check one per row)		
	Didn't really learn anything about this	Learned some things about this	Definitely learned a lot about this
GENERAL PLANNING KNOWLEDGE			
Purpose and Meaning of Planning: Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.		f	
Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.			(l
Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.			r
Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.		y	
The Future: Understanding of the relationships between past, present, and future planning domains, and the potential for methods of design, analysis, and intervention to influence the future.			X
Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.	'6		
PLANNING SKILLS			
Research: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.			
Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.			y
Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.			y
Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.			--++
Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.			X
Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.			
VALUES AND ETHICS			
Professional Ethics and Responsibility: Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research and client representation.			
Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.			k'
Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning and understanding of how to create sustainable futures.		-----+	
Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.			
Social Justice: Appreciation of equity concerns in planning.		;l'	

University of Colorado Denver – College of Architecture and Planning
Department of Planning and Design
Learning Outcomes Assessment Report – Planning Project Studio (URPL 6000) – Spring 2014
May 20, 2014

Course Instructor and Learning Outcomes Assessment Report Author:

This report was prepared by Ken Schroepel, a full-time Instructor of Planning and Design in the College of Architecture and Planning, who was assigned to teach one section of this course for the Spring 2014 semester.

Course Overview:

Planning Project Studio is a core course within the Master of Urban and Regional Planning (MURP) program administered by the Department of Planning and Design within UCD's College of Architecture and Planning. The course is the advanced studio environment for MURP students and focuses on completing a single project for a real-world client from beginning to end, mirroring the experience of a planning consultant team. During Spring 2014, the course met in Room 525 of the UCD Building at 1250 14th Street on Tuesday and Thursday evenings. Also, several practicing planning professionals participated as guest lecturers during the semester. A total of 12 students completed the course. The topic of the studio was to prepare an Alleys Concept Plan for Denver's Lower Downtown district for the client, the Downtown Denver Partnership.

Learning Outcomes Identified:

The learning outcomes identified for Planning Project Studio for Spring 2014 were based on the educational outcomes currently in use by the Planning Accreditation Board (PAB). The PAB was established in 1984 to begin the process of creating an accreditation system for the nation's graduate programs in urban planning. In 1997, the PAB was recognized as the accrediting body for urban planning from the Council for Higher Education Accreditation (CHEA), and the PAB's current educational outcomes and performance criteria were approved in 2006. There are currently 71 accredited graduate programs in urban planning in the United States, including the MURP program at UCD.

The PAB's educational outcomes are organized into three broad categories: 1.) General Planning Knowledge, 2.) Planning Skills, and 3.) Planning Values and Ethics. Within each of these three categories, the PAB has established a total of 17 specific outcomes. Three of these 17 learning outcomes were identified as specifically relevant to the Planning Project Studio course:

- **Written, Oral and Graphic Communication:** Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- **Plan Creation and Implementation:** Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
- **Leadership:** Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.

Learning Outcomes Assessment Methodology:

A two-fold approach was taken to evaluate if the students were successfully learning the identified outcomes.

For the first approach, on two occasions during the semester after a key milestone of the project had been completed, we held a “Learning Outcomes Evaluation Discussion” within the class. The first occurred on Tuesday, March 6 (roughly one-third of the way into the semester), and the other occurred on Tuesday April 15 (roughly two-thirds of the way into the semester). At each, we went around the room, with each student verbally expressing specifically what they had learned under each of the three Learning Outcome types and indicating for each a general “good/fair/poor” assessment of how they felt they were effectively learning these three outcomes. The responses from all 12 of the students, for all three outcomes, at both of these discussions, were “good;” although, some students identified specific learning goals (e.g.: “I’d like to learn more about how to do X”) that they wanted to focus on in the coming weeks.

The second approach was implemented at the end of the semester after the students had made their final presentations. I gave each student a “Course Evaluation” sheet (attached) that included general questions about the studio as well as a section specifically about the three Learning Outcomes. The students were given the opportunity to submit these to me anonymously, although several students ended up submitting their form to me directly.

