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 mater’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:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Syllabus</th>
<th>Rubric</th>
<th>External Review</th>
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**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
COURSE ARCH 2110.002- Design Studio
SEMESTER Spring 2013
SCHEDULE M, W: 8:00-10:45
LOCATION Suite 300
CREDITS 3 credits

Instructor: Amir Alrubai, 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.
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 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 cu Denver 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.ucdenver.edu/prbw/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 an accommodation 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.
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/.
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 - Chrise 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
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

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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
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<td>STUDIO B</td>
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**Criterion 1: Speaking and Writing Skills. Ability to read, write, listen, and speak effectively.**
- 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 relate the images and the text to the concept in the presentation.
- Text is well written, fully explaining the intentions of the work.

**Criterion 2: Graphic Skills. Ability to use appropriate representational media to convey essential formal elements at each stage of the programming and design process.**
- 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.

**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.**
- 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.

**Criterion 4: Fundamental Design Skills. Ability to use basic architectural principles on the design of buildings, interior spaces, and sites.**
- Fundamental design skills, principles and ideas are expressed, original and robust.
- Design thoroughly demonstrates the genesis and evolution of the process.
- Supporting data is evident and clearly incorporated.
- Research or other support for the concept is highly integrated.

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### OUTCOMES:
- line weight
- line type
- symbol
- notation
- basic geometric operations
- plan
- elevation
- analysis of formal ordering systems
- verbal and written presentations
- plan and elevation (cont.)
- section
- formal ordering systems (cont.)
- presentation (cont.)
- tone and texture
- tone and texture
- plan and elevation (cont.)
- ordering systems (cont.)
- section
- isometric projection
- model building
- hybrid drawing
- hybrid drawing
- hybrid drawing
- perspective
- hybrid drawing (cont.)
- perspective
- perspective
- perspective
- perspective
[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 sight-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 techtonics, 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. B. 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 in 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 - 0 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+  70-77
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:

[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 Aurora 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 125-150 feet in width.
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<td>A.1. Communication Skills: Ability to read, write, speak and listen effectively.</td>
<td>- 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 note the images and the text is well written, fully explaining the intentions of the work.</td>
<td>- Presentation is coherent and makes some points about the work.  - Speaker uses time well and fully engages the audience in order to guide the presentation.  - Titles adequately note the images and the text addresses the intentions of the work.</td>
</tr>
<tr>
<td>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</td>
<td>- 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.</td>
<td>- 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.</td>
</tr>
<tr>
<td>A.3. Creative 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.</td>
<td>- 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.</td>
<td>- 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.</td>
</tr>
<tr>
<td>A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.</td>
<td>- 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.</td>
<td>- 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 are holistic and evident in design.</td>
</tr>
<tr>
<td>A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.</td>
<td>- Fundamental design skills, principles and ideas are clearly expressed, original and robust.  - Design thoroughly demonstrates the genesis and evolution of the process.</td>
<td>- Fundamental design skills, principles and ideas are expressed.  - Design demonstrates portions of the genesis and evolution of the process.</td>
</tr>
<tr>
<td>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.</td>
<td>- 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.</td>
<td>- 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.</td>
</tr>
</tbody>
</table>

Outcome assessments are derived from the NAAB Student Performance Criteria.
<table>
<thead>
<tr>
<th>Outcomes Assessment Design Studio 3120</th>
<th>Excellent: A</th>
<th>Proficient: A–C</th>
<th>Emerging: C–F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.1. Communication Skills:</strong> Ability to read, write, speak and listen effectively.</td>
<td>- 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 note the images and the text is well written, fully explaining the intentions of the work.</td>
<td>- 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 note the images and the text addresses the intentions of the work.</td>
<td>- 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 note the images and the text does not express the intentions of the work.</td>
</tr>
<tr>
<td><strong>A.2. Design Thinking Skills:</strong> 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</td>
<td>- 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.</td>
<td>- 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.</td>
<td>- 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.</td>
</tr>
<tr>
<td><strong>A.3. Visual Communication Skills:</strong> 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.</td>
<td>- 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.</td>
<td>- 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.</td>
<td>- 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.</td>
</tr>
<tr>
<td><strong>A.5. Investigative Skills:</strong> Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.</td>
<td>- 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.</td>
<td>- 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.</td>
<td>- 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</td>
</tr>
<tr>
<td><strong>A.6. Fundamental Design Skills:</strong> Ability to effectively use basic architectural and environmental principles in design.</td>
<td>- Fundamental design skills, principles and ideas are clearly expressed, original and robust. - Design thoroughly demonstrates the genesis and evolution of the process.</td>
<td>- Fundamental design skills, principles and ideas are expressed. - Design demonstrates portions of the genesis and evolution of the process.</td>
<td>- Fundamental design skills, principles and ideas are minimal. - Design does not demonstrate the genesis and/or evolution of the process.</td>
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<td><strong>A.8. Ordering Systems Skills:</strong> Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.</td>
<td>- 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.</td>
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<td>- 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.</td>
</tr>
</tbody>
</table>

Outcome assessments are derived from the NAAB Student Performance Criteria
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
- Nature as organization patterns
- Light as form givers
- “Sacred” programming & Interpretation
- Site & community context: 17Th Ave & Stuart Denver
- Structural ordering patterns
- 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

Which module did you learn the most?
   3

Which module did you learn the least?
   1

Which module did you enjoy the most?
   3

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
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

Which module did you learn the most?  

Which module did you learn the least?  

Which module did you enjoy the most?  

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

Which module did you learn the most?
structure

Which module did you learn the least?
Nature + material response

Which module did you enjoy the most?
Light + form-making

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?
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

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

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
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

Which module did you learn the most? Light/Proportion
Which module did you learn the least? Precedent
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
- The reviewers: General
- Teachers - very constructive professional help

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, though 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 a 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 for 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 see sometimes beautiful art is an act of divine connection to the other worldliness. 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 hydrapha. 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 here 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 though 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 a 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, adductive 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

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

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.

*Data collection began in 2008-09.
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-portfoli? 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!
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

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

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)

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**

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**

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.
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!
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:

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<thead>
<tr>
<th></th>
<th>HIPR 6010 Preservation Practice &amp; Theory</th>
<th>HIPR 6110 Regionalism(s) and the Vernacular in Context</th>
<th>HIPR 6210 Significance, Survey and Recognition</th>
<th>HIPR 6310 Documentation, Analysis and Representation</th>
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<tbody>
<tr>
<td>1. Understanding of the field</td>
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<td>2. Ability to analyze</td>
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<td>3. Understanding of management</td>
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<td>4. Ability to communicate</td>
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<td>5. Understanding of the existing built environment</td>
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<td>5. Understanding of the existing built environment</td>
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<tr>
<td>6. Ability to evaluate and perform professional activities</td>
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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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Textually Oriented Projects</th>
<th>Graphically Oriented Projects</th>
<th>Exams</th>
<th>Online (Canvas) Discussions</th>
<th>Self-Assessment</th>
<th>Exit Interviews</th>
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</thead>
<tbody>
<tr>
<td>HIPR 6010</td>
<td>Preservation Theory &amp; Practice</td>
<td><strong>Short papers</strong></td>
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<tr>
<td>HIPR 6110</td>
<td>Regionalism(s) and the Vernacular in Context</td>
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<tr>
<td>HIPR 6210</td>
<td>Significance, Survey and Recognition</td>
<td><strong>Completion of survey forms and research paper</strong></td>
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<tr>
<td>HIPR 6310</td>
<td>Documentation, Analysis and Representation</td>
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</tr>
<tr>
<td>a. Textually oriented projects</td>
<td>Short papers</td>
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<tr>
<td>b. Graphically oriented projects</td>
<td>Analysis drawings</td>
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<tr>
<td>c. Exams</td>
<td>Essay exam</td>
<td></td>
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</tr>
<tr>
<td>d. Online (Canvas) discussions</td>
<td>X</td>
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</tr>
<tr>
<td>e. Student self-assessment</td>
<td>X</td>
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<tr>
<td>f. Exit Interviews</td>
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</tr>
</thead>
<tbody>
<tr>
<td>HIPR 6410</td>
<td>Urban Conservation: Context for Reuse</td>
<td><strong>Short reading analyses</strong></td>
<td><strong>Poster presentation</strong></td>
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<tr>
<td>HIPR 6510</td>
<td>Building Conservation: Evidence &amp; Intervention</td>
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<tr>
<td>HIPR 6170/71</td>
<td>Preservation Studio and Seminar (6 cr.)</td>
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</tr>
<tr>
<td>HIPR 6851/61</td>
<td>Capstone: Professional Project or Thesis</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Textually oriented projects</td>
<td>Short reading analyses</td>
<td>Poster presentation</td>
<td>Research for design</td>
<td></td>
<td></td>
<td></td>
<td>Final report</td>
</tr>
<tr>
<td>b. Graphically oriented projects</td>
<td>Mapping exercise</td>
<td>Poster presentation</td>
<td>Major design project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Exams</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oral presentation</td>
</tr>
<tr>
<td>d. Online (Canvas) discussions</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Student self-assessment</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>f. Exit Interviews</td>
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<td>X</td>
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</tr>
</tbody>
</table>

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 if 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.

<table>
<thead>
<tr>
<th>1. Understanding of the field</th>
<th>Students largely understand the variety of professional practices that constitute historic preservation; but often lack interest in integrating those aspects outside their specialties.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ability to analyze</td>
<td>Students’ analytic abilities are sufficient, but there were some shortcomings in setting up the analytical problem.</td>
</tr>
<tr>
<td>3. Understanding of management</td>
<td>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.”</td>
</tr>
<tr>
<td>4. Ability to communicate</td>
<td>Our students are widely proficient in graphic and oral communications skills, with some instructors still reporting writing deficiencies.</td>
</tr>
<tr>
<td>5. Understanding of the existing built environment</td>
<td>Our students regularly meet expectations in this area, with some weaknesses in understanding the nature of change over time.</td>
</tr>
<tr>
<td>6. Ability to evaluate and perform professional activities</td>
<td>Our students are well prepared in this area, but the writing ability of some students has hurt them in fully communicating their work.</td>
</tr>
</tbody>
</table>

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.
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:

<table>
<thead>
<tr>
<th></th>
<th>HIPR 6010 Preservation Practice &amp; Theory</th>
<th>HIPR 6110 Regionalism(s) and the Vernacular in Context</th>
<th>HIPR 6210 Significance, Survey and Recognition</th>
<th>HIPR 6310 Documentation, Analysis and Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the field</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Ability to analyze</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Understanding of management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. Ability to communicate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. Understanding of the existing built environment</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Ability to evaluate and perform professional activities</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Textually oriented projects</th>
<th>Graphically oriented projects</th>
<th>Exams</th>
<th>Online (Canvas) discussions</th>
<th>Self-assessment</th>
<th>Exit Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPR 6010</td>
<td>Preservation Practice &amp; Theory</td>
<td>Short papers</td>
<td>Analysis drawings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIPR 6110</td>
<td>Regionalism(s) and the Vernacular in Context</td>
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</tr>
<tr>
<td>HIPR 6210</td>
<td>Significance, Survey and Recognition</td>
<td>Completion of survey forms and research paper</td>
<td>Manual and digital drawings</td>
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<tr>
<td>HIPR 6310</td>
<td>Documentation, Analysis and Representation</td>
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</table>

**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 if 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.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the field</td>
<td>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.</td>
</tr>
<tr>
<td>2. Ability to analyze</td>
<td>Students’ analytic abilities are sufficient. We have worked with students on better initiating research, but our assessment tools have not kept pace.</td>
</tr>
<tr>
<td>3. Understanding of management</td>
<td>We have begun to more explicitly focus on management of student time in its relationship to professional expectations.</td>
</tr>
<tr>
<td>4. Ability to communicate</td>
<td>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.</td>
</tr>
<tr>
<td>5. Understanding of the existing built environment</td>
<td>Our students regularly meet expectations in this area.</td>
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<td>6. Ability to evaluate and perform professional activities</td>
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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.
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.
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

<table>
<thead>
<tr>
<th>Design excellence</th>
<th>Communication skills</th>
<th>Professional expertise</th>
<th>Substantive knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D E</td>
<td>A B C D E F</td>
<td>A B C D</td>
<td>A B C D E F</td>
</tr>
<tr>
<td>Identify, assess constraints and opportunities</td>
<td>Evaluate alternative design strategies</td>
<td>Write an organized research paper</td>
<td>Deliver and apply ethical frameworks</td>
</tr>
<tr>
<td>(Re)assemble infrastructural layers/systems</td>
<td>Develop cohesive, responsive design solution</td>
<td>Deliver professional verbal presentation</td>
<td>Evaluate alternative design strategies</td>
</tr>
<tr>
<td>Assess the iterative process of design</td>
<td>Construct convincing visual presentation</td>
<td>Document the iterative process of design</td>
<td>Device framework inducing preferable form</td>
</tr>
<tr>
<td>Communicate and respond to constructive criticism</td>
<td>Act as respectful, responsive team member</td>
<td>Identify forces shaping built environment</td>
<td>Understand urban design's position as profession</td>
</tr>
</tbody>
</table>

### One year (three-term) curriculum – 36 credits

<table>
<thead>
<tr>
<th>1st term (Fall)</th>
<th>2nd term (Spring)</th>
<th>3rd term (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>URBN 6610</strong> Urban Design Studio I</td>
<td><strong>URBN 6611</strong> Urban Design Studio II</td>
<td><strong>URBN 6612</strong> International Studio</td>
</tr>
<tr>
<td>Pr Pr Pr Pr Pr</td>
<td>Pr Pr Pr Pr Pr</td>
<td>Pr Pr Pr Pr Pr</td>
</tr>
<tr>
<td><strong>URBN 6633</strong> Urban Form Theory</td>
<td><strong>URBN 6642</strong> Design Policy/Regulation</td>
<td><strong>URBN 6645</strong> Global Design Practice</td>
</tr>
<tr>
<td></td>
<td>P A A A A</td>
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<tr>
<td><strong>URBN 6641</strong> Design Process/Practice</td>
<td><strong>URBN 6644</strong> Sustainable Urbanism</td>
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<td>A A A A A</td>
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<td><strong>URBN 6640</strong> Independent Study</td>
<td><strong>URBN 6830</strong> Professional Internship</td>
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<td>Pr Pr Pr Pr Pr</td>
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</tbody>
</table>

A = assignment; E = exam; P = paper; Pr = project (Note that these are only suggested 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.
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.
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

<table>
<thead>
<tr>
<th></th>
<th>Design excellence</th>
<th>Communication skills</th>
<th>Professional expertise</th>
<th>Substantive knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
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</table>

| Identify, assess constraints and opportunities | Evaluate alternative design strategies | Develop cohesive, responsive design solution | 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 between regulation and built form | Develop framework inducing preferable form | Identify urban design's position as profession | Understand urban design conventions/standards |

### One year (three-term) curriculum – 36 credits

#### 1st term (Fall)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>URB 6610</td>
<td>Urban Design Studio I</td>
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<tr>
<td>URB 6641</td>
<td>Design Process/Practice</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
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<td>P</td>
<td>A</td>
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<td>URB 6840</td>
<td>Independent Study</td>
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#### 2nd term (Spring)

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<th>Course Code</th>
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<th>D</th>
<th>E</th>
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<tr>
<td>URB 6642</td>
<td>Design Policy/Regulation</td>
<td>P</td>
<td>A</td>
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<td>URB 6930</td>
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#### 3rd term (Summer)

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<tr>
<td>URB 6612</td>
<td>International Studio</td>
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A = assignment; E = exam; P = paper; Pr = project  (Note that these are only suggested 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
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Type(s)</th>
<th>Assessment Scoring Method</th>
<th>Results</th>
<th>Interpretation of Results</th>
<th>Response to Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO #1D</td>
<td>Part IV Final Presentation</td>
<td>Final Team Grades</td>
<td>Average Grade = A- (3.69)</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>LO #2C</td>
<td>Part I F/G &amp; Serial Vision Exercise</td>
<td>Individual Grades</td>
<td>Average Grade = B+ (3.56)</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>LO #3A</td>
<td>Student Response Essays + Peer Evaluations</td>
<td>Student Self-assessment Grade</td>
<td>Average Grade = A- (3.85)</td>
<td>• 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.</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Type(s)</th>
<th>Assessment Scoring Method</th>
<th>Results</th>
<th>Interpretation of Results</th>
<th>Response to Results</th>
</tr>
</thead>
</table>
| LO #1 A/B        | Denver 2050, Mid-term and final presentations | Final Team Grades | Average Grade = Denver 2050: 97% Midterm: 86% Final: 83% | • 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. | • 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%) | • 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. | • Consider adjustments to the initial Denver 2050 exercise, possibly making it shorter and adding another early term charrette 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% | • 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. | • 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:

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   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.

