The University of Southern Mississippi

Detailed Assessment Report
As of: 9/28/2014 02:16 PM EST
2013-2014 Architectural Engineering Technology BS
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The University of Southern Mississippi Architectural Engineering Technology (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 A/E/C industry fully capable of performing entry-level tasks at the office and in the field.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:OBJ01 -- ABET General Criteria a

ACT students will have an ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly-defined engineering technology activities. (ABET General Criteria 'a')

Related Measures:

M 1:M1.1 -- ABET-GCa -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'a'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'a'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 93% (483 of 521); ONL = 100% (23 of 23); SP14: F-F = 86% (423 of 493); ONL = 92% (84 of 91);

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

ACT 465 Architectural Design IV
Established in Cycle: 2010-2011
In this case, 3 of 5 ACT students (60%) are performing at or above 70, which is less than the target level of 80% of total stude...

M 2:M1.2 -- ABET-GCa -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'a'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'a' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 2:OBJ02 -- ABET General Criteria b
ACT students will have 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. (ABET General Criteria 'b')

Related Measures:

M 3:M2.1 -- ABET GCb -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'b'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'b'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 93% (86 of 92); ONL = 97% (141 of 146); SP14: F-F = 85% (76 of 89); ONL = 93% (186 of 201);

M 4:M2.2 -- ABET-GCb -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'b'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'b' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 3:OBJ03 -- ABET General Criteria c

ACT students will have an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes. (ABET General Criteria 'c')

Related Measures:

M 5:M3.1 -- ABET-GCc -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'c'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'c'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 100% (16 of 16); ONL = 100% (22 of 22); SP14: F-F = 100% (45 of 45); ONL = 81% (29 of 36);

M 6:M3.2 -- ABET-GCc -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'c'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'c' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 4:OBJ04 -- ABET General Criteria d
ACT students will have an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives. (ABET General Criteria 'd')

Related Measures:

M 7:M4.1 -- ABET-GCd -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'd'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'd'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 90% (259 of 288); ONL = 96% (121 of 126); SP14: F-F = 87% (122 of 140); ONL = 90% (138 of 153);

M 8:M4.2 -- ABET-GCd -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET General Criteria 'd'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'd' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 5:OBJ05 -- ABET General Criteria e

ACT students will have an ability to function effectively as a member or leader on a technical team. (ABET General Criteria 'e')

Related Measures:

M 9:M5.1 -- ABET-GCe -- Assessment Aggregates

Aggregate of assessments for ABET General Criteria 'e'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'e'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 100% (108 of 108); ONL = 100% (8 of 8); SP14: F-F = 92% (178 of 194); ONL = 0% (0 of 0);

M 10:M5.2 -- ABET-GCe -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET General Criteria 'e'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'e' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
Average of 7 ratings on the evaluation category supporting 2013-2014 ABET General Criteria 'd' was 3.5. (4 = Very True; 3 = True; 2 = Somewhat True; 1 = Not True)

SLO 6:OBJ06 -- ABET General Criteria f

ACT students will have an ability to identify, analyze, and solve broadly-defined engineering technology problems. (ABET General Criteria 'f')

Related Measures:

M 11:M6.1 -- ABET-GCf -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'f'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'f'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 95% (167 of 176); ONL = 96% (135 of 140); SP14: F-F = 83% (197 of 237); ONL = 93% (113 of 121);

M 12:M6.2 -- ABET-GCf -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'f'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'f' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 7:OBJ07 -- ABET General Criteria g

ACT students will have an ability to communicate effectively regarding broadly-defined engineering technology activities. (ABET General Criteria 'g')

Related Measures:

M 13:M7.1 -- ABET-GCg -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'g'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'g'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 98% (321 of 328); ONL = 100% (8 of 8); SP14: F-F = 84% (407 of 483); ONL = 92% (83 of 90);

M 14:M7.2 -- ABET-GCg -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'g'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'g' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 8:OBJ08 -- ABET General Criteria h
ACT students will have an understanding of the need for and an ability to engage in self-directed continuing professional development. (ABET General Criteria 'h')

