Assessment: Course Four Column

Spring/Summer 2018

El Camino: Course SLOs (IND) - Architecture

ECC: ARCH 100:An Orientation to Architecture

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 Careers Connected to Architecture - Given lecture Information and classroom discussions, students will have knowledge of parallel vocations that a student with an education in architecture could pursue after their education is complete, if they choose not to pursue a career as an architect. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Exam/Test/Quiz -** Students will be given a test to show their knowledge of what vocations, (other than becoming an architect,) a person who has an education in the field of architecture can pursue. **Standard and Target for Success:** Students who give information regarding 10 vocations reviewed in lecture, that architecture students can pursue will receive a score of 3. Students who can answer with 6-9 vocations will receive a score of 2. Students who can answer with 3-5 vocations will receive a score of 1. Students who answer under three will receive a score of 0.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students were given examples of approximately 45-50 parallel professions that they can pursue outside of the classic architecture profession and demonstrated adequate knowledge of such. The standard was met. (09/14/2018) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Mina Greas **Faculty Contributing to Assessment:** Dan Richardson	**Action:** The strategy used to teach this architecture course in career technical education, is that one must have a continuous working knowledge gained with participation in professional practice. (09/14/2019) **Action Category:** Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) **Standard Met? :** Standard Met On 5-01-2014 a test was given to 26 students in an Architecture 100 class where the students had to name 10 vocations that a student with architectural education could pursue, other than becoming an architect. 23 students received a score of 3, 3 students received a score of 2, and there were no students below the score of 2. (09/25/2014) **Faculty Assessment Leader:** Mike Stallings **Faculty Contributing to Assessment:** Mike Stallings	**Action:** The strategy to teach this course in career technical education is that one must have a continuous working knowledge with participation in professional practice. (09/14/2018) **Action Category:** Teaching Strategies

ECC: ARCH 119 :Computer Aided Architectural Drafting

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 Spatial Organization - Successful students tracking for graduation transfer, and or employment in the architecture field, will create design drawings and design models to show spatial organization. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Project -** Project will represent the culmination of the spatial organization of the design development of drawings and the model. **Standard and Target for Success:** 15% of students will score above 90%, 80% of students will score between 70% and 90%	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students were expected to interpret the lecture information and utilize subsequent studio demonstrations and examples to produce the required deliverable product. (09/13/2018) **% of Success for this SLO:** 93 **Faculty Assessment Leader:** Dan Richardson **Faculty Contributing to Assessment:** Dan Richardson	**Action:** The challenging nature of teaching Architecture is the rate of change in the relevant course material. The availability of changing and developing software continues to move the goalposts. The strategy to be used is that those who teach this course must have a continuous working knowledge in professional practice in this career technical education field of study. (09/13/2019) **Action Category:** Teaching Strategies

ECC: ARCH 125 :Advanced Three-Dimensional Architectural Computer Aided Design

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 3D BIM Modeling - The course requires its students to learn advanced concepts of 3D BIM modeling using Autodesk Revit software and to create details computer models of buildings that can be used to generate building plans, sections, elevations, details, schedules, etc. Students will also learn concepts of stair; curtail wall, and family creation and the responsibilities of a BIM Manager. Once completed with this course, student will be prepared for advanced-level employment with an architecture firm using computer software to manage a BIM. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Project -** Students will apply concepts of 3D BIM modeling and create detailed computer models of buildings to generate building plans, sections, elevations, details, and schedules. Completion of this course will prepare the student to collaborate with an architecture firm.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students have demonstrated their understanding of the lecture and studio demonstrations to produce 3D BIM detailed computer models of buildings. A success rate of 85%-90% was expected and achieved. (09/14/2018) **% of Success for this SLO:** 90 **Faculty Assessment Leader:** Henry Mera **Faculty Contributing to Assessment:** Dan Richardson	**Action:** The challenging nature of teaching Architecture is the rate of change in the relevant course material. The availability of changing and developing software continues to move the goalposts. The strategy to be used is that those who teach this course must have a continuous working knowledge in professional practice in this career technical education field of study. (09/14/2019) **Action Category:** Teaching Strategies