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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
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.
F. Demonstrate an understanding of the conventions, standards, and applications pertaining to the production of design plans.

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alhajri, Mubarak</td>
<td>B-</td>
<td>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.</td>
</tr>
<tr>
<td>Almahdi, Mohammad</td>
<td>B</td>
<td>Mohammad had conceptual ideas but failed to materialize them. Building footprints were much too large without reinforcing UD principles. Diagrams need clarity.</td>
</tr>
<tr>
<td>Badwe, Akshay</td>
<td>A-</td>
<td>Very clear diagrams and good UD concepts. Akshay presents his work very thoughtfully both verbally and graphically.</td>
</tr>
<tr>
<td>Breidenbach, Kelly</td>
<td>A-</td>
<td>Good mix of building type and size. Achieved connectivity with surrounding neighborhoods but UD framework lacks effective open space connections.</td>
</tr>
<tr>
<td>Choi, Soonhyuck</td>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>Cross, Clayton</td>
<td>B+</td>
<td>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.</td>
</tr>
</tbody>
</table>
### URBN 6641: Urban Design Process/ Practice

**Wednesday: 5:00pm – 7:45pm**

**Instructor:** Heath Mizer, RLA  
hmizer@civitasinc.com  
Office hours by appointment

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fazio, Nicholas</td>
<td>B+</td>
<td>Nick shows good conceptual ideas but has difficulty resolving them into physical form. Diagrams need clarity.</td>
</tr>
<tr>
<td>Fu, Yue</td>
<td>B</td>
<td>Good collection of design studies. Good connectivity. Conceptual ideas not quite carried through in UD framework plan.</td>
</tr>
<tr>
<td>Gritzmaccher, Philip</td>
<td>A-</td>
<td>Philip displays very logical planning solutions but lacks design exploration in UD physical framework. He is very proficient in meeting programmatic requirements.</td>
</tr>
<tr>
<td>Juarez, Jose</td>
<td>B</td>
<td>Diagrams and graphic representation need a lot of improvement. UD framework lacks connectivity. Joe displays spirited class participation but lacks design exploration and inquiry.</td>
</tr>
<tr>
<td>Khan, Tamzida</td>
<td>A-</td>
<td>Shows strong potential in resolving physical form with conceptual substance. Tamzida displays bold UD framework with clear diagrams.</td>
</tr>
<tr>
<td>Manzoor, Izna</td>
<td>B+</td>
<td>Izna has good concepts but poorly executed in plan. Building footprints have been much too large or too small to yield an efficient program.</td>
</tr>
<tr>
<td>Nakayama, Preston</td>
<td>A-</td>
<td>Preston showed great improvement throughout the semester, especially in conceptual framework that achieves UD principles.</td>
</tr>
<tr>
<td>Navarro-Gomez, Daniel</td>
<td>B+</td>
<td>Good UD framework and strong concepts throughout the semester. Daniel is a thoughtful designer and critic; however his diagrams could be better.</td>
</tr>
<tr>
<td>Nelson, Nicholas</td>
<td>B+</td>
<td>Nick showed much improvement in developing conceptual framework but needs work in resolving physical form.</td>
</tr>
</tbody>
</table>
URBN 6641: Urban Design Process/ Practice

Wednesday: 5:00pm – 7:45pm

Instructor: Heath Mizer, RLA
hmizer@civitasinc.com
Office hours by appointment

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas, Madonna</td>
<td>B</td>
<td>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.)</td>
</tr>
<tr>
<td>Whitenhill, Chris</td>
<td>A-</td>
<td>Good UD framework by utilizing connections ecology but needs improvement resolving those ideas into physical form.</td>
</tr>
<tr>
<td>Wong, Stephanie</td>
<td>B+</td>
<td>Stephanie showed great improvement throughout the semester. She displayed clear diagrams and thoughtful design studies.</td>
</tr>
<tr>
<td>Yang, Byungsun</td>
<td>A-</td>
<td>Sun showed very clear diagrams and UD framework. His UD strategy could improve but displayed thorough concepts and principles.</td>
</tr>
</tbody>
</table>

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.
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.

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alhajri, Mubarak</td>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>Almahdi, Mohammad</td>
<td>B+</td>
<td>Effective diagrams and evolution of Belmar were graphically presented. Written analysis was lacking. Verbal presentation was proficient.</td>
</tr>
<tr>
<td>Name</td>
<td>Grade</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Badwe, Akshay</td>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>Breidenbach, Kelly</td>
<td>A-</td>
<td>Clear analysis diagrams and pictorial history of Highland Garden Village. Very well written critique and analysis.</td>
</tr>
<tr>
<td>Choi, Soonhyuck</td>
<td>A-</td>
<td>Good use of scale comparisons. Diagrams were very clear and metrics evaluating success of Orchard Town Center were effective. Verbal presentation could use improvement.</td>
</tr>
<tr>
<td>Cross, Clayton</td>
<td>INC</td>
<td>Not present.</td>
</tr>
<tr>
<td>Fazio, Nicholas</td>
<td>B+</td>
<td>Verbal and graphic presentation of the Convention Center Corridor was proficient but written critique and analysis was really lacking.</td>
</tr>
<tr>
<td>Fu, Yue</td>
<td>B</td>
<td>Graphic presentation of the Convention Center Corridor was proficient but written critique and analysis was really lacking. Verbal presentation needs work.</td>
</tr>
<tr>
<td>Gritzmacher, Philip</td>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>Juarez, Jose</td>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>Khan, Tamzida</td>
<td>A</td>
<td>Very effective presentation both graphically and</td>
</tr>
<tr>
<td>Name</td>
<td>Grade</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Manzoor, Izna</td>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>Nakayama, Preston</td>
<td>A-</td>
<td>Good use of scale comparisons. Diagrams were very clear and metrics evaluating success of Orchard Town Center were effective. Verbal presentation could use improvement.</td>
</tr>
<tr>
<td>Navarro-Gomez, Daniel</td>
<td>A-</td>
<td>Effective timeline historical presentation of Highlands Ranch. Good diagrammatic analysis at various scales, but diagrams could have been more refined graphically. Good verbal presentation.</td>
</tr>
<tr>
<td>Nelson, Nicholas</td>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>Thomas, Madonna</td>
<td>B</td>
<td>Graphic presentation of the Convention Center Corridor was proficient but written critique and analysis was really lacking.</td>
</tr>
<tr>
<td>Whitenhill, Chris</td>
<td>B+</td>
<td>Effective diagrams and evolution of Belmar were graphically presented. Written analysis was lacking. Chris needs to work on his verbal presentation.</td>
</tr>
<tr>
<td>Wong, Stephanie</td>
<td>A-</td>
<td>Clear diagrams and pictorial history of Highland Garden Village. Very well written critique and analysis.</td>
</tr>
</tbody>
</table>
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.
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 extend 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.

PRINCIPAL
PEL-ONA ARCHITECTS AND URBANISTS
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BOULDER, CO 80304
TEL 303.443.7876 OFFICE
TEL 303.557.8188 CELL
KORKUT@PEL-ONA.COM
ASSISTANT PROFESSOR ADJUNCT
COLLEGE OF ARCHITECTURE AND PLANNING
UNIVERSITY OF COLORADO AT DENVER
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Alhajri, Nubarak & Machrabi & Ammar

Reading: Power's New Zoning Code  
Date of presentation: 3/18/201
Grade: 14/15

1. The conceptual framework

- The conceptual framework was presented clearly, critically, and comprehensively.
- The conceptual framework was not presented clearly, but was not comprehensive.
- Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
- The conceptual framework needed to be presented more clearly and critically.
- Explanation of primary concepts of the reading was missing.

2. Relevance in design review

- The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way.
- The presentation did not emphasize enough the importance of the conceptual framework and primaru arguments of the paper.
- The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

- Kept the audience motivated and interested. Well-delivered and timely presentation.
- 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.

4. Visual material

- Visual material was well-prepared, appealing, and very helpful.
- Visual material was well-prepared but further material could be helpful.
- Most of the visual material was not helpful. Further material needed to be provided.
- Visual material was neither helpful nor sufficient.

5. Discussion questions

- Discussion questions were well prepared and very helpful in guiding a productive discussion.
- Discussion questions were somehow helpful in guiding a productive discussion.
- Many discussion questions needed further study.
- Discussion questions were missing.

6. Professionalism

- Speaker was respectful and engaging.
- Speakers were respectful and engaging but needed to pay attention to the audience better.
- Speakers were somewhat respectful and engaging.
- Speakers engaged the audience in a limited way.
- Speakers did not engage the audience.

7. Further comments
### 1. Paper Summaries / Presentations

**Presenter:** Alhussaini, Muhannad & Alqureshi, Ahmad

**Reading:** Boulder's Revised Code  
**Date of presentation:** 3/19/2014  
**Grade:** 18/15

#### 1. The conceptual framework

- The conceptual framework was presented clearly, critically, and comprehensively.
- Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
- The conceptual framework needed to be presented more clearly and critically.
- Explanation of primary concepts of the reading was missing.

#### 2. Relevance in design review

- The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way.
- The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful.
- The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper.
- The presentation did not cover a convincing argument about the relevance of the paper in design review.

#### 3. Delivery

- Kept the audience motivated and interested. Well-delivered and timely presentation.
- 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.

#### 4. Visual material

- Visual material was well-prepared, appealing, and very helpful.
- Visual material was well-prepared but further material could be helpful.
- Most of the visual material was not well-prepared. Further material needed to be provided.
- Visual material was neither helpful nor sufficient.

#### 5. Discussion questions

- Discussion questions were well prepared and very helpful in guiding a productive discussion.
- Discussion questions addressed the key points of the reading only partially.
- Discussion questions needed further study.
- Discussion questions were missing.

#### 6. Professionalism

- Speaker was respectful and engaging.
- Speakers were respectful and engaging but needed to pay attention to the audience better.
- Speakers engaged the audience in a limited way.
- Speakers did not engage the audience.

#### 7. Further comments
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Almahdi, Mohamed

Reading: Graz & Mintz, 1998. Date of presentation: 1/29/2014 Grade: 15/15

1. The conceptual framework
- The conceptual framework was presented clearly, critically, and comprehensively.
- Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
- The conceptual framework needed to be presented more clearly and critically.
- Explanation of primary concepts of the reading was missing.

2. Relevance in design review
- The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way.
- The presentation underlined the importance of the conceptual framework and primaru arguments of the paper, but further emphasis could be helpful.
- The presentation did not emphasize enough the importance of the conceptual framework and primaru arguments of the paper.
- The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery
- 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.

4. Visual material
- Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided.
- Visual material was neither helpful nor sufficient.

5. Discussion questions
- Discussion questions were well prepared and very helpful in guiding a productive discussion.
- Discussion questions were somehow helpful in guiding a productive discussion.
- Discussion questions addressed the key points of the reading only partially.
- Discussion questions needed further study.
- Discussion questions were missing.

6. Professionalism
- Speaker was respectful and engaging.
- Speakers were respectful and engaging but needed to pay attention to the audience better.
- Speakers were somehow respectful and engaging.
- Speakers engaged the audience in a limited way.
- Speakers did not engage the audience.

7. Further comments
   Good work. Thanks!
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: **Almatar, Khalid**

Reading: **Siegha, 2005**

Date of presentation: **3/12/2014**

Grade: **5/6**

<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The conceptual framework</td>
<td>The conceptual framework was presented clearly, critically, and comprehensively.</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>The conceptual framework was presented clearly, but was not comprehensive.</td>
<td>☐</td>
</tr>
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<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Explanation of primary concepts of the reading was missing.</td>
<td>☐</td>
</tr>
<tr>
<td>2. Relevance in design review</td>
<td>The presentation underlined the importance of the conceptual framework and primarum arguments of the paper in a very convincing way.</td>
<td>☑</td>
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<tr>
<td></td>
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<td>☐</td>
</tr>
<tr>
<td></td>
<td>The presentation underlined the importance of the conceptual framework and primarum arguments of the paper in a limited way, further emphasis was needed.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>The presentation did not emphasize enough the importance of the conceptual framework and primarum arguments of the paper.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>The presentation did not cover a convincing argument about the relevance of the paper in design review.</td>
<td>☐</td>
</tr>
<tr>
<td>3. Delivery</td>
<td>Kept the audience motivated and interested. Well-delivered and timely presentation.</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>Kept the audience motivated and interested. But delivery could be more focused and well-organized.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience.</td>
<td>☐</td>
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</tr>
<tr>
<td></td>
<td>The presenter has lost audience's interest. The presentation was not well-delivered.</td>
<td>☐</td>
</tr>
<tr>
<td>4. Visual material</td>
<td>Visual material was well-prepared, appealing, and very helpful.</td>
<td>☑</td>
</tr>
<tr>
<td></td>
<td>Visual material was well-prepared but further material could be helpful.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
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<tr>
<td>5. Discussion questions</td>
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<td>☑</td>
</tr>
<tr>
<td></td>
<td>Discussion questions were somehow helpful in guiding a productive discussion.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Discussion questions addressed the key points of the reading only partially.</td>
<td>☐</td>
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<td>Discussion questions needed further study.</td>
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<td></td>
<td>Discussion questions were missing.</td>
<td>☐</td>
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<tr>
<td>6. Professionalism</td>
<td>Speaker was respectful and engaging.</td>
<td>☑</td>
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<td></td>
<td>Speakers were respectful and engaging but needed to pay attention to the audience better.</td>
<td>☐</td>
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<tr>
<td></td>
<td>Speakers were somehow respectful and engaging.</td>
<td>☐</td>
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<td></td>
<td>Speakers engaged the audience in a limited way.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Speakers did not engage the audience.</td>
<td>☐</td>
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<tr>
<td>7. Further comments</td>
<td><strong>Good work. Thank you.</strong></td>
<td></td>
</tr>
</tbody>
</table>


I. PAPER SUMMARIES / PRESENTATIONS

Presenter: **Anderson - Chase**
Reading: **Russell, 2004**
Date of presentation: **3/12/2014**
Grade: **15/15**

1. The conceptual framework

- [x] The conceptual framework was presented clearly, critically, and comprehensively.
- [ ] The conceptual framework was presented clearly, but was not comprehensive.
- [x] Certain concepts were not explained clearly, but it was a reasonable presentation of the general conceptual framework.
- [x] The conceptual framework needed to be presented more clearly and critically.
- [ ] Explanation of primary concepts of the reading was missing.

2. Relevance in design review

- [x] The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way.
- [ ] The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful.
- [x] The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful.
- [x] The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper.
- [ ] The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

- [x] Kept the audience motivated and interested. Well-delivered and timely presentation.
- [x] Kept the audience motivated and interested. But delivery could be more focused and well-organized.
- [x] Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience.
- [ ] The items were not prioritized and delivery was not focused.
- [x] The presenter has lost audience's interest. The presentation was not well-delivered.

4. Visual material

- [x] Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided.
- [x] Visual material was neither helpful nor sufficient.

5. Discussion questions

- [x] Discussion questions were well prepared and very helpful in guiding a productive discussion.
- [ ] Discussion questions were somehow helpful in guiding a productive discussion.
- [x] Discussion questions addressed the key points of the reading only partially.
- [ ] Discussion questions needed further study.
- [x] Discussion questions were missing.

6. Professionalism

- [x] Speaker was respectful and engaging.
- [ ] Speakers were respectful and engaging but needed to pay attention to the audience better.
- [x] Speakers were somehow respectful and engaging.
- [x] Speakers engaged the audience in a limited way.
- [ ] Speakers did not engage the audience.

7. Further comments

*Brief and to the point presentation. Thank you.*
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: CHOI, SOONHEUCK

Reading: LUKASZUK, SIERRA S. 2012 Date of presentation: 4/9/2014 Grade: 15/15

1. The conceptual framework

| ☑ The conceptual framework was presented clearly, critically, and comprehensively. | ☐ The conceptual framework was presented clearly, but was not comprehensive | ☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework | ☐ The conceptual framework needed to be presented more clearly and critically | ☐ Explanation of primary concepts of the reading was missing. |

2. Relevance in design review

| ☑ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way | ☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper well but further emphasis could be helpful | ☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a limited way, further emphasis was needed | ☐ The presentation did not emphasized enough the importance of the conceptual framework and primaru arguments of the paper. | ☐ The presentation did not cover a convincing argument about the relevance of the paper in design review |

3. Delivery

| ☑ 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. |

4. Visual material

| ☑ Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided. | ☐ Visual material was neither helpful nor sufficient. |

5. Discussion questions

| ☑ Discussion questions were well prepared and very helpful in guiding a productive discussion | ☐ Discussion questions were somehow helpful in guiding a productive discussion | ☐ Discussion questions addressed the key points of the reading only partially | ☐ Discussion questions needed further study | ☐ Discussion questions were missing |

6. Professionalism

| ☑ Speaker was respectful and engaging. | ☐ Speakers were respectful and engaging but needed to pay attention to the audience better. | ☐ Speakers were somehow respectful and engaging. | ☐ Speakers engaged the audience in a limited way. | ☐ Speakers did not engage the audience. |

7. Further comments

WELL-SEARCHED, ANALYZED, AND PREPARED PRESENTATION. THANK YOU.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Jacob Cox

Reading: Costumes 1987 Date of presentation: 2/5/2014 Grade: 15/15

1. The conceptual framework

☑ The conceptual framework was presented clearly, critically, and comprehensively.
□ The conceptual framework was presented clearly, but was not comprehensive
□ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework
□ The conceptual framework needed to be presented more clearly and critically
□ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

□ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way
☑ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper well but further emphasis could be helpful
□ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a limited way, further emphasis was needed
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□ The presentation did not cover a convincing argument about the relevance of the paper in design review

3. Delivery

☑ 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.

