

Architectural Engineering Technology (ACT)

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Program Summary ACT

The ACT program provides students with a broad-based education with an emphasis on critical thinking, technical problem-solving ability, and computer applications in addition to a background in architectural design. The ACT program is committed to producing graduates who possess the necessary skills, critical thinking, discipline and work ethics to enter the Architecture/Engineering/Construction (A/E/C) industry fully capable of performing entry-level tasks at the office and in the field. Complex engineering systems keep modern buildings functioning. An architectural engineering technologist must understand civil infrastructure, plumbing, mechanical, electrical & lighting, and structural systems as well as the environmental & sustainability issues that are essential to a building's lifecycle. A degree in this field requires an orientation to the general principles of architectural design & multiple engineering disciplines and must include theoretical comprehension & practical skills of each. Graduates serve as architectural technologists for construction documentation (plans and specifications), CADD building data managers, construction project managers, facilities managers, systems engineers, and sales representatives for construction products; around 10% of our graduates continue their education to obtain architectural licenses.

The Program Educational Objective of the ACT program is: "Graduates possess the necessary skills, critical thinking, discipline and work ethics to enter the A/E/C industry fully capable of performing entry-level tasks consistent with the expectations of employers." This fully supports the Mission of the Institution by cultivating intellectual development and creativity through the generation and application of knowledge. Recent survey responses indicate our alumni in all program areas are more than satisfied with their degree in the areas of critical thinking, teamwork, communication skills, design process, ethics, modern techniques, professionalism, diversity, lifelong learning and preparation (ETAC-ABET accreditation self-studies 2009). It should be noted here that ETAC-ABET no longer requires the definition of a Program Educational Objective as of this past October 2012. ACT is also responsive to IHL priorities in a number of ways: educating a reentering workforce, operates in the black, has substantial industry support to supplement state resources, and has taken innovative approaches to curriculum delivery such as development for delivery online.

Continuous Improvement Initiatives

The primary action plan which is always ongoing is the delivery of assessment presentations to faculty to illustrate the School of Construction approach to course-based assessment. This program underwent a 6th year ETAC-ABET accreditation visit in fall 2010. From that visit, it was apparent that the program outcomes in WeaveOnline did not provide adequate resolution from program level to course level. The organization of supporting materials and student samples of work was also extremely difficult to collect and organize in a meaningful manner. It was decided then to reorganize the program learning outcomes to exactly map to the ETAC-ABET general and program specific criteria with direct linkages from each course in the program that supported particular criteria. This is now our fifth cycle using this approach. However, for the current 2014-2015 cycle, course-level assessment tools have been remapped to the new 2015-2016 ETAC-ABET criteria and new program outcomes have been established in the University's archival system: WeaveOnline. For the Architectural Engineering Technology program, these new criteria are as follows:

General Criteria -- For all baccalaureate degree programs, these student outcomes must include, but are not limited to, the following learned capabilities:

- a. an ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly-defined engineering technology activities,
- b. an ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies,
- c. an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes,
- d. an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives,
- e. an ability to function effectively as a member or leader on a technical team,
- f. an ability to identify, analyze, and solve broadly-defined engineering technology problems,
- g. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature,
- h. an understanding of the need for and an ability to engage in self-directed continuing professional development,
- i. an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity,
- j. a knowledge of the impact of engineering technology solutions in a societal and global context, and k. a commitment to quality, timeliness, and continuous improvement.

Criteria Specific to Architectural Engineering Technology Associate degree programs (and our corresponding lower-division) -- Graduates of associate degree programs will, to the extent required to meet Program Educational Objectives:

- a. employ concepts of architectural theory and design in a design environment;
- b. utilize instruments, methods, software, and techniques that are appropriate to produce A/E documents and presentations;
- c. utilize measuring methods that are appropriate for field, office, or laboratory;
- d. apply fundamental computational methods and elementary analytical techniques in sub-disciplines related to architectural engineering;

In addition, graduates of baccalaureate degree programs will, to the extent required to meet Program Educational Objectives::

- e. create, utilize and present design, construction, and operations documents;
- f. perform economic analyses and cost estimates related to design, construction, and maintenance of building systems;
- g. select appropriate materials and practices for building construction;
- h. apply principles of construction law and ethics in architectural practice; and
- i. perform standard analysis and design in at least one recognized technical specialty within architectural engineering technology that is appropriate to the goals of the program.

Process Background: Faculty mapped each of their assessment tools to both course outcomes and to the ETAC-ABET criteria using a listing of their assessment methods for each outcome/criteria. This mapping provided evidence for which assessment tools in each course in the program inventory were supporting any given ETAC-ABET criteria. Additionally the mapping also provided a simple index system for staff to organize supporting materials by criteria for evaluation. ETAC-ABET requires only summative evidence, however this approach easily provides for formative inspection & evaluation of the curriculum. WeaveOnline Outcomes reflect the exact ETAC-ABET criteria with two measures for each criteria: one direct and one indirect. The direct measures are the aggregated assessments for all student work samples (projects, exams, quizzes, papers) as determined by the faculty in their mapping exercise. The indirect measures are the graduate exit surveys and alumni surveys rewritten to also reflect the ETAC-ABET criteria. There is a final student outcome for student achievement required by SACS that uses retention as a target.

Faculty then reported their findings for each section of their courses for fall 2014 and spring 2015. At the course level, it was decided to begin this process using targets of 80% of students would achieve 70 (out of 100) on the assessments. The findings were separated by program area the course might serve; for example, a course might have Architectural Engineering Technology (ACT), Construction Engineering Technology (BCT), Industrial Engineering Technology (IET), or other (OTHER) students. These findings were organized in a master spreadsheet organized so that the findings for each criteria for each program by semester and by delivery type (online or face-to-face) could be aggregated. This provides the total number of student samples for each criteria meeting the performance target versus total number of students being assessed. The findings for each criteria were then entered in WeaveOnline as annual summation values as well as being reported by semester and by type of site or delivery method. This system allows the program faculty to see the impact of their courses as a whole and individually on each criteria. Beyond the reporting system for SACS and ETAC-ABET, the faculty also now have a systematic approach to evaluate each of their course outcomes using the defined performance target levels to look at weaknesses in each course.

Closing the Loop/Action Plan Tracking

With the arrival of new administration in summer of 2014 there was a change in culture from the top down which affected all programs in the School of Construction. The new administration met with faculty and initiated a School wide plan of action to improve the quality of instruction. Points of emphasis which were stressed to the faculty by the new administration included the following:

- More rigorous course content
- Higher student accountability and responsibility
- Increase in cross-disciplinary collaboration between degree programs
- New/Re-development of course content to support changes to the Architectural and Construction Engineering Technology Programs

These efforts were implemented in the current cycle 2014-2015 and the overall effects are directly reflected in the Student Performance Outcomes for the current cycle. Student Performance numbers dropped during this cycle. This should be attributed to higher standards of achievement, student accountability, and an overall increase in rigor across the curriculum.

The ACT Program Coordinator will closely monitor the Performance Outcomes annually to identify areas which do not show improvement at the Program and specific Criteria level. Collectively all coordinators in the School of Construction will evaluate the cross-collaboration efforts within

School of Construction Program Outcomes

2014-2015

the School including all courses required by more than one Degree Plan. All ACT faculty will continue to evaluate the methods of instruction on a course by course basis to determine where weaknesses exist and submit action plans to address them. Improvement efforts will include the following at minimum:

- Annual individual faculty evaluations of the course-based instructional outcomes to identify areas of weakness within the frame-work of the ETAC-ABET criteria.
- Collective faculty reporting of course-based instructional outcomes that promote a collaborative problem solving approach to meeting the ETAC-ABET criteria across the program as well as individually within specific course sections.
- Interdepartmental reporting of course-based instructional outcomes to identify and encourage cross-disciplinary improvements in criteria outcomes for courses which have students enrolled from multiple degree programs within the School of Construction.
- Interdepartmental reporting of course-based instructional outcomes to refine and foster a multi-faceted approach to course delivery that results in higher success rates across all programs in courses which have students enrolled from multiple degree programs in the School of Construction.
- Support the University's initiative to identify earlier students who are at risk. This will inherently improve overall assessment numbers as students who do not complete the semester result in skewed and/or inconclusive evaluation results.
- Continue to enforce faculty involvement at the program level in addition to the course level in order to assure that ETAC-ABET criteria is being met across all courses in a collaborative and comprehensive manner.

Achievement Summary / Analysis

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Since implementing a course based approach to assessment in the 2010-2011 cycle, there has been consistently high levels (85%+) of achievement for all outcomes annually. During the current cycle 2014-2015 efforts were made by the School to increase the quality, rigor, and overall standards of achievement across the curriculum. These changes are reflected in the assessments by an overall drop in outcomes. In consultation with the Coordinator and Faculty it is suspected that this drop reflects both an adherence to higher levels of achievement from the students, as well as some culture shock and/or resistance on behalf of the student body to adapt to the increased expectation. Overall performance outcomes dropped from 91% in the previous cycle to 79% in the current cycle.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

As stated above, overall performance outcomes dropped from 91% in the previous cycle to 79% in the current cycle. It was anticipated that increases to the quality, rigor, and overall standards of achievement would result in a drop in the performance outcomes in the immediate cycle in which the changes were implemented. Students who have been enrolled in the program under prior cycles experienced a noticeable shift in the expectations and quality of the coursework. It is expected that as current upper level students graduate and new/lower level students adapt to the increase in expectation and rigor of the program that the performance outcomes should improve annually. Additionally, Coordinators and faculty will be monitoring and evaluating objectives which are identified as trending lower or not improving.

Mappings from Course Assessment Tools to ETAC-ABET Criteria 2015-2016

The following table shows the courses used in the 2014-2015 cycle for assessment. In each course listed, there are specific assessment tools (that are listed in Appendix F); this table indicates with an “x” that there can be found an assessment tool for that course supporting a particular criterion.