Related Measures:

M 15:M8.1 -- ABET-GCh -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'h'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'h'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 98% (102 of 104); ONL = 100% (2 of 2); SP14: F-F = 83% (167 of 202); ONL = 100% (2 of 2);

M 16:M8.2 -- ABET-GCh -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'h'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'h' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 9:OBJ09 -- ABET General Criteria i
ACT students will have an understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity. (ABET General Criteria 'i')

Related Measures:

M 17:M9.1 -- ABET-GCi -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'i'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'i'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 96% (175 of 183); ONL = 100% (1 of 1); SP14: F-F = 85% (96 of 113); ONL = 88% (83 of 94);

M 18:M9.2 -- ABET-GCi -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'i'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'i' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 10:OBJ10 -- ABET General Criteria j
ACT students will have a knowledge of the impact of engineering technology solutions in a societal and global context. (ABET General Criteria 'j')

Related Measures:

M 19:M10.1 -- ABET-GCj -- Assessment Aggregates
Aggregate of assessments for ABET General Criteria 'j'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'j'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 103% (66 of 64); ONL = 0% (0 of 0); SP14: F-F = 78% (121 of 155); ONL = 78% (40 of 51);

M 20:M10.2 -- ABET-GCj -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET General Criteria 'j'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'j' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 11:OBJ11 -- ABET General Criteria k

ACT students will have a commitment to quality, timeliness, and continuous improvement. (ABET General Criteria 'k')

Related Measures:

M 21:M11.1 -- ABET-GCk -- Assessment Aggregates

Aggregate of assessments for ABET General Criteria 'k'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET General Criteria 'k'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 93% (409 of 441); ONL = 100% (16 of 16); SP14: F-F = 83% (153 of 185); ONL = 100% (60 of 60);

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

ACT 262 Architectural Design I
Established in Cycle: 2010-2011
In this case, 11 of 18 ACT students (61%) are performing at or above 70, which is less than the target level of 80% of total stu...

ACT 465 Architectural Design IV
Established in Cycle: 2010-2011
In this case, 3 of 5 ACT students (60%) are performing at or above 70, which is less than the target level of 80% of total stude...

M 22:M11.2 -- ABET-GCk -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET General Criteria 'k'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET General Criteria 'k' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 12:OBJ12 -- ABET Associate Criteria a

ACT graduates are capable of employing concepts of architectural theory and design in a design environment. (ABET Associate Degree Program Specific Criteria 'a')

Related Measures:

M 23:M12.1 -- ABET-ADa -- Assessment Aggregates

Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'a'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 91% (235 of 258); ONL = 100% (13 of 13); SP14: F-F = 85% (234 of 275); ONL = 100% (1 of 1);

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

ACT 262 Architectural Design I
Established in Cycle: 2010-2011
In this case, 11 of 18 ACT students (61%) are performing at or above 70, which is less than the target level of 80% of total stu...

M 24:M12.2 -- ABET-ADa -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'a' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

ACT 465 Architectural Design IV
Established in Cycle: 2010-2011
In this case, 3 of 5 ACT students (60%) are performing at or above 70, which is less than the target level of 80% of total stude...

SLO 13:OBJ13 -- ABET Associate Criteria b

ACT graduates are capable of utilizing modern instruments, methods and techniques to produce A/E documents and presentations. (ABET Associate Degree Program Specific Criteria 'b')

Related Measures:

M 25:M13.1 -- ABET-ADb -- Assessment Aggregates

Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'b'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'b'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 91% (221 of 243); ONL = 0% (0 of 0); SP14: F-F = 88% (147 of 167); ONL = 78% (40 of 51);

M 26:M13.2 -- ABET-ADb -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'b'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'b' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 14:OBJ14 -- ABET Associate Criteria c

ACT graduates are capable of conducting standardized field and laboratory testing on construction materials. (ABET Associate Degree Program Specific Criteria 'c')

Related Measures:

M 27:M14.1 -- ABET-ADc -- Assessment Aggregates

Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'c'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'c'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 100% (16 of 16); ONL = 100% (14 of 14); SP14: F-F = 88% (38 of 43); ONL = 100% (2 of 2);

M 28:M14.2 -- ABET-ADc -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'c'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'c' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 15:OBJ15 -- ABET Associate Criteria d
ACT graduates are capable of utilizing modern instruments and research techniques for site development and building layout. (ABET Associate Degree Program Specific Criteria 'd')

Related Measures:

M 29:M15.1 -- ABET-ADd -- Assessment Aggregates
Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'd'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'd'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 100% (30 of 30); ONL = 0% (0 of 0); SP14: F-F = 87% (13 of 15); ONL = 0% (0 of 0);

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

ACT 465 Architectural Design IV
Established in Cycle: 2010-2011
In this case, 3 of 5 ACT students (60%) are performing at or above 70, which is less than the target level of 80% of total stude...

M 30:M15.2 -- ABET-ADd -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'd'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'd' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 16:OBJ16 -- ABET Associate Criteria e
ACT graduates are capable of determining forces and stresses in elementary structural systems. (ABET Associate Degree Program Specific Criteria 'e')

Related Measures:

M 31:M16.1 -- ABET-ADe -- Assessment Aggregates
Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'e'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'e'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 100% (12 of 12); ONL = 96% (121 of 126); SP14: F-F = 100% (8 of 8); ONL = 93% (111 of 119);

M 32:M16.2 -- ABET-ADe -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'e'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'e' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 17:OBJ17 -- ABET Associate Criteria f

ACT graduates are capable of estimating material quantities for technical projects. (ABET Associate Degree Program Specific Criteria 'f')

Related Measures:

M 33:M17.1 -- ABET-ADf -- Assessment Aggregates

Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'f'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'f'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 96% (80 of 83); ONL = 100% (1 of 1); SP14: F-F = 100% (13 of 13); ONL = 100% (55 of 55);

M 34:M17.2 -- ABET-ADf -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'f'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'f' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 18:OBJ18 -- ABET Associate Criteria g

ACT graduates are capable of calculating basic loads and demands in mechanical and electrical systems. (ABET Associate Degree Program Specific Criteria 'g')

Related Measures:

M 35:M18.1 -- ABET-ADg -- Assessment Aggregates

Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'g'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'g'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 100% (12 of 12); ONL = 0% (0 of 0); SP14: F-F = 87% (99 of 114); ONL = 0% (0 of 0);

M 36:M18.2 -- ABET-ADg -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'g'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'g' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 19:OBJ19 -- ABET Associate Criteria h

ACT graduates are capable of utilizing codes, contracts and specifications in design, construction and inspection activities. (ABET Associate Degree Program Specific Criteria 'h')

Related Measures:

M 37:M19.1 -- ABET-ADh -- Assessment Aggregates

Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'h'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'h'.

Findings (2013-2014) - Target: Met
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'. FA13: F-

F = 95% (176 of 185); ONL = 100% (2 of 2); SP14: F-F = 85% (151 of 178); ONL = 81% (48 of 59);

M 38:M19.2 -- ABET-ADh -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'h'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'h' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 20:OBJ20 -- ABET Associate Criteria i

ACT graduates are capable of employing productivity software to solve technical problems. (ABET Associate Degree Program Specific Criteria 'i')

Related Measures:

M 39:M20.1 -- ABET-ADi -- Assessment Aggregates
Aggregate of assessments for ABET Associate Degree Program Specific Criteria 'i'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria 'i'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 95% (160 of 169); ONL = 0% (0 of 0); SP14: F-F = 78% (159 of 204); ONL = 78% (40 of 51);

M 40:M20.2 -- ABET-ADi -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Associate Degree Program Specific Criteria 'i'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Associate Degree Program Specific Criteria 'i' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 21:OBJ21 -- ABET BS Criteria a