4. Visual material

☑ Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided.
□ Visual material was neither helpful nor sufficient.

5. Discussion questions

☑ Discussion questions were well prepared and very helpful in guiding a productive discussion
□ Discussion questions were somehow helpful in guiding a productive discussion
□ Discussion questions addressed the key points of the reading only partially
□ Discussion questions needed further study
□ Discussion questions were missing

6. Professionalism

☑ Speaker was respectful and engaging.
□ Speakers were respectful and engaging but needed to pay attention to the audience better.
□ Speakers were somehow respectful and engaging.
□ Speakers engaged the audience in a limited way.
□ Speakers did not engage the audience.

7. Further comments

Good work. Thanks!
1. The conceptual framework

- The conceptual framework was presented clearly, critically, and comprehensively.
- Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
- The conceptual framework needed to be presented more clearly and critically.
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2. Relevance in design review

- The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way.
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- The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper.
- The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

- Kept the audience motivated and interested. Well-delivered and timely presentation.
- Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience.
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5. Discussion questions

- Discussion questions were well prepared and very helpful in guiding a productive discussion.
- Discussion questions were somehow helpful in guiding a productive discussion.
- Discussion questions needed further study.
- Discussion questions were missing.

6. Professionalism

- Speaker was respectful and engaging.
- Speakers were somehow respectful and engaging.
- Speakers engaged the audience in a limited way.
- Speakers did not engage the audience.

7. Further comments

Good work, thanks!
1. PAPER SUMMARY / PRESENTATION

Presenter: Fero, Nick

Reading: Fogelson 2005

Date of presentation: 3/11/2014

Grade: 5/6

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.

☐ The conceptual framework was presented clearly, but was not comprehensive.

☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.

☐ The conceptual framework needed to be presented more clearly and critically.

☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way.

☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful.

☐ The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper.

☐ The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

☐ Kept the audience motivated and interested. Well-delivered and timely presentation.

☐ The items were not prioritized and delivery was not focused.

☐ The presenter has lost audience’s interest. The presentation was not well-delivered.

4. Visual material

☐ Visual material was well-prepared, appealing, and very helpful.

☐ Visual material was well-prepared but further material could be helpful.

☐ Most of the visual material was not helpful. Further material needed to be provided.

☐ Visual material was neither helpful nor sufficient.

5. Discussion questions

☐ Discussion questions were well prepared and very helpful in guiding a productive discussion.

☐ Discussion questions addressed the key points of the reading only partially.

☐ Discussion questions needed further study.

☐ Discussion questions were missing.

6. Professionalism

☐ Speaker was respectful and engaging.

☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers engaged the audience in a limited way.

☐ Speakers did not engage the audience.

7. Further comments

Good presentation, good questions. Thank you.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Steven

Reading: ONARAN, 1998. Date of presentation: 2/20/2014 Grade: 15/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively. ☐ The conceptual framework was presented clearly, but was not comprehensive. ☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework. ☐ The conceptual framework needed to be presented more clearly and critically. ☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way. ☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper well but further emphasis could be helpful. ☐ The presentation understressed enough the importance of the conceptual framework and primaru arguments of the paper in a limited way, further emphasis was needed. ☐ The presentation did not emphasize enough the importance of the conceptual framework and primaru arguments of the paper. ☐ The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

☐ 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.

4. Visual material

☐ Visual material was well-prepared, appealing, and very helpful. ☐ Visual material was well-prepared but further material could be helpful. ☐ Visual material was somewhat well-prepared but further material could be helpful. ☐ Most of the visual material was not helpful. Further material needed to be provided. ☐ Visual material was neither helpful nor sufficient.

5. Discussion questions

☐ Discussion questions were well prepared and very helpful in guiding a productive discussion. ☐ Discussion questions were somewhat helpful in guiding a productive discussion. ☐ Discussion questions addressed the key points of the reading only partially. ☐ Discussion questions needed further study. ☐ Discussion questions were missing.

6. Professionalism

☐ Speaker was respectful and engaging. ☐ Speakers were respectful and engaging but needed to pay attention to the audience better. ☐ Speakers were somewhat respectful and engaging. ☐ Speakers engaged the audience in a limited way. ☐ Speakers did not engage the audience.

7. Further comments

Good work, Thanks!
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Yue, Yue

Reading: Parolec, 2008 Date of presentation: 2/26/2014 Grade: 15/15

1. The conceptual framework
- The conceptual framework was presented clearly, critically, and comprehensively.
- The presentation underlined the importance of the conceptual framework and primarur arguments of the paper in a very convincing way
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- The conceptual framework needed to be presented more clearly and critically
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2. Relevance in design review
- The presentation underlined the importance of the conceptual framework and primarur arguments of the paper in a very convincing way
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- The presentation did not emphasize enough the importance of the conceptual framework and primarur arguments of the paper.
- The presentation did not cover a convincing argument about the relevance of the paper in design review

3. Delivery
- Kept the audience motivated and interested. Well delivered and timely presentation
- Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience
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4. Visual material
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5. Discussion questions
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- Discussion questions addressed the key points of the reading only partially
- Discussion questions needed further study
- Discussion questions were missing

6. Professionalism
- Speaker was respectful and engaging.
- Speakers were respectful and engaging but needed to pay attention to the audience better.
- Speakers engaged the audience in a limited way.
- Speakers did not engage the audience.

7. Further comments
- Good presentation. Thank you.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: [Signature]

Reading: Davis, 1989 Date of presentation: 2/19/2014 Grade: 15/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.

☐ The conceptual framework was not presented clearly, but was not comprehensive.

☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.

☐ The conceptual framework needed to be presented more clearly and critically.

☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way.

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☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers were somehow respectful and engaging.

☐ Speakers engaged the audience in a limited way.

☐ Speakers did not engage the audience.

7. Further comments

Good work, that’s it!
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Lindsay, Anne

Reading: Greenberg 2004

Date of presentation: 3/6/2014

Grade: 15/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.

☐ The conceptual framework was presented clearly, but was not comprehensive.

☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.

☐ The conceptual framework needed to be presented more clearly and critically.

☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

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☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers were somehow respectful and engaging.

☐ Speakers engaged the audience in a limited way.

☐ Speakers did not engage the audience.

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 beneficial the topic about the score of some cases.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Magalhaes, Ana Claudia

Reading: Parolek et al. 2008 Date of presentation: 3/10/2014 Grade: 12

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.

☐ The conceptual framework was presented clearly, but was not comprehensive.

☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.

☐ The conceptual framework needed to be presented more clearly and critically.

☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way.

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☐ The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

☐ 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.

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4. Visual material

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6. Professionalism

☐ Speaker was respectful and engaging.

☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers were somehow respectful and engaging.

☐ Speakers engaged the audience in a limited way.

☐ Speakers did not engage the audience.

7. Further comments
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: I2NA MANZoor

Reading: LEED NO. 2009. Date of presentation: 2/5/2014 Grade: 15/15

1. The conceptual framework
☐ The conceptual framework was presented clearly, critically, and comprehensively. ☐ The conceptual framework was presented clearly, but was not comprehensive.
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☐ Speakers engaged the audience in a limited way.
☐ Speakers did not engage the audience.

7. Further comments

VERY WELL PREPARED PRESENTATION. THANK YOU.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: **Navarro, Gomez, Daniel**

Reading: **Polyzoites, Sherwood, 1992**

Date of presentation: **4/4/2014**

Grade: **15/15**

1. The conceptual framework

| ✔ The conceptual framework was presented clearly, critically, and comprehensively. | ☐ The conceptual framework was presented clearly, but was not comprehensive. | ☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework. | ☐ The conceptual framework needed to be presented more clearly and critically. | ☐ Explanation of primary concepts of the reading was missing. |

2. Relevance in design review

| ✔ The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way. | ☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful. | ☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a limited way, further emphasis was needed. | ☐ The presentation did not emphasize enough the importance of the conceptual framework and primary arguments of the paper. | ☐ The presentation did not cover a convincing argument about the relevance of the paper in design review. |

3. Delivery

| ✔ 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. |

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5. Discussion questions

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6. Professionalism

| ✔ Speaker was respectful and engaging. | ☐ Speakers were respectful and engaging but needed to pay attention to the audience better. | ☐ Speakers were somehow respectful and engaging. | ☐ Speakers engaged the audience in a limited way. | ☐ Speakers did not engage the audience. |

7. Further comments

*Well-prepared and well-delivered presentation. Thank you.*
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Nelson, Nick

Reading: Durry & Brain, 2005
Date of presentation: 3/12/2014
Grade: 15/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.
☐ The conceptual framework was presented clearly, but was not comprehensive.
☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
☐ The conceptual framework needed to be presented more clearly and critically.
☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

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☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful.
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☐ Visual material was neither helpful nor sufficient.

5. Discussion questions

☐ Discussion questions were well prepared and very helpful in guiding a productive discussion.
☐ Discussion questions were somehow helpful in guiding a productive discussion.
☐ Discussion questions addressed the key points of the reading only partially.
☐ Discussion questions needed further study.
☐ Discussion questions were missing.

6. Professionalism

☐ Speaker was respectful and engaging.
☐ Speakers were respectful and engaging but needed to pay attention to the audience better.
☐ Speakers were somehow respectful and engaging.
☐ Speakers engaged the audience in a limited way.
☐ Speakers did not engage the audience.

7. Further comments

Good work. Thank you.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Sash

Reading: Hame, I96o. Date of presentation: 4/16/2014. Grade: 15/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.
☐ The conceptual framework was presented clearly, but was not comprehensive.
☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
☐ The conceptual framework needed to be presented more clearly and critically.
☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way.
☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a limited way, further emphasis was needed.
☐ The presentation did not emphasize enough the importance of the conceptual framework and primaru arguments of the paper.
☐ The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

☐ 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.

4. Visual material

☐ Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided.
☐ Visual material was neither helpful nor sufficient.

5. Discussion questions

☐ Discussion questions were well prepared and very helpful in guiding a productive discussion.
☐ Discussion questions were somehow helpful in guiding a productive discussion.
☐ Most of the discussion questions addressed the key points of the reading only partially.
☐ Discussion questions needed further study.
☐ Discussion questions were missing.

6. Professionalism

☐ Speaker was respectful and engaging.
☐ Speakers were respectful and engaging but needed to pay attention to the audience better.
☐ Speakers were somehow respectful and engaging.
☐ Speakers engaged the audience in a limited way.
☐ Speakers did not engage the audience.

7. Further comments

We are summed to the point: presentation. Thanks.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Madonna Thoms

Reading: Ewing et al. 2008

Date of presentation: 2/5/2014

Grade: 14/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively.
☐ The conceptual framework was not presented clearly, but was not comprehensive.
☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
☐ The conceptual framework needed to be presented more clearly and critically.
☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primar arguments of the paper in a very convincing way.
☐ The presentation underlined the importance of the conceptual framework and primar arguments of the paper well but further emphasis could be helpful.
☐ The presentation underlined the importance of the conceptual framework and primar arguments of the paper but the emphasis was needed.
☐ The presentation did not emphasize enough the importance of the conceptual framework and primar arguments of the paper.
☐ The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

☐ 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.

4. Visual material

☐ Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided.
☐ Visual material was neither helpful nor sufficient.

5. Discussion questions

☐ Discussion questions were well prepared and very helpful in guiding a productive discussion.
☐ Discussion questions were somehow helpful in guiding a productive discussion.
☐ Discussion questions addressed the key points of the reading only partially.
☐ Discussion questions needed further study.
☐ Discussion questions were missing.

6. Professionalism

☐ Speaker was respectful and engaging.
☐ Speakers were respectful and engaging but needed to pay attention to the audience better.
☐ Speakers were somewhat respectful and engaging.
☐ Speakers engaged the audience in a limited way.
☐ Speakers did not engage the audience.

7. Further comments

Good work, Madonna!
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Upell, Chris

Reading: TALEN, 2012. Date of presentation: 3/12/2014 Grade: 15/15

1. The conceptual framework

☐ The conceptual framework was presented clearly, critically, and comprehensively. ☐ The conceptual framework was presented clearly, but was not comprehensive. ☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework. ☐ The conceptual framework needed to be presented more clearly and critically. ☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way. ☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper well but further emphasis could be helpful. ☐ The presentation underlined the importance of the conceptual framework and primaru arguments of the paper but it did not emphasize enough the importance of the conceptual framework and primaru arguments of the paper. ☐ The presentation did not cover a convincing argument about the relevance of the paper in design review.

3. Delivery

☐ 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.

4. Visual material

☐ Visual material was well-prepared, appealing, 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 helpful. Further material needed to be provided. ☐ Visual material was neither helpful nor sufficient.

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6. Professionalism

☐ Speaker was respectful and engaging. ☐ Speakers were respectful and engaging but needed to pay attention to the audience better. ☐ Speakers were somehow respectful and engaging. ☐ Speakers engaged the audience in a limited way. ☐ Speakers did not engage the audience.

7. Further comments

Well prepared presentation, good questions. Thank you.
1. PAPER SUMMARIES / PRESENTATIONS

Presenter: Wong, STEPHANIE

Reading: LAW 1983  
Date of presentation: 2/26/2014  
Grade: 15/15

1. The conceptual framework

☑ The conceptual framework was presented clearly, critically, and comprehensively.
☐ The conceptual framework was presented clearly, but was not comprehensive.
☐ Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
☐ The conceptual framework needed to be presented more clearly and critically.
☐ Explanation of primary concepts of the reading was missing.

2. Relevance in design review

☑ The presentation underlined the importance of the conceptual framework and primary arguments of the paper in a very convincing way.
☐ The presentation underlined the importance of the conceptual framework and primary arguments of the paper well but further emphasis could be helpful.
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3. Delivery

☑ Kept the audience motivated and interested. Well-delivered and timely presentation.
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☐ The presenter has lost audience's interest. The presentation was not well-delivered.

4. Visual material

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☐ Speakers engaged the audience in a limited way.
☐ Speakers did not engage the audience.

7. Further comments

Good work, William!
## 1. Paper Summaries / Presentations

**Presenter:** Yang, Byung Son

**Reading:** Swartz, 1994.  
**Date of presentation:** 2/19/2014  
**Grade:** 15/15

### 1. The conceptual framework

- [ ] The conceptual framework was presented clearly, critically, and comprehensively.
- [ ] Certain concepts were not explained clearly but it was a reasonable presentation of the general conceptual framework.
- [ ] The conceptual framework needed to be presented more clearly and critically.
- [ ] Explanation of primary concepts of the reading was missing.

### 2. Relevance in design review

- [ ] The presentation underlined the importance of the conceptual framework and primaru arguments of the paper in a very convincing way.
- [ ] The presentation underlined the importance of the conceptual framework and primaru arguments of the paper well but further emphasis could be helpful.
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- [ ] The presentation did not cover a convincing argument about the relevance of the paper in design review.

### 3. Delivery

- [ ] Kept the audience motivated and interested. Well-delivered and timely presentation.
- [ ] 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.

### 4. Visual material

- [ ] Visual material was well-prepared, appealing, and very helpful.
- [ ] Visual material was somehow well-prepared but further material could be helpful.
- [ ] Most of the visual material was not helpful. Further material needed to be provided.
- [ ] Visual material was neither helpful nor sufficient.

### 5. Discussion questions

- [ ] Discussion questions were well prepared and very helpful in guiding a productive discussion.
- [ ] Discussion questions were somehow helpful in guiding a productive discussion only partially.
- [ ] Discussion questions needed further study.
- [ ] Discussion questions were missing.

### 6. Professionalism

- [ ] Speaker was respectful and engaging.
- [ ] Speakers were respectful and engaging but needed to pay attention to the audience better.
- [ ] Speakers engaged the audience in a limited way.
- [ ] Speakers did not engage the audience.