Assessment tools mapped from Courses to Criteria

ACT		General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
AEC 132/L	Architectural Graphics	x						x				x		x	x			x			
AEC 204/L	Building Materials	x		x				x	x	x	x		x			x	x		x	x	
AEC 270	Statics & Strengths		x		x			x													x
AEC 301	Building Codes	x	x					x		x	x				x			x			x
AEC 444	Building Structures		x		x			x									x				x
AEC 454	Estimating I	x	x						x			x					x	x	x	x	
AEC 496	Industrial Internship	x				x			x			x	x	x	x		x		x	x	x
ACT 234/L	Architectural CADD	x						x	x				x		x	x		x			
ACT 235/L	Architectural Working Drawings I & Lab	x	x		x			x	x	x	x			x	x		x	x		x	x
ACT 262/L	Architectural Design I				x	x			x					x	x			x		x	x
ACT 322	Architectural History	x							x			x	x	x							x
ACT 336/L	Architectural Working Drawings II	x	x		x			x	x		x		x		x	x		x		x	x
ACT 338/L	Architectural Working Drawings III	x	x		x			x	x				x		x	x		x		x	x
ACT 348	Modeling	x							x						x	x		x			
ACT 363/L	Architectural Design II & Lab	x	x		x	x		x	x		x		x	x	x		x	x		x	x
ACT 364/L	Architectural Design III	x			x	x		x	x			x		x	x			x		x	x
ACT 380	Specifications	x							x				x		x		x				
ACT 400	Senior Project	x			x	x		x	x				x	x	x	x		x		x	x
ACT 401	Senior Project II	x	x		x	x		x	x		x			x	x		x		x		
ACT 450	VR	x	x			x	x	x		x	x				x	x			x		x
ACT 465/L	Architectural Design IV				x	x			x					x	x			x		x	x
BCT 205/L	Surveying	x	x											x			x	x	x		x

The following section, Course Findings, expands on this table showing the same sequence of courses (one per page) and shows the mapping of assessment tools to both the ETAC-ABET Criteria and to the Course Outcomes. The first table on each page shows the course outcomes with assessment tool numbers which are also mapped to the Criteria. The second table lists the assessment tools; the list number is the assessment number used in the first table. The third table on each page shows the findings for each assessment number organized by semester and by delivery method (FF = face-to-face and ONL = online).

Course Findings

Assessment Tools Mapped to ETAC-ABET Criteria and Course Outcomes

AEC 132/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
Germany/Hill Architectural Graphics & Lab	1. Practice freehand sketching skills of architectural/construction related items	3						3				3					3	3			3		
	2. Produce orthographic projections							2,3,4				2,3,4					2,3,4	2,3,4			2,3,4		
	3. Identify common architectural symbols							3,4,5															
	4. Identify common architectural abbreviations							3,4,5															
	5. Identify common architectural terms							3,4,5															
	6. Create basic 2-D drawings using computer-aided drafting and design software							2,4					2,4				2,4	2,4			2,4		

Assessment tools mapped to Criteria

#	AEC 132/L ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Vocab Quizzes	x																				
2	2. CAD Exercises						x				x	x	x		x	x						
3	3. Sketching Notebook						x				x	x	x		x	x						
4	4. Final Project						x				x	x	x			x						
5	5. Final Exam						x															

Tool #	# >= C	#ENR	Ratio
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Tool #	# >= C	#ENR	Ratio
--------	--------	------	-------

Tool #	# >= C	#ENR	Ratio
--------	--------	------	-------

Tool #	# >= C	#ENR	Ratio
--------	--------	------	-------

Tool #	# >= C	#ENR	Ratio
--------	--------	------	-------

Tool #	# >= C	#ENR	Ratio
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#	FA14	F-F	#ENR	Ratio
1	1	8	9	89%
2	2	5	9	56%
3	3	6	9	67%
4	4	5	9	56%
5	5	8	9	89%
			AVG	89%

#	FA14	ONL	#ENR	Ratio
			AVG	

#	SP15	F-F	#ENR	Ratio
			AVG	

#	SP15	ONL	#ENR	Ratio
			AVG	

#	SU15	F-F	#ENR	Ratio
			AVG	

#	SU15	ONL	#ENR	Ratio
			AVG	

AEC 204/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria										
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i						
Sharp	1. Identify the materials included in CSI Masterformat Divisions 3-14																										
Building Materials	2. Create a report on observations made of materials being applied on both commercial and residential construction sites	2						2	2	2			2					7,8	7,8		2						
	3. Define common construction processes and materials related terms	5			7,8																					5-8	
ACT & BCT	4. Create a 1,250 - 1,750 word (5-7 pages) research paper about one construction material							3	3						3												
	5. Create and discuss a layout of the location, type, and cost of materials found at both a general and specialized supplier	1							1	1					1			1	1					1			
	6. Demonstrate presentation skills by designing, developing, and delivering a formal presentation (10-15 minute) about building materials								4	4																4	

#	AEC 204/L ASSESSMENT Tools	Assessment tools mapped to Criteria																									
		General Criteria											AS & BS criteria				BS program criteria										
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	e	f	g	h	i	
1	1. Supplier Report	x						x	x			x			x	x			x								
2	2. (2) Job Site Reports	x						x	x	x		x			x			x									
3	3. Research Project						x	x				x															
4	4. Final Project Presentation						x	x				x													x		
5	5. Quizzes 1-5glossary terms S-Z	x																							x		
6	6. Exam One																								x		
7	7. Exam Two				x														x	x					x		
8	8. Final Exam				x														x	x					x		

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
1	1	5	5	100%	1	3	3	100%																				
2	2	4	5	80%	2	3	3	100%																				
3	3	5	5	100%	3	3	3	100%																				
4	4	5	5	100%	4	3	3	100%																				
5	5	5	5	100%	5	3	3	100%																				
6	6	5	5	100%	6	3	3	100%																				
7	7	5	5	100%	7	3	3	100%																				
8	8	5	5	100%	8	2	3	67%																				
				98%				96%																				

AEC 270	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Sharp Statics & Strengths ACT & BCT & IET	1. Calculate the components of a force		1,2		1,2		1,2					1				1,2					1,2
	2. Calculate the moments of forces		1,4		1,4		1,4					1				1,4					1,4
	3. Work problems involving the method of joints and sections		1,3		1,3		1,3					1				1,3					1,3
	4. Work problems involving pulleys		1		1		1					1				1					1
	5. Trace load paths on structures		1		1		1					1				1					1
	6. Calculate axial, shear and bearing stresses		1,3		1,3		1,3					1				1,3			1,3		1,3
	7. Calculate axial strain using Hooke's law		1		1		1					1				1					1
	8. Calculate thermal stresses		1		1		1					1				1					1
	9. Calculate centroids and moments of inertia		1,4		1,4		1,4					1				1,4					1,4
	10. Construct load, shear, and moment diagrams		1,4		1,4		1,4					1				1,4					1,4
	11. Calculate flexural stresses and beam deflections		1,3		1,3		1,3					1,3				1,3			1,3		1,3
	12. Analyze and design columns		1		1		1					1				1			1		1

Assessment tools mapped to Criteria

#	AEC 270 ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Weekly Homework Problems		x		x		x					x				x			x		x
2	2. Exam One		x		x		x								x						x
3	3. Exam Two		x		x		x				x				x			x			x
4	4. Exam Three		x		x		x								x						x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1					1	5	6	83%																
2					2	6	6	100%																
3					3	6	6	100%																
4					4	5	6	83%																
			AVG				AVG	92%				AVG				AVG				AVG				AVG

AEC 301	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
Wright	1. Establish research skills based on code compliance	1,2		1								1,2		1,2						2		
Codes	2. Establish communication/argument skills based on topics from the IBC	2					2	2		2		2		2						2		

Assessment tools mapped to Criteria

AEC 301		General Criteria											AS & BS criteria				BS program criteria				
#	ASSESSMENT TOOLS	a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Quizzes		x			x		x	x				x				x				x
2	2. Discussion		x			x		x	x				x				x				x
3	3. Test		x			x		x	x				x				x				x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1					1	4	6	67%																
2					2	1	6	17%																
			AVG				AVG	42%				AVG				AVG							AVG	

AEC 444	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
Fletcher Building Structures ACT & BCT	1. Calculate beam loads, shear, and moments		1		1		1										1					1
	2. Design wood connections, columns, beams, and decking		2		2		2										2					2
	3. Design steel connections, columns, beams, and decking		3		3		3										3					3
	4. Design concrete beams, slab, and columns for bending, shear, and deflection		4		4		4										4					4
	5. Calculate reinforcement in concrete footings, beams, columns and slabs		5		5		5										5					5

Assessment tools mapped to Criteria

#	AEC 444 ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	Exam 1		x		x		x															x
2	Exam 2		x		x		x															x
3	Exam 3		x		x		x															x
4	Exam 4		x		x		x															x
5	Exam 5		x		x		x															x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
1	1	5	6	83%									1	7	12	58%												
2	2	3	6	50%									2	7	12	58%												
3	3	6	6	100%									3	9	12	75%												
4	4	6	6	100%									4	11	12	92%												
5	5	3	6	50%									5	10	12	83%												
			AVG	77%				AVG				AVG				AVG	73%				AVG				AVG			

AEC 454	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
Fletcher	1. Quantify and document three-dimensional materials represented by two-dimensional construction design drawings (Perform and display quantity surveying).	5	2-5																1-5	1-5	2-5	5	
Estimating I	2. Learn to algebraically resolve units of measure.	1-5	2-5								5								5	5	2,5	5	
ACT & BCT	3. Utilize the CSI Master Format to categorize and organize construction information.																						3

