School of Construction Program Outcomes 2013-2014

Architectural Engineering Technology (ACT)

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/Additional Action Plans

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 objectives 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 fourth cycle using this approach it has resulted in overall objective areas average over 90% for the last two cycles. This result occurred despite a number of course reassignments and new faculty with new course developments that needed to embed these assessment processes into their activities. Each program must continue to reevaluate the mapping of course objectives to the program accreditation criteria listed below. For the Architectural Engineering Technology program, these 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 communicate effectively regarding broadly-defined engineering technology activities,
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) must demonstrate that graduates are capable of:

a. employing concepts of architectural theory and design in a design environment;
b. utilizing modern instruments, methods and techniques to produce A/E documents and presentations;
c. conducting standardized field and laboratory testing on construction materials;
d. utilizing modern instruments and research techniques for site development and building layout;
e. determining forces and stresses in elementary structural systems;
f. estimating material quantities for technical projects;
g. calculating basic loads and demands in mechanical and electrical systems;
h. utilizing codes, contracts and specifications in design, construction and inspection activities; and
i. employing productivity software to solve technical problems;

Baccalaureate degree programs must demonstrate that graduates, in addition to the competencies above, are capable of:

a. creating, utilizing and presenting design, construction, and operations documents;
b. performing economic analyses and cost estimates related to design, construction, and maintenance of building systems in the architectural engineering technical specialties;
c. selecting appropriate materials and practices for building construction;
d. applying principles of construction law and ethics in architectural practice;
e. applying basic technical design concepts to the solution of architectural problems involving architectural history, theory and design; codes, contracts and specifications; electrical and mechanical systems, environmental control systems, plumbing and fire protection; site development; structures, material behavior, foundations; construction administration, planning and scheduling; and

f. performing 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 course objectives to the ETAC-ABET criteria using a listing of their assessment methods for each objective/criteria. This mapping provided evidence for which courses 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 Objectives 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.

Faculty then reported their findings for each section of their courses for fall 2012 and spring 2013. 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 summed. 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 objectives using the defined performance target levels to look at weaknesses in each course.

Closing the Loop/Action Plan Tracking

The ACT Program Coordinator will evaluate the Program Outcomes annually to identify objective areas which are trending towards underperforming. Based on the current cycle, objective areas are maintaining high levels of competency and therefore no immediate “major” revisions to the course-based objectives are necessary. However, ACT faculty will maintain and continuously improve the current methods of improvement to the overall quality & comprehension of the program which include 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 rather than 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 we implemented a course-based approach to assessment in the 2010-2011 cycle, there has been a marked improvement in findings. The average of all outcomes has increased from 87% to 93% in the previous 2012-2013 cycle and 91% in the current 2013-2014 cycle. During the current cycle seven criteria outcomes were in the 84%-90% bracket with the remaining exceeding 90%. The focus on course-based findings that not only are correlated with the program outcomes but also provide direct feedback for the individual course objectives are proving to allow us to maintain standards above the 90% average across outcomes.

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

Our assessment indicates that three outcomes/objective areas have dropped below the 90% mark since the 2012-2013 cycle. The focus on course-based findings provides direct feedback for the individual course objectives which will allow faculty to monitor and adapt to problem areas as they are identified. Annual evaluations that identify potential problem areas must be performed to establish pre-emptive strategies for improvement.

Course Findings with Assessment Tools Mapped to ETAC-ABET Criteria and Course Objectives

AEC 132/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Practice freehand sketching skills of architectural/construction related items								12			12	12									12					
	2. Produce orthographic projections						3-5						3-5								3-5						3-5
Sharp	3. Identify common architectural symbols	10,11					6-11	14		11		6-11		6-9,11							6-9,11	6-9,11					11
ACT, & BCT, IET	4. Identify common architectural abbreviations	10						14		10										10,14						10,14	
Architectural Graphics	5. Identify common architectural terms	10						13,14		10										10,13,14						10,13,14	
Architectural Graphics Laboratory	6. Create basic 2-D drawings using computer-aided drafting and design software						1-9					1-9	1-9								1-9	1-9					1-9
	7. Create a partial drawing set of a residence using computer-aided drafting and design software	11					11					11		11							11						11

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Exercise 1 -- Creating a title block with text in AutoCAD	1	12	12	100%												
2. Exercise 2 -- Creating an isometric sketch of a house-like shape in AutoCAD	2	12	12	100%												
3. Exercise 3 -- Othorgraphically projecting 6 sides of a shape in AutoCAD	3	12	12	100%												
4. Exercise 4 -- Othorgraphically projecting 6 sides of a shape in AutoCAD	4	10	12	83%												
5. Exercise 5 -- Othorgraphically projecting 6 sides of a shape in AutoCAD	5	10	12	83%												
6. Exercise 6 -- Creating a partial floor plan with dimensions in AutoCAD	6	10	12	83%												
7. Exercise 7 -- Creating a complete floor plan with dimensions in AutoCAD	7	10	12	83%												
8. Exercise 8 -- Creating door and window schedules based on Exercise 7 in AutoCAD	8	10	12	83%												
9. Exercise 9 -- Creating a front elevation and roof plan based on Exercise 7 in AutoCAD	9	10	12	83%												
10. Exercise 10 -- Commercial plan reading worksheet	10	12	12	100%												
11. Final Project -- Creating a floor plan, door and window schedules, roof plan, and two elevations in AutoCAD	11	10	12	83%												
12. Sketching Notebook -- Sketching 50 objects in a Sketching Notebook	12	11	12	92%												
13. Quizzes 1-5 -- Quiz 1: glossary terms A-C; Quiz 2: glossary terms D-F; Quiz 3: glossary terms G-N; Quiz 4: glossary terms O-R; Quiz 5: glossary terms S-Z	13	10	12	83%												
14. Final Exam -- Comprehensive exam covering all modules	14	10	12	83%												
			AVG	**89%**			AVG				AVG				AVG	

AEC 132/L	Course Objectives	General Criteria										Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	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				2,4	2,3,4							2,3,4						2,4	2,3,4					
	3. Identify common architectural symbols	2,4,5						2,4,5																			
Germany	4. Identify common architectural abbreviations	2,4,5						2,4,5																			
Architectural Graphics Architectural Graphics Laboratory	5. Identify common architectural terms	1						1																			
	6. Create basic 2-D drawings using computer-aided drafting and design software	2,4	2,4				2,4	2,4				2,4		2,4	2,4						2,4	2,4					
	7. Create a partial drawing set of a residence using computer-aided drafting and design software	2,4	2,4				2,4	2,4				2,4		2,4	2,4						2,4	2,4					