As shown on the attached sample, a simple rating scale was used:

On a scale of 1 to 5 (1 = not much, and 5 = a lot), please rate the degree to which you learned about the three “learning outcomes” for this course by circling the appropriate number and providing any additional comments:

Written, Oral and Graphic Communication:

Not Much 1 2 3 4 5 A Lot

Comments:

Plan Creation and Implementation:

Not Much 1 2 3 4 5 A Lot

Comments:

Leadership/Professionalism:

Not Much 1 2 3 4 5 A Lot

Comments:

The results from this assessment are:

Written, Oral and Graphic Communication Average Response: **4.50**
Plan Creation and Implementation Average Response: **4.31**
Leadership/Professionalism Average Response: **4.88**

Overall, I am pleased with these scores as they reflect that the students felt they were successful in learning these outcomes. The comments provided under each section also help me understanding the strengths and areas for improvement for each outcome, particularly for the “Plan Creation and Implementation” section, which had the lowest of the three scores.

This two-fold approach, in my opinion, has given me the qualitative and quantitative feedback to help me gauge the success in teaching the students these three learning outcomes in this course. Their evaluation and comments will allow me to better prepare for the next time I teach this course.

Spring 2014 - URPL 6000 - Planning Project Studio - Course Evaluation

Please provide an evaluation of this semester's Planning Project Studio by providing comments to the questions below. Your honest feedback is appreciated and will help me better prepare future Planning Project Studio courses.

1. What did you think of the LoDo Alleys Concept Plan assignment as a studio topic?
2. What did you like best about the studio?
3. What did you like least about the studio?
4. What would you like to have done more of during the studio?
5. What would you like to have done less of during the studio?
6. What's your opinion of the balance between time spent on course discussions/activities versus open studio time?
7. If you could have changed one thing about the studio to make it better, what would it have been?
8. Was your experience less than/equal to/greater than your expectations for Planning Project Studio?
9. Any other comments?

Learning Outcomes:

On a scale of 1 to 5 (1 = not much, and 5 = a lot), please rate the degree to which you learned about the three “learning outcomes” for this course by circling the appropriate number and providing any additional comments:

Written, Oral and Graphic Communication:

Not Much 1 2 3 4 5 A Lot

Comments:

Plan Creation and Implementation:

Not Much 1 2 3 4 5 A Lot

Comments:

Leadership:

Not Much 1 2 3 4 5 A Lot

Comments:

Classmate Evaluation:

Please use the space below to provide feedback (positive or negative) on any of your fellow classmates regarding their efforts, contributions, attitude, and cooperativeness throughout the semester. Your comments will be kept strickly confidential. You do not have to comment on any of your classmates if you don't want to.

Learning outcomes assessment for Advanced Geospatial Methods: Austin Troy

Learning outcome	Assessment types	Assessment scoring method	Results
Spatial analysis and geo-statistics theory and methods	<ul style="list-style-type: none"> • Computer lab assignments • Midterm exam • Final project 	<ul style="list-style-type: none"> • Point scores • Point scores • Grading rubric 	<ul style="list-style-type: none"> • Average on labs in this category: 96% • Midterm average: 86% • Final projects average: 93.5%
Data entry, editing and topology theory and methods	<ul style="list-style-type: none"> • Computer lab assignments • Midterm exam • Final project 	<ul style="list-style-type: none"> • Point scores • Point scores • Grading rubric 	<ul style="list-style-type: none"> • Average on labs in this category: 95% • Midterm average: 86% • Final projects average: 93.5%
Process automation methods	<ul style="list-style-type: none"> • Computer lab assignments • Final project 	<ul style="list-style-type: none"> • Point scores • Grading rubric 	<ul style="list-style-type: none"> • Average on labs in this category: 95% • Final projects average: 93.5%

