INSTRUCTIONAL PROGRAM REVIEW

Annual Program Review Update

Unit*: ARE

Campus: NOR

Contact Person: Todd Wales

Due: May 15, 2009

Riverside Community College District
Office of Institutional Effectiveness

Web Resources: http://www.rccdfaculty.net/pages/programreview.jsp

Last Revised: March 18, 2009

* *You may submit as a discipline, closely related disciplines, or by department. If this is a combined submission please note which disciplines are included.*

Annual Program Review Update

Instructions

The Annual Self-Study is conducted by each unit on each campus and consists of an analysis of changes within the unit as well as significant new funding needs for staff, resources, facilities, and equipment. It should be **submitted *or* renewed every year by May 15th** in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Extensive data sets have been distributed to all Department Chairs and are linked to the Program Review website (password 11111). Chairs have received training on the use of these data sets. Please consult with your Department Chair or Raj Bajaj for assistance interpreting the data relevant to your discipline. Note that you are only required to mention data relevant to your analysis or requests. Should you wish assistance with research *analysis* please fill out the form at http://academic.rcc.edu/ir/requestform.html and you will be contacted to schedule a time to discuss analysis of your data. You may also request a labor market analysis using this form.

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit the information in that report (or any portion that remains constant) from the prior year.**

Please include pertinent documents such as student learning outcomes assessment reports and data analysis specifically supporting any requests for new faculty, facilities or equipment. You are encouraged to use lists, tables, and other formatting to clarify your requests and make them easy for large committees to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, campus, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belongs,, if you have complex funding requests please schedule an appointment with your campus' Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms.

Moreno Valley:	Reagan Romali, 951-571-6341
Norco:	Norm Godin, 951-372-7157
Riverside:	Becky Elam, 951-222-8307

Please retain this information for your discipline's use and submit an electronic copy to the Kristina Kauffman, (Kristina.kauffman@rcc.edu) in the Office of Institutional Effectiveness. The Office of Institutional Effectiveness will use the document to create a database of requests and will distribute the report to the relevant offices and committees.

Annual Program Review Update

Unit: _____ARE_____
Campus: _____NOR_____
Contact Person: ____Todd Wales_____
Date: _____5-18-09_____

Trends and Relevant Data (part 1)

1. Has there been any change in the status of your unit? (if not, skip to #2)

No.

   a. Has your unit shifted departments?

   b. Have new programs been created by your unit?

   c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses.

2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If there are no *significant** changes in your unit's opinion, say "None" and skip to question #3.

Similar to last year's APR, the Architecture Program remains strong in FTES, WSCH along with excellent Efficiency. The program also shows overall high success and retention rates.

3. What changes does the unit plan to make to advance enrollment management goals? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.

Although there is not full-time faculty member in Architecture, enrollment is robust due to curriculum available to students. The number of the students in the program

merits a new full-time position (will be reflected in the resource request section – 7. Staff Needs).

It must be noted that Cal Poly Pomona only accepts 20 architecture students per year – that's out of approximately 4,000 applicants. RCC Norco has had three students accepted to Cal Poly in the last year and a half. As of this writing, four of our graduates are currently enrolled in their program. This is a reflection of the quality of instruction being provided here at Norco.

**Your unit may define "significant change" in this context for itself. If your unit thinks it's a "significant change" then for purposes of this review please note it.*

Annual Program Review Update

Unit: _____ARE_____
Campus: __Norco_____
Contact Person: __Todd Wales_____
Date: ____5-15-09_____

Learning Outcomes Assessment Update

4. In order to help us complete the annual ACCJC report on our progress in assessing student learning, please provide the following information by completing the form. Please add lines as needed: [Units that perform these functions at a district level may use the same response for all campuses.]

Name of Program or Course (please list programs first)	Student learning outcomes have been identified (Yes = 1 No = 0)	Outcomes assessment information or data has been generated (Yes = 1 No = 0)	Assessment information or data has been used to improve student learning (Yes = 1 No = 0)
Engineering 21, Drafting	1	1	1
Engineering 30, Computer-Aided Drafting	1	1	1
Architecture 24, Architectural Drafting	1	1	1
Architecture 25, Advanced Architectural Drafting	1	1	1
Architecture 26, Architectural Rendering	1	1	1
Architecture 28, Perspective Drawing	1	0 *(New course – to be offered spring of 2010)*	0
Architecture 35, History of Architecture, Beginnings of Architecture through Gothic Arch.	1	1	1
Architecture 36, History of Architecture, Renaissance to Modern	1	1	1
Architecture 37, Architectural Design	1	1	1
Architecture 96, Computer-Aided/Drafting Lab Practicum	To be deleted	0	0
Architecture 200, Architecture Work Experience	1	0	0

Program Learning Outcomes:

RIVERSIDE COMMUNITY COLLEGE—NORCO CAMPUS
PROGRAM SLOs

ARCHITECTURE

Certificate Program
Program SLO:

Students will demonstrate sufficient proficiency to apply for and obtain employment in the field of architecture by completing a set of residential working drawings, which may include first floor drawings, second floor drawings, foundation drawings, elevations, cross-sections, framing, electrical drawings, and structural details.

Associate in Science Degree
Program SLO:

Students will demonstrate sufficient proficiency to apply for and obtain employment in the field of architecture by completing a set of residential working drawings, which may include first floor drawings, second floor drawings, foundation drawings, elevations, cross-sections, framing, electrical drawings, and structural details.

Students who complete the Associate in Science Degree in Architecture will demonstrate proficiency in general education student learning outcomes and proficiency in subject matter student learning outcomes.

Architectural Graphics Certificate Program
Program SLO:

Students will demonstrate sufficient proficiency to apply for and obtain employment in the field of architecture by completing a set of residential working drawings, which may include first floor drawings, second floor drawings, foundation drawings, elevations, cross-sections, framing, electrical drawings, and structural details.

RCCD Program Level SLO Assessment – Results

Instructor Name: Todd Wales
Instructor Position: Associate Professor in Drafting, Department Co-Chair
Department: Business, Engineering and Information Technologies
Phone: (951) 372-7105
Email: todd.wales@rcc.edu

Term: Fall, 2008
Certificate Program: Architecture
Associates in Science Degree: Architecture
Certificate Program: Architectural Graphics
Capstone Course: Architectural 24—Architectural Drafting

Program SLO Measured:
Students will demonstrate sufficient proficiency to apply for and obtain employment in the field of Architecture and Architectural Graphics by completing a set of residential working drawings, which may include first floor drawings, second floor drawings, foundation drawings, elevations, cross-sections, framing, electrical drawings, and structural detail"

SLO Assessment Method:
This SLO has been assessed by means of a portfolio of residential working drawings and a rubric measuring the completeness, accuracy and appropriate notations for 8 different components of completing a set of residential working drawings.