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Vocab Quizzes									1	5	6	83%				
2. CAD Exercises									2	5	6	83%				
3. Sketching Notebook									3	6	6	100%				
4. Final Project									4	2	6	33%				
5. Final Exam									5	3	6	50%				
			AVG				AVG				AVG	**50%**			AVG	

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

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Supplier Report -- A layout of the location, type, and cost of materials found at both a general and specialized supplier	1	7	8	88%	1	1	1	100%	1	5	5	100%	1	1	1	100%
2. (2) Job Site Reports -- A report on observations made of materials being applied on both commercial and residential construction sites	2	6	8	75%	2	1	1	100%	2	5	5	100%	2	1	1	100%
3. Research Project -- A 1,250 - 1,750 word (5-7 pages) research paper about one construction material	3	8	8	100%	3	1	1	100%	3	5	5	100%	3	1	1	100%
4. Final Project Presentation -- A formal presentation (10-15 minutes) about the installation of one building material	4	8	8	100%	4	1	1	100%	4	5	5	100%	4	1	1	100%
5. Quizzes 1-5 -- Quiz 1: glossary terms A-C; Quiz 2: glossary terms D-F; Quiz 3: glossary terms G-N; Quiz 4: glossary terms O-R; Quiz 5: glossary terms S-Z	5	8	8	100%	5	1	1	100%	5	5	5	100%	5	1	1	100%
6. Exam One -- Covers Chapters: 1-2, 4-8, and Basic estimating	6	8	8	100%	6	1	1	100%	6	5	5	100%	6	1	1	100%
7. Exam Two	7	8	8	100%	7	1	1	100%	7	5	5	100%	7	1	1	100%
8. Final Exam	8	8	8	100%	8	1	1	100%	8	5	5	100%	8	1	1	100%
				95%				**100%**			AVG	**100%**			AVG	**100%**

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

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Homework #1													1	7	7	100%
2. Homework #2													2	7	7	100%
3. Homework #3													3	6	7	86%
4. Homework #4													4	7	7	100%
5. Homework #5													5	7	7	100%
6. Homework #6													6	7	7	100%
7. Homework #7													7	7	7	100%
8. Midterm Exam													8	6	7	86%
9. Final Exam													9	7	7	100%
			AVG				AVG				AVG				AVG	**96%**

AEC 444	Course Objectives	General Criteria										Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Fletcher ACT & BCT Building Structures	1. Calculate beam loads, shear, and moments		1-4		1-4		1-4										1-4									1-4	1-4
	2. Design wood connections, columns, beams, and decking		5-8		5-8		5-8										5-8									5-8	5-8
	3. Design steel connections, columns, beams, and decking		9-13		9-13		9-13										9-13									9-13	9-13
	4. Design concrete beams, slab, and columns for bending, shear, and deflection		14		14		14										14									14	14
	5. Calculate reinforcement in concrete footings, beams, columns and slabs		14		14		14										14									14	14

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Assgnment 1					1	9	9	100%					1	4	4	100%
2. Assgnment 2					2	9	9	100%					2	4	4	100%
3. Assgnment 3					3	9	9	100%					3	4	4	100%
4. Assgnment 4					4	8	9	89%					4	4	4	100%
5. Assgnment 5					5	9	9	100%					5	3	4	75%
6. Assgnment 6					6	9	9	100%					6	4	4	100%
7. Assgnment 7					7	7	9	78%					7	4	4	100%
8. Assgnment 8					8	9	9	100%					8	4	4	100%
9. Assgnment 9					9	8	9	89%					9	3	4	75%
10. Assgnment 10					10	9	9	100%					10	4	4	100%
11. Assgnment 11					11	9	9	100%					11	3	4	75%
12. Assgnment 12					12	9	9	100%					12	4	4	100%
13. Assgnment 13					13	8	9	89%					13	2	4	50%
14. Assgnment 14					14	9	9	100%					14	3	4	75%
			AVG				AVG	**96%**			AVG				AVG	**89%**

AEC 454	Course Objectives	General Criteria										BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Quantify and document three-dimensional materials represented by two-dimensional construction design drawings (Perform and display quantity surveying).	2-7										2-7						2-7			2-7	2-7	2-7				2-7
Sharp	2. Learn to algebraically resolve units of measure.	2-9	2-9					2-9				2-9						2-9			2-7	2-7	2-9				2-7
ACT & BCT	3. Utilize the CSI Master Format to categorize and organize construction information.	7																7									
Estimating I	4. Visualize three dimensional structures and volumes from construction bidding documents (Construction drawing interpretation).	2-9	2-9					2-9				2-9						2-9			2-7	2-7	2-9				2-7
	5. Utilize the spreadsheet application and commercial software applications to automate quantity take-off.	1-7								1-7		1-7						1-7			1-7	1-7	1-7		1-7		1-7
	6. Interpret and conform to written technical specifications	7																7		7							
	7. Be productive in an environment of critical deadlines.	1-7										1-7						1-7									

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Exercise 1	1	7	7	100%									1	6	6	100%
2. Exercise 2	2	7	7	100%									2	6	6	100%
3. Exercise 3	3	7	7	100%									3	6	6	100%
4. Exercise 4	4	6	7	86%									4	6	6	100%
5. Exercise 5	5	6	7	86%									5	6	6	100%
6. Exercise 6	6	7	7	100%									6	6	6	100%
7. Final Project	7	7	7	100%									7	6	6	100%
8. Exam One	8	7	7	100%									8	6	6	100%
9. Exam Two	9	7	7	100%									9	6	6	100%
			AVG	**97%**			AVG				AVG				AVG	**100%**

