

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:
Course Discipline Code and Number: CAD 115
Course Title: Descriptive Geometry
Division/Department Codes: BCT/DRF

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2006
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify): Dept. final project: layout and develop 2-D pattern and 3-D model.
 Other (specify):

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
12/12

6. Describe how students were selected for the assessment.
100%

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

2. State each outcome from the master syllabus that was assessed.
Use development methods to construct 2-D drawings and developments.

Use developments to create 3-D models.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
Overall, the level of success was good, with the majority of students meeting the standard of success. A sample rubric listing the individual scores is attached.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
The standard of success as defined in the Master Syllabus is that 75% of students must score 75% or better out of 100 possible points. 83% of students met the standards.

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- 5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: The ability to solve "conventional" pierce points on the development.

Weaknesses: Students had trouble solving the last two "unconventional" pierce points.
 Students had difficulty solving the hidden lines in the orthographic layout.

Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.
 Provide more demonstration and lab time devoted to unconventional pierce points and solving complex orthographic views, especially hidden lines. Winter 2007.
- 2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

Master syllabus
 Change/rationale:

Curriculum
 Change/rationale:

Course syllabus
 Change/rationale:

Course assignments
 Change/rationale: See 1.

Course materials (check all that apply)

- Textbook
- Handouts
- Other:

Change/rationale: See 1.

Instructional methods
 Change/rationale:

Other:
 Change/rationale:

Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
 The rubric appears to be an objective, comprehensive method of measuring student achievement.
- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

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Submitted by:

Name: [Signature] Date: 7-18-06
Department Chair: [Signature] Date: 9-14-06
Dean: [Signature] Date: 9/25/06