School of Construction 2010-2011 Program Outcomes

Architectural Engineering Technology

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Program Summary ACT

The ACT program provides students with a broad-based education with an emphasis on critical thinking, technical problem-solving ability, and computer applications in addition to a background in architectural design. The ACT program is committed to producing graduates who possess the necessary skills, critical thinking, discipline and work ethics to enter the Architecture/Engineering/Construction (A/E/C) industry fully capable of performing entry-level tasks at the office and in the field.

Complex engineering systems keep modern buildings functioning. An architectural engineering technician must understand the electrical, lighting, structural, and ventilation systems that are essential to a building's operation. So a degree in this field requires an orientation to the general principles of engineering and a practical mastery of each of these systems. Graduates serve as architectural support for construction documentation (plans and specifications), 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 ACT initiative supports Southern Miss' emergence as the premier research university of the Gulf South through undergraduate and graduate research. As two current examples, ACT faculty (through Mississippi Development Authority (MDA) grant funding) are developing standard sets of home plans for use in the MDA HOME program initiative and are developing the standard specifications for the construction of these homes so they are energy efficient, ADA compliant and built to national standards. Students and faculty conducting both undergraduate and graduate research (in the related Architecture and Construction Visualization emphasis of the MS in Engineering Technology degree) are advancing the research vision of the University with state-of-the-art research in Building Information Modeling with grant funded research sponsored by the Army Corps of Engineers.

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 <u>cultivating intellectual development and creativity through the generation and application of knowledge</u>.

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 (TAC-ABET accreditation self-studies 2009). ACT is 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 developing online.

Continuous Improvement Initiatives

This program underwent a 6th year TAC-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 TAC-ABET general and program specific criteria with direct linkages from each course in the program that supported a particular criteria. For the Architectural Engineering Technology program, these criteria are:

General Criteria for all programs

- For 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.

Faculty then mapped each of their course objectives to the TAC-ABET criteria using a listing of the tools/methods for assessing each objective/criteria. This provided evidence of which courses in the program inventory were supporting any given TAC-ABET criteria and also provided a simple index system for staff to organize supporting materials by criteria for inspection. And, while TAC-ABET only requires summative evidence, this approach easily provides for formative inspection of the curriculum.

WeaveOnline Objectives reflect the exact TAC-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 will be the graduate exit surveys and alumni surveys rewritten to also reflect the TAC-ABET criteria; these have not yet been implemented for this cycle.

Faculty then reported their findings for each section of their courses for fall 2010 and spring 2011. 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 TAC-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

At the program level, all performance targets were met. In the Architectural Engineering Technology (ACT) program, this is represented by 8,863 student work samples (out of 10, 130) that were evaluated as better than or equal to 70 (out of 100). The percentage of samples better than or equal to 70 is 87% which exceeds our stated level of performance of 80%. These findings were derived from 15 of 23 courses in the curriculum; the findings from the remaining eight courses are still being pursued but were courses taught by an adjunct and an instructor that lost all data from hard-drive failure. (These two issues will lead to an improved reporting system).

Since the data is driven from the ground up (that is, from the faculty), the value of this assessment approach is that all faculty are involved rather than a select few as previously. The faculty are able to review their course level findings with respect to either the TAC-ABET criteria or the course objectives (which are generally more important to them). Although we have met all performance targets at the annual program level, there are findings (also reported in WeaveOnline) where the semester based report for either face-to-face or online might not have met the performance target. It is a simple matter to drill back down to the course level and determine which assessment tools the students were having difficulty with.

When the faculty submitted their findings, they were asked to provide an assessment of any finding that went below the 80% threshold and develop action plans as needed. In some cases, the issue was too few students in a section; these sections did not require an action plan but would be monitored. Sections with significant student numbers that had assessments below targets were added to the action plan section in WeaveOnline.

Achievement Summary / Analysis

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

The Architectural Engineering Technology (ACT), Construction Engineering Technology (BCT), Industrial Engineering Technology (IET) programs in the School of Construction have undergone a complete overhaul of the assessment plan for the 2010-2011 assessment cycle. The plan, described fully in the "Continuous Improvement Initiatives" and "Closing the Loop" sections of WeaveOnline, is closely tied to our external accreditation agency: Technology Accreditation Commission-Accreditation Board for Engineering and Technology (TAC-ABET). We believe this approach will provide the faculty with a much easier reporting mechanism yet more thorough and accurate picture of assessment at both the course level and the program level.