Assessment tools mapped to Criteria

#	ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
1	1. Exam 1	x																	x	x			
2	2. Exam 2	x	x																x	x	x		
3	3. Exam 3	x	x							x									x	x	x	x	
4	4. Exam 4	x	x																x	x	x		
5	5. Project	x	x							x									x	x	x	x	

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
1	1	2	3	67%									1	1	1	100%												
2	2	2	3	67%									2	1	1	100%												
3	3	3	3	100%									3	1	1	100%												
4	4	3	3	100%									4	1	1	100%												
5	5	3	3	100%									5	1	1	100%												
			AVG	87%											AVG	100%											AVG	

School of Construction Program Outcomes

2014-2015

AEC 496	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
AEC 496 Kemp ACT & BCT Internship	1. Recognize the functional areas (structure) of the host organization	3,6,7																			
	2. Identify functional roles (tasks, responsibilities) in industry and the intern's functional role within the host organization	3,6,7				3,6,7															
	3. Identify to which of the life cycle process(es) of an asset/facility the internship duties relate	3,6,7,8				3,6,7,8															
	4. Describe the work flow processes and documentation associated with internship duties	3,6,7												3,6,7	3,6,7	3,6		3,6,7			
	5. Gain 400 contact hours of practical experience at a host company												1,2,4,5								
	6. Satisfactorily perform entry-level duties associated with the intern's role in the host company	3,6-10																3,6,7		3,6,7	3,6
	7. Identify ethical situations and dilemmas observed during the internship								3,6		3,6,7										3,6
	8. Demonstrate verbal and written communication proficiency to advance in industry.										3,6,7										
	9. Submit 100% of the deliverables required by the established deadlines												1-10								

Assessment tools mapped to Criteria

#	AEC 496 ASSESSMENT TOOLS	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Internship agreement											x									
2	2. Schedule supervisor/instructor conversation											x									
3	3. Midterm report	x				x		x		x		x									
4	4. Implement conversation between instructor/supervisor											x									
5	5. Schedule final oral presentation											x									
6	6. Final report	x				x		x		x		x									
7	7. Final oral presentation	x				x		x		x		x									
8	8. Student survey	x				x						x									
9	9. Industry representative survey	x										x									
10	10. Student intern evaluation	x										x									

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
1					1	2	2	100%					1	3	3	100%												
2					2	2	2	100%					2	2	3	67%												
3					3	0	2	0%					3	3	3	100%												
4					4	2	2	100%					4	3	3	100%												
5					5	2	2	100%					5	3	3	100%												
6					6	1	2	50%					6	3	3	100%												
7					7	2	2	100%					7	3	3	100%												
8					8	2	2	100%					8	3	3	100%												
9					9	2	2	100%					9	3	3	100%												
10					10	2	2	100%					10	3	3	100%												
				AVG				AVG 85%				AVG				AVG 97%				AVG				AVG				

ACT 234/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
Germany Architectural CADD Architectural CADD Lab	1. Create 3D building information models based off of verbal or visual descriptions	1,2					1,2	1,2						1,2		1,2	1,2		1,2				
	2. Develop custom model elements, families, templates, schedules, etc. not within	1,2					1,2								1,2				1,2				
	3. Utilize typical vocabulary, graphic symbols, standards & language used in											1,2,3			1,2,3								
	4. Understand modeling & drawing/reporting concepts, methods, and best	1,2,3					1,2,3								1,2,3								
	5. Make informed decisions in regard to planning & execution of model creation.	1,2,3					1,2,3							1,2,3	1,2,3								

Assessment tools mapped to Criteria

#	ACT 234/L ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Revit Project	x					x	x				x		x	x		x					
2	2. Revit Exercises	x					x	x				x		x	x		x					
3	3. Review Quizzes	x					x	x				x		x								

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1	1	11	24	46%																				
2	2	15	24	63%																				
3	3	21	24	88%																				
		AVG		65%																				

ACT 235/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
Palacios Architectural Working Drawings I & Lab	1. Identify pertinent codes related to light frame construction.								5	5												
	2. Detail the procedure involved with obtaining a building permit.							1														
	3. Apply the Drawing System (UDS) and AIA CAD Layer														3							
	4. Utilize architectural terms.							1, 4						2, 3	1, 2, 3, 4		1, 2, 3, 4			3, 4		
	5. Analyze various wall systems and be able to explain their characteristics.								5											3		
	6. Determine the proper foundation system for specific building types based on				3				5					3								
	7. Recognize the various graphic symbols used on construction plans.													3								
	8. Design a roof plan for any given house based on a given systematic approach.		3		3		3							3								
	9. Select the best building system for the current project.	2			1, 3, 4		1, 3, 4	1, 4		1				3						3, 4		3
	10. Revise site contours to conform to the grading requirements of a given site.																3					
	11. Site a building in an appropriate location on a lot based on solar, topographical,	2			2, 3		2, 3							2, 3			2					
	12. Calculate the correct stair rise and run with proper riser and tread ratios.		3		3		3							3								
	13. Examine the various fireplace components and demonstrate proficiency in													3								
	14. Specify millwork profiles and design casework utilizing a variety of materials.													3						3		

Assessment tools mapped to Criteria

#	ACT 235/L ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
		1	1. Architectural Precedent Paper				x		x	x		x				x				x		
2	2. Conceptual Design Submittal	x			x		x						x	x	x		x					
3	3. Construction Drawings		x		x		x						x	x	x		x		x		x	
4	4. Presentation				x		x	x					x			x		x				
5	5. Exams								x	x												

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
1									1	4	6	67%																
2									2	4	6	67%																
3									3	5	6	83%																
4									4	5	6	83%																
5									5	5	6	83%																
				AVG				AVG				77%				AVG				AVG				AVG				AVG

School of Construction Program Outcomes

2014-2015

ACT 262/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Germany Architectural Design I	1. Programming: Develop an architectural program based on functional & aesthetic							4,7						4,7	4,7						4,7
	2. Precedence: Research and document architectural precedence based on							1,2											1,2		
	3. Design: Apply principles of form and spatial organization to an architectural													4,5,7	4,5,7			4,5,7			4,5,7
	4. Design: Select building assemblies, materials, and architectural style elements				5,7									2,5,7	5,7			5,7		2,5,7	2,5,7
	5. Communication: Document and communicate architectural design solutions					2,3,4,5,7								2,3,4,5,7				2,3,4,5,7			

ACT 262/L ASSESSMENT Tools		General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Quizzes & Readings							x												x		
2	2. Precedent Papers					x		x						x				x		x		x
3	3. Site Proposals					x								x				x				
4	4. Programming Proposals					x		x						x	x			x				x
5	5. Schematic Design Proposal					x	x							x	x			x		x		x
6	6. Design Journals																					
6	7. Final Proposal & Boards					x	x		x					x	x			x		x		x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1									1	8	11	73%												
2									2	7	11	64%												
3									3	9	11	82%												
4									4	8	11	73%												
5									5	6	11	55%												
6									6	8	11	73%												
			AVG				AVG				AVG	70%				AVG				AVG				AVG

School of Construction Program Outcomes

2014-2015

ACT 322	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
Sharp Architectural History	1. Recognize and distinguish differences between well-known architecture and eras							1-3				5-6	1-3	1-3								1-3
	2. Define common terms associated with architecture							1-4				5-6	1-4	1-4								1-4
	3. Design, develop, and prepare a detailed paper about an individual whose work made significant contributions to architecture	1-3						1-3					1-3	1-3								1-3
	4. Use USM's Library as a resource for locating articles, reference manuals, and books containing details about a significant figure in the field of architecture	1-3						1-4					1-4	1-4								1-4
	5. Analyze how developments in building materials, social, religious and economic factors have influenced architecture							1-6				5-6	1-4	1-4								1-4
	6. Demonstrate presentation skills by designing, developing and delivering Power Point presentations							4					4	4								4

#	ACT 322 ASSESSMENT TOOLS	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Research Paper #1	x					x					x	x									x
2	2. Research Paper #2	x						x				x	x									x
3	3. Research Paper #3	x						x				x	x									x
4	4. Presentation							x				x	x									x
5	5. Midterm Exam							x			x											
6	6. Final Exam							x			x											

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1	1	22	24	92%																				
2	2	23	24	96%																				
3	3	22	24	92%																				
4	4	20	24	83%																				
4	4	20	24	83%																				
4	4	24	24	100%																				
		AVG	91%																					

ACT 336/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Germany Architectural Working Drawings II Architectural Working Drawings II Laboratory	1. Develop a set of construction drawings and details for a prescribed	3	3		3		3	3				3		3	3		3		3		3
	2. Provide recommendations for product selection based on				1,3			1,3											1,3		
	3. Coordinate specifications with drawing details and design intent.							1,3											1,3		
	4. Use industry standard BIM software to develop 3D models for use in	3	3		3		3	3					3		3	3		3		3	3
	5. Record and document job site conditions using industry standard							2			2		2					2			

Assessment tools mapped to Criteria

ACT 336/L		General Criteria											AS & BS criteria				BS program criteria				
#	ASSESSMENT Tools	a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Quizzes				x			x											x		
2	2. Field Reports							x		x							x				
3	3. Final Construction Docs	x	x		x		x	x			x			x	x		x		x		x

#	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
	FA14	F-F			FA14	ONL			SP15	F-F			SP15	ONL			SU15	F-F			SU15	ONL		
1	1	11	12	92%					1	11	14	79%												
2	2	12	12	100%					2	6	14	43%												
3	3	12	12	100%					3	10	14	71%												
			AVG	97%			AVG				AVG	64%			AVG				AVG				AVG	

ACT 338/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Germany Architectural working Drawings III Laboratory	1. Develop a set of construction drawings and details for a prescribed	2	2		2		2	2				2		2	2		2		2		2
	2. Provide recommendations for product selection based on				1,2			1,2											1,2		
	3. Coordinate specifications with drawing details and design intent.							1,2											1,2		
	4. Use industry standard BIM software to develop 3D models for use in	2	2		2		2	2					2		2	2		2		2	

