

Program Learning Outcomes Plan – Building Construction Technology (BCT) Start of the Academic Year 2012-2013

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

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

1. What is your program name? **A.S. - Building Construction Technology**
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)
Yes. Continue to refine final project rubric, integrate advanced REVIT instruction and usage into entire capstone course, and introduce Navisworks.

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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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Building Construction Technology	
Major finding from last year and related change, if any: Continue to refine the rubric, and encourage more industry input during the review of the final project as was done in previous years. Photographing the scale models was completed during the summer; this will be integrated into the final project documentation at course completion	
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): None required at this time	
Targeted Program Learning Outcome(s) (PLOs) for this year:	
#2 – Design projects using visualization and current industry methods	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
Is this a different outcome from the one reported last year? (yes /no) Yes	TAR2033C Architectural Design (capstone course)
Does this assessment for this year apply to more than one PLO? (yes /no) Yes	
National Standard(s): None <small>(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)</small>	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 final design project assessment rubric
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)	
We expect students to use industry standard terminology and understand questions posed by design professionals during presentation of their projects, and to demonstrate fundamental skills of using current industry software.	

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 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:

Final Design Project incorporating analysis of similar building types, development of programmatic requirements, schematic design, design development, and creation of REVIT 3D model, site plan, plan and elevation drawings, scale model, section model, and outline specifications sufficient to describe the project. Final content to be presented for review by design professionals, and documented in binder and on flashdrive.

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)

20-24

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?
Learning Artifacts will be collected during the Finals week of Spring classes. Feedback on the rubric will take place during Assessment Day 2013.
2. How will student artifacts or data associated with student performance be collected?
Binders, models and flashdrives will be collected and stored in the designated cabinet in 9-204
3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?
All student work from group projects will be collected (entire class)
4. What information needs to be communicated to students concerning the assessment process?
Syllabus will inform them that they will be expected to present to design professionals, and their work will be collected
5. How will information about faculty / staff participation in the assessment project be communicated?
Sharing the syllabus and via email
6. Who will be responsible for coordinating the collection of student artifacts / data?
The instructor and the Program Chair

7. At what point in the academic year / semester will the student artifacts/ data be collected?
Learning Artifacts will be collected during the Finals week of Spring classes.

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

8. When will student artifacts be assessed / evaluated?

During the Finals week of Spring classes, and during the Assessment Day 2013

9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?

Students will be asked to evaluate their own work as well as the work of their peers

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

Instructor and/or program chair; design professionals from the community; East campus faculty if available

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

Project description summary, review of rubric prior to presentations

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

During Summer 2013, and presented to Advisory Committee Fall 2013

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

None

14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?

Yes. Continues effort to refine rubric, and includes industry review of presentations and findings.

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

Feedback and sharing of results and best practices of other AS Program reviews; current model encourages information "silos"

16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?

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

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Revised rubric development	Andrew Ray	March 30, 2013	
Collection of student learning artifacts	Andrew Ray	April 25, 2013	
Review of assessment plan	Team	Assessment Day 2013	
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • Will current voter eligibility lists for the curriculum be used for any voting? • 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) • For A.S. programs – how does the 10/30/12 Viability meeting fit with your work? 			

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

Sign In Sheet for Related Meetings

Name	Dept.	Date	Event