ACT 234/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Germany	1. Manage the operating structure of Revit Architecture.												1-3								1-3	1-3					
	2. Manipulate the work environment to produce the separate sheets required within a set of plans with appropriate display settings for each sheet.												1-3								1-3	1-3					
	3. Produce new wall types to represent conditions not covered with the standard Revit package.												1-3								1-3	1-3					
	4. Create custom doors and windows or openings using profiles.												1-3								1-3	1-3					
Architectural CADD	5. Design custom Curtain Walls with an understanding of how to insert varying panels and glass.												1-3								1-3	1-3					
Architectural CADD Lab	6. Utilize packaged wall types for floor plan development.												1-3								1-3	1-3					
	7. Insert doors, windows and design content such as multi-view blocks.												1-3								1-3	1-3					
	8. Define column grids and insert columns, while gaining control over the imbedded anchoring system.												1-3								1-3	1-3					
	9. Delineate 2D and 3D stairs with code compliant results.												1-3								1-3	1-3					
	10. Exploit the automatic roof design features as well as creating complicated roof structures with the use of roof slabs.												1-3								1-3	1-3					
	11. Generate reflected ceiling plans using display representation sets to change between floor and ceiling views. Add mask blocks to design content inserted.												1-3								1-3	1-3					
	12. Create door and window schedules using the automated functions in Revit as well as produce custom schedules.												1-3								1-3	1-3					
	13. Add dimensions and annotation to the drawings.												1-3								1-3	1-3					
	14. Build 2D elevations and sections from the 3D parametric plans.												1-3								1-3	1-3					

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
Final Project	1	13	16	81%												
CAD Exercises	2	15	16	94%												
Quizzes	3	15	16	94%												
			AVG	**90%**												

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

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Theory									1	13	17	76%				
2. Working Dwg									2	14	17	82%				
3. Final Dwgs									3	13	17	76%				
			AVG				AVG				AVG	**78%**			AVG	

ACT 262/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Palacios	1. Adopt a process for program research	1,2,3,4				2,3,4			1,2		1	1	1,2													1,3,4	
	2. Synthesize research data	1,2,5			2	2,5	2	1,2,5		1,2	1	1,5	1,2							2							
	3. Translate data into a meaningful design solution	2,3,4,5,6			2	2,3,4,5	2,4	2,3,4,5,6				5	2,3,4	4,5								2,3,4,5,6				3,4	3,4,5
	4. Interpret site data	3				3								3								3				3	
Architectural Design I	5. Evaluate building systems using sustainable guidelines and select appropriate solutions	2,4,5				2,4,5	2,4	2,4,5	2	2,4		5										2,4,5		4		4	
Architectural Design I Laboratory	6. Build communication skills	2,3,4,5,6				2,3,4,5			2,6												5,6						
	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	2,4,5			2	2,4,5	2,4	2,4,5	1,2	2,4	1	1,5	2,4									2,4,5		4		4,5	

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Architectural Precedent									1	7	11	64%				
2. Programming Presentation									2	10	11	91%				
3. Site Design Presentation									3	11	11	100%				
4. Schematic Design Presentation									4	11	11	100%				
5. Final Presentation									5	11	11	100%				
6. Design Portfolio									6	10	11	91%				
			AVG				AVG				AVG	**91%**			AVG	

ACT 322	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Recognize and distinguish differences between well-known architecture and eras						3-4			3-4		3-4														3-4		
	2. Define common terms associated with architecture						3-4			3-4		3-4														3-4		
Germany	3. Design, develop, and prepare a detailed paper about an individual whose work made significant contributions to architecture	1						2	2		2										2				2	2	
Architectural History	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						1-2	1-2	2	1-2		2								1-2				1-2	2	
	5. Analyze how developments in building materials, social, religious and economic factors have influenced architecture						3-4			3-4		3-4													3-4		
	6. Demonstrate presentation skills by designing, developing and delivering Power Point presentations	1					3-4	1	1	3-4	1	3-4	1								1				1		

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Presentation	1	14	14	100%												
2. Research Paper	2	14	14	100%												
3. Vocab Quizzes	3	10	14	71%												
4. Final Exam	4	14	14	100%												
			AVG	**93%**			AVG				AVG				AVG	

ACT 336/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Produce clear, concise, contract documents based on National CAD Standards drafting conventions.	1-4																		1-4						1-4	
Germany	2. Plan an architectural set of drawings through the use of mock-up drawing development.													1-4													
Architectural Working Drawings II	3. Integrate engineering technology and building science in the assembly of architectural details.				1-4																1-4						
Architectural Working Drawings II Laboratory	4. Spot common pitfalls in the development of contract documents that can potentially lead to change orders or arbitration.						1-4					1-4															

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Final Drawings	1	11	12	92%												
2. Field Reports	2	12	12	100%												
3. Working Dwgs	3	12	12	100%												
4. Quizzes	4	12	12	100%												
			AVG	**98%**			AVG				AVG				AVG	

ACT 338/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Develop non-structural framing and finish envelop shaping architectural space	1-4			1-4						1-4		1-4							1-4	1-4		1-4				
	2. Discern the suitability of an already developed detail from a previous project, a reference textbook, or industry	1-4			1-4		1-4				1-4		1-4							1-4	1-4		1-4		1-4		
Germany	3. Show marked improvement on designating material components of architectural details	1-4			1-4		1-4		1-4		1-4		1-4						1-4	1-4	1-4		1-4		1-4		
Architectural Working Drawings III	4. Produce clear, concise, details based on National CAD Standards drafting conventions	1-4					1-4				1-4		1-4						1-4	1-4	1-4		1-4				
Architectural Working Drawings III Laboratory	5. To integrate working drawings with specifications through effective notation and referencing.	1-4					1-4				1-4		1-4						1-4	1-4	1-4		1-4				
	6. Detail proper and effective fire resistance details	1-4					1-4				1-4		1-4							1-4	1-4				1-4		
	7. Detail custom basic millwork	1-4					1-4				1-4		1-4						1-4	1-4	1-4		1-4				

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Final Dwgs									1	17	20	85%				
2. Field Reports									2	13	20	65%				
3. Theory Modules									3	19	20	95%				
4. Working Dwgs									4	17	20	85%				
			AVG				AVG				AVG	**83%**			AVG	

ACT 348	Course Objectives	General Criteria											Assoc & BS program criteria								BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Create 3D visualizations from verbal and/or visual descriptions of building	1,2,3,4	1,2,3,4		1,2,3,4		1,2,3,4					1,2,3,4		1,2,3,4,5						1,2	1,2,3,4,5	1,2,3,4,5		1,2,3,4			
Germany	2. Plan, organize, & develop models & utilize software tools as required to produce visual media for promotional, scheduling, or analysis.	1,2,3,4	1,2,3,4		1,2,3,4		1,2,3,4					1,2,3,4		1,2,3,4,5						1,2	1,2,3,4,5			1,2,3,4			
Modeling	3. Utilize typical vocabulary, graphic symbols, standards & language used in architecture, engineering, & construction to develop models.	1,2,3,4					1,2,3,4	1,2,3,4						1,2,3,4,5						1,2	1,2,3,4,5			1,2,3,4			