### 7. Further comments

Good work, nicely!
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

   - [ ] The planning and design issues are well-identified and clearly explained
   - [ ] Some of the planning and design issues are well-identified and clearly explained
   - [ ] Some of the planning and design issues are well-identified but some other important ones are missing
   - [ ] Some of the planning and design issues are well-identified but the overall framework is confusing
   - [ ] Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

   - [ ] Issues are well prioritized and presented in the form of a strong and convincing policy proposal
   - [ ] Issues are well prioritized but the presentation of the overall framework can be more convincing
   - [ ] Issues are well prioritized but some important categories are missing; this makes your essay less convincing
   - [ ] Some of the issues are well-identified but the prioritization of them are presented in a focusing way
   - [ ] A clear prioritization of the issues is missing

3. Quality of the overall discussion

   - [ ] The arguments are clear, well-articulated, and convincing. A well-written essay.
   - [ ] The arguments are clear and convincing. But the essay could articulate some of these ideas further.
   - [ ] Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
   - [ ] The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
   - [ ] 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

☐ The concept of authenticity is well explained and discussed with good examples.
☐ The concept of authenticity is well explained but examples could be more helpful.
☐ The concept of authenticity needs to be explained in further clarity.
☐ The explanation of the concept of authenticity is confusing and examples do not help.
☐ The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

☐ The concepts of loose space and third place are well explained and discussed with good examples.
☐ The concepts of loose space and third place need to be explained in further clarity.
☐ The explanation of the concepts of loose space and third place are confusing and your examples do not help.
☐ The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

☑ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

RELATIONSHIPS BETWEEN AUTHENTICITY, LOOSE SPACE, AND THIRD PLACE

NEED FURTHER EXPLORATION. NEVERTHELESS, I ENJOYED READING YOUR ESSAY.
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?

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☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☑ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

A discussion about attracting tourism-sector & diversification of economy would be helpful. Nevertheless, your essay is a well-written one.
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

| ☐ The concept of authenticity is well explained and discussed with good examples. | ✔ The concept of authenticity is well explained but examples could be more helpful. | ☐ The concept of authenticity needs to be explained in further clarity. | ☐ The explanation of the concept of authenticity is confusing and examples do not help. | ☐ The explanation of the concept of authenticity is missing |

2. The concepts of loose space and third place

| ☐ The concepts of loose space and third place are well explained and discussed with good examples. | ✔ The concepts of loose space and third place are well explained but examples could be more helpful. | ☐ The concepts of loose space and third place need to be explained in further clarity. | ☐ The explanation of the concepts of loose space and third place are confusing and your examples do not help. | ☐ The explanation of the concepts of loose space and third place are missing |

3. Quality of the overall discussion

| ☐ The arguments are clear, well-articulated, and convincing. A well-written essay. | ✔ The arguments are clear and convincing. But the essay could articulate some of these ideas further. | ☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | ☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | ☐ The essay is missing strong arguments. |

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**

<table>
<thead>
<tr>
<th>Grade for Essay #1: 14/15</th>
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<tbody>
<tr>
<td>Grade for Essay #2: 14/15</td>
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**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?

<table>
<thead>
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<th>1. The identification of the issues</th>
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<tbody>
<tr>
<td>☐ The planning and design issues are well-identified and clearly explained</td>
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<tr>
<td>☐ Some of the most important planning and design issues mentioned in the literature are missing</td>
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</tr>
<tr>
<td>☐ The essay is missing strong arguments.</td>
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</tbody>
</table>

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<tr>
<th>4. Further comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Discussion on Negative Social and Environmental Effects of Tourism</strong></td>
</tr>
<tr>
<td>Could be helpful. Nevertheless, essay is a well-prepared essay.</td>
</tr>
</tbody>
</table>
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

- The concept of authenticity is well explained and discussed with good examples.
- The concepts of authenticity is well explained but examples could be more helpful.
- The concept of authenticity needs to be explained in further clarity.
- The explanation of the concept of authenticity is confusing and examples do not help.
- The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

- The concepts of loose space and third place are well explained and discussed with good examples.
- The concepts of loose space and third place are well explained but examples could be more helpful.
- The concepts of loose space and third place need to be explained in further clarity.
- The explanation of the concepts of loose space and third place are confusing and your examples do not help.
- The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

- The arguments are clear, well-articulated, and convincing. A well-written essay.
- The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- The essay is missing strong arguments.

4. Further comments

The relationship between authenticity, loose space, and third place need further exploration. I don't think business park is a good example for a third place.
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

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
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3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

Your essay could be stronger if you emphasized leverage, 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 the 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

☐ The concept of authenticity is well explained and discussed with good examples.
☐ The concept of authenticity needs to be explained in further clarity.
☐ The explanation of the concept of authenticity is confusing and examples do not help.
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2. The concepts of loose space and third place

☐ The concepts of loose space and third place are well explained and discussed with good examples.
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3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
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☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

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 Authenticity of loose space, every S.F. is regulated there.
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?

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3. Quality of the overall discussion

☒ The arguments are clear, well-articulated, and convincing. A well-written essay.
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☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ 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
   - The concept of authenticity is well explained and discussed with good examples.
   - The concept of authenticity is well explained but examples could be more helpful.
   - The concept of authenticity needs to be explained in further clarity.
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   - The explanation of the concept of authenticity is missing

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   - The concepts of loose space and third place are well explained and discussed with good examples.
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3. Quality of the overall discussion
   - The arguments are clear, well-articulated, and convincing. A well-written essay.
   - The arguments are clear and convincing. But the essay could articulate some of these ideas further.
   - Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
   - The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
   - The essay is missing strong arguments.

4. Further comments

ENJOYED READING YOUR ESSAY. THANK YOU.
2. ESSAYS

Author: Bak, 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
☐ The planning and design issues are well-identified and clearly explained
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☐ Some of the planning and design issues are well-identified but some other important ones are missing
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☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues
☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focussing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion
☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ 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

☐ The concept of authenticity is well explained and discussed with good examples.
☐ The concept of authenticity is well explained but examples could be more helpful.
☐ The concept of authenticity needs to be explained in further clarity.
☐ The explanation of the concept of authenticity is confusing and examples do not help.
☐ The explanation of the concept of authenticity is missing

2. The concepts of loose space and third place

☐ The concepts of loose space and third place are well explained and discussed with good examples.
☐ The concepts of loose space and third place are well explained but examples could be more helpful.
☐ The concepts of loose space and third place need to be explained in further clarity.
☐ The explanation of the concepts of loose space and third place are confusing and your examples do not help.
☐ The explanation of the concepts of loose space and third place are missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

Well-written essay, thank you.
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

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
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☐ 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

☒ The concept of authenticity is well explained and discussed with good examples.

☐ The concept of authenticity is well explained but examples could be more helpful.

☐ The concept of authenticity needs to be explained in further clarity.

☐ The explanation of the concept of authenticity is confusing and examples do not help.

2. The concepts of loose space and third place

☒ The concepts of loose space and third place are well explained and discussed with good examples.

☐ The concepts of loose space and third place are well explained but examples could be more helpful.

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☐ The explanation of the concepts of loose space and third place are confusing and your examples do not help.

☐ The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

☒ The arguments are clear, well-articulated, and convincing. A well-written essay.

☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.

☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.

☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.

☐ The essay is missing strong arguments.

4. Further comments

Good Examples! I enjoyed reading your essay.
2. ESSAYS

Author: \textit{Castro, Manuel} \quad \quad \quad \quad Grade for Essay #1: \frac{15}{15}
\quad Grade for Essay #2: \frac{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

- [x] The planning and design issues are well-identified and clearly explained
- [ ] Some of the planning and design issues are well-identified and clearly explained
- [ ] Some of the planning and design issues are well-identified but some other important ones are missing
- [ ] Some of the planning and design issues are well-identified but the overall framework is confusing
- [ ] Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

- [x] Issues are well prioritized and presented in the form of a strong and convincing policy proposal
- [ ] Issues are well prioritized but the presentation of the overall framework can be more convincing
- [ ] Issues are well prioritized but some important categories are missing; this makes your essay less convincing
- [ ] Some of the issues are well-identified but the prioritization of them are presented in a focusing way
- [ ] A clear prioritization of the issues is missing

3. Quality of the overall discussion

- [x] The arguments are clear, well-articulated, and convincing. A well-written essay.
- [ ] The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- [ ] Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- [ ] The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- [ ] 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

☑ The concept of authenticity is well explained and discussed with good examples.
☐ The concept of authenticity is well explained but examples could be more helpful.
☐ The concept of authenticity needs to be explained in further clarity.
☐ The explanation of the concept of authenticity is confusing and examples do not help.
☐ The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

☑ The concepts of loose space and third place are well explained and discussed with good examples.
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3. Quality of the overall discussion

☑ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

WELL-WRITTEN ESSAY. NOT IN DEPTH DISCUSSION OF AUTHENTICITY. TRY MORE.
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?

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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

☑ The concept of authenticity is well explained and discussed with good examples.
☐ The concept of authenticity is well explained but examples could be more helpful.
☐ The concept of authenticity needs to be explained in further clarity.
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☒ The explanation of the concept of authenticity is missing

2. The concepts of loose space and third place

☑ The concepts of loose space and third place are well explained and discussed with good examples.
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3. Quality of the overall discussion

☑ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☒ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☒ The essay is missing strong arguments.

4. Further comments

I ENJOYED READING YOUR ESSAY. THANK YOU.
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

☐ The planning and design issues are well-identified and clearly explained

☐ Some of the planning and design issues are well-identified and clearly explained

☐ Some of the planning and design issues are well-identified but some other important ones are missing

☐ Some of the planning and design issues are well-identified but the overall framework is confusing

☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal

☐ Issues are well prioritized but the presentation of the overall framework can be more convincing

☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing

☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way

☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.

☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.

☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.

☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.

☐ The essay is missing strong arguments.

4. Further comments

Dear [Name], 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
- [ ] The concept of authenticity is well explained and discussed with good examples.
- [ ] The concept of authenticity is well explained but examples could be more helpful.
- [ ] The concept of authenticity needs to be explained in further clarity.
- [ ] The explanation of the concept of authenticity is confusing and examples do not help.
- [ ] The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place
- [ ] The concepts of loose space and third place are well explained and discussed with good examples.
- [ ] The concepts of loose space and third place are well explained but examples could be more helpful.
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- [ ] The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion
- [ ] The arguments are clear, well-articulated, and convincing. A well-written essay.
- [ ] The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- [ ] Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- [ ] The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- [ ] The essay is missing strong arguments.

4. Further comments

Good examples! I enjoyed reading your essay. Thank you.
2. ESSAYS

Author: **Fischer, Lindy**

<table>
<thead>
<tr>
<th>Grade for Essay #1:</th>
<th>15/15</th>
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<td>Grade for Essay #2:</td>
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**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**

   - The planning and design issues are well-identified and clearly explained
   - Some of the planning and design issues are well-identified but some other important ones are missing
   - Some of the planning and design issues are well-identified but the overall framework is confusing
   - Some of the most important planning and design issues mentioned in the literature are missing

2. **The prioritization of the issues**

   - Issues are well prioritized and presented in the form of a strong and convincing policy proposal
   - Issues are well prioritized but the presentation of the overall framework can be more convincing
   - Some of the issues are well-identified but the prioritization of them are presented in a confusing way
   - A clear prioritization of the issues is missing

3. **Quality of the overall discussion**

   - The arguments are clear, well-articulated, and convincing. A well-written essay.
   - The arguments are clear and convincing. But the essay could articulate some of these ideas further.
   - Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
   - The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
   - 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

- The concept of authenticity is well explained and discussed with good examples.
- The concept of authenticity is well explained but examples could be more helpful.
- The concept of authenticity needs to be explained in further clarity.
- The explanation of the concept of authenticity is confusing and examples do not help.
- The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

- The concepts of loose space and third place are well explained and discussed with good examples.
- The concepts of loose space and third place are well explained but examples could be more helpful.
- The concepts of loose space and third place need to be explained in further clarity.
- The explanation of the concepts of loose space and third place are confusing and your examples do not help.
- The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

- The arguments are clear, well-articulated, and convincing. A well-written essay.
- The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- The essay is missing strong arguments.

4. Further comments
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

☐ The planning and design issues are well-identified and clearly explained

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2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal

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3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.

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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

☐ The concept of authenticity is well explained and discussed with good examples.
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☐ The explanation of the concepts of loose space and third place are confusing and your examples do not help.
☐ The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

Brief but to the point essay. Thank you.
2. ESSAYS

Author: \textit{Jeffrey}

Grade for Essay #1: \textit{15/15}

Grade for Essay #2: \textit{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

| ☑ | The planning and design issues are well-identified and clearly explained |
| ☐ | Some of the planning and design issues are well-identified and clearly explained |
| ☐ | Some of the planning and design issues are well-identified but some other important ones are missing |
| ☐ | Some of the planning and design issues are well-identified but the overall framework is confusing |
| ☐ | Some of the most important planning and design issues mentioned in the literature are missing |

2. The prioritization of the issues

| ☑ | Issues are well prioritized and presented in the form of a strong and convincing policy proposal |
| ☐ | Issues are well prioritized but the presentation of the overall framework can be more convincing |
| ☐ | Issues are well prioritized but some important categories are missing; this makes your essay less convincing |
| ☐ | Some of the issues are well-identified but the prioritization of them are presented in a focusing way |
| ☐ | A clear prioritization of the issues is missing |

3. Quality of the overall discussion

| ☑ | The arguments are clear, well-articulated, and convincing. A well-written essay. |
| ☐ | The arguments are clear and convincing. But the essay could articulate some of these ideas further. |
| ☐ | Some of the arguments are clear and convincing. But the essay lacks cohesion. |
| ☐ | The primary arguments of the essay needed to be formulated in a clearer and more convincing way. |
| ☐ | The essay is missing strong arguments. |

4. Further comments

\textit{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
   - The concept of authenticity is well explained and discussed with good examples.
   - The concept of authenticity is well explained but examples could be more helpful.
   - The concept of authenticity needs to be explained in further clarity.
   - The explanation of the concept of authenticity is confusing and examples do not help.
   - The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place
   - The concepts of loose space and third place are well explained and discussed with good examples.
   - The concepts of loose space and third place are well explained but examples could be more helpful.
   - The concepts of loose space and third place need to be explained in further clarity.
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3. Quality of the overall discussion
   - The arguments are clear, well-articulated, and convincing. A well-written essay.
   - The arguments are clear and convincing. But the essay could articulate some of these ideas further.
   - Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
   - The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
   - The essay is missing strong arguments.

4. Further comments

   Below are my comments. Interrelations between the three concepts are well explored. Thank you.
2. ESSAYS

Author: MAGHRABI, AMMAR

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

☐ The planning and design issues are well-identified and clearly explained
☒ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a confusing way
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☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☒ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ 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
- The concept of authenticity is well explained and discussed with good examples.
- The concept of authenticity needs to be explained in further clarity.
- The concept of authenticity is well explained but examples could be more helpful.
- The explanation of the concept of authenticity is confusing and examples do not help.
- The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place
- The concepts of loose space and third place are well explained and discussed with good examples.
- The concepts of loose space and third place need to be explained in further clarity.
- The concepts of loose space and third place are confusing and your examples do not help.
- The concepts of loose space and third place are missing.

3. Quality of the overall discussion
- The arguments are clear, well-articulated, and convincing. A well-written essay.
- Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- The essay is missing strong arguments.