Interpretation and response to results

The labs were targeted at different specific learning outcomes. From the very high percentage averages for each of the three groups of labs, we can see that most students met or exceeded expectations on these assignments. On the exam, students were being assessed mostly on the first learning outcome but also a little bit on the second. On the final project (which included a written document and presentation), students were being assessed on a combination of all three learning outcomes, and some projects leaned heavily towards one of the three areas, while others were more balanced between them. Breaking apart the exam or the project by learning outcome is not possible. Nonetheless, the 86% average on the exam showed that most students met expectations, while a few greatly exceeded and a few fell short of expectations. Because this exam was a little more heavy in theory than the exercises, it suggests that geo-spatial theory may be a greater weakness than analysis methods for the average student. Finally, the 93.5% average on projects showed an excellent ability to integrate the three learning outcomes and methods within each of those outcome areas in order to address an applied problem. Overall, the class performed extremely well and in-person discussions with several students after the class was over suggest that the students generally understood the material and intended to use it in their research or job work. In the future, I hope to put slightly more emphasis on theory in lectures in order to bring up performance in that area relative to tools and methods.

Community Development- URPL 6400

Outcomes Assessment Spring 2014

Course	General Planning Knowledge						Planning Skills						Values & Ethics				
	Purpose & Meaning of Planning	Planning Theory	Planning Law	History of Planning & Human Settlements	The Future	Global Dimensions	Research	Written, Oral & Graphic Communication	Quantitative & Qualitative Methods	Plan Creation & Implementation	Planning Process Methods	Leadership	Professional Ethics & Responsibility	Governance & Participation	Sustainability & Environmental Quality	Growth & Development	Social Justice
Community Development Processes (URP 6400)	X							X			X		X			X	X

PAB Outcomes Descriptions:

Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations

Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change

Governance and Participation: appreciation of the roles of officials, stakeholders and community members in planned change

My definitions of “exemplary” learning outcomes in each category:

Growth & Development

- student understands the role planning can play in community development
- student understands the importance of balancing economic and community development goals
- student understands potential challenges for communities caused by gentrification, urban renewal, and other large-scale growth and development processes
- student understands the possible contributions and limits of physical planning for community development
- student understands some of the key factors that can impact the success of a community (e.g., social capital, housing, transportation, economic development, and health), and how community development processes may improve those aspects
- student understands what characterizes successful/catalytic community development initiatives
- student learns how community-based organizations and initiatives can impact community development, and what challenges they face

Governance & Participation

- student understands the roles that planners and other stakeholders play in community development
- student appreciates the ethical challenges inherent in community development processes, such as public decision-making and responding to diverse stakeholders, as well as the social justice implications of community development decisions
- student understands the positive and negative aspects of different types of public participation processes
- student learns techniques for effectively facilitating public meetings
- student understands the role of meaningful community participation for successful community development initiatives
- student understands that disadvantaged/underrepresented social groups may be particularly impacted by planning decisions
- student understands that planners have a responsibility to be aware of the impact of their decisions on all social groups
- student understands that planning/policy decisions can directly impact individuals’ opportunities and choices
- student understands the importance (and challenge) of meaningfully incorporating the needs and values of diverse groups in planning decisions

Written, Oral & Graphic Communication

(Written)

- student thoughtfully, insightfully, and completely addresses the question(s) posed in the assignment
- student supports their generalizations and conclusions with ideas drawn from class discussions, readings, and personal experiences
- student’s papers contain no typos, nor grammar, spelling or punctuation errors
- student’s vocabulary is very well chosen, demonstrating proficiency with course concepts
- student’s sentences and paragraphs are well constructed, paper is well organized overall, and ideas are clearly presented and supported with evidence/ examples

- student includes citations as needed and formats them correctly

(Oral) =

- student's presentation slides are well-organized, legible and balance informative text with graphics
- student's presentation is informative, professional, and well organized
- student answers audience questions are answered thoughtfully and thoroughly
- student engages audience through eye contact, appropriate pace of speaking, poise and clear speech—and does not read their slides

All of the assessment methods were conducted and analyzed by the course instructor, Jennifer Steffel Johnson. As this is a seminar course (8 students), all students' work has been assessed.

