

επισυαλ Αρτσ

Αρχητεχτυρε, Αρτ & Χομμυνηατιον Μεδια

Wilbur Wright College
Submitted by Prof. David A. Nurnberger

Executive Summary 2006-07

1. Briefly summarize the assessment progress made in your department during the past academic year with respect to your department learning outcomes.

This academic year our foundation level courses in Architecture have been taught by Christine Marriott with the blackboard technology. The electronic shell for these courses will provide uniformity for future delivery of the basic technical skills that are required for transfer and occupational opportunities. The course outline in this form provides adjuncts with another resource for successful course design. The use of technology within the instruction reinforces the need for more than just computer literacy for our students in our technical discipline. Our CAD lab has never been utilized more efficiently. Our goal for the future is to continue this computer training and have more available resources in order to train our students in a manner that will reflect their future office environment. We feel that this will be planned for Art and Communication Media in the next academic year.

Ms. Marriott also has organized student portfolio training. All transfer and job interviews in architecture and building construction require a portfolio in order to demonstrate student's abilities and talents. This aspect of our instruction is provided in a seminar environment outside class, so all classes and sections can participate. We have continued to run a portfolio day for our students. We award prizes for the best examples of scholarship. The student portfolio day has been a tradition for us for over ten years, but this year the seminars before the actual day provided clearer guidelines. Our Advisory Panel, made up of professionals in the industry, attend this event. They react to what they see, not to what we say is going on at Wright.

We recently hosted the end of the year Architecture Student show. The students from Abacus, our student architecture club, built and determined the work involved in the show. In celebration of our graduates, we routinely display the career of those individuals that develop their intellectual and occupational skill at Wright College. This Assessment opportunity establishes a clear measurement from a baseline of entry to fully developed demonstrations of themselves.

2. Using the student performance and opinion data, in what area has your department selected to focus your efforts of improving student learning

We have determined that introducing class extensions that reflect the topics covered in class provides us with another measure of understanding how well we have done as instructors. Our extensions target the most critical points of the daily lesson and ask the

student to continue with these major issues that are discussed in class and apply them. This may seem like homework, but the emphasis is on student opinion influenced by the fundamental concepts of the lesson. We are able to evaluate how secure the student is by their written or graphic responses. The extensions respond to questions that require more critical thinking and reflection than gathering new information. We have added this technique in response to our student journal analysis from last year. We did not see the learning that was anticipated by last year's plan that informally included this extension process within the journal format.

“Since the design process in Architecture requires analysis of diverse data to decide on a concept, we emphasized the student journal in order to document the entire process. The added attention that we focused upon the sketchbook provided a roadmap of the student's journey to the final synthesis. We felt the step-by-step approach of analysis in the journal helped us reflect on different aspects of the problem, many times coming up with dramatically different solutions. The addition of early schematic ideas in the final portfolio presentation pulls the concept together for the student and the professional looking at the portfolio. This provided the teacher with an early look at the thought process that needs to occur during the class. The daily review of the journal could indicate problems in an early phase when they still could be addressed and resolved.”
Summary 06

We will meet at the beginning of the Fall semester for the specific purpose of defining our goals and strategies relating to Visual & Performing Arts. We are reacting to what we felt was a weakness in the department that had us working only within the boundaries of our individual disciplines regarding assessment. Our common mission will be discussed in a manner that integrates our various Arts in general ways.