ACT 338/L ASSESSMENT Tools		General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
#	1	1. Quizzes			x			x											x			
#	2	2. Final Construction Docs	x	x	x			x	x			x		x	x		x		x			x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
1									1	6	7	86%																
2									2	6	7	86%																
	AVG				AVG				AVG 86%				AVG				AVG											

ACT 348	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
Germany Modeling	1. Create 3D visualizations from verbal and/or visual descriptions of building	1,2						1,2								1,2	1,2		1,2				
	2. Plan, organize, & develop models & utilize software tools as required to produce visual media for promotional, scheduling, or analysis.	1,2						1,2								1,2	1,2		1,2				
	3. Utilize typical vocabulary, graphic symbols, standards & language used in architecture, engineering, & construction to develop models.	1,2						1,2								1,2			1,2				

Assessment tools mapped to Criteria

ACT 348 ASSESSMENT Tools		General Criteria											AS & BS criteria				BS program criteria					
#		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Exercises	x						x						x	x		x					
2	2. Final Portfolio	x						x						x	x		x					

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1	1	8	9	89%																				
2	2	8	9	89%																				
3			AVG	89%				AVG				AVG				AVG				AVG				AVG

ACT 363/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Palacios Architectural Design II & Lab	1. Conduct building type and programming research	3				3		1, 2							1, 2, 3						
	2. Interpret architectural facility programs					3	3														
	3. Conduct a building code analysis		4			4				4							4				
	4. Design an International Building Code compliant, and effective building egress		4			4, 8										4	8				4, 8
	5. Apply ADA requirements to insure accessibility compliance in building projects		6			6, 8				8						6					6, 8
	6. Space plan typical office tenant space																				
	7. Program, plan, and design a speculative office building downtown.	3, 8			8	3, 5, 8	3					8	5	5, 8		8		8			
	8. Prepare and conduct effective architectural presentations									1, 2					8						
	9. Students will become familiar with the practice of self-sustainable design:					7															7, 9-11

Assessment tools mapped to Criteria

#	ACT 363/L ASSESSMENT TOOLS	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Architectural Precedent Draft							x						x							
2	2. Architectural Precedent Final	x						x						x							
3	3. Programming					x	x							x							
4	4. Building Code Analysis		x			x			x					x							x
5	5. Schematic Design					x							x	x							
6	6. Accessibility Analysis		x			x								x							x
7	7. Sustainability Analysis					x															x
8	8. Presentation	x			x	x			x		x		x			x		x			x
9	9. Exam 1																				x
10	10. Exam 2																				x
11	11. Exam 3																				x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1	1	17	20	85%																				
2	2	19	20	95%																				
3	3	13	20	65%																				
4	4	14	20	70%																				
5	5	17	20	85%																				
6	6	8	20	40%																				
7	7	17	20	85%																				
8	8	16	20	80%																				
9	9	13	20	65%																				
10	10	19	20	95%																				
11	11	14	20	70%																				
		AVG	76%				AVG				AVG				AVG				AVG				AVG	

ACT 364/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Palacios Architectural Design III	1. Adopt a process for program research	2																			
	2. Synthesize research data	1				2, 3	2	1-3													
	3. Translate data into a meaningful design solution	1			4	2-4	2	1-4						2-4	3, 4					3	
	4. Interpret site data					2	2														
	5. Evaluate building systems using sustainable guidelines and select appropriate solutions					4		4													4
	6. Build communication skills					2-4		2-4										4			
	7. Understand the design process and how to utilize building systems not only as functional components of design but also as a source for architectural expression and human comfort											4, 5		4	4					4	

Assessment tools mapped to Criteria

#	ACT 364/L ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Architectural Precedent Paper	x						x													
2	2. Programming	x				x	x	x					x								
3	3. Schematic Design					x		x					x	x					x		
4	4. Presentation				x	x		x			x		x	x			x		x		x
5	5. Exams										x										

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1	1	5	8	63%																				
2	2	8	8	100%																				
3	3	8	8	100%																				
4	4	8	8	100%																				
5	5	7	8	88%																				
		AVG	90%				AVG				AVG				AVG				AVG				AVG	

ACT 380	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Kemp Specifications	1. Define the relationship and content of Construction Documents	1,2										2,3,4			2-5						
	2. Analyze differences/similarities in types of contracts	1,2						2,5							1,5			3			
	3. Compare descriptive, performance, proprietary, and reference standard methods of specifying	4						4,1,5				2,3,4			4,1,5			4			
	4. Demonstrate appropriate language in creating a specification	4,1													4,1,5						
	5. Interpret and analyze AIA-A201 General Conditions of the Contract	2							2			2,3,4			2,5						
	6. Compile a 3-Part specification	4							4						4			4			
	7. Research and select appropriate products based on instructor provided performance criteria	3							3			2,3,4			3						
	8. Prepare for and pass the CDT (Construction Documents Technologist) certification exam.	2							2,5						5						

Assessment tools mapped to Criteria

#	ACT 380 ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
1	1. Exams 1 and 2	x					x							x							
2	2. Project 1-AIA-A201	x					x			x				x							
3	3. Project 2-Product Selection	x					x			x				x	x						
4	4. Project 3 - Methods of Specifying	x					x			x				x	x						
5	5. CDT Exam						x							x							

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1									1	7	13	54%												
2									2	10	13	77%												
3									3	13	13	100%												
4									4	13	13	100%												
5									5	3	13	23%												
				AVG				AVG				71%				AVG				AVG				AVG

ACT 400	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Palacios Senior Project I	1. Illustrate building systems correctly.							5											5		
	2. Specify suitable system components.				4, 5		5												5		
	3. Assemble drawings into a cohesive document.				5	5	5					5			5				5		
	4. Analyze industry data in the production of specifications.							6													
	5. Manage information gathered for the development of contract documents.	4, 5				1, 4, 5		1							1, 4		5		5		4
	6. Evaluate and revise documents based on student and instructor assessments					3, 4, 5, 6											5, 6				
	7. Build communication skills.	4, 5				2, 6		3													
	8. Develop a multi-disciplinary approach to problem solving.	5				1, 2, 4, 5, 6						5, 6	2	2, 5, 6		2, 5, 6		5			

Assessment tools mapped to Criteria

ACT 400		General Criteria											AS & BS criteria				BS program criteria					
#	ASSESSMENT Tools	a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Site Plan Study					x		x							x							
2	2. Schematic Design					x							x	x			x					
3	3. Architectural Precedent Paper					x		x														
4	4. Coordination Package	x			x	x									x							x
5	5. Construction Drawings	x			x	x	x	x				x	x	x			x		x			
6	6. Presentation					x		x				x	x	x			x					

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1									1	9	12	75%												
2									2	8	12	67%												
3									3	5	12	42%												
4									4	7	12	58%												
5									5	7	12	58%												
6									6	8	12	67%												
			AVG				AVG				AVG	61%			AVG				AVG				AVG	

ACT 401	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
Palacios Senior Project II	1. Illustrate building systems correctly.							3														
	2. Specify suitable system components.				3		3															
	3. Assemble drawings into a cohesive document.				3		3					3				3						
	4. Analyze industry data in the production of specifications.										4, 6									4		
	5. Manage information gathered for the development of contract documents.	3	5			3			1								5		3			
	6. Evaluate and revise documents based on student and instructor assessments					1, 2, 3, 6						1, 2							3, 6			
	7. Build communication skills.	3				6													6			
	8. Develop a multi-disciplinary approach to problem solving.	3				1, 2, 3, 6								3, 6		3, 6			3, 6			

Assessment tools mapped to Criteria

ACT 401		General Criteria											AS & BS criteria				BS program criteria					
#	ASSESSMENT Tools	a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	
1	1. Code & Life Safety Analysis					x		x		x												
2	2. Accessibility Analysis					x				x												
3	3. Construction Drawings	x			x	x	x	x				x	x				x					
4	4. Project Manual								x										x			
5	5. Estimate		x											x								
6	6. Presentation					x		x				x	x				x					

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL				
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	
1	1	6	6	100%					1	9	14	64%													
2	2	6	6	100%					2	4	14	29%													
3	3	6	6	100%					3	7	14	50%													
4	4	5	6	83%					4	4	14	29%													
5	5	6	6	100%					5	11	14	79%													
6	6	6	6	100%					6	9	14	64%													
			AVG	97%				AVG				AVG	52%				AVG								AVG

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ACT 450	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
Germany	1. Given BIM files, utilize standard software tools to make observations about design & constructability of building systems.	1	1			1	1				1					1	1			1			1
VR (BIM)	2. Understand & provide feedback about the implementation and use of BIM during the design, construction, and occupancy phases of a building lifecycle.						1	2,3			2,3	2,3				1				1			1
	3. Utilize typical vocabulary, standards & language to describe BIM concepts as they relate to architecture, engineering, construction & facilities management.										2,3			2,3	2,3								

Assessment tools mapped to Criteria

ACT 450 ASSESSMENT Tools		General Criteria											AS & BS criteria				BS program criteria						
#		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
1	1. Exercises (Software)	x	x			x	x				x			x	x				x				x
2	2. Quizzes & Readings							x		x	x												
3	3. BIM Research Paper							x		x	x												

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL			
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1	1	8	8	100%																				
2	2	7	8	88%																				
3	3	7	8	88%																				
			AVG	92%				AVG				AVG				AVG				AVG				AVG

ACT 465/L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria							
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i			
Germany Architectural Design IV	1. Programming: Develop an architectural program based on functional & aesthetic need.							4,7							4,7	4,7							4,7	
	2. Precedence: Research and document architectural precedence based on historical or proven examples and apply them to a new architectural design.							1,2													1,2			
	3. Design: Apply principles of form and spatial organization to an architectural program.														4,5,7	4,5,7				4,5,7				4,5,7
	4. Design: Select building assemblies, materials, and architectural style elements and apply them to a new architectural design.				5,7										2,5,7	5,7				5,7		2,5,7		2,5,7
	5. Communication: Document and communicate architectural design solutions through the use of presentation media, illustrations, drawings, and written means.					2-7									2-7					2-7				

