

End of the Academic Year 2012-2013 – End of This Cycle Results & Improvement Plan for Next Year

Please return this completed form with the dean signatures (or their E-mail approval copied and pasted in at the end) by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
AA Architecture				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Allen Watters	West Campus	dwatters@valenciacollege.edu	1478	443
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Kourtney Baldwin	West Campus	kbaldwin@valenciacollege.edu	5618	443
Christina Daelo (Adjunct Professor)	West Campus	cdaelo@valenciacollege.edu		

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.

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

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?
All students enrolled in Architectural Design 4 (Valencia College AA Architecture capstone course) generated 4' x 8' "Pin-up" boards were displaying the work they completed in their ARC prefix classes over the course of two years.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
The student artifacts were collected the last week of April 2013 and were on public display in the Valencia College Architecture studios. In all, 88 students were assessed over the course of two days.

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

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
The results reported were in-line with predictions made in the Fall.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
In the coming year, the Architecture Design 3 and 4 sequences will focus on one comprehensive course project, folding all pertinent course goals into those projects. Along with Professor Baldwin, I will meet with the adjunct professors affected over the summer (2013) to discuss the relevant changes.
5. What changes, if any, will be made to the common course outlines, the catalog, etc.
No changes will be made at this time.

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

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.
The assessment rubric will not change going forward in to the next year. However, individual course rubrics, specific to Architectural Design 3 and 4 will be modified for all sections prior to the beginning of Fall 2013in keeping with the changes mentioned in "Section 4, Improvement Plan and use of the Assessment Results.

Please include the name of the person completing this page and your program:

Allen Watters

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

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 over the next year?

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.

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

<p>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: AA Architecture</p>	
<p>Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): 4 Program Learning Outcomes will be assessed in the coming year commiserate with the AA Architecture Capstone Course, Architectural Design 4.</p>	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: ARC 2304, Architectural Design 4</p>
	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Synthesize data in written and graphic form to effectively communicate in-depth spatial concepts and historical facts.</p> <p>Demonstrate proficiency in constructing critical solutions of issues of space-making through the use of three-dimensional media including, but not limited to, drawing and modeling.</p> <p>Demonstrate effective written, oral and visual/graphic communication skills.</p> <p>Students will be required to communicate their architectural ideas and mastery of concepts with regards to the projects in which they are engaged.</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected:</p> <ul style="list-style-type: none"> ✦ employ the facts, formulas, procedures of the discipline ✦ integrate ideas and values from different disciplines ✦ draw well-supported conclusions ✦ revise conclusions consistent with new observations interpretations, or reasons 	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <ul style="list-style-type: none"> ✦ employ the facts, formulas, procedures of the discipline ✦ integrate ideas and values from different disciplines ✦ draw well-supported conclusions ✦ revise conclusions consistent with new observations interpretations, or reasons
<p>External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): To ensure External Standards in the field of discipline are met, local professional Architects will be invited to participate in the 2013/14 rubric and subsequent evaluation.</p>	
<p>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): Collection of student artifacts (Pin-Up).</p>	

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):

All students enrolled in Architectural Design 4, Spring 2014 will display the work they've completed in their courses representative of the four semesters they've spent in the AA Architecture program.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
4' x 8' Pin-up board onto which students will exhibit original work critical evaluation.

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?
Students will be informed of the date(s) of the pin-up, the nature of the artifacts to be displayed, and the format of the display.

How will student artifacts or data associated with student performance be collected?
The student artifacts will be collected via the Pin-Up, which will occur in the Valencia West Campus Architecture Studios, 9-232, 9-234.

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 students enrolled in Architectural Design 4 will participate in the 2013 – 2014 Assessment cycle.

How will information about faculty / staff participation in the assessment project be communicated?
The AA Architecture Program Chair will communicate all pertinent information relevant to the Assessment Project.

Who will be responsible for coordinating the collection of student artifacts?
The AA Architecture Program Chair will be responsible for the collection of student artifacts.

At what point in the academic year / semester will the student artifacts be collected?
Late Spring, (April) 2014.

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

When will student artifacts be assessed / evaluated?

Late Spring, (April) 2014.

Which faculty or staff from the program/discipline will evaluate student artifacts?

All AA Architecture faculty, full-time and otherwise, as well as the Career Program Assistant for Architecture will be invited to evaluate student artifacts.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

No training will need to occur. However faculty and staff will be made aware of dates and given an advance copy of the rubric as well as an opportunity to provide input regarding its creation.

When will the results / data associated with the assessment plan be analyzed?

Early Summer, (May) 2014.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

I predict Student Performance will be comparable to the the results of the 2012 / 2013 Assessment Cycle.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

No training will be required. Faculty and staff are prepared to critically evaluate the work based on their studio experience.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Faculty and staff, specifically the adjunct professors, should be made aware of the import of the Assessment Cycle as it affects the entire College.

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)?

Faculty and staff from the Valencia College West Campus Humanities Division, University of Central Florida College of Arts and Humanities, and the University of Florida School of Architecture City Lab.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

The results will be made available in a Program Meeting, early Fall 2014.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)		Allen Watters	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)		Allen Watters	
Draft assessment plan is revised to reflect input		Allen Watters	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)		Allen Watters	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

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

VALENCIA COLLEGE

Thank you for taking the time out of your busy schedule to assist Valencia College with the collection and evaluation of Student Learning Artifacts for the 2013 / 2014 cycle. When viewing and evaluating the student work, please utilize the following scale:

1 = Weak

2 = Moderately Weak

3 = Average

4 = Moderately Strong

5 = Strong

When grading, you may use tenths of a point to delineate between scores, for example, 4.5.

Thank you,

Allen Watters
Program Chair, Architecture
Valencia College

Average score of pin-ups from all judges for both days and rooms (9-230, 9-234) is noted in red / bold, underlined font.

1. Clarity and organization of Pin-Up Board.

1 2 3 **3.1** 4 5

Comments: This score is lower than last year's **3.2**.

2. Overall craft of the Pin-Up Board.

1 2 3 4 **4.3** 5

Comments: This score is higher than last year's **4.1**.

3. Clarity of and overall concept/idea as it pertains to the Pin-Up Board and work present.

1 2 3 **3.8** 4 5

Comments: This score is higher than last year's **3.1**.

4. Utilization of these specific elements: line, texture, space, & color to create or establish the content of the Pin-Up Board.

1 2 3 4 **4.5** 5

Comments: This score is higher than last year's **4.1**.

5.. Effectiveness due to spatial considerations of these specific elements: line, texture, space, & color to create or establish the content of the Pin-Up Board.

1 2 3 **3.3** 4 5

Comments: This score is lower than last year's 3.4.

6. Reinforcement of the Pin-Up Board's overall design concept based on relationship between posted components (models, drawings, etc).

1 2 3 4 **4.1** 5

Comments: This score is higher than last year's **3.8**.

7. Utilization of figure/ground, scale and linear delineation to keep the focus within this specific Pin-Up board.

1 2 3 **3.5** 4 5

Comments: This score is higher than last year's **3.2**.