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

| The planning and design issues are well-identified and clearly explained | Some of the planning and design issues are well-identified and clearly explained | Some of the planning and design issues are well-identified but some other important ones are missing | Some of the planning and design issues are well-identified but the overall framework is confusing | Some of the most important planning and design issues mentioned in the literature are missing |

2. The prioritization of the issues

| Issues are well prioritized and presented in the form of a strong and convincing policy proposal | Issues are well prioritized but the presentation of the overall framework can be more convincing | Issues are well prioritized but some important categories are missing; this makes your essay less convincing | Some of the issues are well-identified but the prioritization of them are presented in a focusing way | A clear prioritization of the issues is missing |

3. Quality of the overall discussion

| The arguments are clear, well-articulated, and convincing. A well-written essay. | The arguments are clear and convincing. But the essay could articulate some of these ideas further. | Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | 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

☐ The concept of authenticity is well explained and discussed with good examples.
☐ The concept of authenticity is well explained but examples could be more helpful.
☐ The concept of authenticity needs to be explained in further clarity.
☐ The explanation of the concept of authenticity is confusing and examples do not help.
☐ The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

☐ The concepts of loose space and third place are well explained and discussed with good examples.
☐ The concepts of loose space and third place are well explained but examples could be more helpful.
☐ The concepts of loose space and third place need to be explained in further clarity.
☐ The explanation of the concepts of loose space and third place are confusing and your examples do not help.
☐ The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

Good explanation of the relationship between the three concepts. Particularly enjoyed the street 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

| ☐ The planning and design issues are well-identified and clearly explained | ☐ Some of the planning and design issues are well-identified and clearly explained | ☑ Some of the planning and design issues are well-identified but some other important ones are missing | ☐ Some of the planning and design issues are well-identified but the overall framework is confusing | ☐ Some of the most important planning and design issues mentioned in the literature are missing |

2. The prioritization of the issues

| ☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal | ☐ Issues are well prioritized but the presentation of the overall framework can be more convincing | ☑ Issues are well prioritized but some important categories are missing; this makes your essay less convincing | ☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way | ☐ A clear prioritization of the issues is missing |

3. Quality of the overall discussion

| ☐ The arguments are clear, well-articulated, and convincing. A well-written essay. | ☑ The arguments are clear and convincing. But the essay could articulate some of these ideas further. | ☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness. | ☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way. | ☐ The essay is missing strong arguments. |

4. Further comments

*Your essay does not mention many of the major issues discussed in Chamber'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
   - The concept of authenticity is well explained and discussed with good examples.
   - The concept of authenticity is well explained but examples could be more helpful.
   - The concept of authenticity needs to be explained in further clarity.
   - The explanation of the concept of authenticity is confusing and examples do not help.
   - The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place
   - The concepts of loose space and third place are well explained and discussed with good examples.
   - The concepts of loose space and third place are well explained but examples could be more helpful.
   - The concepts of loose space and third place need to be explained in further clarity.
   - The explanation of the concepts of loose space and third place are confusing and your examples do not help.
   - The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion
   - The arguments are clear, well-articulated, and convincing. A well-written essay.
   - The arguments are clear and convincing. But the essay could articulate some of these ideas further.
   - Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
   - The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
   - The essay is missing strong arguments.

4. Further comments
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

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ 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

- The concept of authenticity is well explained and discussed with good examples.
- The concept of authenticity is well explained but examples could be more helpful.
- The concept of authenticity needs to be explained in further clarity.
- The explanation of the concept of authenticity is confusing and examples do not help.
- The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

- The concepts of loose space and third place are well explained and discussed with good examples.
- The concepts of loose space and third place are well explained but examples could be more helpful.
- The concepts of loose space and third place need to be explained in further clarity.
- The explanation of the concepts of loose space and third place are confusing and your examples do not help.
- The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

- The arguments are clear, well-articulated, and convincing. A well-written essay.
- The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- The essay is missing strong arguments.

4. Further comments

Slight 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

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

2. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.

4. Further comments

Good work, Tillman!
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

- The concept of authenticity is well explained and discussed with good examples.
- The concept of authenticity is well explained but examples could be more helpful.
- The concept of authenticity needs to be explained in further clarity.
- The explanation of the concept of authenticity is confusing and examples do not help.
- The explanation of the concept of authenticity is missing.

2. The concepts of loose space and third place

- The concepts of loose space and third place are well explained and discussed with good examples.
- The concepts of loose space and third place are well explained but examples could be more helpful.
- The concepts of loose space and third place need to be explained in further clarity.
- The explanation of the concepts of loose space and third place are confusing and your examples do not help.
- The explanation of the concepts of loose space and third place are missing.

3. Quality of the overall discussion

- The arguments are clear, well-articulated, and convincing. A well-written essay.
- The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- The essay is missing strong arguments.

4. Further comments

I enjoyed reading your essay. Turn the next page.
### 3. FINAL PRESENTATION

**Presenter:** Al Hasim, Al Mubarak

| Grade: 28/30 |

### CONTENT

#### 1. The background for Datca context

- [x] The relevant information about the context is well researched and presented
- [ ] Some valuable information about the context is presented but further research could be helpful
- [ ] Some information about the context is presented but further research could be helpful
- [ ] Some information about the context is presented but essentials are missing
- [ ] Background Datca information is missing

#### 2. The identification of the issues

- [x] The planning and design issues are well-identified and clearly explained
- [ ] Some of the planning and design issues are well-identified and clearly explained
- [ ] Some of the planning and design issues are well-identified but some other important ones are missing
- [ ] Some of the planning and design issues are well-identified but the overall framework is confusing
- [ ] Some of the most important planning and design issues mentioned in the literature are missing

#### 3. The prioritization of the issues

- [x] Issues are well prioritized and presented in the form of a strong and convincing policy proposal
- [ ] Issues are well prioritized but the presentation of the overall framework can be more convincing
- [ ] Issues are well prioritized but some important categories are missing; this makes your essay less convincing
- [ ] Some of the issues are well-identified but the prioritization of them are presented in a focusing way
- [ ] A clear prioritization of the issues is missing

#### 3. Quality of the overall discussion

- [x] The arguments are clear, well-articulated, and convincing. A well-written essay.
- [x] The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- [ ] Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- [ ] The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- [ ] The essay is missing strong arguments.
### DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

- [ ] Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.
- [ ] Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.
- [ ] Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately.
- [ ] Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful.
- [ ] Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

### VISUAL MATERIAL IN GENERAL

- [ ] Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.
- [ ] Visual material is well-prepared but further material could be helpful.
- [ ] Some of the visual material is helpful but further material is needed.
- [ ] Most of the visual material is not helpful. Further material is needed.
- [ ] Visual material is neither helpful nor sufficient.

### DELIVERY

- [ ] 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

- [ ] Speaker was respectful and engaging.
- [ ] Speakers were respectful and engaging but needed to pay attention to the audience better.
- [ ] Speakers were somehow respectful and engaging
- [ ] Speakers engaged the audience in a limited way.
- [ ] Speakers did not engage the audience.

### FURTHER COMMENTS

Good work. The last few slides did not improve the presentation. Thanks for the effort.
3. FINAL PRESENTATION

Presenters:  
A. A. A. A. A.  
A. A. A. A. A.  
A. A. A. A. A.  

Grade: 30/30

CONTENT

1. The background for Datça context
- [X] The relevant information about the context is well researched and presented
- [ ] Some valuable information about the context is presented but further research could be helpful
- [ ] Some information about the context is presented but further research could be helpful
- [ ] Some information about the context is presented but essentials are missing
- [ ] Background Datça information is missing

2. The identification of the issues
- [ ] The planning and design issues are well-identified and clearly explained
- [X] Some of the planning and design issues are well-identified and clearly explained
- [ ] Some of the planning and design issues are well-identified but some other important ones are missing
- [ ] Some of the planning and design issues are well-identified but the overall framework is confusing
- [ ] Some of the most important planning and design issues mentioned in the literature are missing

3. The prioritization of the issues
- [ ] Issues are well prioritized and presented in the form of a strong and convincing policy proposal
- [ ] Issues are well prioritized but the presentation of the overall framework can be more convincing
- [X] Issues are well prioritized but some important categories are missing; this makes your essay less convincing
- [ ] Some of the issues are well-identified but the prioritization of them are presented in a focusing way
- [ ] A clear prioritization of the issues is missing

3. Quality of the overall discussion
- [X] The arguments are clear, well-articulated, and convincing. A well-written essay.
- [ ] The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- [ ] Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- [ ] The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- [ ] The essay is missing strong arguments.
DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

☐ Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.
☐ Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.
☐ Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately.
☐ Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful.
☐ Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

VISUAL MATERIAL IN GENERAL

☐ Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.
☐ Visual material is well-prepared but further material could be helpful.
☐ Some of the visual material is helpful but further material is needed.
☐ Most of the visual material is not helpful. Further material is needed.
☐ Visual material is neither helpful nor sufficient.

DELIVERY

☐ 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

☐ Speaker was respectful and engaging.
☐ Speakers were respectful and engaging but needed to pay attention to the audience better.
☐ Speakers were somehow respectful and engaging.
☐ Speakers engaged the audience in a limited way.
☐ Speakers did not engage the audience.

FURTHER COMMENTS

Good presentation. Thank you.
3. FINAL PRESENTATION

Presenters: Anderson, Linh
            Christoff, Matt
            Job, Joff

Grade: 30/30

CONTENT

1. The background for Datça context

- The relevant information about the context is well researched and presented
- Some valuable information about the context is presented but further research could be helpful
- Some information about the context is presented but further research could be helpful
- Some information about the context is presented but essentials are missing
- Background Datça information is missing

2. The identification of the issues

- The planning and design issues are well-identified and clearly explained
- Some of the planning and design issues are well-identified but some other important ones are missing
- Some of the planning and design issues are well-identified but the overall framework is confusing
- Some of the most important planning and design issues mentioned in the literature are missing

3. The prioritization of the issues

- Issues are well prioritized and presented in the form of a strong and convincing policy proposal
- Issues are well prioritized but the presentation of the overall framework can be more convincing
- Issues are well prioritized but some important categories are missing; this makes your essay less convincing
- Some of the issues are well-identified but the prioritization of them are presented in a focusing way
- A clear prioritization of the issues is missing

4. Quality of the overall discussion

- The arguments are clear, well-articulated, and convincing. A well-written essay.
- The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
- The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
- The essay is missing strong arguments.
DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

☐ Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.

☐ Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.

☐ Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately.

☐ Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful.

☐ Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

VISUAL MATERIAL IN GENERAL

☐ Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.

☐ Visual material is well-prepared but further material could be helpful.

☐ Some of the visual material is helpful but further material is needed.

☐ Most of the visual material is not helpful. Further material is needed.

☐ Visual material is neither helpful nor sufficient.

DELIVERY

☐ 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

☐ Speaker was respectful and engaging.

☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers were somehow respectful and engaging.

☐ Speakers engaged the audience in a limited way.

☐ Speakers did not engage the audience.

FURTHER COMMENTS

Well-prepared and well-delivered presentation. Thank you.
3. FINAL PRESENTATION

Presenters: Bay, Mohammed

Grade: 30/20

CONTENT

1. The background for decision context

☐ The relevant information about the context is well researched and presented
☐ Some valuable information about the context is presented but further research could be helpful
☐ Some information about the context is presented but further research could be helpful
☐ Some information about the context is presented but essentials are missing
☐ Background information is missing

2. The identification of the issues

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

3. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.
DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

- Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.

VISUAL MATERIAL IN GENERAL

- Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.

DELIVERY

- Kept the audience motivated and interested. Well-delivered and timely presentation

PROFESSIONALISM

- Speaker was respectful and engaging.

FURTHER COMMENTS

WELL-PREPARED AND ORGANIZED PRESENTATION. THANK YOU.
3. FINAL PRESENTATION

Presenters: Brown, Chad
Falciti, Jill
Steyer, Sam

Grade: 27/30

CONTENT

1. The background for Datça context

☐ The relevant information about the context is well researched and presented
☐ Some valuable information about the context is presented but further research could be helpful
☐ Some information about the context is presented but further research could be helpful
☐ Some information about the context is presented but essentials are missing
☐ Background Datça information is missing

2. The identification of the issues

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

3. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☑ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.
DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

☐ Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.

☒ Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.

☐ Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately.

☐ Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful.

☒ Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

VISUAL MATERIAL IN GENERAL

☐ Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.

☐ Visual material is well-prepared but further material could be helpful.

☒ Some of the visual material is helpful but further material is needed.

☐ Most of the visual material is not helpful. Further material is needed.

☐ Visual material is neither helpful nor sufficient.

DELIVERY

☒ 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

☒ Speaker was respectful and engaging.

☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers were somehow respectful and engaging.

☐ Speakers engaged the audience in a limited way.

☐ 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

Presenters: 

CASTRO, MANUEL

PAN, LIANG

Grade: 27/30

CONTENT

1. The background for the context

☐ The relevant information about the context is well researched and presented

☐ Some valuable information about the context is presented but further research could be helpful

☐ Some information about the context is presented but further research could be helpful

☐ Some information about the context is presented but essentials are missing

☐ Background information is missing

2. The identification of the issues

☐ The planning and design issues are well-identified and clearly explained

☐ Some of the planning and design issues are well-identified and clearly explained

☐ Some of the planning and design issues are well-identified but some other important ones are missing

☐ Some of the planning and design issues are well-identified but the overall framework is confusing

☐ Some of the most important planning and design issues mentioned in the literature are missing

3. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal

☐ Issues are well prioritized but the presentation of the overall framework can be more convincing

☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing

☐ Some of the issues are well-identified but the prioritization of them are presented in a confusing way

☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☐ The arguments are clear, well-articulated, and convincing. A well-written essay.

☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.

☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.

☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.

☐ The essay is missing strong arguments.
Diagrams, Sketches, Drawings, Cartoons

- Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.
- Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.
- Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately.
- Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful.
- Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

Visual Material in General

- Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.
- Visual material is well-prepared but further material could be helpful.
- Some of the visual material is helpful but further material is needed.
- Most of the visual material is not helpful. Further material is needed.
- Visual material is neither helpful nor sufficient.

Delivery

- 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

- Speaker was respectful and engaging.
- Speakers were respectful and engaging but needed to pay attention to the audience better.
- Speakers were somehow respectful and engaging.
- Speakers engaged the audience in a limited way.
- Speakers did not engage the audience.

Further Comments

Good work. The issues and policies for the North route could have been further prioritized. Nevertheless, I enjoyed the presentation.
3. FINAL PRESENTATION

Presenters: Fischer, Windy
Hill, Carl
Orell, Beret

Grade: 30/40

CONTENT

1. The background for Datça context

☐ The relevant information about the context is well researched and presented
☐ Some valuable information about the context is presented but further research could be helpful
☐ Some information about the context is presented but further research could be helpful
☐ Some information about the context is presented but essentials are missing
☐ Background Datça information is missing

2. The identification of the issues

☐ The planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified and clearly explained
☐ Some of the planning and design issues are well-identified but some other important ones are missing
☐ Some of the planning and design issues are well-identified but the overall framework is confusing
☐ Some of the most important planning and design issues mentioned in the literature are missing

3. The prioritization of the issues

☐ Issues are well prioritized and presented in the form of a strong and convincing policy proposal
☐ Issues are well prioritized but the presentation of the overall framework can be more convincing
☐ Issues are well prioritized but some important categories are missing; this makes your essay less convincing
☐ Some of the issues are well-identified but the prioritization of them are presented in a focusing way
☐ A clear prioritization of the issues is missing

3. Quality of the overall discussion

☑ The arguments are clear, well-articulated, and convincing. A well-written essay.
☐ The arguments are clear and convincing. But the essay could articulate some of these ideas further.
☐ Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
☐ The primary arguments of the essay needed to be formulated in a clearer and more convincing way.
☐ The essay is missing strong arguments.
### DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

- [ ] Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.
- [ ] Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.
- [ ] Diagrams, sketches, drawings, and/or cartoons are adequate. They support the arguments adequately.
- [ ] Diagrams, sketches, drawings, and/or cartoons are helpful but further material could be helpful.
- [ ] Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

### VISUAL MATERIAL IN GENERAL

- [ ] Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.
- [ ] Visual material is well-prepared but further material could be helpful.
- [ ] Some of the visual material is helpful but further material is needed.
- [ ] Most of the visual material is not helpful. Further material is needed.
- [ ] Visual material is neither helpful nor sufficient.

### DELIVERY

- [ ] Kept the audience motivated and interested. Well-delivered and timely presentation.
- [ ] Kept the audience motivated and interested. Well-delivered and timely presentation. 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

- [ ] Speaker was respectful and engaging.
- [ ] Speakers were respectful and engaging but needed to pay attention to the audience better.
- [ ] Speakers were somehow respectful and engaging.
- [ ] Speakers engaged the audience in a limited way.
- [ ] Speakers did not engage the audience.

### FURTHER COMMENTS

"Bat, Bam, Rac " is a great slogan. I enjoyed your presentation. Thank you."
# Final Presentation

**Presenters:**

<table>
<thead>
<tr>
<th>Presenters</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Names]</td>
<td>30/30</td>
</tr>
</tbody>
</table>

## Content

### 1. The background for context
- [ ] The relevant information about the context is well-researched and presented
- [ ] Some valuable information about the context is presented but further research could be helpful
- [ ] Some information about the context is presented but further research essentials are missing
- [ ] Background information is missing

### 2. The identification of the issues
- [ ] The planning and design issues are well-identified and clearly explained
- [ ] Some of the planning and design issues are well-identified but the overall framework is confusing
- [ ] Some of the planning and design issues are well-identified but some other important ones are missing
- [ ] Some of the most important planning and design issues mentioned in the literature are missing

### 3. The prioritization of the issues
- [ ] Issues are well prioritized and presented in the form of a strong and convincing policy proposal
- [ ] Issues are well prioritized but the presentation of the overall framework can be more convincing
- [ ] Issues are well prioritized but some important categories are missing; this makes your essay less convincing
- [ ] Some of the issues are well-identified but the prioritization of them are presented in a confusing way
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### 3. Quality of the overall discussion
- [ ] The arguments are clear, well-articulated, and convincing. A well-written essay.
- [ ] The arguments are clear and convincing. But the essay could articulate some of these ideas further.
- [ ] Some of the arguments are clear and convincing. But the essay lacks cohesiveness.
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- [ ] The essay is missing strong arguments.
DIAGRAMS, SKETCHES, DRAWINGS, CARTOONS

☐ Diagrams, sketches, drawings, and/or cartoons are creative and appealing. They support the arguments strongly.

