

There is
FUN

to be done!

~Dr. Suess

SUPER FUN!

Assessment Day

University of Minnesota Crookston

May 14th, 2015

The Sample Template

University of Minnesota Crookston					
Assessment of Student Learning					
Program Plan for Architecture				Last Updated Spring 2014	
Assessment Method & Procedures		Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results
Program Learning Outcome 1. Think in an interdisciplinary manner.					
1.1. Understand the role of cultural influences on design.	Student portfolios - 90% of students will receive a 3 or higher on rubric 2 - evidence of cultural understanding	Annual	2015		
1.2. Possess knowledge of science, liberal arts, ethics, critical thinking, and research methods.	All students will successfully complete 15 credit hours or more outside the College of Architecture	Annual	2015		
Program Learning Outcome 2. Possess the skills of architectural design.					
2.1. Develop a comprehensive knowledge of design theory	a. 80 % of students will correctly answer embedded assessment 1 and 3 in 3rd year Architecture Design Studio course.	Annual	2016		
	b. 85 % of students will agree with the statement "I have gained a comprehensive knowledge of design theory" on departmental senior survey.	Triennial	2016		
2.2. Develop comprehensive knowledge of technical design	a. 75 % of students will correctly answer embedded assessment 1 and 3 in Structures 2.	Biennial	2017		
	b. 85 % of students will agree with the statement "I have gained a comprehensive knowledge of technical design " on departmental senior survey.	Triennial	2017		
2.3. Develop the ability to refine and synthesize theory and technical design principles with design intent	80% of students will receive a 3 or higher on the ability to synthesize theory rubric used for evaluating their senior project thesis.	Annual	2015		

This May's Reporting

University of Minnesota Crookston					
Assessment of Student Learning					
Program Plan for Architecture					Last Updated Spring 2014
	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results
Program Learning Outcome 1. Think in an interdisciplinary manner.					
1.1. Understand the role of cultural influences on design.	Student portfolios - 90% of students will receive a 3 or higher on rubric 2 - evidence of cultural understanding	Annual	2015	85% of graduating seniors received a 3 or higher on rubric 2.	Addition of a module addressing cultural influence on design in course 2102.
1.2. Possess knowledge of science, liberal arts, ethics, critical thinking, and research methods.	All students will successfully complete 15 credit hours or more outside of Architecture	Annual	2015	All students completed 15 credit hours or more outside of COA	
Program Learning Outcome 2. Develop comprehensive knowledge of design theory and technical design.					
2.1. Develop comprehensive knowledge of design theory and technical design.			2016	73% of students correctly answered embedded assessments	Conduct exit interviews with seniors to solicit feedback on how the department could better educate students on design theory.
			2016	78% of students agree	See above.
2.2. Develop comprehensive knowledge of technical design.	a. 75% of students will correctly answer embedded assessment 1 and 3 on Structures 2.	Triennial	2017	93% of students correctly answered embedded assessments	
	b. 85% of students will agree with the statement "I have gained a comprehensive knowledge of technical design " on departmental senior survey.	Triennial	2017	92% of students agree	
2.3. Develop the ability to refine and synthesize theory and technical design principles with design intent	80% of students will receive a 3 or higher on the ability to synthesize theory rubric used for evaluating their senior project thesis.	Annual	2015	96% of students received a 3 or higher.	

For May reporting, fill in the last 2 columns when 2015 has been identified as the reporting year

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact values@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

A Rubric Sample

	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics	GRAND TOTAL	%
Student #1	4	4	4	4	4	20	100%
Student #2	4	4	2	4	4	18	90%
Student #3	4	3	2	4	3	16	80%
Student #4	3	3	2	4	3	15	75%
Student #5	3	2	3	1	4	13	65%
Student #6	4	3	2	4	4	17	85%
				Average		16.5	83%

5/6 (83%) are doing 75% or better! YEAH!!!

A Rubric Sample - Assessment

	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics	GRAND TOTAL	%
Student #1	4	4	4	4	4	20	100%
Student #2	4	4	2	4	4	18	90%
Student #3	4	3	2	4	3	16	80%
Student #4	3	3	2	4	3	15	75%
Student #5	3	2	3	1	4	13	65%
Student #6	4	3	2	4	4	17	85%
	22	19	15	21	22		
	92%	79%	63%	88%	92%		

But what about
this???