

Assessment, Improvement, Measurement (AIM) Report: 10/04/2013**Plan Year:** 2012-2013**Unit:** Architectural Technology**Coordinator(s):** Thomas Rogers, Karman Wheeler, William Franklin**Reviewer:** William Franklin

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Analyze architecture utilizing aesthetic principles and conceptual building organizations. In helping students to better understand concepts in the required textbook for ACH 110 - Survey of the Architectural Profession, they will interact in a group setting for a period of time in class to discuss topics from the assigned reading and report findings to the class. Specifically, the instructor will provide a question or questions for each student within a group to consider the week before and then ask them to discuss their answer with their group briefly the next week prior to formally answering in class.	Survey results and Faculty evaluation of formal response in class.	1. Survey Results - 75% of students will agree that these activities greatly or somewhat helped them better understand how to analyze architectural designs utilizing aesthetic principles and conceptual building organizations. 2. Faculty Evaluation - 80% will be able to respond successfully to questions.	1. Survey - Of the 13 students surveyed, 100% indicated these activities greatly helped (8) or somewhat helped (5) them better understand how to analyze architectural designs utilizing aesthetic principles and conceptual building organizations. 2. Faculty evaluation - All students (with minimal prompting when indicated) were able to respond successfully to the questions provided.	Met	Expansion of group activities - I plan on repeating the activities in subsequent semesters and possibly expanding the activity to additional class sessions. The positive interaction noted between students during small group discussions suggests that other interactive activities both related and unrelated to the textbook should be explored.
Apply architectural historical concepts and theories to building designs. In two sections of ACH 120 - Theory and History of Architecture I - the instructor will facilitate the creation of group study sessions for course exams outside of normal	Survey results	75% of students will agree that these activities greatly or somewhat helped them better understand and retain information about architectural historical concepts and theories	Of the 22 students surveyed, 95% indicated these activities greatly helped (16) or somewhat helped (5) them better understand and retain information about architectural historical concepts and theories. 1% (1) indicated that these activities somewhat did not help.	Met	This activity will likely continue with some modifications such as assigned 'study buddies'.

<p>class time. The opportunity could be made available for students in the same way that a recitation class is structured for courses at some universities. Participation would be on a volunteer basis so as not to erode the material needed to be covered during class times, but the instructor would agree to meet with those students willing to participate, and interact in a group study and discussion session using sample exam questions as the format. It is noted that the main factor in contributing to attrition in the course has been poor performance on exams.</p>					
<p>SLO -2</p>					
<p>Produce construction documents for residential and commercial structures utilizing hand drafting and current computer-aided drafting technology. and Apply the results of research of a variety of information sources to building designs. At the beginning of the semester in two sections of ACH 100 - Construction Documents I - the students will pair off and interview each other for personal information (where they are from, education, employment, hobbies, family, why they chose arch, etc...) then the person who</p>	<p>Survey results and Faculty Evaluation</p>	<p>1. Survey - 75% of students will agree that the research activities greatly or somewhat helped them better understand why research is important in the architectural design process and in the production of construction documents. 2. Faculty Evaluation - All students will score 80% or higher in meeting the criteria established for and hand and CAD drawings.</p>	<p>1. Survey - Out of 8 students that completed the survey 100% indicated that the research activities either greatly helped (6) or somewhat helped (2) them better understand why research is important in the architectural design process and in the production of construction documents. 2. Faculty Evaluation - 100% were successful on meeting the criteria to produce construction documents for residential and commercial structures using hand drafting and current CAD technology.</p>	<p>Met</p>	<p>The results seem to indicate that we should continue to use and develop activities such as these that promote peer learning and help to develop student support networks. We should perhaps look at ways to expand these activities and develop something similar for other ACH courses, especially first semester or first year (freshman) classes.</p>

<p>interviews, will present the person interviewed to the rest of the class. This allows the students to begin to know a little about each other and develop a connection with the class. Later in the semester the students will again work in groups (may pair off or work in larger size groups) to research various building and design elements needed for the construction documents and then bring the research findings back to share with the entire class. The purpose of these group activities will be to help the student develop a support network of peers within the class, giving each student a sense of belonging to a larger group with shared goals, and ultimately increasing students success and retention in the class and program.</p>					
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