College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
  - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
  - Graduate programs must include one curricular map showing how courses map onto PLOs.
  - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Architectural Engineering

Type of Program *

Minor ⌄

College of Arts and Sciences Division *

Arts ⌄

Name/Title/E-mail Address of Submitter *

Seth Wachtel/Associate Professor/slwachtel@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Hana Bottger/hana.bottger@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

The Architecture and Community Design Program at the University of San Francisco combines an introduction to the disciplines of architecture, urban design, city planning, and landscape design with a strong emphasis on the social sciences and the humanities. The program draws from the university's diverse resources and faculty to form a unique interdisciplinary curriculum of study, which reflects the university's mission and commitment to building community toward a more just and humane world. The program emphasizes the critical role of analytical approaches and design strategies in negotiating between individual and collaborative acts of making, within the larger framework of political, social, and cultural issues. We create an environment where students engage with and learn from the city and surroundings through innovative architectural design and real world projects that make a significant difference in the lives of underserved communities. Through this process, students learn to become impassioned readers, interpreters, actors, and designers of their cities, institutions, and communities.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

The Architectural Engineering Minor is a "stand-alone" program, without a Major version of the program. The majors of students who have undertaken this minor so far are ARCD, DSGN, PHYS, ENVS, CS and MATH.

1.   Students will be able to apply foundational physics and math skills to techniques of structural analysis and structural materials engineering.
2.   Students will develop a physical intuition for engineering concepts, and see structural engineering as an integral part of the design process.
3.   Students will work with local and international communities where innovation in technology and building systems is required to best serve the needs of a partnering community.
4.   Students will gain knowledge and understand the power of design and engineering decisions to create positive change in the environment, both socially and ecologically.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

RCE Minor PLOxC...

Please upload your PLOs to ILOs Curriculum map here *

RCE Minor PLOxI...

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

Formal assessment has not yet taken place.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- ☐ Published (Standardized) Test (e.g., Major Field Test)
- ☑ Class Tests & Quizzes with Embedded Questions
- ☐ Class Presentations
- ☐ Off-Campus Presentations (NGOs, clients, agencies, etc.)
- ☑ Research Projects Reports
- ☐ Case Studies
- ☐ Term Papers
- ☐ Portfolio
- ☐ Artistic Performances, Recitals & Products
- ☑ Capstone Projects
- ☐ Poster Presentations
- ☐ Comprehensive Exams
- ☐ Thesis, Dissertation
- ☐ Pass Rates on Certification or Licensure Exams
- ☐ Group Projects
- ☐ In-/Out-of Class Presentations
- ☐ Competency Interviews (e.g., oral exams)
- ☐ Simulations
- ☐ Juried Presentations

☐
Other: _____

Brief description of student work products used to assess PLOs: *

Formal assessment has not yet taken place, but examples of student work - exams, design projects and technical reports, have been collected. A website has been created to house student research papers. Feedback from professional partners has been sought and recorded.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Formal assessment has not yet taken place.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

Who evaluated the student work product? Check all that apply. *

☑ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☐ PT faculty members who were instructor(s) of the course(s)

☐ Other: _____

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Joint review by FT faculty

What indirect methods did you employ, if any?

- ☐ Student Survey

- ☐ Student Interview

- ☐ Focus Groups

- ☐ Reflection Sessions

- ☐ Reflection Essays

- ☐ Faculty Survey

- ☐ Exit (end of program) Survey

- ☐ Exit (end of program) Interview

- ☐ Alumni Survey

- ☐ Employer Survey

- ☐ Diaries or Journals

- ☐ Data from Institutional Surveys

- ☐ Curriculum/Syllabus Analysis

- ☐ Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Indirect assessment separate from the ARCD major has not yet taken place.

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

No formal analysis of results, but technical papers and projects indicate that students are achieving the outcomes.

What were the indirect data results? (If applicable)

In preparation for assessment, FT faculty would benefit from advice - how do other minors get assessed? We could embed diagnostic type questions in the second midterm of each of 310 and 360, but both of those courses end in projects rather than final exam.

How do you interpret these results? What do they mean? *

Formal assessment for the ARCE minor has not yet taken place.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- ☐ Revision of PLOs
- ☐ Changes in pedagogical practices
- ☐ Revision of program course sequence
- ☐ Revision of course(s) content
- ☐ Curriculum Changes (e.g. addition and/or deletion of courses)
- ☑ Modified program policies or procedures
- ☑ Designed measurement tools more aptly suited for the task
- ☐ Improved within and across school/college collaboration
- ☐ Improved within and across school/college communication
- ☐ Revised student learning outcomes in one or more courses
- ☐ Modified rubric
- ☐ Developed new rubric
- ☐ Developed more stringent measures (key assessments)
- ☐ Modified course offering schedules
- ☐ Changes to faculty and/or staff
- ☐ Changes in program modality of delivery
- ☐ Other: ....

Description of the Proposed Changes (as checked above): *

Since only ARCD 310 and ARCD 360 are required for the ARCE minor, and they are the entry courses for the minor, we wonder about making ARCD 372 required as well in order to get to PLO #3; the one about working with a partnering community.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

PLOs 1, 2, and 4 can be met with ARCD 310 and ARCD 360, with the possible assessment of an ARCE Minor elective.

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