Learning Outcome	Assessment Type	Assessment Scoring Method	Results	Interpretation of Results	Response to Results
Written, Oral and Graphic Communication	5 to 10-minute "Catalyst" PowerPoint presentation to class	Rubric Peer Review	Overall: 31/40 (78%): Above Proficient 6/ 40 (15%): Proficient 3/ 40 (7%): Below Proficient	<ul style="list-style-type: none"> - Students did very good work for the most part. - Presentations: Based on last years' OA process, I added peer review sheets; I think these were great, however they were given directly to the student presenter, so not part of my grade (or OA). - Provide additional resources on what makes a good presentation (especially outline & conclusion) - Overall, writing was very good → I don't think I "taught" anything here. 	<p>Incorporate peer comments into grade/ OA → how can I do this and still provide immediate feedback? (Necessary? 1 week later ok?)</p> <p>Make sure feedback on writing is timely, specific and constructive. Find a way to systematically insist that they improve things. Idea: Directly compare 1st and 2nd meeting papers → maybe threaten with a 3rd if no improvement.</p>
	2 Reflection essays	Rubric			
	2 Meeting analyses	Rubric			
	Final project	Rubric			
	Final project presentation	Rubric			
Growth and Development	Community Development Catalyst Presentation	Rubric	Overall: 13/ 24 (54%): Above Proficient 9/ 24 (38%): Proficient 2/ 24 (8%): Below Proficient	Include clearer examples re: roles that planners actually play in community development	<ul style="list-style-type: none"> - Catalyst is good assignment; <u>emphasize</u> "lessons for planners" question in assignment. - To emphasize lessons, follow up each presentation with
	- How did the project catalyze community development? - What are the project's lessons for planners?				
	Reflection essay #2 question:	Rubric			

	<ul style="list-style-type: none"> - How might planning policies help facilitate or impede community residents' social capital formation? <p>Final Project Reflection Paper Questions:</p> <ul style="list-style-type: none"> - What recommendations can you offer to the organization to improve their process of community development (e.g., community participation, technologies, partnerships, etc.)? How might they be able to use or further develop your project? - Analyze your experience working with a community-based organization using core concepts, methods and/or theories from class, providing concrete examples (consider failures, successes, barriers encountered, inefficiencies, discoveries, etc.) 	Rubric		<p>Responses to the final project question were either awesome or missing. (Overall, very happy with students' thoughtful answers)</p>	<p>discussion about this. (Possibly add to peer review?)</p> <p>Attend Community Development Society conference to gain info about CD professionals</p> <p>Add another essay assignment that focuses on growth and development; eg, Urban Renewal/ Auraria; or "To what extent can planners and physical planning play a role in CD?"</p> <p>Make sure to discuss responses to the essay question in class</p>
Governance and Participation	<p>Public Meeting Analysis (2):</p> <ul style="list-style-type: none"> - detailed observations of public meeting process - critique of positive/ effective and negative/ ineffective aspects of meeting 	Rubric	<p>Overall: 20/ 28 (71%): Above Proficient 7/ 28 (25%): Proficient 1/ 28 (4%): Below Proficient</p>	<ul style="list-style-type: none"> - Major subject of discussion in nearly every class, but I haven't measured this adequately. Meeting observations are a good tool, but doesn't capture my emphasis of the subject in class. - Analyses were 	<ul style="list-style-type: none"> - Consider adding another assignment → likely we'll be doing a group project next year, so make sure this topic is emphasized - Occasional discussions of extraordinary

				generally very good.	meetings in class were good this semester; To make the assignment more meaningful, next semester <u>be strict about deadlines to turn in observations, and ask about any meetings in EVERY class.</u> - Make direct comparison between 1 st and 2 nd meeting papers → want to see more in-depth analysis on the 2nd
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URBAN HOUSING- URPL 6405