Assessment tools mapped to Criteria

#	ACT 465/L ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria										
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i						
1	1. Quizzes & Readings							x																x			
2	2. Precedent Papers					x		x					x				x		x		x						
3	3. Site Proposals					x							x				x										
4	4. Programming Proposals					x		x					x	x			x										x
5	5. Schematic Design Proposal					x	x						x	x			x		x		x						x
6	6. Design Journals																										
6	7. Final Proposal & Boards					x	x		x					x	x			x		x		x					x

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio
1									1	19	21	90%																
2									2	14	21	67%																
3									3	16	21	76%																
4									4	17	21	81%																
5									5	17	21	81%																
6									6	18	21	86%																
				AVG				AVG				80%				AVG				AVG				AVG				AVG

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BCT 205	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
Hannon Surveying	1. Recognize, define and explain common surveying terms and symbols.	1-3	1-3												1-3		1-3	1-3					
	2. Compute accuracies for horizontal and vertical distance measurements.	1-3	1-3												1-3		1-3	1-3					
	3. Perform direction computations involving horizontal angles, azimuths, bearings.	1-3	1-3												1-3		1-3	1-3					
	4. Perform a loop traverse computations, including closure, adjustment, station co-ordinates, and enclosed area.	1-3	1-3												1-3		1-3	1-3					
	5. Plot elevation data as ground profiles and/or contour lines.	1-2	1-2												1-3		1-3	1-3					
	6. Apply learned survey techniques to construction stakeout.	1-2	1-2												1-3		1-3	1-3					

BCT 205
Assessment tools mapped to Criteria

#	ASSESSMENT Tools	General Criteria											AS & BS criteria				BS program criteria						
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i		
1	1. Quizzes	x	x												x		x	x					
2	2. Tests	x	x												x		x	x					
3	3. Exercises	x	x												x		x	x					

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# > C	#ENR	Ratio	Tool #	# > C	#ENR	Ratio	Tool #	# > C	#ENR	Ratio	Tool #	# > C	#ENR	Ratio	Tool #	# > C	#ENR	Ratio	Tool #	# > C	#ENR	Ratio				
1	1	7	7	100%									1	2	6	33%												
2	2	5	7	71%									2	1	6	17%												
3	3	5	7	71%									3	2	6	33%												
			AVG	81%				AVG				AVG			AVG	28%				AVG				AVG				

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BCT 205L	Course Student Learning Outcomes	General Criteria											AS & BS criteria				BS program criteria				
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
Hannon Surveying Laboratory	1. Keep a set of neat and legible surveying field notes in acceptable format.		1														1				
	2. Recognize, define and explain equipment requirements for specific surveying problems.	1	1																1		
	3. Analyze a mass diagram to determine construction project requirements.	1	1														1	1	1		
	4. Plot drawings and maps utilizing CAD tools, given field survey data.	1	1																1		
	5. Calculate line, grade, and staking, given field survey data.	1	1														1				

Assessment tools mapped to Criteria

BCT 205L		General Criteria											AS & BS criteria				BS program criteria				
#	ASSESSMENT Tools	a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i
4	4 Exercises	x	x												x		x		x		

#	FA14 F-F				FA14 ONL				SP15 F-F				SP15 ONL				SU15 F-F				SU15 ONL							
	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio	Tool #	# >= C	#ENR	Ratio				
4	4	7	7	100%									4	2	6	33%												
	AVG		100%		AVG			AVG			AVG		33%		AVG			AVG			AVG							

Findings: General Criteria (a-k)

ACT		criteria			sem			type			ACT concatenated findings					
		>=70	ENR	%	>=70	ENR	%	>=70	ENR	%	>=70	ENR				
GC	a	395	496	80%	FA14	281	332	85%	F-F	263	311	85%	80	395	496	80% (395 of 496) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'a'. FA14: F-F = 85% (263 of 311); ONL = 86% (18 of 21); SP15: F-F = 72% (84 of 117); ONL = 64% (30 of 47); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	18	21	86%				
					SP15	114	164	70%	F-F	84	117	72%				
									ONL	30	47	64%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	b	229	313	73%	FA14	128	160	80%	F-F	106	136	78%	73	229	313	73% (229 of 313) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'b'. FA14: F-F = 78% (106 of 136); ONL = 92% (22 of 24); SP15: F-F = 78% (32 of 41); ONL = 62% (69 of 112); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	22	24	92%				
					SP15	101	153	66%	F-F	32	41	78%				
									ONL	69	112	62%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	c	27	30	90%	FA14	15	16	94%	F-F	10	10	100%	90	27	30	90% (27 of 30) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'c'. FA14: F-F = 100% (10 of 10); ONL = 83% (5 of 6); SP15: F-F = 86% (12 of 14); ONL = 0% (0 of 0); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	5	6	83%				
					SP15	12	14	86%	F-F	12	14	86%				
									ONL	0	0	0%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	d	251	326	77%	FA14	98	112	88%	F-F	76	88	86%	77	251	326	77% (251 of 326) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'd'. FA14: F-F = 86% (76 of 88); ONL = 92% (22 of 24); SP15: F-F = 71% (109 of 154); ONL = 73% (44 of 60); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	22	24	92%				
					SP15	153	214	71%	F-F	109	154	71%				
									ONL	44	60	73%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	e	351	484	73%	FA14	146	184	79%	F-F	141	176	80%	73	351	484	73% (351 of 484) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'e'. FA14: F-F = 80% (141 of 176); ONL = 63% (5 of 8); SP15: F-F = 67% (193 of 288); ONL = 100% (12 of 12); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	5	8	63%				
					SP15	205	300	68%	F-F	193	288	67%				
									ONL	12	12	100%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				

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GC	f	261	351	74%	FA14	155	196	79%	F-F	127	166	77%	74	261	351	74% (261 of 351) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'f'. FA14: F-F = 77% (127 of 166); ONL = 93% (28 of 30); SP15: F-F = 68% (48 of 71); ONL = 69% (58 of 84); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	28	30	93%				
					SP15	106	155	68%	F-F	48	71	68%				
									ONL	58	84	69%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	g	653	834	78%	FA14	392	459	85%	F-F	377	441	85%	78	653	834	78% (653 of 834) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'g'. FA14: F-F = 85% (377 of 441); ONL = 83% (15 of 18); SP15: F-F = 69% (251 of 365); ONL = 100% (10 of 10); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	15	18	83%				
					SP15	261	375	70%	F-F	251	365	69%				
									ONL	10	10	100%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	h	34	46	74%	FA14	15	16	94%	F-F	9	10	90%	74	34	46	74% (34 of 46) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'h'. FA14: F-F = 90% (9 of 10); ONL = 100% (6 of 6); SP15: F-F = 83% (5 of 6); ONL = 58% (14 of 24); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	6	6	100%				
					SP15	19	30	63%	F-F	5	6	83%				
									ONL	14	24	58%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	i	133	185	72%	FA14	81	97	84%	F-F	75	88	85%	72	133	185	72% (133 of 185) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'i'. FA14: F-F = 85% (75 of 88); ONL = 67% (6 of 9); SP15: F-F = 52% (28 of 54); ONL = 71% (24 of 34); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	6	9	67%				
					SP15	52	88	59%	F-F	28	54	52%				
									ONL	24	34	71%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	j	117	127	92%	FA14	81	88	92%	F-F	81	88	92%	92	117	127	92% (117 of 127) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'j'. FA14: F-F = 92% (81 of 88); ONL = 0% (0 of 0); SP15: F-F = 92% (36 of 39); ONL = 0% (0 of 0); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	0	0	0%				
					SP15	36	39	92%	F-F	36	39	92%				
									ONL	0	0	0%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
GC	k	358	448	80%	FA14	272	327	83%	F-F	232	283	82%	80	358	448	80% (358 of 448) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET General Criteria 'k'. FA14: F-F = 82% (232 of 283); ONL = 91% (40 of 44); SP15: F-F = 61% (53 of 87); ONL = 97% (33 of 34); SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
									ONL	40	44	91%				
					SP15	86	121	71%	F-F	53	87	61%				
									ONL	33	34	97%				
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				

Findings: Associate Level Criteria

AS	a	287	363	79%	FA14	145	161	90%	F-F	145	161	90%	79	287	363	79% (287 of 363) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Associate Degree Program Specific Criteria 'a'.
									ONL	0	0	0%				FA14: F-F = 90% (145 of 161); ONL = 0% (0 of 0);
					SP15	142	202	70%	F-F	137	184	74%				SP15: F-F = 74% (137 of 184); ONL = 28% (5 of 18);
									ONL	5	18	28%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
AS	b	416	559	74%	FA14	209	265	79%	F-F	209	265	79%	74	416	559	74% (416 of 559) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Associate Degree Program Specific Criteria 'b'.
									ONL	0	0	0%				FA14: F-F = 79% (209 of 265); ONL = 0% (0 of 0);
					SP15	207	294	70%	F-F	193	270	71%				SP15: F-F = 71% (193 of 270); ONL = 58% (14 of 24);
									ONL	14	24	58%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
AS	c	190	266	71%	FA14	131	171	77%	F-F	123	162	76%	71	190	266	71% (190 of 266) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Associate Degree Program Specific Criteria 'c'.
									ONL	8	9	89%				FA14: F-F = 76% (123 of 162); ONL = 89% (8 of 9);
					SP15	59	95	62%	F-F	52	71	73%				SP15: F-F = 73% (52 of 71); ONL = 29% (7 of 24);
									ONL	7	24	29%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
AS	d	182	243	75%	FA14	107	139	77%	F-F	77	106	73%	75	182	243	75% (182 of 243) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Associate Degree Program Specific Criteria 'd'.
									ONL	30	33	91%				FA14: F-F = 73% (77 of 106); ONL = 91% (30 of 33);
					SP15	75	104	72%	F-F	26	26	100%				SP15: F-F = 100% (26 of 26); ONL = 63% (49 of 78);
									ONL	49	78	63%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				