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Wall Section Models	1	8	9	89%												
2. Construction Animation	2	8	9	89%												
3. Texture & Materials	3	8	9	89%												
4. CAD to SketchUp	4	8	9	89%												
5. Final Portfolio	5	8	9	89%												
			AVG	**89%**			AVG				AVG				AVG	

ACT 364/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Palacios Architectural Design III Architectural Design III Laboratory	1. Adopt a process for program research	1,2,3,4				2,3,4			1,2		1	1	1,2													1,3,4	
	2. Synthesize research data	1,2,5			2	2,5	2	1,2,5		1,2	1	1,5	1,2							2							
	3. Translate data into a meaningful design solution	2,3,4,5,6			2	2,3,4,5	2,4	2,3,4,5,6				5	2,3,4	4,5								2,3,4,5,6				3,4	3,4,5
	4. Interpret site data	3				3								3								3				3	
	5. Evaluate building systems using sustainable guidelines and select appropriate solutions	2,4,5				2,4,5	2,4	2,4,5	2	2,4		5										2,4,5		4		4	
	6. Build communication skills	2,3,4,5,6				2,3,4,5			2,6																		
	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	2,4,5			2	2,4,5	2,4	2,4,5	1,2	2,4	1	1,5	2,4									2,4,5		4		4,5	

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Architectural Precedent									1	9	17	53%				
2. Programming Presentation									2	17	17	100%				
3. Site Design Presentation									3	17	17	100%				
4. Schematic Design Presentation									4	13	17	76%				
5. Final Presentation									5	17	17	100%				
6. Design Portfolio									6	16	17	94%				
			AVG				AVG				AVG	**87%**			AVG	

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

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Project 1-AIA-A201									1	12	13	92%				
2. Project 2-Product Selection									2	13	13	100%				
3. Project 3 - Four Methods of Specifying									3	12	13	92%				
4. Exam 1 - Phases through Conditions of Contract									4	7	13	54%				
5. Exam 2 - Drawings through Writing Specifications									5	12	13	92%				
6. CDT Exam-Construction Documents Technologist--CSI national exam									6	1	13	8%				
			AVG				AVG				AVG	**73%**			AVG	

ACT 400	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Palacios	1. Adopt a process for program research.	1,2			1	1,2	2	1	1,2	1																	
	2. Synthesize research data.	2,5				2	2,5				5	2,5								2,5							
	3. Translate data into a meaningful design solution.	3,4,6,8			3,4,6	3,6		8				8	3,4,6	3,4,6,8		3,4,6				3,4,6		3,4,6,8				3,4,6	3,4,6
Senior Project	4. Interpret site data.	2,3			3	2	2					2	3			3				2,3						6,7	6,7
	5. Produce commercial contract documents.	6,7			6	6				6,7		6,7	6	6,7		6	6	6	6	7		6,7	6	6,7	7	6,7	6,7
	6. Evaluate building systems and select appropriate solutions.	3,4,5,6			3,4,6	3,6					5		3,4,6											3,4,6		3,4,5,6	3,4,5,6
	7. Build communication skills.	1,2,3,6,8				1,2,3,6		1,8				2,8		8													
	8. Develop a multi-disciplinary approach to problem solving.	1			1	1			1	1																	
	9. Develop and focus on one topic in speaking and writing assignments and present ideas in an organized, logical and coherent form.	8						8																			
	10. Demonstrate the ability to understand our technological society, use computer-based technology in communication, solving problems, and acquiring information.	1-8				1,2,3,6		1,8		1	5	8															

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. BIM Management Plan	1	6	6	100%					1	5	5	100%				
2. Code Research & Programming	2	6	6	100%					2	3	5	60%				
3. Schematic Design Construction Drawings	3	6	6	100%					3	4	5	80%				
4. Design Development Construction Drawings	4	6	6	100%					4	4	5	80%				
5. Sustainability Assessment	5	6	6	100%					5	1	5	20%				
6. Final Construction Drawings	6	6	6	100%					6	5	5	100%				
7. Specifications	7	6	6	100%					7	5	5	100%				
8. Design Presentation	8	6	6	100%					8	5	5	100%				
			AVG	**100%**			AVG				AVG	**80%**			AVG	

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

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. BIM Management Plan	1	6	6	100%					1	3	3	100%				
2. Code Research & Programming	2	6	6	100%					2	3	3	100%				
3. Schematic Design Construction Drawings	3	6	6	100%					3	3	3	100%				
4. Design Development Construction Drawings	4	5	6	83%					4	2	3	67%				
5. Sustainability Assessment	5	6	6	100%					5	1	3	33%				
6. Final Construction Drawings	6	6	6	100%					6	3	3	100%				
7. Specifications	7	6	6	100%					7	3	3	100%				
8. Design Presentation	8	6	6	100%					8	3	3	100%				
			AVG	**98%**			AVG				AVG	**88%**			AVG	

ACT 450	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
	1. Given BIM files, utilize standard software tools to make observations about design & constructability of building systems.	2,3	2,3			3	2,3	2,3	3			2,3	3	3							3					3	
Germany	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	1,2,3			1,3	1,2,3	1,2,3				1,2,3	1,3	1,2,3						1,2	3	1				3	
VR	3. Utilize typical vocabulary, standards & language to describe BIM concepts as they relate to architecture, engineering, construction & facilities management.	1,2,3	1,2,3			1,3	1,2,3	1,2,3				1,2,3	1,3	1,2,3						1,2	3	1				3	

ASSESSMENT Tools	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. BIM Report									1	10	12	83%				
2. BIM & Navis Quizzes									2	10	12	83%				
3. Navisworks Exercises									3	8	12	67%				
			AVG				AVG				AVG	**78%**			AVG	

