End of the Academic Year 2011-2012 – BCT Program *Results & Improvement Plan for Next Year*

Directions: Please fill in <u>the 6 blue shaded items below</u> with brief sentences – required for reporting to the Learning Council.

Save and Send Your Work…

To type in this form please "save" this file to your computer. Exit your e-mail. Open this file on your computer.
Select "save as" and rename the file to add your program and last name.
For example the file "...template" would be renamed and saved as "...template Subject Area Jones." Save your work along the way.

Due Date: *Please e-mail your completed form by attaching it*
to an e-mail message and sending it to Jessica King (jking84@valenciacollege.edu) by <u>Tues., May 15th</u>.

We will have attached this page from your original plan, please complete this only if your leadership team has changed.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area Architecture- BUILDING CONSTUCTION TECHNOLOGY				
Planning Team Leader(s)[1]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Andrew Ray	West	**ARay@valenciacc.edu**	1847	4-41
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Yankless Segura	Adjunct	**Ysegura@atlas.valenciacc.edu**	None	4-41
Irma Berner	East	iberner@valenciacollege.edu	2627	3-25

Please fill in <u>the blue shaded areas</u> with brief sentences. A second page is provided for longer comments.
These six items are required for the report to the Learning Council.

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[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; Students representation when possible.

Documenting the Assessment Process

> 1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
>
> **Yankless Segura was the adjunct teaching the capstone course in the BCT Program, which is TAR2033C Architectural Design. He collected the final projects from each group of students, along with the completed rubrics for evaluating the projects. The collected artifacts were given to Program Chair Andrew Ray.**

> 2. At what point in the academic year / semester were the student artifacts / data collected?
>
> **The learning artifacts are collected during finals week of the capstone course in Fall 2011; the course was being taught alternating semesters. Beginning in Spring 2013 this course will be offered once per year during Spring sessions.**

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

> 3. What were your results? (Please e-mail the data when you submit this form if possible, for example rubric scores in an Excel sheet.)
> *(see attached rubric with quantitative and qualitative evaluation)*
>
> **The results indicated that all groups completed the final project satisfactorily, although each student's performance was rated both as part of the group effort and per their individual contribution.**
> **The newly revised rubric melding quantitative evaluation of required components of the project, as well as a qualitative analysis of the overall success of the project as "buildable" was effective, but needs some further refinement.**

> 4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u>? (Please use the following page if you need more space for your response.)
>
> **Continue to refine the rubric, and encourage more industry input during the review of the final project as was done in previous years.**
> **We will also document (photograph) the scale models, and will collect the learning artifacts in a designated cabinet in 9-204.**

> 5. What changes, if any, will be made to the common course outlines, the catalog, etc.
>
> **None are recommended. We will be removing the ARC2461 Materials and Methods option as an alternate to ETC1251 Engineering Materials and Processes.**

Next Steps – Planning for Next Year's Cycle— Academic Year 2012-2013

> 6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.
>
> **A.Ray and Segura will continue to refine the rubric, and both will encourage more industry input during the review of the final project when the class is offered again in Spring 2013.**

> Please include the name of the person completing this page and your program: **Andrew Ray, Program Chair for BCT, CSET, and DDT**

Additional Space for Comments (Optional)

3) *If you have additional comments for the following question, please share them here*: What were your results? **Final projects were submitted as portfolios in binders and in computer files on flashdrives, and included the following information: case study analysis, site analysis, schematic design, plans/elevations, 3D modeling, wall sections, materials list, example specifications, and preliminary cost estimate. In addition, all groups built a scale model of their project; these are collected and stored on shelves in 9-204. Mr. Segura has completed training in REVIT, so for the first time, all groups completed their design project using REVIT software, which is now the industry standard for BIM (building information modeling).** **In previous years, design professionals joined the professor to assist in evaluating the final projects and gave valuable "real-world" analysis and advice to the students. This year none were available due to work conflicts and previous commitments to the AA ARC program final critiques.**
4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student <u>over the next year</u>?
6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.