SLO Measurement Criteria:
Currently there is no benchmark for this SLO, so this activity will become the benchmark. However, I was expecting 70% competency in the different components of the residential drawings.

SLO Assessment Results:
Based on the data, 94% of the students demonstrated proficiency in their execution and completion of their set of residential working drawings. Students had the most difficulty with completing acceptable or excellent drawings of framing. Based on the rubric, 47.4% submitted unacceptable drawings for framing. However students performed exceptionally on their drawings of the first and second floor, foundation, and elevations, where 100% of the students receiving a scoring of acceptable or higher. On cross-sections, 89.5% of the students performed acceptable or higher. On the electrical drawings, 84.2% of the students performed acceptable or higher. The second most difficult area for students was structural detail, where 63.2% of the students performed acceptable or higher.

Changes due to Results: Based on the findings, we will focus on framing and try to find out where students are having difficulty and how to better assist the students with those difficulties.

5. Fill out the chart on the next page for **each** assessment project your unit is engaged in (two identical charts are included for your convenience. Copy and paste more charts as needed if your unit has more than two assessment projects. For Steps 1 – 3, put an X on the line to indicate your answers. For step four and five use the forms on the subsequent pages to add your brief narrative. By 2012 our accreditation will require that you assess at least one SLO for each course in your discipline.

See following pages.

RCC—Norco campus
Fall 2008
Architecture 24: Architectural Drafting
Course Student Learning Outcomes: Execute and complete a set of residential working drawings
Student Name/ID:

Completeness	Excellent All necessary detail is contained within the drawing.	Acceptable There are some (4- 7) details missing from the drawing.	Unacceptable There are many details missing from the drawing (8+)
Accuracy	Excellent All information is included in its correct location and at its correct scale according to the project directions.	Acceptable Some details are not drawn to the correct size and cause only minor mistakes to the rest of the drawing.	Unacceptable There is a significant number of scaling errors or misplaced details. These mistakes may cause the rest of the drawing to be off to some extent.
Proper Notes/ Appropriate Notations	Excellent Proper notes were used to identify the type of plan and the scale at which it was drawn. Also the title block is labeled and filled in with the correct information.	Acceptable Some minor notes describing the drawing were left out.	Unacceptable There are a significant number of notes missing from the drawing. The drawing is missing important notes that describe scale, type, or owner of drawing.

The following set of Residential working drawings will be graded on a scale of Excellent, Acceptable, and Unacceptable. This Grading is based on three dimensions: completeness, accuracy and proper notes and the grading rubric for those dimensions are listed above. All eight drawings have to be completed and graded with a minimum grading of acceptable.

Set of Residential working drawings	**Excellent**	**Acceptable**	**Unacceptable**
1. First Floor			
2. Second Floor			
3. Foundation			
4. Elevations			
5. Cross-sections			
6. Framing			
7. Electrical			
8. Structural Detail			

YES_____ Student executed and completed a set of residential working drawings.
NO _____ Student DID NOT execute and complete a set of residential working drawings.

The assessment tool above and the following rubric were used at the end of the fall 2008 term.

Frequency Tables—Fall 2008 Architecture

1. First Floor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	7	36.8	36.8	36.8
	Acceptable	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

2. Second Floor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	14	73.7	73.7	73.7
	Acceptable	5	26.3	26.3	100.0
	Total	19	100.0	100.0	

3. Foundation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	10	52.6	52.6	52.6

	Acceptable	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

4. Elevations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	10	52.6	52.6	52.6
	Acceptable	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

5. Cross-Sections

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	7	36.8	36.8	36.8
	Acceptable	10	52.6	52.6	89.5
	Unacceptable	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

6. Framing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	5	26.3	26.3	26.3
	Acceptable	5	26.3	26.3	52.6

	Unacceptable	9	47.4	47.4	100.0
	Total	19	100.0	100.0	

7. Electrical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	8	42.1	42.1	42.1
	Acceptable	8	42.1	42.1	84.2
	Unacceptable	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

8. Structural Detail

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	9	47.4	47.4	47.4
	Acceptable	3	15.8	15.8	63.2
	Unacceptable	7	36.8	36.8	100.0
	Total	19	100.0	100.0	

SLO: Student executed and completed a set of residential drawings

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	18	94.7	94.7	94.7
	No	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

RCC—Norco campus
Spring 2009
Architecture 25: Advanced Architectural Drafting
Course Student Learning Outcomes: Execute and complete a set of residential working drawings

Student Name/ID:

Completeness	Excellent All necessary detail is contained within the drawing.	Acceptable There are a small number of details and/or annotations missing from the drawing.	Unacceptable There are many details and/or annotations missing from the drawing.
Accuracy	Excellent All information is included in its correct location and the building is properly modeled. The student demonstrated they know how a building goes together and can produce construction drawings to industry standards.	Acceptable Some parts of the structure are not modeled correctly and do not accurately represent how a building goes together. The student's construction drawings do not completely meet industry standards.	Unacceptable There is a significant number of modeling errors that signify the student does not know how a building goes together or does not know how to construct a proper construction drawing.
Proper Notes/ Appropriate Notations	Excellent Proper notes (annotation) were used to identify the elements, materials and sizes of their structure. "Smart" BIM annotation techniques were produced, so if changes to the model occurred, the annotations would change too.	Acceptable Some annotation was omitted from the elements, materials and sizes of their structure. "Smart" BIM annotation techniques were produced, so if changes to the model occurred, the annotations would change too.	Unacceptable There are a significant number of annotation missing from the construction document set, so elements, materials and sizes of their structure are unclear. "Smart" BIM annotation techniques were not produced, so if changes to the model occurred, the annotations (if they were there) would not change.
	9-10	7-8	0-6

The following set of Residential (2-story) working drawings will be graded on a scale of Excellent, Acceptable, and Unacceptable. This Grading is based on three criteria: completeness, accuracy and proper notes and the grading rubric for those dimensions are listed above. All drawings (27 total) have to be completed and graded with a minimum grading of acceptable.