Findings: Bachelor Level Criteria

BS	e	354	487	73%	FA14	134	169	79%	F-F	131	166	79%	73	354	487	73% (354 of 487) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Baccalaureate Degree Program Specific Criteria 'e'.
									ONL	3	3	100%				FA14: F-F = 79% (131 of 166); ONL = 100% (3 of 3);
					SP15	220	318	69%	F-F	199	283	70%				SP15: F-F = 70% (199 of 283); ONL = 60% (21 of 35);
									ONL	21	35	60%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
BS	f	50	63	79%	FA14	45	58	78%	F-F	42	55	76%	79	50	63	79% (50 of 63) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Baccalaureate Degree Program Specific Criteria 'f'.
									ONL	3	3	100%				FA14: F-F = 76% (42 of 55); ONL = 100% (3 of 3);
					SP15	5	5	100%	F-F	0	0	0%				SP15: F-F = 0% (0 of 0); ONL = 100% (5 of 5);
									ONL	5	5	100%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
BS	g	285	355	80%	FA14	128	137	93%	F-F	103	110	94%	80	285	355	80% (285 of 355) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Baccalaureate Degree Program Specific Criteria 'g'.
									ONL	25	27	93%				FA14: F-F = 94% (103 of 110); ONL = 93% (25 of 27);
					SP15	157	218	72%	F-F	151	208	73%				SP15: F-F = 73% (151 of 208); ONL = 60% (6 of 10);
									ONL	6	10	60%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
BS	h	8	8	100%	FA14	6	6	100%	F-F	6	6	100%	100	8	8	100% (8 of 8) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Baccalaureate Degree Program Specific Criteria 'h'.
									ONL	0	0	0%				FA14: F-F = 100% (6 of 6); ONL = 0% (0 of 0);
					SP15	2	2	100%	F-F	0	0	0%				SP15: F-F = 0% (0 of 0); ONL = 100% (2 of 2);
									ONL	2	2	100%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				
BS	i	442	569	78%	FA14	261	318	82%	F-F	239	294	81%	78	442	569	78% (442 of 569) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ETAC-ABET Baccalaureate Degree Program Specific Criteria 'i'.
									ONL	22	24	92%				FA14: F-F = 81% (239 of 294); ONL = 92% (22 of 24);
					SP15	181	251	72%	F-F	123	167	74%				SP15: F-F = 74% (123 of 167); ONL = 69% (58 of 84);
									ONL	58	84	69%				SU15: F-F = 0% (0 of 0); ONL = 0% (0 of 0);
					SU15	0	0	0%	F-F	0	0	0%				
									ONL	0	0	0%				

Action Plans

FA14	SP15	FF	ONL							
x		x		AEC 132/L		Performance < target 80%			ACT ACTION PLANS	
				Shane Germany		ACT	BCT	IET ID / Other		
				1. Vocab Quiz	88.9	92.3	100.0	60.0		
				2. CAD Exercise	55.6	61.5	100.0	40.0		students who did not attend work days for cad exercises often did not submit assignments, mandatory attendance requirements should fix this issue.
				3. Sketchbook	66.7	84.6	50.0	60.0		students who did not attend work days for cad exercises often did not submit assignments, mandatory attendance requirements should fix this issue.
				4. Final Project	55.6	46.2	50.0	40.0		students who did not attend work days for cad exercises often did not submit assignments, mandatory attendance requirements should fix this issue.
				5. Final Exam	88.9	100.0	100.0	60.0		
FA14	SP15	FF	ONL							
x			x	AEC 132/L		Performance < target 80%			ACT ACTION PLANS	
				Jenna Hill		ACT	BCT	IET ID / Other		
				1 Quiz	33.3	87.0	50.0	66.7		students did not complete course work; monitor
				2 CAD Exercises	33.3	52.2	37.5	16.7		students did not complete course work ; monitor. students request more time; extend deadlines. Modify course work
				3 Sketchbook	33.3	73.9	50.0	66.7		students did not complete course work; monitor
				4 Final Project	0.0	69.6	50.0	50.0		students did not complete course work ; monitor. students request more time; extend deadlines
				5 Final Exam	33.3	73.9	50.0	50.0	students did not complete course work; monitor	
FA14	SP15	FF	ONL							
	x		x	AEC 132/L		Performance < target 80%			ACT ACTION PLANS	
				Jenna Hill		ACT	BCT	IET ID / Other		
				1 Quiz	100.0	76.5	60.0	80.0		
				2 CAD Exercises	0.0	58.8	50.0	80.0		students did not complete course work ; monitor. students request more time; extend deadlines. Modify course work
				3 Sketchbook	0.0	47.1	50.0	80.0		students did not complete course work; monitor
				4 Design Charette	0.0	64.7	50.0	60.0		students did not complete course work ; monitor. students request more time; extend deadlines
				5 Final Project	0.0	29.4	50.0	60.0		students did not complete course work; monitor
				6 Final Exam	0.0	52.9	50.0	100.0	students did not complete course work; monitor	

Action Plans (Continued)

FA14	SP15	FF	ONL							
x		x		AEC 204		Performance < target 80%		ACT ACTION PLANS		
				Jessica Sharp		ACT	BCT		IET	ID / Other
				1. Supplier Report		100.0	85.7			50.0
				2. (2) Job Site Reports		80.0	92.9			50.0
				3. Research Project		100.0	100.0			100.0
				4. Final Project Presentation		100.0	85.7			100.0
				5. Quizzes 1-5		100.0	92.9			100.0
				6. Exam One		100.0	100.0			100.0
				7. Exam Two		100.0	92.9			50.0
				8. Final Exam		100.0	100.0		100.0	
x			x	AEC 204		Performance < target 80%		ACT ACTION PLANS		
				Jessica Sharp		ACT	BCT		IET	ID / Other
				1. Supplier Report		100.0	97.6			100.0
				2. (2) Job Site Reports		100.0	87.8			66.7
				3. Research Project		100.0	100.0			66.7
				4. Final Project Presentation		100.0	87.8			66.7
				5. Quizzes 1-5		100.0	92.7			100.0
				6. Exam One		100.0	92.7			100.0
				7. Exam Two		100.0	97.6			100.0
				8. Final Exam		66.7	85.4		66.7	
								Select students performed well on Exams 1 and 2 but did not perform well on the Final Exam.		
x			x	AEC 270		Performance < target 80%		ACT ACTION PLANS		
				Jessica Sharp		ACT	BCT		IET	ID / Other
				1. Weekly Homework Assignments		83.3	89.7		100.0	
				2. Exam One		100.0	93.1		100.0	
				3. Exam Two		100.0	96.6		100.0	
				4. Exam Three		83.3	86.2	100.0		
	x		x	AEC 301		Performance < target 80%		ACT ACTION PLANS		
				Jenna Hill		ACT	BCT		IET	ID / Other
				1 Quiz		62.5	86.5			0.0
				2 Discussion		75.0	81.1			100.0
				3 Final Exam		37.5	75.7		0.0	
								Did not complete exam; monitor		

Action Plans (Continued)

FA14	SP15	FF	ONL								
x		x		AEC 444	Performance < target 80%				ACT ACTION PLANS		
				Desmond Fletcher	ACT	BCT	IET	ID / Other			
				1 Exam 1	83.3	73.3		0.0			
				2 Exam 2	50.0	73.3		100.0	Improve the sample problems		
				3 Exam 3	100.0	86.7		100.0			
				4 Exam 4	100.0	86.7		100.0			
				5 Exam 5	50.0	46.7		0.0	Improve the sample problems and reevaluate difficulty of exam		
FA14	SP15	FF	ONL								
	x		x	AEC 444	Performance < target 80%				ACT ACTION PLANS		
				Desmond Fletcher	ACT	BCT	IET	ID / Other			
				1 Exam 1	58.3	75.0			Improve the sample problems		
				2 Exam 2	58.3	63.6			Improve the sample problems		
				3 Exam 3	75.0	90.9			Improve the sample problems		
				4 Exam 4	91.7	86.4					
				5 Exam 5	83.3	65.9					
FA14	SP15	FF	ONL								
x		x		AEC 454	Performance < target 80%				ACT ACTION PLANS		
				Desmond Fletcher	ACT	BCT	IET	ID / Other			
				1 Exam 1	66.7	57.1			Nothing; scores improved		
				2 Exam 2	66.7	85.7			Nothing; scores improved		
				3 Exam 3	100.0	100.0					
				4 Exam 4	100.0	85.7					
				5 Exam 5	100.0	71.4					
FA14	SP15	FF	ONL								
	x		x	AEC 454	Performance < target 80%				ACT ACTION PLANS		
				Desmond Fletcher	ACT	BCT	IET	ID / Other			
				1 Exam 1	100.0	86.7					
				2 Exam 2	100.0	66.7					
				3 Exam 3	100.0	100.0					
				4 Exam 4	100.0	93.3					
				5 Project	100.0	80.0					

Action Plans (Continued)

