

Program Learning Outcome Assessment Plan – Bldg. Const.

General Information

Academic Year of Implementation: **2010 – 2011**

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

A.S. - Building Construction Technology

Planning Team:

<i>Planning Team Leader(s)¹</i>	<i>Campus</i>	<i>E-mail Address</i>	<i>Phone Extension</i>	<i>Mail Code</i>
Andrew Ray	West	ARay@valenciacc.edu	1847	4-41
<i>Planning Team Members²</i>	<i>Campus</i>	<i>E-mail Address</i>	<i>Phone Extension</i>	<i>Mail Code</i>
Shannon Hellard	West	SHellard@valenciacc.edu	1302	4-41
Lisa Macon	West	LMacon@valenciacc.edu	1420	4-41
David Brunick	East	DBrunick@valenciacc.edu	2360	3-25
Yankless Segura	Adjunct	Ysegura@atlas.valenciacc.edu	None	4-41

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: **AS Building Construction Technology**

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled **Program Outcome Assessment Plan Approval and Improvement Process** and **Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs**

² Planning Team membership, whenever possible, should reflect the **Principles for selection of members for assessment plan work teams**: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline.

<p>Targeted Program Learning Outcome:</p> <p><i>Existing:</i> Work in a team environment to analyze building types, develop a list of Programmatic requirements, sketch a schematic solution, and use this Information to develop drawings and models sufficient to present a competent architectural solution.</p> <p><i>Proposed revision:</i> In a work group, develop a solution to meet architectural programmatic requirements</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the with the Academic Program:</p> <p>TAR2033C</p> <p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</p> <p>Prepare design development drawings and scale model(s) as part of a Final Design Project</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p> <p>Successful completion of Final Project in capstone course</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <p>Assessment by course-specific rubric</p>
<p>Assessment Method (What assessment method - written assignment, speech, test, etc. - will you use to assess student ability related to the program / course outcomes selected): Rubric for Assessing Final Design Projects</p>	
<p>Description of the Proposed Common Assessment Method (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to protect faculty freedom to design the delivery of course content):</p> <p>Rubric – only one course is offered, and only on West Campus; the same two instructors (Segura & Ray) have taught this capstone course over the last 4 years</p>	
<p>Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):</p> <p>Rubric</p>	

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	August 31, 2010	Andrew Ray
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	September 30, 2010	Andrew Ray
Draft assessment plan is revised to reflect input	October 30, 2010	Andrew Ray
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	November 30, 2010 (in time for use at end of Fall Semester)	Andrew Ray

Faculty Development Needs Associated with the Proposed Common **Assessment**

Input and revision of draft rubric as needed, based on feedback from application at end of Fall Semester
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Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent)?	How they will be evaluated; give students blank copies of the rubric prior to Final Project presentation
How will student artifacts or data associated with student performance be collected?	Research and sketches are contained in 3-ring binder; CAD drawings and photos of model/computer renderings are submitted on CD

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include (all samples will include campus, contract status of the instructor, mode of delivery)?	Class size dictates the number of groups completing the project, usually 3 to 5 groups; ALL work completed by groups can be easily compiled, so random sampling is not required. Scale models are stored in 9-204
How will information about faculty / staff participation in the assessment project be communicated?	Through email with attachments and in person at Fall “welcome back” meeting
Who will be responsible for coordinating the collection of student artifacts?	A.Ray and Yankless Segura (capstone instructors)
At what point in the academic year / semester will the student artifacts be collected?	End of Fall Semester

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?	<i>Learning Day 2011 is scheduled for February 11, 2011 Assessment Day 2011 is scheduled for May 5, 2011</i>
Which faculty or staff from the program/discipline will evaluate student artifacts?	A.Ray and Yankless Segura; Shannon Hellard
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?	Review of rubric
What training / preparation / information will faculty or staff need in order to analyze the results / data associated with this assessment plan?	Review of course outline, program learning outcomes, and explanation of Final Project as primary assessment tool in capstone course

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?	Results from Annual Program Viability meeting
In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?	Other planning team members
How will the assessment results be disseminated to stakeholders ? <i>(Faculty, Staff, Advisory Boards, etc.)</i>	Via email; perhaps posted on new Facebook page

Improvement Plan

Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity) ?	Preliminary evaluation form (by Segura) prompted creation of draft rubric
What changes to the common course outlines, if any , need to be considered?	Some revisions to language
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?	TBD