Set of Residential working drawings	**Excellent**	**Acceptable**	**Unacceptable**
1. Floor Plans (first and second)			
2. RCP Plans (first and second)			
3. Foundation Plan (Slab)			
4. Exterior Elevations (all necessary)			
5. Building Sections (all necessary)			
6. Color Fill/ Presentation Plans (first and second)			
7. Electrical Plans w/Legend (first and second)			
8. Structural Details (all necessary)			
9. Wall Sections (all necessary)			
10. Interior Elevations (all necessary)			
11. Door, Window, Room, and Floor Finish Schedules			
12. Interior Perspectives (all necessary)			
13. Properly modeled BIM structure			
14. Floor Finish Plan (first and second)			
15. Cover Sheet w/sheet schedule and 3D model views			

YES_____ Student executed and completed a set of residential working drawings.
NO _____ Student DID NOT execute and complete a set of residential working drawings.

RCCD STUDENT LEARNING OUTCOMES
COURSE-BASED ASSESSMENT PLANNING GUIDE

CONTACT PERSON: **Bill Brown/Todd Wales**	**Assessment is for single section_X__ multiple sections___**
CONTACT INFORMATION: 372-7105	**DATE SUBMITTED**: 5/18/09
☐ **Course: Advanced Architectural Drafting**	**Course Number and Title: ARE25** **DATE COMPLETED & REPORTED:**

LIST SLO TO BE ASSESSED:

1. **Execute and Complete a set of residential working drawings**
2. **Properly utilize BIM software to "model" a building, both as a new structure and as a "tenant improvement"**

Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	HOW?	WHAT?	RESULTS	Act, enact, and disseminate
Provide a clear "picture" of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment tool. Attach relevant documents to this sheet. *Why?* 1. improve instruction 2. student success rates 3. retention rates 4. persistence rates 5. course completion rate	How will the learning outcome be assessed?. 1. Analytic Rubric 2. Portfolio Describe how the selected tool "fits" your assessment. The course is mainly applications and hands on experience and focuses on developing a set of construction documents to industry standards utilizing Building Information Modeling (BIM) software as a tool to creating the drawings. An analytic rubric is n legitimate tool for "performance-based assessing" the student's work.	What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your teaching, you will begin to develop benchmarks. Examples: 1. 90% of all submissions will exhibit competency in the 15 categories to be evaluated 2. Portfolios will show improvement in completeness and accuracy of construction drawings	Analyze and report on the results of the assessment. Use the first 3 steps in this process.. *Reporting Out:* 1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. Please refer to the attached assessment detail.	Report on how you will use the results of the assessment for improving teaching and learning. *Reporting Out (cont):* *EXAMPLES:* Do the results of this assessment indicate a need for another assessment? When? Why? As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units? Please refer to the attached assessment detail.

Assessment Detail
Please provide narrative details for previous worksheet(s).

Unit: ____ARE_____
Campus: ____Norco_____
Contact Person: _____Todd Wales_____
Date: _____5-5-2009_____

Course: Advanced Architectural Drawing

#5. Step 4, 1: Provide overview of process selecting outcome; identifying methods, criteria and results from the activity.
I looked at the student assessments of last semester and expected improvement in % of students displaying competency. I created a 15 point list of topic to evaluate and utilized a 3-level rubric to assess the students.

#5, Step 4, 2: Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.
Students were more successful this semester than last, with over a 90% rate of student competence. Students were attending with greater frequency and utilizing lab time more efficiently.

#5, Step 4, 3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.
Students attended professional user group meetings related to our software, increasing their knowledge and presence in the industry

#5, Step 5, 1: Do the results of this assessment indicate a need for another assessment? When? Why?
No. The items being assessed and the tool to assess them are in line with industry standards for performance on construction drawings.

5, Step 5, 2: As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?
Improving "checklists" of criteria for each assignment would assist students in meeting class/industry standards. They would occur at each content presentation.

RCCD STUDENT LEARNING OUTCOMES
COURSE-BASED ASSESSMENT PLANNING GUIDE

CONTACT PERSON: **Judy Jorgensen/Todd Wales**	**Assessment is for single section = Yes** **multiple sections = No**
CONTACT INFORMATION: 372-7105	**DATE SUBMITTED**: May 7, 2009
☐ **Course ARE-26**	**Course Number and Title: ARE 26 Architectural Rendering** **DATE COMPLETED & REPORTED: May 7, 2009**

Student Learning Outcome 2 and 3 of 6 are ASSESSED:

1. To formulate drawings by applying a variety of fundamental drawing and sketching techniques and methods.
2. **To produce graphic presentations drawings applying the visual cues that support perceptions and representation of three dimensional space and form.**
3. **To compose architectural and environmental design presentations in a variety of rendering media.**
4. To demonstrate the use of graphic design principles and apply graphic presentation principles to new situations.
5. Construct and present compositions explaining the elements and visual cues using the correct graphic terms and vocabulary.
6. To synthesize and solve graphic presentation needs in an individual and group setting.

Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	**HOW?**	**WHAT?**	**RESULTS**	**Act, enact, and disseminate**
Provide a clear "picture" of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment tool. Attach relevant documents to this sheet. ***Why?*** **1. X improve instruction** **2. X student success rates** **3. X equity** 4. __retention rates 5. __persistence rates 6. __course completion rate	**How will the learning outcome be assessed?** 1. ___Student self reported gains **2. X Portfolio** **3. X Analytic Rubric** 4. ___Pre/Post Assessment 5. ___Other Describe how the selected tool "fits" your assessment.	**What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your teaching, you will begin to develop benchmarks.** Examples: **80 % of all submissions will exhibit achievement and competency** **X benchmark not available; assessment activity to serve as initial benchmark.**	**Analyze and report on the results of the assessment. Use the first 3 steps in this process.** ***Reporting Out:*** 1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. **Please refer to the attached assessment detail.**	**Report on how you will use the results of the assessment for improving teaching and learning.** ***Reporting Out (cont):*** ***EXAMPLES:*** Do the results of this assessment indicate a need for another assessment? When? Why? As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units? **Please refer to the attached assessment detail**

7. __other				

Assessment Detail

Unit: 3
ARE
Campus: Norco
Contact Person: Todd Wales
Date: 5-5-2009

Course:

ARCHITECTURAL RENDERING

ARE 26

Spring Semester 2009

Student Learning Outcomes:

7. To formulate drawings by applying a variety of fundamental drawing and sketching techniques and methods.
8. **To produce graphic presentations drawings applying the visual cues that support perceptions and representation of three dimensional space and form.**
9. **To compose architectural and environmental design presentations in a variety of rendering media.**
10. To demonstrate the use of graphic design principles and apply graphic presentation principles to new situations.
11. Construct and present compositions explaining the elements and visual cues using the correct graphic terms and vocabulary.
12. To synthesize and solve graphic presentation needs in an individual and group setting.