FA14	SP15	FF	ONL							
	x		x	AEC 496	Performance < target 80%				ACT ACTION PLANS	
				Doris Kemp	ACT	BCT	IET	ID / Other		
				1. Internship agreement	100.0	100.0				
				2. Schedule supervisor/instructor conversation	66.7	93.8		One ACT student did not schedule the conversation by the deadline; due to low number of ACT students percentage is below 80.		
				3. Midterm report	100.0	93.8				
				4. Implement conversation between instructor/supervisor	100.0	100.0				
				5. Schedule final oral presentation	100.0	87.5				
				6. Final report	100.0	100.0				
				7. Final oral presentation	100.0	100.0				
				8. Student survey	100.0	100.0				
				9. Industry representative survey	100.0	100.0				
				10. Student intern evaluation	100.0	100.0				
FA14	SP15	FF	ONL							
x		x		ACT234/L	Performance < target 80%				ACT ACTION PLANS	
				Shane Germany	ACT	BCT	IET	ID / Other		
				1. Revit Project	45.8	0.0		0.0		for unknown reasons this section had a large group who were not motivated to submit work, those who did all scored 70 or above. Will monitor in future sections and evaluate.
				2. BIM Exercises	45.8	100.0		100.0		for unknown reasons this section had a large group who were not motivated to submit work, those who did all scored 70 or above. Will monitor in future sections and evaluate.
				3. Revit Exercises	62.5	100.0		100.0		for unknown reasons this section had a large group who were not motivated to submit work, those who did all scored 70 or above. Will monitor in future sections and evaluate.
				4. Quizzes	87.5	100.0		100.0		
FA14	SP15	FF	ONL							
	x	x		ACT 235/L	Performance < target 80%				ACT ACTION PLANS	
				Hans Palacios	ACT	BCT	IET	ID / Other		
				1 Architectural Precedent Paper	66.7					small sample in this case; just monitor
				2 Conceptual Design	66.7					small sample in this case; just monitor
				3 Construction Drawings	83.3					
				4 Presentation	83.3					
				5 Exams	83.3					

Action Plans (Continued)

FA14	SP15	FF	ONL						
x		x		ACT 322	Performance < target 80%				ACT ACTION PLANS
				Jessica Sharp	ACT	BCT	IET	ID / Other	
				1. Research Paper #1	91.7	0.0	100.0	0.0	
				2. Research Paper #2	95.8	0.0	100.0	100.0	
				3. Research Paper #3	91.7	0.0	100.0	100.0	
				4. Presentation	83.3	0.0	100.0	100.0	
				5. Midterm Exam	83.3	0.0	90.9	0.0	
				6. Final Exam	100.0	0.0	100.0	100.0	
	x	x		ACT336	Performance < target 80%				ACT ACTION PLANS
				Shane Germany	ACT	BCT	IET	ID / Other	
				1. Quizzes	78.6	100.0			
				2. Final Docs	42.9	0.0			
				3. Field Reports	71.4	100.0			
								Small sample sizes, short by one student to meet target	
								The cumulative nature of this assignment reflects the difficulty of meeting the target. As the semester progressed, students who fell behind early were not able to, or motivated to, catch up. While it is feasible to submit other assignments in the course, the "Final Docs" truly reflect the cumulative work and 3 of the 14 ACT students opted not to keep pace. It is believe that these students were weak, or scored low but not low enough to fail pre-requisite courses.	
								Small sample sizes, short by two students to meet target. This is the average for 10 assignments, missing the target appears to be due to lack of submission rather than lack of quality/competency.	
	x	x		ACT338	Performance < target 80%				ACT ACTION PLANS
				Shane Germany	ACT	BCT	IET	ID / Other	
				1. Quizzes	85.7				
				2. Final Docs	85.7				
x		x		ACT348	Performance < target 80%				ACT ACTION PLANS
				Shane Germany	ACT	BCT	IET	ID / Other	
				1. Exercises	76.0				
				2. Final Portfolio	80.0				
								one student had a 69, with a 70 that would have put the calculation at 80%	

Action Plans (Continued)

FA14	SP15	FF	ONL							
x		x		ACT 363/L		Performance < target 80%			ACT ACTION PLANS	
				Hans Palacios		ACT	BCT	IET		ID / Other
				1 Architectural Precedent Draft		85.0				
				2 Architectural Precedent Final		95.0				
				3 Programming		95.0				
				4 Building Code Analysis		70.0				reinforce study skills and familiarity with course content
				5 Schematic Design		85.0				
				6 Accessibility Analysis		40.0				reinforce study skills and familiarity with course content
				7 Sustainability Analysis		85.0				
				8 Presentation		80.0				
				9 Exam 1		65.0				reinforce study skills and familiarity with course content
				10 Exam 2		95.0				
				11 Exam 3		70.0			reinforce study skills and familiarity with course content	
FA14	SP15	FF	ONL							
x		x		ACT 364/L		Performance < target 80%			ACT ACTION PLANS	
				Hans Palacios		ACT	BCT	IET		ID / Other
				1 Architectural Precedent Paper		62.5				develop strategies to enhance analytical and writing skills development; recommend use of campus writing center
				2 Programming		100.0				
				3 Schematic Design		100.0				
				4 Presentation		100.0				
				5 Exams		87.5				
FA14	SP15	FF	ONL							
	x	x		ACT 380		Performance < target 80%			ACT ACTION PLANS	
				Doris Kemp		ACT	BCT	IET		ID / Other
				1. Exam 1		53.8				Students failed to prepare adequately for Exams 1 and 2 and stated that they had several exams the same day.
				2. Exam 2		76.9				They also stated that the format of my exams (explain, define, discuss...) is more difficult than the multiple choice exams they are used to.
				3. Project 1-AIA-A201		100.0				The CDT exam is very difficult and the pass rate on the first attempt is low nation wide. The instructor will perform a detailed analysis of exam results and incorporate additional material in the course to improve the outcome of student performance on the CDT exam.
				4. Project 2- Product Evaluation		100.0				Last time course was taught in Spring 2014 only 1 student passed so there was an increase in the number of students passing the exam.
				5. Project 3- 4 Methods of Specifying		84.6				
				6. CDT Exam		23.1				

Action Plans (Continued)

FA14	SP15	FF	ONL						
	x	x		ACT 400		Performance < target 80%		ACT ACTION PLANS	
				Hans Palacios	ACT	BCT	IET		ID / Other
				1 Site Plan Study	75.0				
				2 Schematic Design	66.7				
				3 Architectural Precedent Paper	41.7				
				4 Coordination Package	58.3				
				5 Construction Drawings	58.3				
				6 Presentation	66.7				
								[applies to all] reinforce study skills and familiarity with course content; allocate more time than regularly scheduled class time for content instruction and group collaboration activities; verify that students have required prerequisite courses & CAD proficiency	
								[applies to paper] develop strategies to enhance analytical and writing skills development; recommend use of campus writing center	
FA14	SP15	FF	ONL	ACT 401		Performance < target 80%		ACT ACTION PLANS	
	x	x		Hans Palacios	ACT	BCT	IET		ID / Other
				1 Code & Life Safety Analysis	64.3				
				2 Accessibility Analysis	28.6				
				3 Construction Drawings Package	50.0				
				4 Project Manual	28.6				
				5 Estimate	78.6				
				6 Presentation	64.3				
								[applies to all] reinforce study skills and familiarity with course content; allocate more time than regularly scheduled class time for content instruction and group collaboration activities; verify that students have required prerequisite courses & CAD proficiency	
FA14	SP15	FF	ONL	ACT 401		Performance < target 80%		ACT ACTION PLANS	
x		x		Hans Palacios	ACT	BCT	IET		ID / Other
				1 Code & Life Safety Analysis	100.0				
				2 Accessibility Analysis	60.0				
				3 Construction Drawings Package	100.0				
				4 Project Manual	60.0				
				5 Estimate	100.0				
				6 Presentation	100.0				
								small sample in this case; [applies to all] reinforce study skills and familiarity with course content; allocate more time than regularly scheduled class time for content instruction and group collaboration activities; verify that students have required prerequisite courses & CAD proficiency	
FA14	SP15	FF	ONL	ACT450		Performance < target 80%		ACT ACTION PLANS	
x		x		Shane Germany	ACT	BCT	IET		ID / Other
				1. Application	100.0				
				2. Theory	87.5				
				3. Paper	87.5				

Action Plans (Continued)

FA14	SP15	FF	ONL								
	x	x		ACT465		Performance < target 80%			ACT ACTION PLANS		
				Shane Germany		ACT	BCT	IET		ID / Other	
				1. Quiz		90.5					
				2. Precedent		66.7					
				3. Site		76.2				This assignment was based on analysis of an existing work, several students opted to not submit work possible due to the perceived "low wieght" of the grade vs. the overall course. Will incentivize in future.	
				4. Programming		81.0					
				5. Schematic		81.0					
				6. Final		85.7					
FA14	SP15	FF	ONL								
	x		x	BCT 205		Performance < target 80%			ACT ACTION PLANS		
				Hannon		ACT	BCT	IET		ID / Other	
				1. Quizzes		33.3	75.5			100.0	This is first time course material, more data needs collection; one reason for the low percentage is non-submission of assessment; tutoring should be available; questionnaires will be offered after each assessment to catch problems earlier.
				2. Tests		16.7	92.5			0.0	This is first time course material, more data needs collection; one reason for the low percentage is non-submission of assessment; tutoring should be available; questionnaires will be offered after each assessment to catch problems earlier.
				3. Exercises		33.3	52.8		0.0	This is first time course material, more data needs collection; one reason for the low percentage is non-submission of assessment; tutoring should be available; questionnaires will be offered after each assessment to catch problems earlier.	
FA14	SP15	FF	ONL								
	x		x	BCT 205L		Performance < target 80%			ACT ACTION PLANS		
				Hannon		ACT	BCT	IET		ID / Other	
				1. Exercises		33.3	75.5		0.0	This Lab is still in development; a course text which assists with the material will be specified next iteration; computer hardware minimum requirements is also to be specified (should do as a program as CAD programs are resource intensive and typically 64-bit).	
FA14	SP15	FF	ONL								
x		x		BCT 205		Performance < target 80%			ACT ACTION PLANS		
				Hannon		ACT	BCT	IET		ID / Other	
				1. Quizzes		100.0	100.0			100.0	
				2. Tests		71.4	64.3			Course has been completely redesigned for Spring 2015; New text, tests, quizzes, and exercises.	
				3. Exercises		71.4	92.9		100.0	Course has been completely redesigned for Spring 2015; New text, tests, quizzes, and exercises.	