ACT graduates are capable of creating, utilizing and presenting design, construction, and operations documents. (ABET Baccalaureate Degree Program Specific Criteria 'a')

Related Measures:

M 41:M21.1 -- ABET-BSa -- Assessment Aggregates

Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'a'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 91% (317 of 350); ONL = 100% (14 of 14); SP14: F-F = 93% (218 of 235); ONL = 88% (84 of 95);

M 42:M21.2 -- ABET-BSa -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'a'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'a' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 22:OBJ22 -- ABET BS Criteria b

ACT graduates are capable of performing economic analyses and cost estimates related to design, construction, and maintenance of building systems in the architectural engineering technical specialties. (ABET Baccalaureate Degree Program Specific Criteria 'b')

Related Measures:

M 43:M22.1 -- ABET-BSb -- Assessment Aggregates

Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'b'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'b'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 89% (192 of 215); ONL = 100% (1 of 1); SP14: F-F = 85% (79 of 93); ONL = 100% (55 of 55);

M 44:M22.2 -- ABET-BSb -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'b'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'b' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 23:OBJ23 -- ABET BS Criteria c
ACT graduates are capable of selecting appropriate materials and practices for building construction. (ABET Baccalaureate Degree Program Specific Criteria 'c')

Related Measures:

M 45:M23.1 -- ABET-BSc -- Assessment Aggregates
Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'c'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'c'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 99% (152 of 154); ONL = 100% (5 of 5); SP14: F-F = 90% (74 of 82); ONL = 82% (32 of 39);

M 46:M23.2 -- ABET-BSc -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'c'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'c' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 24:OBJ24 -- ABET BS Criteria d

ACT graduates are capable of applying principles of construction law and ethics in architectural practice. (ABET Baccalaureate Degree Program Specific Criteria 'd')

Related Measures:

M 47:M24.1 -- ABET-BSd -- Assessment Aggregates

Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'd'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'd'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 98% (115 of 117); ONL = 0% (0 of 0); SP14: F-F = 84% (74 of 88); ONL = 91% (69 of 76);

M 48:M24.2 -- ABET-BSd -- Exit/Alumni Survey Results

Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'd'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'd' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 25:OBJ25 -- ABET BS Criteria e

ACT graduates are capable of 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. (ABET Baccalaureate Degree Program Specific Criteria 'e')

Related Measures:

M 49:M25.1 -- ABET-BSe -- Assessment Aggregates
Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'e'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'e'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 96% (198 of 206); ONL = 96% (124 of 129); SP14: F-F = 83% (216 of 259); ONL = 93% (114 of 122);

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

ACT 465 Architectural Design IV
Established in Cycle: 2010-2011
In this case, 3 of 5 ACT students (60%) are performing at or above 70, which is less than the target level of 80% of total stude...

M 50:M25.2 -- ABET-BSe -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'e'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'e' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

SLO 26:OBJ26 -- ABET BS Criteria f
ACT graduates are capable of 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. (ABET Baccalaureate Degree Program Specific Criteria 'f')

Related Measures:

M 51:M26.1 -- ABET-BSf -- Assessment Aggregates
Aggregate of assessments for ABET Baccalaureate Degree Program Specific Criteria 'f'.

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'f'.

Findings (2013-2014) - Target: Met
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'. FA13: F-F = 92% (232 of 253); ONL = 96% (133 of 138); SP14: F-F = 91% (132 of 145); ONL = 95% (153 of 161);

M 52:M26.2 -- ABET-BSf -- Exit/Alumni Survey Results
Exit and Alumni Survey results for ABET Baccalaureate Degree Program Specific Criteria 'f'.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'f' will have a minimum rating of "satisfactory" (3 or higher out of 5).