ECC: ARCH 150B:Architectural Drafting II

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 Stair Design - Upon completion of this course a student will be able to design, calculate and draw a stairway for a pre-described area of space given to them. They will meet all current Building Codes related to stair design. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Project -** This Project is for the design, the calculations and the drawings for a residential stairway for a floor to floor 121" total rise condition. **Standard and Target for Success:** 15% of students will score above 90%, 80% of students will score between 70% and 90%	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students were expected to interpret the lecture information and subsequent building code research to establish the stair design options and determine the best stair design. The standard was met. (09/13/2018) **% of Success for this SLO:** 96 **Faculty Assessment Leader:** Dan Richardson	**Action:** The challenging nature of teaching Architecture is the rate of change in the relevant course material. The building codes change, the planning codes change, and the energy codes change. The strategy to be used is that those who teach this course must have a continuous working knowledge in this career technical education field of study. (09/13/2019) **Action Category:** Teaching Strategies

ECC: ARCH 170:Architectural Graphics Techniques

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 Illumination - Given lecture material, handouts and classroom discussion, students will be able to illuminate objects in plan, elevation and perspective so as to show materials in illuminated form as well as showing shade and shadow forms. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Presentation/Skill Demonstration -** A Graphic Test was given for the final exam that had a building drawn in plan, elevation and perspective. The students were to delineate materials on the different planes and show what those materials looked like in their illuminated state, what they would look like in the shade and what the materials on the wall or ground planes behind them would look like in the shade. **Standard and Target for Success:** Students who delineate each drawing correctly in illumination, shade and shadow will score a 4. Students who drew illumination and shade on drawings, but no shadow, were given a 3. Students who just drew the materials in illuminated state, without shade or shadow, were given a score of 2, Students who did not draw anything correct were given a score of 1.	**Semester and Year Assessment Conducted:** 2013-14 (Spring 2014) **Standard Met? :** Standard Met Exam given on 5-06-2014 -Of the 24 students who took the test, 12 scored a perfect 4, 8 scored a 3, 4 scored a 2 and no student scored below a 2. (09/25/2014) **Faculty Assessment Leader:** Mike Stallings **Faculty Contributing to Assessment:** Mike Stallings	
	Project - This Project was presented as lecture information and demonstrated in the studio. the drawings included plan, elevation, section and perspective view enhanced to illustrate the texture as well as shade and shadow. **Standard and Target for Success:** 15% of students will score above 90%, 80% of students will score between 70% and 90%	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students were expected to interpret the lecture information and utilize subsequent studio demonstrations and examples to produce the required drawings. (09/13/2018) **% of Success for this SLO:** 99 **Faculty Assessment Leader:** Dan Richardson	**Action:** The challenging nature of teaching Architecture is the rate of change in the relevant course material. The availability of changing and developing software continues to move the goalposts. The strategy to be used is that those who teach this course must have a continuous working knowledge in this career technical education field of study, ie participate in professional practice. (09/13/2019)

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
			Action Category: Teaching Strategies

ECC: ARCH 172:Architectural Color Rendering Techniques

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 Composition of Color - Given lecture information, handouts and in-class discussion, students will be able to demonstrate and ability to mix colors to create Hue Schemes, (Monochromatic, Analogous, Complimentary, etc.) that will be the right colors for the building they are trying to illustrate. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Project -** Students will demonstrate their knowledge to mix colors to create Hue Schemes that will be the correct colors to illustrate their building.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Students have demonstrated their understanding of Hue Schemes with colors to illustrate their building. A success rate of 85%-90% was expected and achieved. (09/14/2018) **% of Success for this SLO:** 93 **Faculty Assessment Leader:** Peggy Johnson **Faculty Contributing to Assessment:** Dan Richardson	**Action:** The strategy to teach this course in career technical education is that one must have a continuous working knowledge with participation in professional practice. (09/14/2019) **Action Category:** Teaching Strategies

ECC: ARCH 199 :Architecture Design Studio

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #3 Drawings & Scaled Models - Using his or her own developed research report information on theory and design development, and other design principles taught in class, the student will create an environmentally responsible and sustainable architecture project in the form of drawings and scaled models. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2017-18 (Spring 2018), 2021-22 (Spring 2022) **Input Date:** 11/29/2013	**Project -** This Project is for the design and modeling for an architectural sustainable environment . **Standard and Target for Success:** 15% of students will score above 90%, 80% of students will score between 70% and 90%		
	Project - Students build models and prepare drawings that explore topics that determine a level of understanding of basic fundamentals of design.	**Semester and Year Assessment Conducted:** 2017-18 (Spring 2018) **Standard Met? :** Standard Met Fifteen percent of students are above 90%, 75% of students between 90% and 70%. (09/13/2018) **Faculty Assessment Leader:** Greg George **Faculty Contributing to Assessment:** Dan Richardson	**Action:** Continue to reinforce basic modelling concepts as a strong foundation. (09/13/2019) **Action Category:** Teaching Strategies