Action Plans (Continued)

FA14	SP15	FF	ONL								
	x		x	BCT 336		Performance < target 80%			ACT ACTION PLANS		
				Sandeep Langar		ACT	BCT	IET		ID / Other	
				1 Quiz # 1		60.0	86.3			100.0	Moniter
				2Quiz # 2		80.0	84.3			100.0	
				3 Quiz # 3		100.0	86.3			100.0	
				4 Quiz # 4		100.0	94.1			100.0	
				5 Quiz # 5		60.0	78.4			100.0	Moniter
				6 Quiz # 6		100.0	92.2			100.0	
				7 Team Assignment		60.0	51.0			100.0	Moniter
				8 Class Participation		100.0	98.0			100.0	
				9 Final Exam		80.0	82.4		100.0		
FA14	SP15	FF	ONL								
	x	x		BCT 336		Performance < target 80%			ACT ACTION PLANS		
				Sandeep Langar		ACT	BCT	IET		ID / Other	
				1 Quiz # 1		70.0	94.4				
				2Quiz # 2		80.0	83.3				
				3 Quiz # 3		100.0	94.4				
				4 Quiz # 4		100.0	100.0				
				5 Quiz # 5		70.0	83.3				Moniter
				6 Quiz # 6		80.0	94.4				
				7 Team Assignment		70.0	83.3				Moniter
				8 Class Participation		70.0	55.6				Moniter
				9 Final Exam		70.0	83.3			Moniter	
FA14	SP15	FF	ONL								
x		x		BCT 336		Performance < target 80%			ACT ACTION PLANS		
				Sandeep Langar		ACT	BCT	IET		ID / Other	
				1 Quiz I		100.0	53.3				
				2 Quiz II		66.7	46.7				Moniter
				3 Quiz III		100.0	46.7				
				4 Quiz IV		100.0	40.0				
				5 Team Assignment 1.1		100.0	86.7				
				6 Team Assignment 1.2		100.0	80.0				
				7 Class Participation		100.0	80.0			100.0	
				8 Final Exam		66.7	53.3				Moniter
				Individual Assignment 1.1 + 1.2		100.0	66.7				
				Individual Assignment 1.13 + 1.4		0.0	60.0			Moniter	

ACT Four-year Summary

The summaries prior to the 2014-2015 cycle have been resorted to map into the reorganized 2015-2016 ETAC-ABET Criteria.

<-- 2014-2014 Criteria or earlier -->													2015-2016 Criteria											
ACT 2010-2011 summary				ACT 2011-2012 summary				ACT 2012-2013 summary				ACT 2013-2014 summary				ACT 2014-2015 summary								
criteria	>=70	ENR	%	criteria	>=70	ENR	%	criteria	>=70	ENR	%	criteria	>=70	ENR	%	criteria	>=70	ENR	%					
GC	a	732	816	90%	GC	a	671	767	87%	GC	a	479	512	94%	GC	a	1013	1128	90%	GC	a	395	496	80%
GC	b	108	128	84%	GC	b	104	128	81%	GC	b	306	321	95%	GC	b	489	528	93%	GC	b	229	313	73%
GC	c	96	113	85%	GC	c	81	96	84%	GC	c	33	36	92%	GC	c	112	119	94%	GC	c	27	30	90%
GC	d	119	146	82%	GC	d	113	139	81%	GC	d	305	315	97%	GC	d	640	707	91%	GC	d	251	326	77%
GC	e	56	60	93%	GC	e	48	59	81%	GC	e	17	20	85%	GC	e	294	310	95%	GC	e	351	484	73%
GC	f	558	641	87%	GC	f	484	565	86%	GC	f	395	423	93%	GC	f	612	674	91%	GC	f	261	351	74%
GC	g	485	547	89%	GC	g	384	436	88%	GC	g	311	360	86%	GC	g	819	909	90%	GC	g	653	834	78%
GC	h	187	220	85%	GC	h	162	184	88%	GC	h	117	125	94%	GC	h	273	310	88%	GC	h	34	46	74%
GC	i	283	311	91%	GC	i	233	276	84%	GC	i	330	360	92%	GC	i	355	391	91%	GC	i	133	185	72%
GC	j	338	373	91%	GC	j	352	402	88%	GC	j	159	175	91%	GC	j	227	270	84%	GC	j	117	127	92%
GC	k	753	840	90%	GC	k	579	662	87%	GC	k	264	288	92%	GC	k	638	702	91%	GC	k	358	448	80%
AS	a	845	987	86%	AS	a	758	894	85%	AS	a	127	133	95%	AS	a	483	547	88%	AS	a	287	363	79%
AS	b	203	239	85%	AS	b	143	172	83%	AS	b	56	63	89%	AS	b	408	461	89%	AS	b	416	559	74%
AS	i	640	747	86%	AS	i	649	769	84%	AS	i	196	235	83%	AS	i	359	424	85%					
AS	c	52	62	84%	AS	c	39	44	89%	AS	c	33	36	92%	AS	c	70	75	93%	AS	c	190	266	71%
AS	d	273	308	89%	AS	d	234	267	88%	AS	d	61	61	100%	AS	d	43	45	96%					
AS	e	58	71	82%	AS	e	53	64	83%	AS	e	108	114	95%	AS	e	252	265	95%					
AS	f	47	58	81%	AS	f	25	33	76%	AS	f	66	68	97%	AS	f	149	152	98%					
AS	g	94	108	87%	AS	g	92	110	84%	AS	g	250	262	95%	AS	g	111	126	88%					
BS	a	694	821	85%	BS	a	589	699	84%	BS	a	330	351	94%	BS	a	633	694	91%	BS	e	354	487	73%
BS	b	590	665	89%	BS	b	506	574	88%	BS	b	293	303	97%	BS	b	327	364	90%	BS	f	50	63	79%
BS	c	174	197	88%	BS	c	103	120	86%	BS	c	123	131	94%	BS	c	263	280	94%	BS	g	285	355	80%
BS	d	205	219	94%	BS	d	215	254	85%	BS	d	142	157	90%	BS	d	258	281	92%	BS	h	8	8	100%
AS	h	355	401	89%	AS	h	306	356	86%	AS	h	122	127	96%	AS	h	377	424	89%	BS	i	442	569	78%
BS	e	538	617	87%	BS	e	414	478	87%	BS	e	304	325	94%	BS	e	652	716	91%					
BS	f	380	435	87%	BS	f	283	340	83%	BS	f	246	258	95%	BS	f	650	697	93%					
ACT	8863	10130	87%	ACT	7620	8888	85%	ACT	5173	5559	93%	ACT	10507	11599	91%	ACT	5023	6553	79%					

ACT Graduate Exit Survey Findings (Indirect Measure 2)

These findings are from the 2013-2014 cycle using the prior ETAC-ABET criteria since they have not been compiled for the current cycle.

	criteria	2013	ACT Exit Survey Findings	
1	a	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'a' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
2	b	3.4	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'b' was 3.4. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
3	c	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'c' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
4	d	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'd' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
5	e	3.5	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'e' was 3.5. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
6	f	3.4	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'f' was 3.4. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
7	g	3.5	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'g' was 3.5. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
8	h	3.5	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'h' was 3.5. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
9	i	3.5	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'i' was 3.5. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
10	j	3.2	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'j' was 3.2. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
11	k	3.4	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'k' was 3.4. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
12	a	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'a' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met

13	b	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'b' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
14	c	3.2	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'c' was 3.2. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
15	d	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'd' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
16	e	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'e' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
17	f	3.2	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'f' was 3.2. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
18	g	3.2	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'g' was 3.2. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
19	h	3.4	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'h' was 3.4. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
20	i	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Associate Degree Program Specific Criteria 'i' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
21	a	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Baccalaureate Degree Program Specific Criteria 'a' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
22	b	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Baccalaureate Degree Program Specific Criteria 'b' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
23	c	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Baccalaureate Degree Program Specific Criteria 'c' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
24	d	3.5	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Baccalaureate Degree Program Specific Criteria 'd' was 3.5. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
25	e	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Baccalaureate Degree Program Specific Criteria 'e' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met
26	f	3.3	Average of 7 ratings on the evaluation category supporting 2013-2014 ABET Baccalaureate Degree Program Specific Criteria 'f' was 3.3. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)	Met

Action Plans Related to Indirect Measures

All targets for the indirect measures were met; there are no action plans.

Student Achievement Outcome

In order to satisfy a new SACS Student Achievement Outcome requirement, the following outcome was added to the Architectural Engineering Technology outcomes in addition to the twenty reviewed above. The new outcome is: The Architectural Engineering Technology program will use the "retention of all students enrolled by academic program" data available on the Institutional Research website to track the percentage of students retained or graduated 1 year later. Retention data will include both "retained in original academic program" and "degree already awarded in original program" data. Following are the outcome measure, target, and findings:

Measure: The Architectural Engineering Technology program will use the "retention of all students enrolled by academic program" data available on the Institutional Research website to track the percentage of students retained or graduated 1 year later. Retention data will include both "retained in original academic program" and "degree already awarded in original program" data.

Target: At least 60% of students enrolled as a major in the Architectural Engineering Technology BS degree program in the fall semester two years prior will either be retained as a major in the fall semester one year prior to the assessment year or have graduated in the major by the fall semester one year prior to the assessment year.

Findings: For students enrolled as a major (n=69) in the Architectural Engineering Technology BS degree program in Fall 2012, 58.8% (40/68) of students were still majors in Fall 2013 and 16.2% (11/68) graduated by Fall 2013 for a combined retention rate of 75% (51/68). The target was met.