☐ Diagrams, sketches, drawings, and/or cartoons are helpful. They support the arguments.

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☐ Diagrams, sketches, drawings, and/or cartoons are missing. They could help clarify the arguments.

VISUAL MATERIAL IN GENERAL

☐ Visual material is well-prepared, appealing, and very helpful. It is well integrated to the text.

☐ Visual material is well-prepared but further material could be helpful.

☐ Some of the visual material is helpful but further material is needed.

☐ Most of the visual material is not helpful. Further material is needed.

☐ Visual material is neither helpful nor sufficient.

DELIVERY

☑ 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

☑ Speaker was respectful and engaging.

☐ Speakers were respectful and engaging but needed to pay attention to the audience better.

☐ Speakers were somehow respectful and engaging.

☐ Speakers engaged the audience in a limited way.

☐ Speakers did not engage the audience.

FURTHER COMMENTS

Good presentation. Thank you.
CODING FOR THE CLIMATE PRESENTATION

Presenter: **Alihuri, Mubarak**
Presentation grade: **19/20**

Climate zone: **Hot-Arid, Al Kharajah**
Paper grade: **18/20**

CONTENT

1. The design criteria responding the climatic conditions.

- [ ] The design criteria were well-documented and well-presented
- [ ] Some of the design criteria were well-documented and well-presented
- [ ] The design criteria presented were missing some others
- [ ] The design criteria needed further study.
- [ ] The design criteria were missing
- [ ] The vernacular examples were well-chosen and lessons are well-deciphered
- [ ] The vernacular examples were somewhat helpful for climate lessons
- [ ] The vernacular examples were not very helpful in deciphering lessons
- [ ] The vernacular examples needed further study
- [ ] The vernacular examples were missing

2. Bulk regulations.

- [ ] The building types were well-chosen and lot types were well-developed to address the climatic conditions
- [ ] Some of the building types were well-chosen and some of the lot types were well-developed
- [ ] There were some good ideas but lot types needed more study in addressing climatic conditions
- [ ] The building types and lot types needed further study
- [ ] Bulk regulations were missing
- [ ] The lot types included innovative tools
- [ ] The lot types included some innovative tools
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- [ ] The lot types would work but there was nothing innovative about them
- [ ] Bulk regulations were missing

3. Testing of the bulk regulations through modeling

- [ ] Models were well-built and very helpful in explaining proposed regulations and testing the outcome
- [ ] Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome
- [ ] Models were a bit confusing and weak in explaining proposed regulations and testing the outcome
- [ ] Models were confusing and not very helpful
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4. Relevance / usefulness

- [ ] Your work included tools that were potentially very useful in addressing climatic conditions
- [ ] Your work included tools that were potentially somewhat useful in addressing climatic conditions
- [ ] Your work included tools that were potentially useful in limited ways in addressing climatic conditions
- [ ] Your work was educational in terms of climate but the tools were not much different than what is already out there
- [ ] Regulatory tools were missing
**DELIVERY (PRESENTATION)**

- [x] Kept the audience motivated and interested. Well-delivered and timely presentation.
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**PROFESSIONALISM (PRESENTATION)**

- [x] 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)**

- [x] Visual material was well-prepared and very helpful.
- [ ] Visual material was well-prepared but further material could be helpful.
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**VISUAL MATERIALS (PAPER)**

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**FLOW AND STRUCTURE (PAPER)**

- [x] 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.
- [x] 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 presentation and well-prepared paper. Oh yes, more sure of the conclusions are unclear. Some insights. Want controls that? Pardon. I enjoyed the work.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Alhussain, NaNahad  
Presentation grade: 17/20

Climate zone: Hot-Arid, Tropical  
Paper grade: 18/20

CONTENT

1. The design criteria responding the climatic conditions.

- The design criteria were well-documented and well-presented
- Some of the design criteria were well-documented and well-presented
- The design criteria presented were missing some others
- The design criteria needed further study.
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- The vernacular examples were well-chosen and lessons are well-deciphered
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- The building types were well-chosen and lot types were well-developed to address the climatic conditions
- Some of the building types were well-chosen and some of the lot types were well-developed
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PAGE DESIGN AND GENERAL APPEAL (PAPER)

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☐ 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 presentation and well-prepared paper. Oh, we need some of the comments are written so much similar. What controls that?
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FURTHER COMMENTS:

Good work. The open space site seems rather study. Performance, from the prototype is a strong one. I enjoyed having you in the class.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Almohais, Mohammad

Climate zone: Hot-Arid, Middle East, North Africa

Content

1. The design criteria responding the climatic conditions.

☐ The design criteria were well-documented and well-presented
☐ Some of the design criteria were well-documented and well-presented
☐ The design criteria presented were missing some others
☐ The design criteria needed further study.
☐ The design criteria were missing.

☐ The vernacular examples were well-chosen and lessons are well-deciphered
☐ The vernacular examples were somewhat helpful for climate lessons
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2. Bulk regulations.

☐ The building types were well-chosen and lot types were well-developed to address the climatic conditions
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☐ The lot types included innovative tools
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3. Testing of the bulk regulations through modeling

☐ Models were well-built and very helpful in explaining proposed regulations and testing the outcome
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4. Relevance / usefulness

☐ Your work included tools that were potentially very useful in addressing climatic conditions
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- [ ] Kept the audience motivated and interested. Well-delivered and timely presentation
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- [ ] Speaker was respectful and engaging. The Q and A session was very insightful.
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- [ ] The climate criteria are well-described and recommendations are well-explained and justified.
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**FURTHER COMMENTS**

Good work. Thank you.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Ammar Khaled
Presentation grade: 18/20

Climate zone: Hot-Arid, Saudi Arabia
Paper grade: 16/20

CONTENT

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DELIVERY (PRESENTATION)

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☐ 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.

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VISUAL MATERIALS (PRESENTATION)

☐ Visual material was well-prepared and very helpful.

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FURTHER COMMENTS

The climate criteria are well-studied. The building prototype is well-developed. The model could show more diversity. Habitation, use, and type is well-developed.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Alqaazi, Ahmad
Presentation grade: 20/20
Climate zone: Hot-Arid, Thuwal / S. Arabia
Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.
   - The design criteria were well-documented and well-presented
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   - The design criteria presented were missing some others
   - The design criteria needed further study.
   - The design criteria were missing
   - The vernacular examples were well-chosen and lessons are well-deciphered
   - The vernacular examples were somewhat helpful for climate lessons
   - The vernacular examples were not very helpful in deciphering lessons
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2. Bulk regulations.
   - The building types were well-chosen and lot types were well-developed to address the climatic conditions
   - The building types were well-chosen and some of the lot types were well-developed
   - There were some good ideas but lot types needed more study in addressing climatic conditions
   - The building types and lot types needed further study
   - Bulk regulations were missing
   - The lot types included innovative tools
   - The lot types included some innovative tools
   - The lot types included limited innovative tools
   - The lot types would work but there was nothing innovative about them
   - Bulk regulations were missing

3. Testing of the bulk regulations through modeling
   - Models were well-built and very helpful in explaining proposed regulations and testing the outcome
   - Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome
   - Models were a bit confusing and weak in explaining proposed regulations and testing the outcome
   - Models were confusing and not very helpful
   - Models were missing

4. Relevance / usefulness
   - Your work included tools that were potentially very useful in addressing climatic conditions
   - Your work included tools that were potentially somewhat useful in addressing climatic conditions
   - Your work included tools that were potentially useful in limited ways in addressing climatic conditions
   - Your work was educational in terms of climate but the tools were not much different than what is already out there
   - Regulatory tools were missing
### DELIVERY (PRESENTATION)

- Kept the audience motivated and interested. Well-delivered and timely presentation
- 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 somehow respectful and engaging but needed to listen to the audience better.
- 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 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)

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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
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### PAGE DESIGN AND GENERAL APPEAL (PAPER)

- Well-arranged and appealing paper. Page design supports the content well. One of the best in the class.
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### FURTHER COMMENTS

The climate-related theory criteria are well-studied. URL SAE model is strong and Open Space claims could be further developed.

I enjoyed having you in the class.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Annika Anderson, Chris

Climate zone: Hot-Humid, Charleston, SC

Presentation grade: 20/20

Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

- The design criteria were well-documented and well-presented
- The design criteria were somewhat helpful for climate lessons
- The design criteria needed further study.
- The design criteria were missing

2. Bulk regulations.

- The building types were well-chosen and well-developed to address the climatic conditions
- The building types needed more study in addressing climatic conditions
- The building types work but there was nothing innovative about them

3. Testing of the bulk regulations through modeling

- Models were well-built and very helpful in explaining proposed regulations and testing the outcome
- Models were a bit confusing and weak in explaining proposed regulations and testing the outcome
- Models were confusing and not very helpful

4. Relevance / usefullness

- Your work included tools that were potentially very useful in addressing climatic conditions
- Your work was educational in terms of climate but the tools were not much different than what is already out there
- Regulatory tools were missing
**DELIVERY (PRESENTATION)**

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**FURTHER COMMENTS**

*Exhausted word. 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.

☐ The design criteria were well-documented and well-presented
☐ Some of the design criteria were well-documented and well-presented
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2. Bulk regulations.

☐ The building types were well-chosen and lot types were well-developed to address the climatic conditions
☐ Some of the building types were well-chosen and some of the lot types were well-developed
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**FURTHER COMMENTS**

Example work. Strong model. Thank you.
CODING FOR THE CLIMATE PRESENTATION

Presenter: [Signature]  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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3. Testing of the bulk regulations through modeling

- [x] Models were well-built and very helpful in explaining proposed regulations and testing the outcome
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- [ ] Models were missing
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FURTHER COMMENTS

Good work. The structures building setbacks that UV show on our model is not required in our cut file. Nevertheless, I enjoyed your presentation and paper.
CODING FOR THE CLIMATE PRESENTATION

**Presenter:** Cross, Clinton  
**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.

| ☑️ The design criteria were well-documented and well-presented | ☐ Some of the design criteria were well-documented and well-presented | ☐ The design criteria presented were missing some others | ☐ The design criteria needed further study. | ☐ The design criteria were missing |
| ☐ The vernacular examples were well-chosen and lessons are well-deciphered | ☑️ The vernacular examples were somewhat helpful for climate lessons | ☐ The vernacular examples were not very helpful in deciphering lessons | ☐ The vernacular examples needed further study | ☐ The vernacular examples were missing |

2. Bulk regulations.

| ☑️ The building types were well-chosen and lot types were well-developed to address the climatic conditions | ☐ Some of the building types were well-chosen and some of the lot types were well-developed | ☐ There were some good ideas but lot types needed more study in addressing climatic conditions | ☐ The building types and lot types needed further study | ☐ Bulk regulations were missing |
| ☐ The lot types included innovative tools | ☑️ The lot types included some innovative tools | ☐ The lot types included limited innovative tools | ☐ The lot types would work but there was nothing innovative about them | ☐ Bulk regulations were missing |

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| ☑️ Models were well-built and very helpful in explaining proposed regulations and testing the outcome | ☐ Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome | ☐ Models were a bit confusing and weak in explaining proposed regulations and testing the outcome | ☐ Models were confusing and not very helpful | ☐ Models were missing |

4. Relevance / usefulness

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FURTHER COMMENTS

Good work. The design criteria are well studied. Some of it is not understood so your list items. Also, some of the design directions should be clear model (bridges, overhangs, etc.) are not made in the list. Regards, I enjoyed your presentation.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Fazlo, Nica
Presentation grade: 15/20
Climate zone: H07-494D, U3 08 4853, NN
Paper grade: 17/20

CONTENT

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   □ The design criteria were well-documented and well-presented
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   □ The building types were well-chosen and lot types were well-developed to address the climatic conditions
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FURTHER COMMENTS

Design criteria are well studied. Good examples. The UCP type regulation need further work. Nevertheless, I enjoyed your presentation & paper.
Thank you.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Fortunato, Stedman

Presentation grade: 19/20

Climate zone: Humid-Hot, Bangkok, Thailand

Paper grade: 19/20

CONTENT

1. The design criteria responding the climatic conditions.

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### FLOW AND STRUCTURE (PAPER)

- [x] The climate criteria are well-described and recommendations are well-explained and justified.
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### FURTHER COMMENTS

Good work. Thank you.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Fu, Yu                  Presentation grade: 18/20
Climate zone: Hot-Humid, Hangzhou, China Paper grade: 17/20

CONTENT

1. The design criteria responding the climatic conditions.

☐ The design criteria were well-documented and well-presented
☐ Some of the design criteria were well-documented and well-presented
☐ The design criteria presented were missing some others
☐ The design criteria needed further study.
☐ The design criteria were missing

☐ The vernacular examples were well-chosen and lessons are well-deciphered
☐ The vernacular examples were somewhat helpful for climate lessons
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☐ The building types were well-chosen and lot types were well-developed to address the climatic conditions
☐ Some of the building types were well-chosen and some of the lot types were well-developed
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☐ The lot types included innovative tools
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☐ The lot types would work but there was nothing innovative about them
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3. Testing of the bulk regulations through modeling

☐ Models were well-built and very helpful in explaining proposed regulations and testing the outcome
☐ Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome
☐ Models were a bit confusing and weak in explaining proposed regulations and testing the outcome
☐ Models were confusing and not very helpful
☐ Models were missing

4. Relevance / usefulness

☐ Your work included tools that were potentially very useful in addressing climatic conditions
☐ Your work included tools that were potentially somewhat useful in addressing climatic conditions
☐ Your work included tools that were potentially useful in limited ways in addressing climatic conditions
☐ Your work was educational in terms of climate but the tools were not much different than what is already out there
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**DELIVERY (PRESENTATION)**

- Kept the audience motivated and interested. Well-delivered and timely presentation
- 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.
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**FURTHER COMMENTS**

The climate related design criteria are well-studied. Your wet type needs further articulation. It would be good to incorporate some diversity. The feedback I enjoyed our work.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Juren, Joe
Presentation grade: 18/20
Climate zone: Hot Arid, East Texas
Paper grade: 17/20

CONTENT

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   - ☑️ The design criteria were well-documented and well-presented
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   - ☐ Bulk regulations were missing
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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
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FURTHER COMMENTS

The design criteria are well-studied. Good examples. Two building types / lot sizes are a bit too rigid — there may be creative way to incorporate verandas to each unit. Nevertheless, I enjoyed having "w" in the cut.
CODING FOR THE CLIMATE PRESENTATION

Presenter: **Lindsey, Anne**

Presentation grade: **18/20**

Climate zone: **Hot - Arid - Tucson, Ar**

Paper grade: **19/20**

CONTENT

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<p>| | |</p>
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## DELIVERY (PRESENTATION)
- [ ] Kept the audience motivated and interested. Well-delivered and timely presentation.
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- [x] Speaker was respectful and engaging. The Q and A session was very insightful.
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## FURTHER COMMENTS

Considering your ambitions scare I think you did a good job keeping your paper compact. Good work!

Enjoy having you in the class.
CODING FOR THE CLIMATE PRESENTATION

Presenter: /signature/  
Presentation grade: 16/20

Climate zone: /signature/  
Paper grade: 17/20

CONTENT

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**FURTHER COMMENTS**

I enjoyed having you in the class.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Maghrabi, Ammar

Presentation grade: 15/20

Climate zone: Tropical, Kuala Lumpur, Malaysia

Paper grade: 18/20

CONTENT

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FURTHER COMMENTS

The climate related design criteria are well studied. Your wet type regulations need more work. Nonetheless, the reasons in the model are good improvements.
CODING FOR THE CLIMATE PRESENTATION

Presented by: bah2002, Lena
Presentation grade: 16/20

Climate zone: Hot-Arid, Egypt (Kanega)
Paper grade: 19/20

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☑ Well-arranged and appealing paper. Page design supports the content well. One of the best in the class.
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☐ 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 criteria is well-studied - one of the best in the class. However, the lot 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: 19/10

CONTENT

1. The design criteria responding the climatic conditions.

☐ The design criteria were well-documented and well-presented
☐ Some of the design criteria were well-documented and well-presented
☐ The design criteria presented were missing some others
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☐ The vernacular examples were well-chosen and lessons are well-deciphered
☐ The vernacular examples were somewhat helpful for climate lessons
☐ The vernacular examples were not very helpful in deciphering lessons
☐ The vernacular examples needed further study
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2. Bulk regulations.

