

Student Outcomes and Performance Indicators – **Faculty Assessment**  
Department of Engineering & Engineering Technology  
College of Professional Studies  
Metropolitan State University of Denver

**ARCH 2001 (3)**

**Introduction to Architecture**

**Semester/year**

Course Category and Related Student Learning Outcomes:

1. Relate to architecture in historical context.
2. Review architectural harmony.
3. Analyze design ideas.

| ABET | Competency Area  | Data Collection |
|------|--|-----------------|
| g    | an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature |                 |

ADDITIONAL COMMENTS:

PLEASE:

1. MAKE SURE ALL REFERENCES ARE IN Y DRIVE;
2. SAVE THIS FILE UNDER THE COURSE NUMBER, FOR EXAMPLE: CET1000 SPRING 2018.DOC;
3. SEND YOUR REPORT TO LINDA;

\_\_\_\_\_  
<Name>

\_\_\_\_\_  
<Date>

Following tables define the Performance Indicators for each of the Student Outcomes a through k

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| ABET g: an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature |  |  |   |   |
|--|--|--|---|---|
|  | Unsatisfactory   | Developing   | Satisfactory                                  | Exemplary   |
| Use proper format and grammar in written and oral communications   | Unaware of the need of communications in engineering technology practice | Unable to use format and grammar for effective communication | Able to communicate in technical environment  | Present properly to both non-technical and technical audience |
| Use appropriate graphics in oral and written presentations   | No understanding of importance of graphics                               | Unable to produce all graphics needed                        | Some applications of graphics in presentation | Presentation with proper graphical aids                       |
| Paraphrase technical and non-technical literature satisfactorily   | Unaware of the need in technical literature                              | Unable to identify and research for proper literature        | Some literature research                      | Present properly to both non-technical and technical audience |
|  |  |  |   |   |
|  |  |  |   |   |
|  |  |  |   |   |