1: Provide overview of process selecting outcome; identifying methods, criteria and results from the activity.

The second and third outcomes were selected for evaluation.

- **To produce graphic presentations drawings applying the visual cues that support perceptions and representation of three dimensional space and form.**
- **To compose architectural and environmental design presentations in a variety of rendering media.**

The reason that these two were selected is that they are able to be documented in a quantifiable and measurable manner in a time efficient manner. This course is currently in progress and these two SLO's are able to be assessed prior to the conclusion of the course. Both of these are able to be evaluated in multiple course projects. They are assessed in black and white media at this time prior to the completion of the course. Projects consisting of graphite pencil media, white pencil on black board and black ink media projects have been completed. Color media including color pencil, and markers will be available in future projects not yet submitted. These learning outcomes are able to be measured at multiple points in the course in each major project. Therefore each course project offers an opportunity for evaluation of progress and achievement of learning outcomes. The criteria was considered and established with the intent of providing a meaningful and significant threshold to express actual achievement.

The results of the activity are expected to provide an indication of the quality of learning opportunities provided to the students. Should these outcomes not be achieved the learning opportunities and instructional methods will be constructively evaluated and assessed for improvement by. The assessment can also reveal the achievement in general and on a more specific sub level by type of media.

Note; Sample Assessment Tools and scans of student projects are available

- 2.
- A. Students would be able to produce a complete two dimensional graphite pencil graphic presentation drawing applying the visual cues that support the perception of three dimensional space and form.
- B Students would be able to produce a complete two dimensional white color pencil media on black board presentation drawing applying the visual cues that support the perception of three dimensional space and form.
- C. Students would be able to produce a complete two dimensional pen and ink graphic presentation drawing applying the visual cues that support the perception of three dimensional space and form.

Of the students submitting the graphic presentations it is expected that 80% of the students are expected to achieve a score of 80% or higher.

- 3.
- To compose architectural and environmental design presentations in a variety of rendering media.

1. When students are presented with three graphic drawing assignments in different media they will demonstrate the ability to complete graphic presentation drawings in two or more media with a high level of quality.

Of the students submitting graphic presentations it is expected that 80% or more of the students submit 2 or more projects in distinctly different medial. AND Of the students submitting graphic presentations it is expected that 80 % or more will achieve a high level of craftsmanship and expressive quality as defined in the project evaluation rubric.

2: Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.

All students submitting graphic presentations in black and white media demonstrated achievement of the two identified student learning outcomes based on the assessment with the exception of one student on one project. This student demonstrated a strong attempt at the project and did pass

the project but did not achieve a score of 80%. It is noted that this student did achieve an acceptable level and is a student with physical challenges not experienced by other students. The students did demonstrate achievement across the three media assessed.

3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.

The skills demonstrated by the students in these learning outcomes and projects support the achievements in both the architectural drafting and the architectural design courses. These outcomes are appropriate for a beginning architectural and environmental design student and demonstrate the ability to succeed in advance courses that will require these skills. The design and communication concepts that are demonstrated will benefit to architectural majors. The terminology would be directly linked to the Architectural Drafting and Design courses.

1: Do the results of this assessment indicate a need for another assessment? When? Why?

The results of this assessment indicate that student learning and outcomes are being achieved within these two desired outcomes. This assessment could be extended to include achievement in color media. However I would recommend that it would be more beneficial to move to the other SLO's as these have clearly exhibited student achievement.

It would be appropriate to move forward to the additional student learning outcomes. Appropriate assessment tools should be developed to demonstrate achievement of each. I would suggest that one or two of the remaining SLO's be assessed during the next course offering and that this process repeat until all SLO's have been assessed. The reason for the future assessment would be to implement educational practices, to assuring and documenting that what is intended as to be achieved in student learning is being accomplished and supported through the course and educational design.

2: **As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?**

As a result of this assessment the unit has developed a quality assessment rubric for black and white media presentation drawings. The development of additional detailed project assessment rubrics should be developed for the various color media projects.

See next page…

RCCD STUDENT LEARNING OUTCOMES
COURSE-BASED ASSESSMENT PLANNING GUIDE

CONTACT PERSON: **Judy Jorgensen/Todd Wales**	**Assessment is for single section = X** **multiple sections = No**
CONTACT INFORMATION:	**DATE SUBMITTED**: May 7, 2009
☐ **Course ARE-35**	**Course Number and Title: ARE 35 History of Architecture –Early Beginnings through Gothic** **DATE COMPLETED & REPORTED: May 7, 2009**

2 of 4 SLO TO BE ASSESSED:

- **Recognize the principles of design and identify the aesthetic characteristics and style of a given monument**
- **Distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location**

Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	**HOW?**	**WHAT?**	**RESULTS**	**Act, enact, and disseminate**
Provide a clear "picture" of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment tool. Attach relevant documents to this sheet. ***Why?*** **1. X improve instruction** **2. X student success rates** **3. X equity** 4. __retention rates 5. __persistence rates 6. __course completion rate	**How will the learning outcome be assessed?** 1. ___Student self reported gains 2. ___Portfolio 3. ___Analytic Rubric 4. ___Pre/Post Assessment **5. X Other – assessment tools specifically developed see attached for details.** Describe how the selected tool "fits" your assessment.	What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your teaching, you will begin to develop benchmarks. Examples: 1. 80 % of all submissions will exhibit competency 2. YES this is a first assessment that will set the benchmark. Currently a benchmark is not available; assessment activity to	**Analyze and report on the results of the assessment. Use the first 3 steps in this process.** ***Reporting Out:*** 1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. **Please refer to the attached**	**Report on how you will use the results of the assessment for improving teaching and learning.** ***Reporting Out (cont):*** ***EXAMPLES:*** Do the results of this assessment indicate a need for another assessment? When? Why? As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units? **Please refer to the**

7. __other		serve as initial benchmark.	**Assessment Detail**	**attached Assessment Detail**

Assessment Detail

Unit: 3units
ARE
Campus: Norco
Contact Person: Todd Wales
Date: 5-5-2009

Course:
ARCHITECTURAL HISTORY
Early Beginnings through Gothic
ARE 35
Fall Semester 2008

Listing of Course Student Learning Outcomes:

1. Use architectural terms appropriately and correctly when asked to communicate about architectural monuments;
2. **Recognize the principles of design and identify the aesthetic characteristics and style of a given monument**
3. **Distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location;**
4. Analyze and describe the influences, conditions and impacts in the development of architectural styles and significant architectural works as applied to specific monuments.