ACT 465/L	Course Objectives	General Criteria											Assoc & BS program criteria									BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Palacios	1. Conduct preliminary research and programming work required for successful design development.	1,2,4,5				1,2,4,5	4,5	1,2,4,5			1,2	1,2,4,5	4														4,5	
	2. Select materials and structural systems appropriately in response to site and environmental conditions, local codes, and program requirements.	1,2,4,5			4		4,5				1,2	1,2,4,5	4			4				5				2,4,5		4,5	
	3. Develop methodologies and strategies for Building Information Modeling management.	4,5,6			4	4,5,6						4,5														4	
	4. Implement the Building Information Modeling management strategy through the development of a building construction project	4,5,6			4	4,5,6		4,5				4,5														4	
Architectural Design IV	5.Collaborate and identify roles and responsibilities among the project team	4,5,6				4,5,6						4,5															
Architectural Design IV Laboratory	6. Examine the benefits and documentation approaches of sustainable design strategies	1,2,3,5						1,5	1,5	1,2	1,2	1,2,5								5							
	7. Document and analyze the performance of materials and building systems applied to the project.	1,2,5					5			1,2	1,2	1,2,5								5		5		2,5		5	5
	8. Develop the preliminary documentation for USGBC's LEED certification program as it applies to sustainable design.	1,3,5						1,5	1,5	1	1	1,5		5						5		5				5	5
	9. Demonstrate proficiency in the communication of design ideas through various presentation media.	1,2,4,5,6				4,5,6		1,2,4,5				1,2,4,5	4,6	5,6								5,6					5,6

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. LEED Presentation	1	12	12	100%												
2. Emerging Technology Presentation	2	12	12	100%												
3.Exam	3	9	12	75%												
4. Programming Presentation	4	12	12	100%												
5. LEED Checklist / Documentation	5	12	12	100%												
6.Final Presentation	6	12	12	100%												
			AVG	**96%**												
							AVG				AVG				AVG	

BCT 205/L	Course Objectives	General Criteria											Assoc & BS program criteria								BS program criteria					
		a	b	c	d	e	f	g	h	i	j	k	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f
Hannon	1. Measure with steel tape, correct for errors, and adjust for temperature and tension	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
	2. Understand the concept of differential leveling	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
	3. Use level and perform calculations in order to adjust for errors and close the loop	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
Surveying	4. Use transit and understand the concept of angles and directions	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
	5. Calculate coordinates based on bearings and distances and vice versa, and also adjust for error closure	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
	6. Perform construction layout (setting up points of known coordinates/and As-built)	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
	7. Application of GPS and GIS technology used in Surveying and Construction Layout	1-3	1-3	1-3			1-3						1-3		1-3							1-3					1-3
Hannon	1. Measuring Distances using Pacing	4,5	4,5	4,5		4,5						4,5															
	2. Survey Field Note Standards	4,5	4,5	4,5		4,5						4,5															
	3. Measuring building height using similar triangles	4,5	4,5	4,5		4,5						4,5															
Surveying Laboratory	4. Determine the Finish Floor Elevation of a building using differential leveling	4,5	4,5	4,5		4,5						4,5															
	5. Traverse survey	4,5	4,5	4,5		4,5						4,5															
	6. Excel Spreadsheet of Compass Rule	4,5	4,5	4,5		4,5						4,5															
	7. Building Layout	4,5	4,5	4,5		4,5						4,5															

ASSESSMENT Tools

	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
1. Midterm					1	4	4	100%	1	7	7	100%				
2. Final Exam					2	4	4	100%	2	7	7	100%				
3 Research Paper					3	4	4	100%	3	7	7	100%				
			AVG				AVG	**100%**			AVG	**100%**			AVG	

ASSESSMENT Tools

	FA13	F-F			FA13	ONL			SP14	F-F			SP14	ONL		
4 Leveling Exercises					4	4	4	100%	4	7	7	100%				
5 Traverse Exercises					5	4	4	100%	5	7	7	100%				
			AVG				AVG	**100%**			AVG	**100%**			AVG	

School of Construction Program Outcomes 2013-2014

Findings: General Criteria (a-k)

	ACT criteria	>=70	ENR	%	sem	>=70	ENR	%	type	>=70	ENR	%	%	>=70	ENR	ACT concatenated findings
GC	a	1013	1128	90%	FA13	506	544	93%	F-F	483	521	93%	90	1,013	1,128	90% (1,013 of 1,128) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'a'.
									ONL	23	23	100%				FA13: F-F = 93% (483 of 521); ONL = 100% (23 of 23);
					SP14	507	584	87%	F-F	423	493	86%				SP14: F-F = 86% (423 of 493); ONL = 92% (84 of 91);
									ONL	84	91	92%				
GC	b	489	528	93%	FA13	227	238	95%	F-F	86	92	93%	93	489	528	93% (489 of 528) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'b'.
									ONL	141	146	97%				FA13: F-F = 93% (86 of 92); ONL = 97% (141 of 146);
					SP14	262	290	90%	F-F	76	89	85%				SP14: F-F = 85% (76 of 89); ONL = 93% (186 of 201);
									ONL	186	201	93%				
GC	c	112	119	94%	FA13	38	38	100%	F-F	16	16	100%	94	112	119	94% (112 of 119) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'c'.
									ONL	22	22	100%				FA13: F-F = 100% (16 of 16); ONL = 100% (22 of 22);
					SP14	74	81	91%	F-F	45	45	100%				SP14: F-F = 100% (45 of 45); ONL = 81% (29 of 36);
									ONL	29	36	81%				
GC	d	640	707	91%	FA13	380	414	92%	F-F	259	288	90%	91	640	707	91% (640 of 707) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'd'.
									ONL	121	126	96%				FA13: F-F = 90% (259 of 288); ONL = 96% (121 of 126);
					SP14	260	293	89%	F-F	122	140	87%				SP14: F-F = 87% (122 of 140); ONL = 90% (138 of 153);
									ONL	138	153	90%				
GC	e	294	310	95%	FA13	116	116	100%	F-F	108	108	100%	95	294	310	95% (294 of 310) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'e'.
									ONL	8	8	100%				FA13: F-F = 100% (108 of 108); ONL = 100% (8 of 8);
					SP14	178	194	92%	F-F	178	194	92%				SP14: F-F = 92% (178 of 194); ONL = 0% (0 of 0);
									ONL	0	0	0%				
GC	f	612	674	91%	FA13	302	316	96%	F-F	167	176	95%	91	612	674	91% (612 of 674) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'f'.
									ONL	135	140	96%				FA13: F-F = 95% (167 of 176); ONL = 96% (135 of 140);
					SP14	310	358	87%	F-F	197	237	83%				SP14: F-F = 83% (197 of 237); ONL = 93% (113 of 121);
									ONL	113	121	93%				
GC	g	819	909	90%	FA13	329	336	98%	F-F	321	328	98%	90	819	909	90% (819 of 909) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'g'.
									ONL	8	8	100%				FA13: F-F = 98% (321 of 328); ONL = 100% (8 of 8);
					SP14	490	573	86%	F-F	407	483	84%				SP14: F-F = 84% (407 of 483); ONL = 92% (83 of 90);
									ONL	83	90	92%				
GC	h	273	310	88%	FA13	104	106	98%	F-F	102	104	98%	88	273	310	88% (273 of 310) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'h'.
									ONL	2	2	100%				FA13: F-F = 98% (102 of 104); ONL = 100% (2 of 2);
					SP14	169	204	83%	F-F	167	202	83%				SP14: F-F = 83% (167 of 202); ONL = 100% (2 of 2);
									ONL	2	2	100%				
GC	i	355	391	91%	FA13	176	184	96%	F-F	175	183	96%	91	355	391	91% (355 of 391) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'i'.
									ONL	1	1	100%				FA13: F-F = 96% (175 of 183); ONL = 100% (1 of 1);
					SP14	179	207	86%	F-F	96	113	85%				SP14: F-F = 85% (96 of 113); ONL = 88% (83 of 94);
									ONL	83	94	88%				
GC	j	227	270	84%	FA13	66	64	103%	F-F	66	64	103%	84	227	270	84% (227 of 270) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'j'.
									ONL	0	0	0%				FA13: F-F = 103% (66 of 64); ONL = 0% (0 of 0);
					SP14	161	206	78%	F-F	121	155	78%				SP14: F-F = 78% (121 of 155); ONL = 78% (40 of 51);
									ONL	40	51	78%				
GC	k	638	702	91%	FA13	425	457	93%	F-F	409	441	93%	91	638	702	91% (638 of 702) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'k'.
									ONL	16	16	100%				FA13: F-F = 93% (409 of 441); ONL = 100% (16 of 16);
					SP14	213	245	87%	F-F	153	185	83%				SP14: F-F = 83% (153 of 185); ONL = 100% (60 of 60);
									ONL	60	60	100%				