☐ The building types were well-chosen and lot types were well-developed to address the climatic conditions
☐ Some of the building types were well-chosen and some of the lot types were well-developed
☐ There were some good ideas but lot types needed more study in addressing climatic conditions
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☐ Models were well-built and very helpful in explaining proposed regulations and testing the outcome
☐ Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome
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4. Relevance / usefulness

☐ Your work included tools that were potentially very useful in addressing climatic conditions
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DELIVERY (PRESENTATION)
☐ Kept the audience motivated and interested. Well-delivered and timely presentation.
☐ Rehearsing the presentation could help. Keep higher levels of eye-contact with the audience.
☐ The items were not prioritized and delivery was not focused.
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PROFESSIONALISM (PRESENTATION)
☐ Speaker was respectful and engaging. The Q and A session was very insightful.
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☐ Visual material was well-prepared and very helpful.
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FURTHER COMMENTS

Very simple and to the point analysis of the climate-related design criteria. Two lot types are well-chosen but regulations need further work. I enjoyed being in the class.
CODING FOR THE CLIMATE PRESENTATION

**Presenter:** Nelson, Nick  
**Presentation grade:** 20/20

**Climate zone:** Hot-Arid, Trop, NM  
**Paper grade:** 20/20

**CONTENT**

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   - [ ] Models were well-built and very helpful in explaining proposed regulations and testing the outcome
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FURTHER COMMENTS

Well-prepared presentation and well-written paper. Thank you.
Enjoyed having you in the class.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Shuai, Hai Presentation grade: 17/20
Climate zone: Hot-Humid, Daytona B., FL Paper grade: 75/100

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FURTHER COMMENTS

Good work. The lot tips are well-developed.
I enjoyed having you in the class – thank you for instigating good discussions.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Thomas, Madonna  Presentation grade: 15/20
Climate zone: Hot and - Rajasthan  Paper grade: 17/20

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FURTHER COMMENTS

Climate related design criteria are well-stated. Good examples.
Your on-type regulations need further exploration. Nevertheless, thank you for the improvements in the paper.
CODING FOR THE CLIMATE PRESENTATION

Presenter: **Whitehill, Chris**
Presentation grade: **19/20**
Climate zone: **Hot-Arid/ Mediterranean - S. CA.**
Paper grade: **20/20**

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FURTHER COMMENTS

Good work. Thank you.
CODING FOR THE CLIMATE PRESENTATION

Presenter: Wong, Stephanie

Climate zone: Hot-Arid-Med., Palm Springs, CA

Presentation grade: 15/20
Paper grade: 18/20

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   - ☐ Your work included tools that were potentially very useful in addressing climatic conditions
   - ☑ Your work included tools that were potentially somewhat useful in addressing climatic conditions
   - ☐ Your work included tools that were potentially useful in limited ways in addressing climatic conditions
   - ☐ Your work was educational in terms of climate but the tools were not much different than what is already out there
   - ☐ 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 disrespectful 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.
☐ 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.

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

Thank you for the improvements in the paper. Even though the regulations need more work, the terms/patio elements need your study more values.
CODING FOR THE CLIMATE PRESENTATION

Presenter: YANG, BYUNGJUN
Presentation grade: 20/20

Climate zone: HOT-HUMID, LOUISIANA
Paper grade: 20/20

CONTENT

1. The design criteria responding the climatic conditions.

☐ The design criteria were well-documented and well-presented
☐ Some of the design criteria were well-documented and well-presented
☐ The design criteria presented were missing some others
☐ The design criteria needed further study.
☐ The design criteria were missing

☐ The vernacular examples were well-chosen and lessons are well-deciphered
☐ The vernacular examples were somewhat helpful for climate lessons
☐ The vernacular examples were not very helpful in deciphering lessons
☐ The vernacular examples needed further study
☐ The vernacular examples were missing

2. Bulk regulations.

☐ The building types were well-chosen and lot types were well-developed to address the climatic conditions
☐ Some of the building types were well-chosen and some of the lot types were well-developed
☐ There were some good ideas but lot types needed more study in addressing climatic conditions
☐ The building types and lot types needed further study
☐ Bulk regulations were missing

☐ The lot types included innovative tools
☐ The lot types included some innovative tools
☐ The lot types included limited innovative tools
☐ The lot types would work but there was nothing innovative about them
☐ Bulk regulations were missing

3. Testing of the bulk regulations through modeling

☐ Models were well-built and very helpful in explaining proposed regulations and testing the outcome
☐ Models were well-built and somehow helpful in explaining proposed regulations and testing the outcome
☐ Models were a bit confusing and weak in explaining proposed regulations and testing the outcome
☐ Models were confusing and not very helpful
☐ Models were missing

4. Relevance / usefulness

☐ Your work included tools that were potentially very useful in addressing climatic conditions
☐ Your work included tools that were potentially somewhat useful in addressing climatic conditions
☐ Your work included tools that were potentially useful in limited ways in addressing climatic conditions
☐ Your work was educational interns of climate but the tools were not much different than what is already out there
☐ Regulatory tools were missing
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.*
Course Instructor and Learning Outcomes Assessment Report Author:
This report was prepared by Ken Schroeppel, 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 Schroeppel, 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*

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Ex. 1</th>
<th>Ex. 2</th>
<th>Ex. 3</th>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Final Project</th>
<th>C.P.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50</td>
<td>50</td>
<td>150</td>
<td>-</td>
<td>250</td>
</tr>
<tr>
<td>Written, Oral, Graphic Communication</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>300</td>
</tr>
<tr>
<td>Quantitative and Qualitative Methods</td>
<td>-</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>-</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>300</td>
<td>100</td>
<td>1000</td>
</tr>
</tbody>
</table>

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*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>One-third of the grading points awarded for Exam 1 relate to this learning outcome to assess the students’ knowledge of several topics including:</td>
</tr>
<tr>
<td></td>
<td>- Data collection</td>
</tr>
<tr>
<td></td>
<td>- Data integrity</td>
</tr>
<tr>
<td></td>
<td>- Planning technologies</td>
</tr>
</tbody>
</table>
Exam 2
One-third of the grading points awarded for Exam 2 relate to this learning outcome to assess the students’ knowledge of several topics including:
- Windshield survey and site reconnaissance
- Photographic research
- Site Investigation

Final Project
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:
- Wayfinding best practices
- Wayfinding principles and techniques
- Wayfinding concept plan

Table 3: Description of Assessments for “Written, Oral, Graphic Communication” Learning Outcome

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 1</td>
<td>All the grading points awarded for Exercise 1 relate to this learning outcome to assess the students’ abilities in these communication skills:</td>
</tr>
<tr>
<td></td>
<td>- Submitting a written report about innovating planning technologies</td>
</tr>
<tr>
<td></td>
<td>- Making an oral presentation to the class on their findings</td>
</tr>
<tr>
<td></td>
<td>- Providing clear and compelling graphics of their findings</td>
</tr>
<tr>
<td>Final Project</td>
<td>The course’s Final Project requires students to conduct a detailed Wayfinding Plan for Downtown Denver. One-third of the grading points awarded for</td>
</tr>
<tr>
<td></td>
<td>this learning outcome to assess the students’ knowledge of several topics including:</td>
</tr>
<tr>
<td></td>
<td>- Wayfinding concept plan paper</td>
</tr>
<tr>
<td></td>
<td>- Wayfinding concept plan graphical exhibits</td>
</tr>
<tr>
<td></td>
<td>- Wayfinding concept plan verbal presentation</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Each student was assessed during the course of the semester on the degree to which they actively participated in class discussion, particularly</td>
</tr>
<tr>
<td></td>
<td>focused on their oral communication skills:</td>
</tr>
<tr>
<td></td>
<td>- Actively participating in class discussions</td>
</tr>
<tr>
<td></td>
<td>- Asking questions or making comments about course topics</td>
</tr>
<tr>
<td></td>
<td>- Responding and engaging with their classmates on team projects</td>
</tr>
</tbody>
</table>

Table 4: Description of Assessments for “Quantitative and Qualitative Methodologies” Learning Outcome

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 2</td>
<td>All the grading points awarded for Exercise 2 relate to this learning outcome to assess the students’ abilities in these methodological skills:</td>
</tr>
<tr>
<td></td>
<td>- Performing data management within a relational database</td>
</tr>
<tr>
<td></td>
<td>- Creating queries to retrieve desired data</td>
</tr>
<tr>
<td></td>
<td>- Evaluating data output and interpretation</td>
</tr>
</tbody>
</table>
| Exercise 3 | All the grading points awarded for Exercise 3 relate to this learning outcome to assess the students’ abilities in these methodological skills:  
- Performing quantitative data management in Excel  
- Analyzing data using various descriptive statistics techniques  
- Evaluating data output and interpretation |
| Exam 1 | Two-thirds of the grading points awarded for Exam 1 relate to this learning outcome to assess the students’ knowledge of several topics including:  
- Data definition and organizational principles  
- Data management  
- Relational databases |
| Exam 2 | Two-thirds of the grading points awarded for Exam 2 relate to this learning outcome to assess the students’ knowledge of several topics including:  
- Tables and charts  
- Business of planning  
- Descriptive statistics |
| Final Project | 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:  
- 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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Class Average Points Received</th>
<th>Total Points Possible</th>
<th>Percentage Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>238</td>
<td>250</td>
<td>95%</td>
</tr>
<tr>
<td>Written, Oral, Graphic Communication</td>
<td>268</td>
<td>300</td>
<td>89%</td>
</tr>
<tr>
<td>Quantitative and Qualitative Methods</td>
<td>422</td>
<td>450</td>
<td>94%</td>
</tr>
</tbody>
</table>

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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UNIVERSITY OF COLORADO AT DENVER
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Didn't really learn anything</th>
<th>Learned some things</th>
<th>Definitely learned a lot about</th>
<th>Didn't really learn anything</th>
<th>Learned some things</th>
<th>Definitely learned a lot about</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL PLANNING KNOWLEDGE</td>
<td>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.</td>
<td>2 3 2 2 3 3 3 3 3</td>
<td>0 3 6</td>
<td>0% 33% 67%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Theory: Appreciation of the behaviors and structures available to bring about sound planning outcomes.</td>
<td>3 3 2 3 3 3 2 3 2</td>
<td>0 3 6</td>
<td>0% 33% 67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Law: Appreciation of the legal and institutional contexts within which planning occurs.</td>
<td>2 2 1 2 2 2 2 1 1</td>
<td>3 6 0</td>
<td>33% 67% 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Settlements and History of Planning: Understanding of the growth and development of places over time and across space.</td>
<td>1 2 2 2 2 2 3 2 2 2</td>
<td>1 7 1</td>
<td>11% 78% 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>2 3 3 2 3 3 3 3 2</td>
<td>0 3 6</td>
<td>0% 33% 67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Dimensions of Planning: Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.</td>
<td>1 2 2 1 2 2 1 1 1</td>
<td>5 4 0</td>
<td>56% 44% 0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLANNING SKILLS</td>
<td>Research: Tools for assembling and analysing ideas and information from prior practice and scholarship, and from primary and secondary sources.</td>
<td>2 3 2 2 2 2 2 3 3</td>
<td>0 6 3</td>
<td>0% 67% 33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written, Oral and Graphic Communication: Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.</td>
<td>3 3 3 3 2 1 3 3 3</td>
<td>1 1 7</td>
<td>11% 11% 78%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative and Qualitative Methods: Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.</td>
<td>3 2 2 2 1 3 2 2 3 3</td>
<td>1 4 4</td>
<td>11% 44% 44%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Creation and Implementation: Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.</td>
<td>3 2 3 3 3 2 3 3 2</td>
<td>0 3 6</td>
<td>0% 33% 67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Process Methods: Tools for stakeholder involvement, community engagement, and working with diverse communities.</td>
<td>3 2 1 1 3 2 2 3 2</td>
<td>2 4 3</td>
<td>22% 44% 33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership: Tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation.</td>
<td>3 3 2 2 3 2 2 3 2</td>
<td>0 5 4</td>
<td>0% 56% 44%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VALUES AND ETHICS</td>
<td>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.</td>
<td>2 2 1 3 3 2 2 3 3</td>
<td>1 5 3</td>
<td>11% 56% 33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance and Participation: Appreciation of the roles of officials, stakeholders, and community members in planned change.</td>
<td>2 2 3 3 3 3 2 3 2</td>
<td>0 4 5</td>
<td>0% 44% 56%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability and Environmental Quality: Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.</td>
<td>3 2 2 2 3 3 2 2 3</td>
<td>0 5 4</td>
<td>0% 56% 44%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth and Development: Appreciation of economic, social, and cultural factors in urban and regional growth and change.</td>
<td>3 3 3 2 3 2 3 3 3</td>
<td>0 2 7</td>
<td>0% 22% 78%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Justice: Appreciation of equity concerns in planning.</td>
<td>2 3 2 2 3 3 2 2 1</td>
<td>1 5 3</td>
<td>11% 56% 33%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Instructor and Learning Outcomes Assessment Report Author:
This report was prepared by Ken Schroeppel, 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 Schroeppel, 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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exercise 1</th>
<th>Exercise 2</th>
<th>Exercise 3</th>
<th>Exercise 4</th>
<th>Exercise 5</th>
<th>Final Exam</th>
<th>Class Project</th>
<th>Participation</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Settlements and History of Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>250</td>
<td></td>
<td>370</td>
</tr>
<tr>
<td>Written, Oral, Graphic Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Quantitative and Qualitative Methods</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>80</td>
<td></td>
<td></td>
<td>430</td>
</tr>
<tr>
<td>Total Grading Points Awarded:</td>
<td>100</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>200</td>
<td>350</td>
<td>100</td>
<td>1000</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>60% of the grading points awarded for the Final Exam relate to this learning outcome to assess the students’ knowledge of several topics including:</td>
</tr>
<tr>
<td></td>
<td>- Principles of New Urbanism and the contrast to conventional suburban developments</td>
</tr>
<tr>
<td></td>
<td>- Urban morphology, its roots and influences, and how it helps planners understand the evolution of the built environment</td>
</tr>
<tr>
<td>Class Project</td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>- Physical, cultural, economic, and technological conditions that influenced original settlement patterns</td>
</tr>
<tr>
<td></td>
<td>- Physical, cultural, economic, and technological conditions that influenced subsequent redevelopment, gentrification, or disinvestment in the same areas</td>
</tr>
</tbody>
</table>
Table 3: Description of Assessments for “Written, Oral, Graphic Communication” Learning Outcome

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Class Project    | 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:  
- 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 | 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. |

Table 4: Description of Assessments for “Quantitative and Qualitative Methods” Learning Outcome

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Exercise 1       | 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:  
- Land development metrics  
- Land division metrics |
| Exercise 2       | 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:  
- Planning a field survey as a data collection methodology  
- Documenting and analyzing their field survey results |
| Exercise 3       | 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:  
- Use of GIS tools to measure and analyze urban spaces at the regional scale |
| Exercise 4       | 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:  
- 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:
- 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:
- 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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Class Average Points Received</th>
<th>Total Points Possible</th>
<th>Percentage Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Settlements and History of Planning</td>
<td>365</td>
<td>370</td>
<td>99%</td>
</tr>
<tr>
<td>Written, Oral, Graphic Communication</td>
<td>178</td>
<td>200</td>
<td>89%</td>
</tr>
<tr>
<td>Quantitative and Qualitative Methods</td>
<td>414</td>
<td>430</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Total Grading Points Awarded:</strong></td>
<td><strong>957</strong></td>
<td><strong>1000</strong></td>
<td><strong>96%</strong></td>
</tr>
</tbody>
</table>

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 chapter
   The 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 street
   The 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 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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Assistant Professor Adjunct
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University of Colorado at Denver
<table>
<thead>
<tr>
<th>Course</th>
<th>General Planning Knowledge</th>
<th>Planning Skills</th>
<th>Values &amp; Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development Processes (URP 6640)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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
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,