1: **Provide overview of process selecting outcome; identifying methods, criteria and results from the activity.**

The second and third outcomes were selected for evaluation.

- Students would be able to recognize the principles of design and identify the aesthetic characteristics and style of a given monument
- Students will demonstrate an ability to distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location

The reason that these two were selected is that they are able to be documented in a quantifiable and measurable manner in a time efficient manner. In addition these learning outcomes are able to be measured at multiple points in the course. Each Learning Unit offers an opportunity for evaluation of progress and achievement of learning outcomes. The criteria was considered and established with the intent of providing a meaningful and significant threshold to express actual achievement.

The results of the activity are expected to provide an indication of the quality of learning opportunities provided to the students. Should these outcomes not be achieved the learning opportunities and instructional methods will be constructively evaluated and assessed for improvement by. The assessment can also reveal the achievement in general and on a more specific sub level of period, style, designer or location categories.

Note; Sample Assessment Tools are available

- 2. Students would be able to recognize the principles of design and identify the aesthetic characteristics and style of a given monument
    1. When a student is presented with a filed of 16 images of 8 different structures they will be able to observe the images and analyze the aesthetic characteristics and then associate two different images of the same monument.
    2. When a student is presented with a selection of 8 images, the student will be able to accurately select the two to five images based on the aesthetic characteristics the images associated with a specific style or period or type of monument.

    Of the students completing the unit and the students completing the course it is expected that 80% of the students are expected to achieve a score of 80% or higher.

- 3. Students will demonstrate an ability to distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location
    1. When students are presented with a selection of 8 images they will be able accurately select the two to five images that exemplify a specified designer, location period or style. Students will be provided a minimum of four to eight opportunities per Learning Unit. These will be presented to the student after they have completed assigned readings and been guided through a series of skills and learning activities.

    Of the students completing the unit and the students completing the course it is expected that 80% of the students are expected to achieve a score of 80% or higher.

2: **Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.**

All students completing the course demonstrated achievement of the two identified student learning outcomes based on the assessment. Approximately 60% of the students demonstrate a higher level of achievement proficiency of 100%. This demonstration was consistent across the spectrum of monuments, periods, designers and location. The level of achievement was higher within the Learning Units than when multiple learning units are addressed.

3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.

These outcomes are appropriate for depth and breathe of a humanities course. The design concepts that are demonstrated in terms of symmetry, sequence and evolution of the use structural systems provide benefit to architectural majors. The terminology would be directly linked to the Architectural Drafting, Design and Rendering courses.

4: Do the results of this assessment indicate a need for another assessment?

The results of this assessment indicate that student learning and outcomes are being achieved within these two desired outcomes. It would be appropriate to move forward to the two other student learning outcomes. Appropriate assessment tools should be developed to demonstrate achievement of each. I would suggest that number one be assessed next semester and number four the following term. The reason for the future assessment would be to implement educational practices, to assuring and documenting that what is intended as to be achieved in student learning is being accomplished and supported through the course and educational design.

- 1. Use architectural terms appropriately and correctly when asked to communicate about architectural monuments

- 4. Analyze and describe the influences, conditions and impacts in the development of architectural styles and significant architectural works as applied to specific monuments.

This assessment has demonstrated that the learning is being achieved by the students that are completing the units and completing the course. It is recognized that the retention rate of the course may be increased. Assessment of the course and activities could be directed at the rigor or other elements of the course.

5: As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?

As indicated above the assessment results very that learning is achieved and no immediate modifications are proposed. It is suggested that the other two student learning outcomes be evaluated to provide a comprehensive assessment of the desired student learning outcomes. Subsequent to these assessments and adjustments the efforts may be directed to assessment of student retention.

RCCD STUDENT LEARNING OUTCOMES
COURSE-BASED ASSESSMENT PLANNING GUIDE

CONTACT PERSON: **Judy Jorgensen/Todd Wales**	**Assessment is for single section = Yes** **multiple sections = No**
CONTACT INFORMATION: 372-7105	**DATE SUBMITTED**: May 7, 2009
☐ **Course ARE-36**	**Course Number and Title: ARE 36 History of Architecture –Renaissance through Modern** **DATE COMPLETED & REPORTED: May 7, 2009**

2 of 4 SLO TO BE ASSESSED:

- **Recognize the principles of design and identify the aesthetic characteristics and style of a given monument**
- **Distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location**

Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	**HOW?**	**WHAT?**	**RESULTS**	**Act, enact, and disseminate**
Provide a clear "picture" of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment	**How will the learning outcome be assessed?** 1. ___Student self reported gains 2. ___Portfolio 3. ___Analytic Rubric	What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your	**Analyze and report on the results of the assessment. Use the first 3 steps in this process.** ***Reporting Out:*** 1. Provide overview of process selecting outcome, identifying	**Report on how you will use the results of the assessment for improving teaching and learning.**

tool. Attach relevant documents to this sheet. ***Why?*** **1. X improve instruction** **2. X student success rates** **3. X equity** 4. __retention rates 5. __persistence rates 6. __course completion rate 7. __other	4. ___Pre/Post Assessment **5. X Other – assessment tools specifically developed see attached for details.** Describe how the selected tool "fits" your assessment.	teaching, you will begin to develop benchmarks. Examples: 1. 80 % of all submissions will exhibit competency 2. YES this is a first assessment that will set the benchmark. Currently a benchmark is not available; assessment activity to serve as initial benchmark.	methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. **Please refer to the attached Assessment Detail**	***Reporting Out (cont):*** ***EXAMPLES:*** Do the results of this assessment indicate a need for another assessment? When? Why? As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units? **Please refer to the attached Assessment Detail**

Assessment Detail

Unit: 3units
ARE
Campus: Norco
Contact Person: Todd Wales
Date: 5-5-2009

Course:
ARCHITECTURAL HISTORY
Renaissance to Modern
ARE 36
Spring Semester 2009

Listing of Course Student Learning Outcomes:

5. Use architectural terms appropriately and correctly when asked to communicate about architectural monuments;
6. **Recognize the principles of design and identify the aesthetic characteristics and style of a given monument**

7. **Distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location;**
8. Analyze and describe the influences, conditions and impacts in the development of architectural styles and significant architectural works as applied to specific monuments.