Findings: Associate Level Criteria

	ACT criteria	>=70	ENR	%	sem	>=70	ENR	%	type	>=70	ENR	%	%	>=70	ENR	ACT concatenated findings
AS	a	483	547	88%	FA13	248	271	92%	F-F	235	258	91%	88	483	547	88% (483 of 547) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'a'.
									ONL	13	13	100%				FA13: F-F = 91% (235 of 258); ONL = 100% (13 of 13);
					SP14	235	276	85%	F-F	234	275	85%				SP14: F-F = 85% (234 of 275); ONL = 100% (1 of 1);
									ONL	1	1	100%				
AS	b	408	461	89%	FA13	221	243	91%	F-F	221	243	91%	89	408	461	89% (408 of 461) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'b'.
									ONL	0	0	0%				FA13: F-F = 91% (221 of 243); ONL = 0% (0 of 0);
					SP14	187	218	86%	F-F	147	167	88%				SP14: F-F = 88% (147 of 167); ONL = 78% (40 of 51);
									ONL	40	51	78%				
AS	c	70	75	93%	FA13	30	30	100%	F-F	16	16	100%	93	70	75	93% (70 of 75) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'c'.
									ONL	14	14	100%				FA13: F-F = 100% (16 of 16); ONL = 100% (14 of 14);
					SP14	40	45	89%	F-F	38	43	88%				SP14: F-F = 88% (38 of 43); ONL = 100% (2 of 2);
									ONL	2	2	100%				
AS	d	43	45	96%	FA13	30	30	100%	F-F	30	30	100%	96	43	45	96% (43 of 45) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'd'.
									ONL	0	0	0%				FA13: F-F = 100% (30 of 30); ONL = 0% (0 of 0);
					SP14	13	15	87%	F-F	13	15	87%				SP14: F-F = 87% (13 of 15); ONL = 0% (0 of 0);
									ONL	0	0	0%				
AS	e	252	265	95%	FA13	133	138	96%	F-F	12	12	100%	95	252	265	95% (252 of 265) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'e'.
									ONL	121	126	96%				FA13: F-F = 100% (12 of 12); ONL = 96% (121 of 126);
					SP14	119	127	94%	F-F	8	8	100%				SP14: F-F = 100% (8 of 8); ONL = 93% (111 of 119);
									ONL	111	119	93%				
AS	f	149	152	98%	FA13	81	84	96%	F-F	80	83	96%	98	149	152	98% (149 of 152) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'f'.
									ONL	1	1	100%				FA13: F-F = 96% (80 of 83); ONL = 100% (1 of 1);
					SP14	68	68	100%	F-F	13	13	100%				SP14: F-F = 100% (13 of 13); ONL = 100% (55 of 55);
									ONL	55	55	100%				
AS	g	111	126	88%	FA13	12	12	100%	F-F	12	12	100%	88	111	126	88% (111 of 126) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'g'.
									ONL	0	0	0%				FA13: F-F = 100% (12 of 12); ONL = 0% (0 of 0);
					SP14	99	114	87%	F-F	99	114	87%				SP14: F-F = 87% (99 of 114); ONL = 0% (0 of 0);
									ONL	0	0	0%				
AS	h	377	424	89%	FA13	178	187	95%	F-F	176	185	95%	89	377	424	89% (377 of 424) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'h'.
									ONL	2	2	100%				FA13: F-F = 95% (176 of 185); ONL = 100% (2 of 2);
					SP14	199	237	84%	F-F	151	178	85%				SP14: F-F = 85% (151 of 178); ONL = 81% (48 of 59);
									ONL	48	59	81%				
AS	i	359	424	85%	FA13	160	169	95%	F-F	160	169	95%	85	359	424	85% (359 of 424) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'i'.
									ONL	0	0	0%				FA13: F-F = 95% (160 of 169); ONL = 0% (0 of 0);
					SP14	199	255	78%	F-F	159	204	78%				SP14: F-F = 78% (159 of 204); ONL = 78% (40 of 51);
									ONL	40	51	78%				