Findings (2013-2014) - Target: Met
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)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

did not conduct peer evals
Inadequate not conducting peer evaluations; in consideration of other courses taught by this adjunct, Investigate instructor's teaching performance and adherence to the course objectives;

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: Crosby

group/peer evaluations
Marginal performance; in consideration of other courses taught by this instructor, Investigate instructor's teaching performance; Inadequate not to conduct peer evaluations of group performance; in consideration of other courses taught by this

instructor, Investigate instructor's teaching performance;

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Crosby

not conducting external evals

fall ACT 400--Marginal external evaluations; spring ACT 400--Inadequate external evaluations--instructor did not implement external evaluations; in consideration of other courses taught by this instructor, Investigate instructor's teaching performance;

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Crosby

review teaching performance

ACT 336 and ACT 465 -- Performance below target; Investigate instructor's teaching performance; ACT 338 -- This is a drop from 88% the prior offering; Inadequate; in consideration of other courses taught by this instructor, Investigate instructor's teaching performance;

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Crosby/Kitchens

teaching performance review

ACT 336 and ACT 363--Inadequate scores; in consideration of other courses taught by this instructor, Investigate instructor's teaching performance;

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Crosby

teaching performance review

Instructor inappropriately moved the oral presentation to Senior Project II in violation of the QEP guidelines; Instructor will either be removed from this course or the Senior Project II will be converted to the capstone course; Instructor will either be removed from this course or the Senior Project II will be converted to the capstone course;

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Crosby

teaching performance review

Provide more examples of expected outcomes; require instructor to take QEP training (QEP committee has not allowed this instructor to take the training for the last two years); in consideration of other courses taught by this adjunct, Investigate instructor's teaching performance and adherence to the course objectives;

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Crosby

writing and speaking centers

No action required but plan to introduce students to USM's Writing and Speaking Centers to sustain performance and target improvement for all students. Also plan to incorporate more peer evaluation early in the presentation and research paper development.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Sfharp

ACT 262 Architectural Design I

In this case, 11 of 18 ACT students (61%) are performing at or above 70, which is less than the target level of 80% of total students.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: M11.1 -- ABET-GCk -- Assessment Aggregates | **Outcome/Objective:** OBJ11 -- ABET General Criteria k
Measure: M12.1 -- ABET-ADa -- Assessment Aggregates | **Outcome/Objective:** OBJ12 -- ABET Associate Criteria a

Implementation Description: Action plan is to improve student-teacher communication about the requirements of the assessment.
Responsible Person/Group: Miranda Grieder

ACT 465 Architectural Design IV

In this case, 3 of 5 ACT students (60%) are performing at or above 70, which is less than the target level of 80% of total students.

Established in Cycle: 2010-2011
Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):
Measure: M1.1 -- ABET-GCa -- Assessment Aggregates | **Outcome/Objective:** OBJ01 -- ABET General Criteria a
Measure: M11.1 -- ABET-GCk -- Assessment Aggregates | **Outcome/Objective:** OBJ11 -- ABET General Criteria k
Measure: M12.2 -- ABET-ADa -- Exit/Alumni Survey Results | **Outcome/Objective:** OBJ12 -- ABET Associate Criteria a
Measure: M15.1 -- ABET-ADd -- Assessment Aggregates | **Outcome/Objective:** OBJ15 -- ABET Associate Criteria d
Measure: M25.1 -- ABET-BSe -- Assessment Aggregates | **Outcome/Objective:** OBJ25 -- ABET BS Criteria e

Implementation Description: Sample size too small to warrant an action plan at this time--continue to monitor.
Responsible Person/Group: Miranda Grieder