1: **Provide overview of process selecting outcome; identifying methods, criteria and results from the activity.**

The second and third outcomes were selected for evaluation.

- Students would be able to recognize the principles of design and identify the aesthetic characteristics and style of a given monument
- Students will demonstrate an ability to distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location

The reason that these two were selected is that they are able to be documented in a quantifiable and measurable manner in a time efficient manner. In addition these learning outcomes are able to be measured at multiple points in the course. Each Learning Unit offers an opportunity for evaluation of progress and achievement of learning outcomes. The criteria was considered and established with the intent of providing a meaningful and significant threshold to express actual achievement.

The results of the activity are expected to provide an indication of the quality of learning opportunities provided to the students. Should these outcomes not be achieved the learning opportunities and instructional methods will be constructively evaluated and assessed for improvement by. The assessment can also reveal the achievement in general and on a more specific sub level of period, style, designer or location categories.

Note; Sample Assessment Tools are available

- 2. Students would be able to recognize the principles of design and identify the aesthetic characteristics and style of a given monument
    1. When a student is presented with a filed of 16 images of 8 different structures they will be able to observe the images and analyze the aesthetic characteristics and then associate two different images of the same monument.
    2. When a student is presented with a selection of 8 images, the student will be able to accurately select the two to five images based on the aesthetic characteristics the images associated with a specific style or period or type of monument.

    Of the students completing the unit and the students completing the course it is expected that 80% of the students are expected to achieve a score of 80% or higher.

- 3. Students will demonstrate an ability to distinguish the characteristics of multiple architectural images and categorize them by monument, period style, designer, and/or location
    1. When students are presented with a selection of 8 images they will be able accurately select the two to five images that exemplify a specified designer, location period or style. Students will be provided a minimum of four to eight opportunities per Learning Unit. These will be presented to the student after they have completed assigned readings and been guided through a series of skills and learning activities.

    Of the students completing the unit and the students completing the course it is expected that 80% of the students are expected to achieve a score of 80% or higher.

2: **Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.**

All students completing the course demonstrated achievement of the two identified student learning outcomes based on the assessment. Approximately 60% of the students demonstrate a higher level of achievement proficiency of 100%. This demonstration was consistent across the spectrum of monuments, periods, designers and location. The level of achievement was higher within the Learning Units than when multiple learning units are addressed.

3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.

These outcomes are appropriate for depth and breathe of a humanities course. The design concepts that are demonstrated in terms of symmetry, sequence and evolution of the use structural systems provide benefit to architectural majors. The terminology would be directly linked to the Architectural Drafting, Design and Rendering courses.

4: Do the results of this assessment indicate a need for another assessment?

The results of this assessment indicate that student learning and outcomes are being achieved within these two desired outcomes. It would be appropriate to move forward to the two other student learning outcomes. Appropriate assessment tools should be developed to demonstrate achievement of each. I would suggest that number one be assessed next semester and number four the following term. The reason for the future assessment would be to implement educational practices, to assuring and documenting that what is intended as to be achieved in student learning is being accomplished and supported through the course and educational design.

- 1. Use architectural terms appropriately and correctly when asked to communicate about architectural monuments
- 4. Analyze and describe the influences, conditions and impacts in the development of architectural styles and significant architectural works as applied to specific monuments.

This assessment has demonstrated that the learning is being achieved by the students that are completing the units and completing the course. It is recognized that the retention rate of the course may be increased. Assessment of the course and activities could be directed at the rigor or other elements of the course. *Note this course is still in session and final results for the overall course are not available. This assessment is currently exhibiting trends similar to those of the Architecture 35 – Early Beginnings through Gothic.*

5: As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?

As indicated above the assessment results very that learning is achieved and no immediate modifications are proposed. It is suggested that the other two student learning outcomes be evaluated to provide a comprehensive assessment of the desired student learning outcomes. Subsequent to these assessments and adjustments the efforts may be directed to assessment of student retention.

RCCD STUDENT LEARNING OUTCOMES COURSE BASED ASSESSMENT PLANNING GUIDE

CONTACT PERSON: **Judy Jorgensen/Todd Wales**	**Assessment is for single section = Yes** **multiple sections = No**
CONTACT INFORMATION: 372-7105	**DATE SUBMITTED**: May 7, 2009

☐ **Course ARE-37, Architectural Design I**

Course Number and Title: ARE 37 Architectural Design I

DATE COMPLETED & REPORTED: May 7, 2009

Listing of Course Student Learning Outcomes:

1. **Present alternative design strategies to the ultimate solution of a problem.**
2. **Discuss different procedures architects use in design development.**
3. **Plan, carry out and reflect on a process for creating design solutions.**
4. **Generate a variety of solutions to defined two and three dimensional design problems.**
5. **Design abstract compositions and spaces that range from implied to explicit.**
6. **Understand a range of ways that basic design principles can be employed to create relationships between elements within a design or presentation.**
7. **Analyze how basic design concepts have been used to create design solutions.**
8. **Understand the value of conscious application of the basic design principles to the creation, development and communication of ideas.**
9. **Understand the difference between a design concept and a specific design.**
10. **Understand the concept of size in terms of measurement, scale and proportion.**
11. **Understand and employ the basic design concepts to create relationships between elements within a design or presentation to enhance communication of an idea.**
12. **Have an awareness of architectural design concepts of approach, entry and arrival.**
13. **Have an awareness of the architectural design concept of implied space versus explicit closed space.**
14. **Construct and present designs with quality craftsmanship.**
15. **Design and execute two-dimensional presentations composed of drawings, images and text that support the intended communication.**
16. **Ability to speak and write effectively regarding the subject matter of basic design principles.**
17. **Ability to use graphic media to convey essential formal elements at each stage of the design process.**
18. **Demonstrate collaborative skills and demonstrate the ability to identify and assume diverse roles that maximize individual talents, and cooperate with other students when working as members of a team or group setting.**