Findings: Bachelor Level Criteria

	ACT criteria	>=70	ENR	%	sem	>=70	ENR	%	type	>=70	ENR	%	%	>=70	ENR	ACT concatenated findings
BS	**a**	633	694	91%	FA13	331	364	91%	F-F	317	350	91%	91	633	694	91% (633 of 694) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'a'.
									ONL	14	14	100%				FA13: F-F = 91% (317 of 350); ONL = 100% (14 of 14);
					SP14	302	330	92%	F-F	218	235	93%				SP14: F-F = 93% (218 of 235); ONL = 88% (84 of 95);
									ONL	84	95	88%				
BS	**b**	327	364	90%	FA13	193	216	89%	F-F	192	215	89%	90	327	364	90% (327 of 364) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'b'.
									ONL	1	1	100%				FA13: F-F = 89% (192 of 215); ONL = 100% (1 of 1);
					SP14	134	148	91%	F-F	79	93	85%				SP14: F-F = 85% (79 of 93); ONL = 100% (55 of 55);
									ONL	55	55	100%				
BS	**c**	263	280	94%	FA13	157	159	99%	F-F	152	154	99%	94	263	280	94% (263 of 280) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'c'.
									ONL	5	5	100%				FA13: F-F = 99% (152 of 154); ONL = 100% (5 of 5);
					SP14	106	121	88%	F-F	74	82	90%				SP14: F-F = 90% (74 of 82); ONL = 82% (32 of 39);
									ONL	32	39	82%				
BS	**d**	258	281	92%	FA13	115	117	98%	F-F	115	117	98%	92	258	281	92% (258 of 281) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'd'.
									ONL	0	0	0%				FA13: F-F = 98% (115 of 117); ONL = 0% (0 of 0);
					SP14	143	164	87%	F-F	74	88	84%				SP14: F-F = 84% (74 of 88); ONL = 91% (69 of 76);
									ONL	69	76	91%				
BS	**e**	652	716	91%	FA13	322	335	96%	F-F	198	206	96%	91	652	716	91% (652 of 716) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'e'.
									ONL	124	129	96%				FA13: F-F = 96% (198 of 206); ONL = 96% (124 of 129);
					SP14	330	381	87%	F-F	216	259	83%				SP14: F-F = 83% (216 of 259); ONL = 93% (114 of 122);
									ONL	114	122	93%				
BS	**f**	650	697	93%	FA13	365	391	93%	F-F	232	253	92%	93	650	697	93% (650 of 697) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'f'.
									ONL	133	138	96%				FA13: F-F = 92% (232 of 253); ONL = 96% (133 of 138);
					SP14	285	306	93%	F-F	132	145	91%				SP14: F-F = 91% (132 of 145); ONL = 95% (153 of 161);
									ONL	153	161	95%				

Action Plans

AEC 132 FF SP14	Performance < target 80%				ACTION PLANS
Shane Germany	ACT	BCT	IET	ID / Other	
Sketchbook		69			Construction students avoid "Hand sketching" exercises, refuse to submit; Monitor, evaluate & obtain feedback on why this trend is obvious to BCT and adapt
Sketchbook					
Sketchbook			33		Small sample size, similar to BCT comments
CAD Exercises			67		Small sample size, ,monitor
Quizzes			67		Small sample size, ,monitor
Final Exercise	33	75			14/22 ACT-BCT Students opted not to submit the final or submitted it grossly incomplete; Monitor, prepare students better for the reality of a culmulative final & time commitment;
Final Exercise			33	50	Small sample sizes, 2/5 IET-ID Students
Final Exam	50	63			13/22 Students opted not to submit the final or submitted it grossly incomplete; Monitor, prepare students better for the reality of a culmulative final & time commitment
Final Exam			33		Small sample size, monitor

AEC 270 ONL SP14	Performance < target 80%				ACTION PLANS
Jessica Sharp	ACT	BCT	IET	ID / Other	
5. Homework 5		74			Cheating was discovered, so multiple students received a "0" for this assignment. Remediation: Course delivery has been altered to reduce cheating. Assignments are graded but awarded less credit towards the student's overall grade. Exams are now proctored, ensuring each student understands and retains the course materials.

AEC 444 ONL FA13	Performance < target 80%				ACTION PLANS
Desmond Fletcher	ACT	BCT	IET	ID / Other	
A 2				50	No action required; small sample (2)
A 4				50	No action required; small sample (2)
A 9				50	No action required; small sample (2)
A 13				50	No action required; small sample (2)

AEC 444 ONL SP14	Performance < target 80%				ACTION PLANS
Desmond Fletcher	ACT	BCT	IET	ID / Other	
ASSIGNMENT 1	50				improve review materials
ASSIGNMENT 1		59			improve review materials

Action Plans (Continued)

AEC 454 FF FA13	Performance < target 80%				ACTION PLANS
Jessica Sharp	ACT	BCT	IET	ID / Other	
3. Assignment 3		73			Cheating was discovered, so multiple students received a "0" for this assignment. Remediation: Course delivery has been altered to reduce cheating. Assignments are graded but awarded less credit towards the student's overall grade. Exams are now proctored, ensuring each student understands and retains the course materials.
5. Assignment 5		73			Cheating was discovered, so multiple students received a "0" for their submission. Remediation: Course delivery has been altered to reduce cheating. Assignments are graded but awarded less credit towards the student's overall grade. Exams are now proctored, ensuring each student understands and retains the course materials.

AEC 496 ONL FA13	Performance < target 80%				ACTION PLANS
Doris Kemp	ACT	BCT	IET	ID / Other	
1. Internship agreement				50	Low numbers of students: no action required
4. Implement conversation between instructor/supervisor		50			

ACT 234/L FF FA13	Performance < target 80%				ACTION PLANS
Shane Germany	ACT	BCT	IET	ID / Other	
Final Project			0	0	small sample, incomplete submission, monitor

ACT 235 FF SP14	Performance < target 80%				ACTION PLANS
Shane Germany	ACT	BCT	IET	ID / Other	
Theory	76				Students were not consistently submitting these assignments, likely due to open due dates (10 are required by Final); Increase emphasis on weight towards final average, set reminders & incremental due dates for each.
Final Dwgs	76				Three students did not complete the semester and did not withdraw; Monitor, attempt to contact students for feedback

ACT 262/L FF SP14	Performance < target 80%				ACTION PLANS
Hans Palacios	ACT	BCT	IET	ID / Other	
2 Architectural Precedent Final Paper	64				integrate assignments to enhance analytical and writing skills development

Action Plans (Continued)

ACT 322 FF FA13	Performance < target 80%				ACTION PLANS
Shane Germany	ACT	BCT	IET	ID / Other	
Research Paper	71				Evidence of lack of proof reading, finalizing, spelling, & gramatic errors; Implement peer reviewed drafts, emphasize writing center collaboration

ACT 338 FF SP14	Performance < target 80%				ACTION PLANS
Shane Germany	ACT	BCT	IET	ID / Other	
Field Reports	65				Students were not consistently submitting these assignments, likely due to open due dates (10 are required by Final); Increase emphasis on weight towards final average, set reminders & incremental due dates for each.

