

# Program Learning Outcome Assessment Plan – BCT

## General Information

Academic Year of Implementation: **2011 – 2012**

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

**A.S. - Building Construction Technology**

Planning Team:

<i>Planning Team Leader(s)<sup>1</sup></i>	<i>Campus</i>	<i>E-mail Address</i>	<i>Phone Extension</i>	<i>Mail Code</i>
<b>Andrew Ray</b>	<b>West</b>	<b><u><a href="mailto:ARay@valenciacollege.edu">ARay@valenciacollege.edu</a></u></b>	<b>1847</b>	<b>4-41</b>
<i>Planning Team Members<sup>2</sup></i>	<i>Campus</i>	<i>E-mail Address</i>	<i>Phone Extension</i>	<i>Mail Code</i>
<b>Shannon Hellard</b>	<b>West</b>	<b><u><a href="mailto:SHellard@valenciacollege.edu">SHellard@valenciacollege.edu</a></u></b>	<b>1302</b>	<b>4-41</b>
<b>Yankless Segura</b>	<b>Adjunct</b>	<b><u><a href="mailto:YSegura@valenciacollege.edu">YSegura@valenciacollege.edu</a></u></b>	<b>None</b>	<b>4-41</b>

## Learning Outcomes and Performance Indicators

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

<sup>1</sup> 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**

<sup>2</sup> Planning Team membership, whenever possible, should reflect the **Principles for selection of members for assessment plan work teams**: 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.

<p>Targeted Program Learning Outcome:</p> <p><i>Existing:</i>  <b>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.</b></p> <p><i>Proposed revision:</i>  <b>In a work group, develop a solution to meet architectural programmatic requirements</b></p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the with the Academic Program:</p> <p><b>TAR2033C</b></p> <p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</p> <p><b>Prepare design development drawings and scale model(s) as part of a Final Design Project</b></p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p> <p><b>Successful completion of Final Project in capstone course</b></p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <p><b>Assessment by course-specific checklist/rubric</b></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): <b>Checklist/rubric for Assessing Final Design Projects</b></p>	
<p><b>Description of the Proposed Common Assessment Method</b> (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><b>Checklist/rubric – this course is offered alternating semesters only on West Campus; the same two instructors (Segura &amp; Ray) have taught this capstone course over the last 4 years</b></p>	
<p><b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):</p> <p><b>Checklist/rubric</b></p>	

# Implementation Process

## Approval Process

<b>Activities Associated with the Approval of Assessment Plans</b>	<b>Date</b>	<b>Person Responsible</b>
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	<b>October 7, 2011</b>	<b>Andrew Ray</b>
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	<b>October 14, 2011</b>	<b>Andrew Ray</b>
Draft assessment plan is revised to reflect input	<b>October 21, 2011</b>	<b>Andrew Ray</b>
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	<b>October 28, 2011</b>	<b>Andrew Ray</b>

## Faculty Development Needs Associated with the Proposed Common Assessment

<b>Input and revision of Checklist/rubric as needed, based on feedback from application at end of Fall Semester</b>
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## Collection of Student Artifacts

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

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)?	<b>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</b>
How will information about faculty / staff participation in the assessment project be communicated?	<b>Through email with attachments and in person at Fall “welcome back” meeting</b>
Who will be responsible for coordinating the collection of student artifacts?	<b>Andrew Ray and Yankless Segura (capstone instructors)</b>
At what point in the academic year / semester will the student artifacts be collected?	<b>End of semester in which capstone course is taught (alternates by semester)</b>

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

When will student artifacts be assessed / evaluated?	<b><i>Learning Day 2012 is scheduled for February 11, 2012 Assessment Day 2012 is scheduled for May 5, 2012</i></b>
Which faculty or staff from the program/discipline will evaluate student artifacts?	<b>Andrew Ray and Shannon Hellard</b>
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?	<b>Review of checklist/rubric design</b>
What training / preparation / information will faculty or staff need in order to analyze the results / data associated with this assessment plan?	<b>Review of course outline, program learning outcomes, and explanation of Final Project as primary assessment tool in capstone course</b>
What additional sources of data might allow faculty / staff to better	<b>Results from Annual Program Viability meeting</b>

understand and act on the results of this assessment plan?	
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)?	<b>Other planning team members, Advisory Committee</b>
How will the assessment results be disseminated to stakeholders? ( <i>Faculty, Staff, Advisory Boards, etc.</i> )	<b>Via email; perhaps posted on BCT Facebook page</b>

## 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)?	
What changes to the common course outlines, if any, need to be considered?	
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?	