Step 1: Taking Stock	Step 2: Time & Methods of Assessment	Step 3: Measurement Criteria	Step 4: Summary and Analysis of Data	Step 5: Use of Results and Modifications
WHY?	**HOW?**	**WHAT?**	**RESULTS**	**Act, enact, & disseminate**
Provide a clear "picture" of why you selected this student learning outcome and explain the project or assignment you will be using as the assessment tool. Attach relevant documents to this sheet. **1. X improve instruction** **2. X student success rates** **3. X equity** 4. __retention rates 5. __persistence rates 6. __course completion rate 7. __other	**How will the learning outcome be assessed?** 1. ___Student self reported gains **2. X Portfolio** **3. X Analytic Rubric** 4. ___Pre/Post Assessment 5. ___Other Describe how the selected tool "fits" your assessment.	**What are your expectations? If this is the first assessment you have created, you may not have a specific benchmark or goal for this particular project. As you embed assessment in your teaching, you will begin to develop benchmarks.** Examples: **80 % of all submissions will exhibit achievement and competency** **X benchmark not available; assessment activity to serve as initial benchmark.**	**Analyze and report on the results of the assessment. Use the first 3 steps in this process.** ***Reporting Out:*** 1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity. 2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning. 3. Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate. **Please refer to the attached assessment detail.**	**Report on how you will use the results of the assessment for improving teaching and learning.** ***Reporting Out (cont):*** ***EXAMPLES:*** Do the sults of this assessment indicate a need for another assessment? When? Why? As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units? **Please refer to the attached assessment detail**

Assessment Detail

Unit: 3units
ARE
Campus: Norco
Contact Person: Todd Wales
Date: 5-5-2009

Course:
ARCH 37
DESIGN I
Fall Semester 2008

Listing of Course Student Learning Outcomes:

19. **Present alternative design strategies to the ultimate solution of a problem.**
20. **Discuss different procedures architects use in design development.**
21. **Plan, carry out and reflect on a process for creating design solutions.**
22. **Generate a variety of solutions to defined two and three dimensional design problems.**
23. **Design abstract compositions and spaces that range from implied to explicit.**
24. **Understand a range of ways that basic design principles can be employed to create relationships between elements within a design or presentation.**
25. **Analyze how basic design concepts have been used to create design solutions.**
26. **Understand the value of conscious application of the basic design principles to the creation, development and communication of ideas.**
27. **Understand the difference between a design concept and a specific design.**
28. **Understand the concept of size in terms of measurement, scale and proportion.**
29. **Understand and employ the basic design concepts to create relationships between elements within a design or presentation to enhance communication of an idea.**
30. **Have an awareness of architectural design concepts of approach, entry and arrival.**
31. **Have an awareness of the architectural design concept of implied space versus explicit closed space.**
32. **Construct and present designs with quality craftsmanship.**
33. **Design and execute two-dimensional presentations composed of drawings, images and text that support the intended communication.**
34. **Ability to speak and write effectively regarding the subject matter of basic design principles.**
35. **Ability to use graphic media to convey essential formal elements at each stage of the design process.**
36. **Demonstrate collaborative skills and demonstrate the ability to identify and assume diverse roles that maximize individual talents, and cooperate with other students when working as members of a team or group setting.**

1: **Provide overview of process selecting outcome; identifying methods, criteria and results from the activity.**

Two sets of Student Learning Outcomes were selected for evaluation. There are a total of 18 student learning outcomes, 5 of the 18 were selected for evaluation.

SET A

1. Present alternative design strategies to the ultimate solution of a problem.

3. Plan, carry out and reflect on a process for creating design solutions.

4. Generate a variety of solutions to defined two and three dimensional design problems.

SET B

5. Design abstract compositions and spaces that range from implied to explicit

9. Understand the difference between a design concept and a specific design.

Two of the major projects in the course directly and explicitly address five of the student learning outcomes. The reason that these two were selected to be evaluated is that they are able to be documented in a quantifiable and measurable manner in a time efficient manner for a benchmark evaluation. The criteria was considered and established with the intent of providing a meaningful and significant threshold to express actual achievement. Detailed evaluation rubrics have been developed for each major project in the course. The results of the activity are expected to provide an indication of the quality of learning opportunities provided to the students. Should these outcomes not be achieved the learning opportunities and instructional methods will be constructively evaluated and assessed for improvement by.

Note; Sample Assessment Tools are available

- Project – SHAPE DESIGN *(Problem Statement Available)*
  - *Present alternative design strategies to the ultimate solution of a problem.*
  - *Plan, carry out and reflect on a process for creating design solutions.*
  - *Generate a variety of solutions to defined two*

- Students will demonstrate:
  1. 4. When students are presented with a design problem that contains a specific set of design constraints and criteria they will be able to create a rich variety of alternative design solutions
  2. 1. Students will develop and document a variety of design strategies as they move toward the problem solution
     The student will create an abundant variety of solutions (a minimum of 30), the student will reflect on the design process and designs and evaluate the existence or absence of desirable design traits, from this they will select the most desirable designs. They will also reflect on the design process and evaluate the designs to select designs that express the greatest diversity of visual balance. Students will need to select their best designs and assure that they have radial, symmetrical and asymmetrical designs clearly present, linear and curvilinear, multiplication and subdivision. If a student determines that there is a lack of quality or quantity of any they will need to develop a strategy to and create additional design solutions?
  3. Of the students completing the unit it is expected that 80% of the students are expected to achieve a score of 80% or higher.

- Project – HIERARCHY
- A two dimensional design problem *(Problem Statement Available)*
  1. *Design abstract compositions and spaces that range from implied to explicit*
  2. *Understand the difference between a design concept and a specific design.*

- Students will demonstrate an ability to
    1. When students are presented with a design challenge the student is able to create an aesthetically pleasing design solution. The design challenges the student to select a basic shape (triangle, square, rectangle or circle) and manipulate the shape through numerous iterations to transform the basic shape from explicit to a state where it is implied (evident but recognizable) in a two dimensional design composition.

    2. Of the students completing the design challenge it is expected that 80% of the students are expected to achieve a score of 80% or higher.

2: **Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.**

All students completing this design challenge demonstrated achievement of the these two identified student learning outcomes based on the assessment.

3: Include all potential links to other outcomes in the course, other courses, or any other parts of the institution you deem appropriate.

The design concepts that are demonstrated in terms of symmetry, sequence and evolution of the use structural systems provide benefit to architectural majors. The achievement of these desired student learning outcomes in a two dimensional design are directly linked to and support student success in applying these concepts to the three dimensional designs. The terminology would be directly linked to the Architectural Drafting, Design and Rendering courses. The design concepts and problem solving skills and process directly relate to all future architectural courses the student will experience.

4: Do the results of this assessment indicate a need for another assessment?