2011-2012 Action Plans

2011-2012 Action Plans School of Construction Architectural Engineering Technology, Construction Engineering Technology, Industrial Engineering Technology FA11 AEC 270 Asheka Rahman, small sample for ACT; just monitor; small difference with target for BCT; just monitor ACT 322 M. Grieder, 3. Hw# 3 (PQ)--8 of 15 ACT students (53%) and 3 of 10 of ID students (30%) are performing at or above 70, which is less than the target level of 80% of total students. The assignment was a pop quiz over already delivered lecture material with the intention of preparing them for the up-coming Exam 1. 6. Exam 1-- In this case, 8 of 15 ACT students (53%) and 5 of 10 of ID students (50%) are performing at or above 70, which is less than the target level of 80% of total students. Instructor intends on making some revisions to remedy this. 7. Exam 2-- In this case, 10 of 15 ACT students (66.67%) are performing at or above 70, which is less than the target level of 80% of total students. Instructor intends on making some revisions to remedy this. AEC 454 J. Hannon, Exercises 1,3,4,5, Exam -- small sample in this case; just monitor BCT 336 J. Hannon, Reports -- I do not know the exact variable(s) responsible for the low percentages. This was instructor's second time to teach the course. This course was face-to-face with an online supplemental. Successful examples are shown and discussed after each report submittal. The course is 8 weeks in length. The reading material may be too dense, but my opinion is that students struggle with reading comprehension and not used to applying learned material. Possible ACTIONS: Increase course length; Decrease course scope (reading material); Remove the reading material from the course (text) and require student research to learn same. Quizzes -- The quizzes are not proctored and taken directly from the course text reading material. AEC 496 D. Kemp, 3. Midterm report, 7. Final oral presentation -- Two of the Architecture students performed poorly on the Midterm and Final reports. Although the instructor provided detailed feedback on the Midterm report, one student improved greatly on the Final report while the other student did not. The instructor will require students who perform poorly on the Midterm report to seek documented assistance from the Writing Lab. IET 302 Md. Rahman, 4 HW -- No action necessary for HW, Midterm & Final (items 1, 3, 4) AEC 315 Md. Shiratuddin, 2 Paper -- 6 students (6 BCT) missed submitting some of the written assignments. 3 students (1 BCT, 2 ACT) did not submit any assignments at all. 3 Exam -- Exam 2 seemed generally hard for majority of students. Exam 2 will probably be revised accordingly. AEC 316 Md. Shiratuddin, 2 Paper -- 8 students (6 BCT, 2 ACT) did not submit all 5 assignments. SP12 BCT 336 J. Hannon, 1 Report -- 1st assignment, almost meets goal-no change. 2 Report -- Requires plan interpretation and knowledge of means/methods (which are provided w/ supplemental and text materials)--may change

order and assign later in course. 3 Report -- No change planned yet. 4 Report -- No change planned yet. 6 Report -- This was an experimental exercise--I will not plan to use again. AEC 454 J. Hannon, Exercises 1-3 -- small sample in this case; just monitor (some were missed assignments) IET 370 Md. Sarder, 3. Quizzes -- * Some of the IET students missed a math question - not able to draw a graph in word. I explained how to import a graph from excel to word. AEC 496 D. Kemp, 3. Midterm report -- Two of the BCT students failed to submit the Midterm Report by the established deadline and therefore received a "0" for the assignment. However, the students submitted the Midterm Report late in order to comply with the requirement that all course assignments must be submitted these two students failed to assume responsibility to ensure the reports were submitted. ACT 262 M. Grieder, 14. Project 1: Phase 2 -- In this case, 11 of 19 ACT students (57%) are performing at or above 70, which is less than the target level of 80% of total students. Action plan is to improve student-teacher communication about the requirements of the assessment. 15. Project 1: Phase 3 -- In this case, 14 of 19 ACT students (73%) are performing at or above 70, which is less than the target level of 80% of total students. Action plan is to improve student-teacher communication about the requirements of the assessment. 16. Project 2 -- In this case, 13 of 19 ACT students (68%) are performing at or above 70, which is less than the target level of 80% of total students. Action plan is to improve student-teacher communication about the requirements of the assessment. AEC 316 Md. Shiratuddin, 2 Paper -- 9 students (8 BCT, 1 ACT) did not submit all assignments. 3 Exam -- 2 IET student did not sit for Exam 2. 1 ACT student did not sit for Final Exam, and did poorly for Exam 2.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

2011-2012 Action Plans

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Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Continue to monitor

Small graduate exit survey sample size; but finding close to target--continue to monitor.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Responsible Person/Group: Fletcher

Analysis Questions and Analysis Answers

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.

Annual Report Section Responses

Program Summary

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 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

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.