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				
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.				
Andrew Ray	**West**	**ARay@valenciacollege.edu**	**1847**	**4-41**
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.				
Irma Berner	**East**	**IBerner@valenciacollege.edu**	**2627**	**3-25**

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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.

Please fill in <u>the blue shaded areas</u> 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?

During Spring 2013, Professor Ray taught TAR2033C Architectural Design, which serves as the capstone course for the BCT Program. Students complete a final project and present as a group as if "selling" the feasibility of their design and documentation. Final project binders and computer files are collected by the professor at the completion of the course.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?

Since this class is offered only once per year, there were 28 completers, setting a new record during the over 40 year history of the program. Artifacts were collected at the end of the Final Project Presentation the last week of April, and stored in cabinets in room 9-204.

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?

This was the only the second time that students were directed to use REVIT software from the beginning of the project, and they adapted well to the new technology. The results indicated each of the groups completed the final project satisfactorily, exhibiting at least the minimum degree of competence and professionalism that we expect from graduates of this program. While each of the six groups was graded for their overall design solution and presentation, each student's performance was evaluated on the portion of the work for which they were individually responsible. This compared favorably with the predicted behaviors and expected results.

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.)

The design project evaluation rubric developed by Yankless Segura with input from Professor Ray proved to be time consuming to complete with unnecessary complexity. We will continue to work to find a reasonable format which can be readily understood by both evaluators and students, while provided informative and fair assessment of performance.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

None are required. The previous cycle included a change of removing the published alternative of ARC2461 for the required ETC1251. However, as some students are either under a previous catalog, or have migrated from the ARC program to the BCT program, we are still allowing the course substitution on a case-by-case basis.

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.

Professor Ray will continue to refine the rubric, and allowing more lead time, encourage design professionals and contractors to join the evaluation team during the final presentation in April 2014, as this course will offered again in Spring 2014.

Please include the name of the person completing this page and your program:
Andrew Ray, Program Chair

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 <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.

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

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

Targeted Program Learning Outcome(s) **(How many will you be assessing this coming year?):** #2 – Design projects using visualization and current industry methods	**Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:** TAR2033C Architectural Design (capstone course)
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Learn industry standards and practices
Performance Indicators for the Program Learning Outcome(s) selected: Evaluation of final design project using assessment rubric; integration of advanced REVIT instruction and usage; Navisworks introduced	**Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:** One criteria of the final design project assessment rubric
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): **Investigating REVIT certification requirements**	

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): **Final Design Project in capstone course TAR2033C Architectural Design**

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)**: Teams choose an appropriate commercial or institutional building type to investigate. Design phase includes documentation and analysis of similar buildings, establishing a list of programmatic requirements, schematic design, design development, culminating in the creation of a REVIT 3D model, site plan, floor plan and elevation drawings, scale model, section model, and outline specifications sufficient to describe the project. Final presentation is made to design and construction professionals, and documented in a binder and on flashdrive.**

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
Projects are evaluated using a qualitative rubric

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? **The nature of the rubric used and that they will have to sign a document agreeing to the time each member of the group spent on their assigned task**
How will student artifacts or data associated with student performance be collected? **Final project binders and flashdrives with associated computer files are collected after completion of the final presentation**
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 projects are collected**
How will information about faculty / staff participation in the assessment project be communicated? **Via email when required**
Who will be responsible for coordinating the collection of student artifacts? **Instructor and Program Chair**
At what point in the academic year / semester will the student artifacts be collected? **At the completion of Spring semester, just prior to Assessment day**

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

When will student artifacts be assessed / evaluated?
During Assessment Day, May 2014

Which faculty or staff from the program/discipline will evaluate student artifacts?
Andrew Ray, Irma Berner, Sandra Bowling, interested adjuncts

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?
Review each program for sequence of courses, PLO's, and overview of final project format

When will the results / data associated with the assessment plan be analyzed?
During Assessment Day, May 2014

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)
We predict that the majority of students will perform adequately and achieve at least a minimum level of competency in industry required skills. It is hoped that a revised Rubric will improve the evaluation process.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?
Summary of performance on similar capstone courses with final projects

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

Compare with other AS programs at Valencia, or with similar programs within Florida, such as Seminole State College, St. Pete, or Hillsborough.

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)?

A web-based or Blackboard shell could open this up college-wide

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?
Email or published in the Division newsletter

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)**		**Andrew Ray**	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)		**Andrew Ray**	
Draft assessment plan is revised to reflect input		**Andrew Ray**	

Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

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**

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event