The results of this assessment indicate that student learning and outcomes are being achieved within these two sets of desired student learning outcomes. It would be appropriate to move forward to the two other student learning outcomes. Appropriate assessment tools such as comprehensive evaluation rubrics or entry / exit surveys should be developed to demonstrate achievement of each.

I would suggest that Student Learning Outcomes 10, 11 and 12 be assessed next semester and the remaining outcomes be selected by a team in future semesters. The reason for the future assessment would be to implement educational practices, to assuring and documenting that what is intended as to be achieved in student learning is being accomplished and supported through the course and educational design.

- **10. Understand the concept of size in terms of measurement, scale and proportion.**
- **11. Understand and employ the basic design concepts to create relationships between elements within a design or presentation to enhance communication of an idea.**
- **12. Have an awareness of architectural design concepts of approach, entry and arrival**

This assessment has demonstrated that the learning is being achieved by the students that are completing the design challenge posed in the course.

5: As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?

As indicated above the assessment results very that learning is achieved and no immediate modifications are proposed. It is suggested that three additional student learning outcomes be evaluated to move toward providing a comprehensive assessment of the desired student learning outcomes.

Annual Program Review Update

Unit: _____ARE_____
Campus: _____NOR_____
Contact Person: _____Todd Wales_____
Date: _____5-18-09_____

Human Resource Status

6. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty and Staff Employed in the Unit		
Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Architecture	0 *(one full-time engineering faculty member teaches ARE-24 as part of his load)*	2

Unit Name: _____ARE_____

7. Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)[1]

List Staff Positions Needed for Academic Year____09-10_____ **Please justify and explain each faculty request based on rubric criteria for your campus.** Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***
1. Full-time Architecture Instructor position Reason: This position has been requested for the past several years due to student interest/growth (and potential student growth) in the Architectural Program. This position is in the top of the hiring queue for the next hiring session next academic year.	**N**	**$110K**
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

[1] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____ARE_____

8. Equipment (excluding technology) Needs Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year___09-10____ Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
2. Office computer for new FT architecture faculty member Reason: To support full-time position.	N	**$2K**	1	**$2K**
3. Office Supplies for new FT architecture faculty member Reason: To support full-time position.	**N**	**$500**	**1**	**$500**
1. Replacement video camera (ceiling mount) in ATEC 109 (Panasonic AW-E655, w/ remote control unit – AW-CB400) Reason: Replace existing 13 year old unit - wearing out)		**$10,000.00**	**1**	**$10,000.00**
2. 30" LCD Television monitor (with ceiling mount) for ATEC 109 Reason: Replace existing 13 year old CRT monitors – wearing out/lack clarity.		**$2,800.00**	**4**	**$11,200.00**
3. Drafting tables, 36: x 40" in ATEC 109 Reason: Several worn out tables in lab – rickety and unstable		**$1,200.00**	**5**	**$6,000.00**
4. Computers for ATEC 109 Reason: Replace three remaining six year old machines – one for RP machine		**$2,500.00**	**3**	**$7,500.00**

[2] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

5. Engineering copier Reason: Replace 13 year old machine – it's worn out.	**$7,500.00**	**1**	**$7,500.00**
6. Increase in maintenance budget Reason: Need additional $2,000.00 to cover equipment repairs	**$4,000.00**	1	**$4,000.00**

*** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).**
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
** TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name: _____*ARE*_____

9. Technology++ Needs Not Covered by Current Budget: [3]

NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Submitted by: Todd Wales	Title: Associate Professor	Phone: 372-7105

Annual TCO*

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C) ?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure ?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	None at this time.									
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your campus Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microsupport Computer Supervisor to obtain accurate cost estimates.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Remember to keep in mind your campuses prioritization rubrics when justifying your request.

[3] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "justification" section of this form.

Unit Name: _____ARE_____

10. Facilities Needs Not Covered by Current Building or Remodeling Projects*[4]

List Facility Needs for Academic Year___09-10_____ **(Remodels, Renovations or added new facilities)** Place items on list in order (rank) or importance.	**Annual TCO*** Total Cost of Request
1. Architectural Design/Model building/Art lab – Remodel ATEC 209 Reason: Request: To reconfigure Applied Technology Room 209 – remove existing computers and tables and replace with art tables chairs. Lab could be shared between Architecture and Art Programs. Additional equipment would include scanners and bookshelves. It would be a one-time cost to the District which includes the cost of drafting/art tables and chairs. *This proposal is based on the move of the current CAD Lab to the new IT Building.*	**$30,000.00**
2. Reason:	
3. Reason:	
4. Reason:	
5. Reason:	

*Please contact your campus VP of Business or your Director of Facilities,Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____ARE_____

11. Professional or Organizational Development Needs Not Covered by Current Budget*[5]

List Professional Development Needs for Academic Year_ 09-10_____. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	**Annual TCO***		
	Cost per item	Number Requested	Total Cost of Request
1. None at this time. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____ARE_____

12. OTHER NEEDS not covered by current budget[6]

List Other Needs that you are certain do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***		
	Cost per item	Number Requested	Total Cost of Request
1. None at this time. Reason:			
2. Reason:			
3. Reason:			
4. Reason:			
5. Reason:			
6. Reason:			

[6] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: __*ARE*_____

13. Student Support Services (see definition below)** Needed by the Unit over and above what is currently provided. These needs will be communicated to Student Services[7]

List Student Support Services Needs for Academic Year____09-10_____ Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.
1. None at this time. Reason:
2. Reason:
3. Reason:
4. Reason:
5. Reason:
6. Reason:

**Student Support Services include for example: Tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

[7] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____*ARE*_____

14. Library Needs <u>Not</u> Covered by Current Library Holdings[8] Needed by the Unit over and above what is currently provided. These needs will be communicated to the Library

List Library Needs for Academic Year___09-10_____ Please list/summarize the needs of your unit on your campus below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.
1. None at this time. <u>Reason:</u>
2. <u>Reason:</u>
3. <u>Reason:</u>
4. <u>Reason:</u>
5. <u>Reason:</u>
6. <u>Reason:</u>

[8] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: _____ARE_____

Learning Support Services Not Covered by Current budget*.

List Learning Support Services Needs Please list funding requests related to the Writing and Reading Center, the Math Learning Center, Tutorial Services, and the Instructional Media Center. These do not include laboratory components that are required of a course. Place items on list in order (rank) or importance.	Total Cost of Requests			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
1. None at this time. Reason:				
2. Reason:				
3. Reason:				
4. Reason:				
5. Reason:				

*It is recommended that you speak with your campus IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.