Fall 2013

Course	General Planning Knowledge						Planning Skills						Values & Ethics					
	Purpose & Meaning of Planning	Planning Theory	Planning Law	Human Settlements & History of Planning	The Future	Global Dimensions of Planning	Research	Written, Oral & Graphic Communication	Quantitative & Qualitative Methods	Plan Creation & Implementation	Planning Process Methods	Leadership	Professional Ethics & Responsibility	Governance & Participation	Sustainability & Environmental Quality	Growth & Development	Social Justice	
Urban Housing (URP 6405)	X		X				X	X			X						X	X

PAB Outcomes Descriptions:

Planning Law: appreciation of the legal and institutional contexts within which planning occurs

Growth and Development: appreciation of economic, social and cultural factors in urban and regional growth and change

Social Justice: appreciation of equity concerns in planning

➔ Next year, consider “Leadership” as an Outcome

Assessment Plan for Urban Housing (URP 6405)

All of the assessment methods below will be conducted and analyzed by the course instructor, Jennifer Steffel Johnson. This is an interdisciplinary seminar course with 12 MURP students and 9 landscape architecture/architecture/urban design students. All planning students' work will be assessed.

	Assessment Type	Assessment Scoring Method	Results	Interpretation of Results	Response to Results
Planning Law	Housing policy presentation	Rubric	Students were well-prepared overall (10/12 Above Proficient; 2/12 Proficient)	Good assignment	Add peer review to make sure non-presenters are learning and that students are communicating well to interdisciplinary audience.
	Charrette reflection paper question: - In what ways was the program for your project affected by its anticipated financing? How were the design decisions affected by financing?	Rubric	Some answers were superficial, but overall well-answered (6/12 Above Proficient; 5/12 Proficient)	Good question; very important realization for students	Expand on these questions in post-charrette classroom discussion Whole class period devoted to Fair Housing law, but no assignment to assess.
Growth and Development	Charrette reflection paper specific questions: - What are the key lessons about affordable housing you learned from the charrette? - What were the key things you learned about the other professional fields involved in your team? - In what ways was your group's solution particularly (un)successful?	Rubric	Overall, students learned these lessons well (20/35 Above Proficient; 15/35 Proficient).	Good questions, but I should get them to apply charrette lessons beyond the immediate project	Ask additional/different questions that connect to bigger lessons about growth and development processes Make sure each assigned question is answered.

Planning Law

Exemplary =

- student knows how to access and interpret planning-specific data, such as zoning regulations and building codes
- student appreciates the complexity of housing finance regulations
- student appreciates the necessity of making design and development decisions based on financial regulations
- student understands how local housing authorities work
- student understands how federal housing policies impact local-level housing realities
- student understands how housing and transportation systems intersect
- student understands how NIMBYism impacts housing-related legal decisions

Research

Exemplary =

- student knows how to access and interpret U.S. Census data
- student knows how to access and interpret data from local sources, such as DRCOG
- student recognizes the wide variety of data necessary to develop housing in an intelligent manner
- student knows how to identify and collect relevant precedent information (e.g., aesthetic, financial, functional, etc.)
- student knows how to access and interpret planning-specific data, such as zoning regulations and building codes
- student knows how to assemble and communicate data for use by an interdisciplinary team

Growth & Development

Exemplary =

- student understands the economic realities of urban housing
- student understands that housing patterns create and reinforce social patterns
- student understands potential housing-related challenges for communities caused by gentrification, urban renewal, transportation systems, and other large-scale growth and development processes
- student understands the importance and challenges of mixed-income and affordable housing
- student understands that housing plays a key role in the broader success of communities by creating or limiting access to various resources
- student learns how housing authorities work and how they make economic decisions about what to build

