

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. **What is your program name? What is your program name? AA Architecture, Articulated Pre-Major, University of Florida, University of Central Florida**
2. **Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences) The 2012/13 improvement plan builds on the work of the 2011/12 plan, based on a careful review of comments received from professionals and academics invited to evaluate artifacts associated with the previous year plan.**

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Allen Watters	West	dwatters@valenciacollege.edu	X1478	4 41
Kourtney Baldwin	West	kbaldwin6@valenciacollege.edu	x5681	4 41
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide 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. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: AA Architecture	
Major finding from last year and related change, if any: No major changes are related to any findings from last year. However, the program does intend to focus more on specific presentation skills such as professional writing, display and oral presentation	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): NA	
Targeted Program Learning Outcome(s) (PLOs) for this year: Students will be required to communicate their architectural ideas and mastery of concepts with regards to the projects in which they are engaged.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: Valencia College Capstone Architecture course, ARC 2304, Architecture Design 4, all sections: Spring 2013
Is this a different outcome from the one reported last year? (yes /no) No	
Does this assessment for this year apply to more than one PLO? (yes /no) No	
National Standard(s): The national standard employed to generate the 2012/13 PLO is derived from the "Student Performance Criteria" as described in the 2009 conditions set forth by the National Architecture Accreditation Board (NAAB). In this report, Realm A, or "Critical Thinking and Representation," seeks to indentify and strengthen [in Architecture students] "the facility to think about architecture through numerous media including writing, speaking, drawing and model making." (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Co-Curricular Program or Student Activity identified above: Students will be required to exhibit the qualities of spatial constructions (drawings, models, written project narratives) required for the successful resolution of their respective project(s).
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • Employ the facts & procedures of the discipline • Integrate ideas & values from different disciplines • Draw well-supported conclusions 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> • Recognize values expressed in attitudes, choices & commitments • Employ values & standards of judgment from different disciplines

- Revise conclusions consistent with new observations, interpretations or reasons
- Analyze data, ideas patterns, principles & perspectives

- Distinguish among personal, ethical, aesthetic, cultural & scientific values
 - Evaluate your own & others values from individual, cultural & global perspectives
- Articulate a considered & self-determined set of values

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see?)

You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)

Throughout the 2012 summer and fall semesters, professors (full-time and adjunct) have developed coordinated rubrics evaluating the Performance Indicators listed above. Based on feedback from the Spring 2012 evaluation of Program Learning Outcomes, strategic emphasis has been placed on student-generated written and verbal narratives pertaining to the presentation of coursework. As such, related to the artifacts of student learning that will be collected Spring 2013, I expect to see similar strength in the presentation of work augmented by a stronger, more professional representation of written narrative. Similar to the 2012 cycle, rubric folders documenting each board of student work will be collected from the 2013 evaluators of student work by the planning team leader for year-year comparison purposes.

Common Assessment – What assessment method (written assignment, speech, test, etc.)

will you use to assess student ability related to the program / course outcome(s) selected:

Student generated, public exhibition of studio sequence work: “Pin-Up” w/ associated rubric

Description of the Proposed Common Assessment – 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 encourage faculty judgment in the design and delivery of learning activities:

Prior to the conclusion of the Spring 2013 semester, all students enrolled in current sections of ARC 2304 (Architecture Design 4) will be required to “pin-up” their respective studio sequence work encompassing Architecture Design 1, 2, 3, & 4 as well as ARC support courses. Students will be required to display original work associated with the aforementioned courses on a 4’x8’ board.

What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case)

Between 90- 100 students will be assessed. This number is based off the current number of students enrolled in ARC 2303, Architectural Design 3.

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

<p>1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? Late fall/ early spring 2012/13</p>
<p>2. How will student artifacts or data associated with student performance be collected? Original student work, generated in the Valencia College Architecture Design 1-4 sequence, will be exhibited on each student's "pin-up" board. Additionally, each student's board will be photographed by architecture lab –assistant for archival purposes.</p>
<p>3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? Artifacts will be collected from all students enrolled in ARC capston course, ARC 2304</p>
<p>4. What information needs to be communicated to students concerning the assessment process? The dates for the Pin-up assessment as well as associated rubrics will be distributed to the student at the beginning of the spring 2013 semester.</p>
<p>5. How will information about faculty / staff participation in the assessment project be communicated? Information concerning faculty/ staff participation in the assessment project will be communicated via e-mails copied to the Dean, Lisa Macon.</p>
<p>6. Who will be responsible for coordinating the collection of student artifacts / data? The Program Chair for Architecture, Allen Watters, will be ultimately responsible for coordinating the collection of student artifacts associated with the assessment project. The Lead Faculty for Architecture, Kourtney Baldwin, will assist in the collection of student artifacts associated with the assessment project. Additionally, Christina Daelo, lab-assistant for Architecture, will assist in the documentation of student artifacts ("pin-up" boards).</p>
<p>7. At what point in the academic year / semester will the student artifacts/ data be collected? Spring semester 2013, April 22 – 26</p>

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

<p>8. When will student artifacts be assessed / evaluated? Early summer, 2013</p>
<p>9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? All participating students will be provided a rubric which they must complete for their own pin-up board</p>

<p>10. Which faculty or staff from the program/discipline will evaluate student artifacts? All full time and adjunct faculty will be invited to evaluate student artifacts.</p>
<p>11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? No training is required.</p>
<p>12. When will the results / data associated with the assessment plan be analyzed? April 29 – May 3</p>
<p>13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? * No training is required.</p>
<p>14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? The 2012/13 follows last year's assessment, however, special attention will be paid to the presentation of work and narrative representation of architectural ideas.</p>
<p>15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? The results of the pin-up scores may be compiled with non-student specific course grade information</p>
<p>16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)? Charles Davis, Career Program Advisor Architecture and Dr. Lisa Macon, Dean of Architecture Engineering and Technology. Also, professors from Valencia's 2+2+2 Architecture partnership will be invited to participate.</p>

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Valencia College Architecture Pin-up	Watters	April 22 – April 26	April 29 – May 3, Pin-Up evaluation
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