Korkut Onaran, Ph.D.
Principal
Pel-Ona Architects and Urbanists 4676 Broadway
Boulder, CO 80304
Tel. 303.443.7876 Office
Tel. 303.557.8188 Cell Korkut@Pel-Ona.com Assistant Professor Adjunct
College of Architecture and Planning University of Colorado at Denver
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.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Type</th>
<th>Assessment Scoring Method</th>
<th>Results</th>
<th>Interpretation of Results</th>
<th>Response to Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written, Oral and Graphic Communication</td>
<td>5 to 10-minute “Catalyst” PowerPoint presentation to class</td>
<td>Rubric Peer Review</td>
<td>Overall: 57/77 (74%): Above Proficient; 17/77 (22%): Proficient; 3/77: Below Proficient</td>
<td>- Students did very good work for the most part.</td>
<td>Add peer review!</td>
</tr>
<tr>
<td></td>
<td>2 Reflection essays</td>
<td>Rubric</td>
<td></td>
<td>- Specific, immediate feedback after oral presentations and papers would be useful.</td>
<td>Make this 3 essays -&gt; make sure feedback is timely.</td>
</tr>
<tr>
<td></td>
<td>2 Meeting analyses</td>
<td>Rubric</td>
<td></td>
<td>- Specific guidelines on what makes a good presentation (e.g., outline, conclusion) would be useful.</td>
<td>Make direct comparison between 1st and 2nd meeting papers -&gt; maybe threaten with a 3rd if 1 and 2 aren’t great.</td>
</tr>
<tr>
<td></td>
<td>Final project</td>
<td>Rubric Peer Review</td>
<td></td>
<td></td>
<td>Add peer review!</td>
</tr>
<tr>
<td></td>
<td>Final project presentation</td>
<td>Rubric</td>
<td></td>
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<tr>
<td>Growth and Development</td>
<td>Community Development Catalyst Presentation</td>
<td>Rubric</td>
<td>Overall: 32/48 (67%): Above Proficient; 15/48 (31%): Proficient; 1/48: Below Proficient</td>
<td>- I’d like clearer assignments/data re: role that planners can actually play in community development.</td>
<td>- Good assignment; emphasize “lessons for planners” question in assignment.</td>
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<td></td>
<td>- How did the project catalyze community development?</td>
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<td>- Could ask about lessons in peer review questionnaire -&gt; would open up discussion</td>
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<td></td>
<td>- What are the project’s lessons for planners?</td>
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<td></td>
<td>Reflection essay #2 question:</td>
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<td></td>
<td>- How might planning policies help facilitate or impede community residents’ social capital formation?</td>
<td>Rubric</td>
<td></td>
<td></td>
<td>Add another essay assignment that focuses on growth and development, especially Urban Renewal/ Auraria</td>
</tr>
<tr>
<td></td>
<td>Final Project Reflection Paper</td>
<td>Rubric</td>
<td></td>
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<tr>
<td>Questions:</td>
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<td>- 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?</td>
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<td>- 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.)</td>
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<thead>
<tr>
<th>Governance and Participation</th>
<th>Public Meeting Analysis (2):</th>
<th>Rubric</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- detailed observations of public meeting process</td>
<td>Overall: 21/30 (70%): Above Proficient 8/30 (27%): Proficient 1/30: Below Proficient</td>
<td></td>
</tr>
</tbody>
</table>
|  | - critique of positive/ effective and negative/ ineffective aspects of meeting | - 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
<table>
<thead>
<tr>
<th>Course</th>
<th>General Planning Knowledge</th>
<th>Planning Skills</th>
<th>Values &amp; Ethics</th>
</tr>
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<tbody>
<tr>
<td>Urban Housing</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>(URP 6676)</td>
<td></td>
<td>X</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment Scoring Method</th>
<th>Results</th>
<th>Interpretation of Results</th>
<th>Response to Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Law</td>
<td>Rubric Peer-Review</td>
<td>Students were well-prepared overall (6/8 Above Proficient)</td>
<td>Good assignment</td>
<td>Add peer review to make sure non-presenters are learning</td>
</tr>
<tr>
<td></td>
<td>Rubric</td>
<td>Good question; very important realization for students; well-answered overall (5/8 Above Proficient)</td>
<td>Important to include these kinds of questions in classroom discussion too</td>
<td>No change</td>
</tr>
<tr>
<td>Research</td>
<td>Grade</td>
<td>Ended up not giving a grade here- we shared the info in class, but no accountability</td>
<td>If “research” is going to be an outcome, I need to grade this</td>
<td>Create a grading process (thoroughness, accuracy, presentation quality)</td>
</tr>
<tr>
<td></td>
<td>Peer Review</td>
<td>I didn’t ask the right questions on the peer review forms to evaluate this</td>
<td>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.</td>
<td>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.?</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Rubric</td>
<td>Overall, students learned these lessons well (17/24 Above Proficient).</td>
<td>Good questions, but I should get them to apply charrette lessons beyond the immediate project</td>
<td>Ask additional/different questions that connect to bigger lessons about growth and development processes</td>
</tr>
<tr>
<td>solution particularly (un)successful?</td>
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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
<table>
<thead>
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<th>General Planning Knowledge</th>
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<tbody>
<tr>
<td>Social Planning (URP 6641)</td>
<td>X</td>
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<td>X</td>
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**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
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.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Type</th>
<th>Assessment Scoring Method</th>
</tr>
</thead>
</table>
| 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.  
10-minute presentation to class about a recent innovation in planning policy, design, or process that addresses the needs of the particular user group  
Midterm presentation to Adams County Commissioners  
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  
Rubric Peer review  
Peer Review |

**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 you 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?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Type</th>
<th>Assessment Scoring Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Process Methods (tools for stakeholder involvement, community engagement, and working with diverse communities)</td>
<td>User group physical community assessment</td>
<td>Peer review Rubric</td>
</tr>
<tr>
<td>Demographic-group specific engagement techniques:</td>
<td></td>
<td>Peer review Grade</td>
</tr>
<tr>
<td>- elderly: oral history, mapping, interviews and focus groups</td>
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<td></td>
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<tr>
<td>- youth: tours, focus groups, mapping, presentation feedback</td>
<td></td>
<td></td>
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<tr>
<td>Analysis of qualitative data</td>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Recommendations for future engagement processes</td>
<td>Grade</td>
<td></td>
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<tr>
<td>Participation in community meetings</td>
<td>[none]</td>
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</tbody>
</table>

**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.
<table>
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<tr>
<th>Learning Outcome</th>
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</table>
| **Social Justice** (appreciation of equity concerns in planning) | 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... | Rubric                    |
|                                                      | 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?... | Rubric                    |
|                                                      | End of semester reflection essay:  
- What is the role of planning in the quest for social justice? In your answer, consider:  
  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, *not being prohibited* from doing something is different than *having the opportunity* 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.”  
- To what extent can physical planning impact social outcomes/ social justice?  
  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
# Table of Contents

## Core Courses
- URPL 5000 - Planning History and Theory (Fall 2013)
- URPL 5010 - Planning Methods (Fall 2013)
- URPL 5030 - The Planning Profession (Fall 2013)
- URPL 5040 - Natural and Built Environments (Spring 2014)
- URPL 6000 - Planning Project Studio (Fall 2013 and Spring 2014)

## Elective Courses
- URPL 6260 - Advanced Geo-Spatial Methods (Spring 2014)
- URPL 6400 - Community Development (Spring 2014)
- URPL 6405 - Urban Housing (Fall 2013)
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]
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.
Course Instructor and Learning Outcomes Assessment Report Author:
This report was prepared by Ken Schroeppe1, 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 Schroeppe1, 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:
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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exercise One</th>
<th>Exercise Two</th>
<th>Exam One</th>
<th>Exam Two</th>
<th>Class Project</th>
<th>Participation</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative and Qualitative Methods</td>
<td>100</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>0</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td>Written, Oral, Graphic Communication</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>400</td>
<td>100</td>
<td>500</td>
</tr>
<tr>
<td>Total Grading Points Awarded:</td>
<td>100</td>
<td>100</td>
<td>150</td>
<td>150</td>
<td>400</td>
<td>100</td>
<td>1,000</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Class Average Points Received</th>
<th>Total Points Possible</th>
<th>Percentage Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative and Qualitative Methods</td>
<td>483</td>
<td>500</td>
<td>96.7%</td>
</tr>
<tr>
<td>Written, Oral, Graphic Communication</td>
<td>488</td>
<td>500</td>
<td>97.5%</td>
</tr>
</tbody>
</table>

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.
Course Instructor and Learning Outcomes Assessment Report Author:
This report was prepared by Ken Schroeppele, 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 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,
### GENERAL PLANNING KNOWLEDGE

| Topic                                                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Didn't really learn anything | Learned some things and definitely learned a lot about | Didn't really learn anything | Learned some things | Definitely learned a lot about |
|-----------------------------------------------------------------------|---|---|---|---|---|---|---|------------------------------|--------------------------------|------------------------------|-----------------|-----------------|-----------------|
| 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

| Topic                                                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Didn't really learn anything | Learned some things and definitely learned a lot about | Didn't really learn anything | Learned some things | Definitely learned a lot about |
|-----------------------------------------------------------------------|---|---|---|---|---|---|---|------------------------------|--------------------------------|------------------------------|-----------------|-----------------|-----------------|
| 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

| Topic                                                                 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Didn't really learn anything | Learned some things and definitely learned a lot about | Didn't really learn anything | Learned some things | Definitely learned a lot about |
|-----------------------------------------------------------------------|---|---|---|---|---|---|---|------------------------------|--------------------------------|------------------------------|-----------------|-----------------|-----------------|
| 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 | 2 | 2 | 0 | 4                            | 3                             | 0                            | 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!

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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.

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<td>Social Justice:</td>
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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 outcomes 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!

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<td></td>
</tr>
<tr>
<td>Purpose and Meaning of Planning:</td>
<td></td>
</tr>
<tr>
<td>Appreciation of why planning is undertaken by</td>
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<tr>
<td>communities, cities, regions, and nations,</td>
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<td>and the impact of planning is expected to</td>
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<td>have.</td>
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<tr>
<td>Planning Theory:</td>
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<tr>
<td>Appreciation of the behaviors and structures</td>
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<tr>
<td>available to bring about sound planning</td>
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<tr>
<td>outcomes.</td>
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<td>Planning Law:</td>
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<tr>
<td>Appreciation of the legal and institutional</td>
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<td>contexts within which planning occurs.</td>
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<td>Human Settlements and History of Planning:</td>
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<td>design analysis and intervention to influence</td>
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<td>Research:</td>
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<td>sources.</td>
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<tr>
<td>Written, Oral, and Graphic Communication:</td>
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<tr>
<td>Ability to prepare clear, accurate and</td>
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<tr>
<td>compelling text, graphics and maps for use</td>
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<td>in documents presentations.</td>
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<tr>
<td>Quantitative and Qualitative Methods:</td>
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<tr>
<td>Data collection, analysis, and modeling tools</td>
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<tr>
<td>for forecasting, policy analysis, and</td>
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<td>enforcement.</td>
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<tr>
<td>Planning Process Methods:</td>
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<tr>
<td>Tools for stakeholder involvement,</td>
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<tr>
<td>community engagement, and working with</td>
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<td>diverse communities.</td>
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<td>decision-making, team-building, and</td>
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# 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 outcomes 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.

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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 Schroeppe, 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?

(Continued on back)
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 strictly 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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment types</th>
<th>Assessment scoring method</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial analysis and geo-statistics theory and methods</td>
<td>• Computer lab assignments • Midterm exam • Final project</td>
<td>• Point scores • Point scores • Grading rubric</td>
<td>• Average on labs in this category: 96% • Midterm average: 86% • Final projects average: 93.5%</td>
</tr>
<tr>
<td>Data entry, editing and topology theory and methods</td>
<td>• Computer lab assignments • Midterm exam • Final project</td>
<td>• Point scores • Point scores • Grading rubric</td>
<td>• Average on labs in this category: 95% • Midterm average: 86% • Final projects average: 93.5%</td>
</tr>
<tr>
<td>Process automation methods</td>
<td>• Computer lab assignments • Final project</td>
<td>• Point scores • Grading rubric</td>
<td>• Average on labs in this category: 95% • Final projects average: 93.5%</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Course</th>
<th>General Planning Knowledge</th>
<th>Planning Skills</th>
<th>Values &amp; Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Development Processes (URP 6400)</td>
<td>X</td>
<td>X X X X X X</td>
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</table>

**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.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Type</th>
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<th>Results</th>
<th>Interpretation of Results</th>
<th>Response to Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written, Oral and Graphic Communication</td>
<td>5 to 10-minute “Catalyst” PowerPoint presentation to class</td>
<td>Rubric Peer Review</td>
<td>Overall: 31/40 (78%): Above Proficient 6/40 (15%): Proficient 3/40 (7%): Below Proficient</td>
<td>- Students did very good work for the most part.</td>
<td>Incorporate peer comments into grade/OA how can I do this and still provide immediate feedback? (Necessary? 1 week later ok?)</td>
</tr>
<tr>
<td></td>
<td>2 Reflection essays</td>
<td>Rubric</td>
<td></td>
<td>- 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).</td>
<td></td>
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<tr>
<td></td>
<td>2 Meeting analyses</td>
<td>Rubric</td>
<td></td>
<td>- Provide additional resources on what makes a good presentation (especially outline &amp; conclusion)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final project</td>
<td>Rubric</td>
<td></td>
<td>- Overall, writing was very good I don’t think I “taught” anything here.</td>
<td>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.</td>
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<td></td>
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<td>Rubric</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Community Development Catalyst Presentation</td>
<td>Rubric</td>
<td>Overall: 13/24 (54%): Above Proficient 9/24 (38%): Proficient 2/24 (8%): Below Proficient</td>
<td>Include clearer examples re: roles that planners actually play in community development</td>
<td>- Catalyst is good assignment; emphasize “lessons for planners” question in assignment.</td>
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<td></td>
<td>- How did the project catalyze community development?</td>
<td>Rubric</td>
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<td>- To emphasize lessons, follow up each presentation with</td>
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<td></td>
<td>- What are the project’s lessons for planners?</td>
<td>Rubric</td>
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<tr>
<td></td>
<td>Reflection essay #2 question:</td>
<td>Rubric</td>
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</tbody>
</table>
### Governance and Participation

**Public Meeting Analysis (2):**
- detailed observations of public meeting process
- critique of positive/ effective and negative/ ineffective aspects of meeting

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Overall: 20/ 28 (71%): Above Proficient 7/ 28 (25%): Proficient 1/ 28 (4%): Below Proficient</th>
</tr>
</thead>
</table>

| - 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 |
| - 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 |

### Final Project Reflection Paper Questions:
- 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

**Responses to the final project question were either awesome or missing. (Overall, very happy with students’ thoughtful answers)**

- Attend Community Development Society conference to gain info about CD professionals
- 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?”
- Make sure to discuss responses to the essay question in class
generally very good.

meetings in class were good this semester; To make the assignment more meaningful, next semester be strict about deadlines to turn in observations, and ask about any meetings in EVERY class.

- Make direct comparison between 1st and 2nd meeting papers → want to see more in-depth analysis on the 2nd
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.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment Scoring Method</th>
<th>Results</th>
<th>Interpretation of Results</th>
<th>Response to Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Law</td>
<td>Rubric</td>
<td>Students were well-prepared overall (10/12 Above Proficient; 2/12 Proficient)</td>
<td>Good assignment</td>
<td>Add peer review to make sure non-presenters are learning and that students are communicating well to interdisciplinary audience.</td>
</tr>
<tr>
<td>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?</td>
<td>Rubric</td>
<td>Some answers were superficial, but overall well-answered (6/12 Above Proficient; 5/12 Proficient)</td>
<td>Good question; very important realization for students</td>
<td>Expand on these questions in post-charrette classroom discussion</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Rubric</td>
<td>Overall, students learned these lessons well (20/35 Above Proficient; 15/35 Proficient).</td>
<td>Good questions, but I should get them to apply charrette lessons beyond the immediate project</td>
<td>Ask additional/different questions that connect to bigger lessons about growth and development processes</td>
</tr>
<tr>
<td>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)succesful?</td>
<td>Rubric</td>
<td>Make sure each assigned question is answered.</td>
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<tr>
<td>Social Justice</td>
<td>Charrette reflection paper specific question:</td>
<td>Rubric</td>
<td>Rubric</td>
<td>Rubric</td>
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<tr>
<td>- How might your team’s design and planning decisions have been different if you were creating market-rate housing?</td>
<td>Students’ quality of answers is mixed, but generally acceptable (13/22 Above Proficient; 8/22 Proficient).</td>
<td>High-quality arguments (10/12 Above Proficient)</td>
<td>Good assignment; not too burdensome at the end of the semester. Keep tweaking questions; some got hung up technically (eg, LEED Platinum) or were very difficult to take the con position (eg, housing as a right)</td>
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<td>- How will your team’s decisions impact the quality of life for low-income residents?</td>
<td>Make sure I’m asking the “right” questions in the charrette paper if SJ is a key factor, make sure the questions are clear.</td>
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<td>Refine paper turn-in assignment based on this year wide range of formats; decide on purpose and best format</td>
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<td>Whole class period devoted to Fair Housing law, discrimination and segregation, but no assignment to assess.</td>
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</table>
**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