ACT 364/L FF SP14	Performance < target 80%				ACTION PLANS
Hans Palacios	ACT	BCT	IET	ID / Other	
2 Architectural Precedent Final Paper	53				integrate assignments to enhance analytical and writing skills development
8 Schematic Design Final	76				develop strategies to reinforce design process; effectively communicate assignment instructions and objectives

ACT 380 FF SP14	Performance < target 80%				ACTION PLANS
Doris Kemp	ACT	BCT	IET	ID / Other	
1. Exam 1	54				Students failed to prepare adequately for Exam #1 and stated that they had several exams the same day; 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. This group of students also failed to show up for Friday evening study sessions and many were enrolled in Senior Project classes.
6. CDT Exam	8				Students failed to prepare adequately for Exam #1 and stated that they had several exams the same day; 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. This group of students also failed to show up for Friday evening study sessions and many were enrolled in Senior Project classes.

Action Plans (Continued)

ACT 400 FF SP14	Performance < target 80%				ACTION PLANS
Hans Palacios	ACT	BCT	IET	ID / Other	
2 Code & Programming	60				integrate assignments to enhance analytical and writing skills development
5 Sustainability Assessment	20				integrate assignments to enhance analytical and writing skills development

ACT 401 FF SP14	Performance < target 80%				ACTION PLANS
Hans Palacios	ACT	BCT	IET	ID / Other	
4 Design Development	60				small sample in this case; just monitor
5 Sustainability Assessment	20				integrate assignments to enhance analytical and writing skills development

ACT 450 FF SP14	Performance < target 80%				
Shane Germany	ACT	BCT	IET	ID/Other	
Bim Report	67				Two students did not complete the semester, one WP; Monitor, request student feedback if contact can be made

ACT 465/L FF FA13	Performance < target 80%				ACTION PLANS
Hans Palacios	ACT	BCT	IET	ID / Other	
5 Exam	75				reinforce study skills and familiarity with course content

ACT Four-year Summary

ACT 2010-2011 summary

	criteria	>=70	ENR	%
GC	**a**	732	816	90%
GC	**b**	108	128	84%
GC	**c**	96	113	85%
GC	**d**	119	146	82%
GC	**e**	56	60	93%
GC	**f**	558	641	87%
GC	**g**	485	547	89%
GC	**h**	187	220	85%
GC	**i**	283	311	91%
GC	**j**	338	373	91%
GC	**k**	753	840	90%
AS	**a**	845	987	86%
AS	**b**	203	239	85%
AS	**c**	52	62	84%
AS	**d**	273	308	89%
AS	**e**	58	71	82%
AS	**f**	47	58	81%
AS	**g**	94	108	87%
AS	**h**	355	401	89%
AS	**i**	640	747	86%
BS	**a**	694	821	85%
BS	**b**	590	665	89%
BS	**c**	174	197	88%
BS	**d**	205	219	94%
BS	**e**	538	617	87%
BS	**f**	380	435	87%
	ACT	8863	10130	**87%**

ACT 2011-2012 summary

	criteria	>=70	ENR	%
GC	**a**	671	767	87%
GC	**b**	104	128	81%
GC	**c**	81	96	84%
GC	**d**	113	139	81%
GC	**e**	48	59	81%
GC	**f**	484	565	86%
GC	**g**	384	436	88%
GC	**h**	162	184	88%
GC	**i**	233	276	84%
GC	**j**	352	402	88%
GC	**k**	579	662	87%
AS	**a**	758	894	85%
AS	**b**	143	172	83%
AS	**c**	39	44	89%
AS	**d**	234	267	88%
AS	**e**	53	64	83%
AS	**f**	25	33	76%
AS	**g**	92	110	84%
AS	**h**	306	356	86%
AS	**i**	649	769	84%
BS	**a**	589	699	84%
BS	**b**	506	574	88%
BS	**c**	103	120	86%
BS	**d**	215	254	85%
BS	**e**	414	478	87%
BS	**f**	283	340	83%
	ACT	7620	8888	**85%**

ACT 2012-2013 summary

	criteria	>=70	ENR	%
GC	**a**	479	512	94%
GC	**b**	306	321	95%
GC	**c**	33	36	92%
GC	**d**	305	315	97%
GC	**e**	17	20	85%
GC	**f**	395	423	93%
GC	**g**	311	360	86%
GC	**h**	117	125	94%
GC	**i**	330	360	92%
GC	**j**	159	175	91%
GC	**k**	264	288	92%
AS	**a**	127	133	95%
AS	**b**	56	63	89%
AS	**c**	33	36	92%
AS	**d**	61	61	100%
AS	**e**	108	114	95%
AS	**f**	66	68	97%
AS	**g**	250	262	95%
AS	**h**	122	127	96%
AS	**i**	196	235	83%
BS	**a**	330	351	94%
BS	**b**	293	303	97%
BS	**c**	123	131	94%
BS	**d**	142	157	90%
BS	**e**	304	325	94%
BS	**f**	246	258	95%
	ACT	5173	5559	**93%**

ACT 2013-2014 summary

	criteria	>=70	ENR	%
GC	**a**	1013	1128	90%
GC	**b**	489	528	93%
GC	**c**	112	119	94%
GC	**d**	640	707	91%
GC	**e**	294	310	95%
GC	**f**	612	674	91%
GC	**g**	819	909	90%
GC	**h**	273	310	88%
GC	**i**	355	391	91%
GC	**j**	227	270	84%
GC	**k**	638	702	91%
AS	**a**	483	547	88%
AS	**b**	408	461	89%
AS	**c**	70	75	93%
AS	**d**	43	45	96%
AS	**e**	252	265	95%
AS	**f**	149	152	98%
AS	**g**	111	126	88%
AS	**h**	377	424	89%
AS	**i**	359	424	85%
BS	**a**	633	694	91%
BS	**b**	327	364	90%
BS	**c**	263	280	94%
BS	**d**	258	281	92%
BS	**e**	652	716	91%
BS	**f**	650	697	93%
	ACT	10507	11599	**91%**

ACT Graduate Exit Survey Findings (Indirect Measure 2)

	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