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

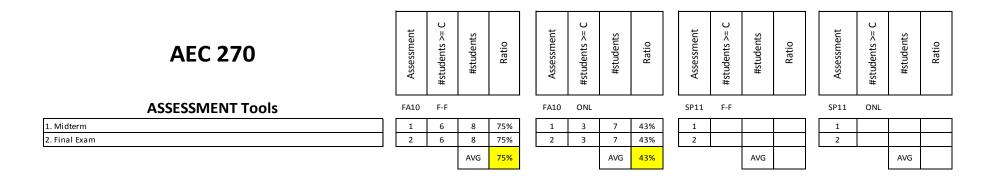
At the program level, the performance targets for all objectives were met. The process we have developed allows micro- or macro-level views of the assessment outcomes. There are a few course level assessments that have been reported in WeaveOnline due to not meeting the performance target at the course-level.

AEC 122/I	Course Objectives					Ger	neral Cri	teria							A	soc & B	6 progra	m crite	ria				BS	S progra	m crite	ria	
AEC 132/L	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Architectural Graphics	1. Practice freehand sketching skills of architectural/construction related items								12			12	12									12					
Architectural Graphics Laboratory	2. Produce orthographic projections						3-5						3-5								3-5						3-5
	3. Identify common architectural symbols	10,11					6-11	14		11		6-11		6-9,11							6-9,11	6-9,11					11
Jessica Sharp	 Identify common architectural abbreviations 	10						14		10										10,14						10,14	
ACT & BCT	5. Identify common architectural terms	10						13,14		10										10,13, 14				1		10,13 14	9
	6. Create basic 2-D drawings using computer-aided drafting and design software						1-9					1-9	1-9								1-9	1-9					1-
	 Create a partial drawing set of a residence using computer-aided drafting and design software 	11					11					11		11							11						11
	AEC 132/L						Assessment	#students >= C	#students	Ratio		Assessment		#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio		Assessment		#students >= C	#students	Ratio
	ASSESSMENT Too	ols					FA10	F-F				FA1	0 0	NL			s	P11	F-F				SP11	. 0	NL		
1. Exercise 1 Cr	reating a title block with text in AutoCAD						1	14	14	10	0%												1	2	2	2	100
2. Exercise 2 Cr	reating an isometric sketch of a house-like	e shape i	in AutoC	CAD			2	13	14	93	8%												2	1	1	2	50%
3. Exercise 3 Ot	thorgraphically projecting 6 sides of a sha	ape in A	utoCAD				3	13	14	93	8%												3	:	1	2	50%
4. Exercise 4 Ot	thorgraphically projecting 6 sides of a sh	ape in A	utoCAD				4	11	14	79	9%												4	1	1	2	50%
5. Exercise 5 Ot	thorgraphically projecting 6 sides of a sha	ape in A	utoCAD				5	11	14	79	9%												5	1	1	2	509
6. Exercise 6 Cr	reating a partial floor plan with dimension	ns in Au	toCAD				6	12	14	86	5%												6	;	2	2	100
7. Exercise 7 Cr	reating a complete floor plan with dimens	ions in <i>i</i>	AutoCAD)			7	11	14	79	9%												7	:	2	2	100
8. Exercise 8 Cr	reating door and window schedules based	l on Exer	cise 7 ir	n Auto	CAD		8	10	14	71	1%												8	:	2	2	100
9. Exercise 9 Cr	reating a front elevation and roof plan bas	sed on E	xercise	7 in Au	itoCAD		9	12	14	86	5%												9	;	2	2	100
10. Exercise 10	Commercial plan reading worksheet						10	12	14	86	5%												10	1	1	2	50
11. Final Project elevations in Auto	Creating a floor plan, door and window oCAD	schedu	les, roof	f plan,	and tw	0	11	11	14	79	9%											Τ	11	:	2	2	100
	tebook Sketching 50 objects in a Sketchi	ng Notel	book				12	13	14	93	3%												12	:	2	2	100
12. Sketching Not					lossar	v	13	14	14	10	0%												13		2	2	100
13. Quizzes 1-5	- Quiz 1: glossary terms A-C; Quiz 2: glossa I: glossary terms O-R; Quiz 5: glossary tern		s D-F; Qu	uiz 5. g	,	<i>.</i>	15	14																			
13. Quizzes 1-5 terms G-N; Quiz 4		ms S-Z	s D-F; Qı	uiz 3. g	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		13	12	14	86	5%												14	2		2	10

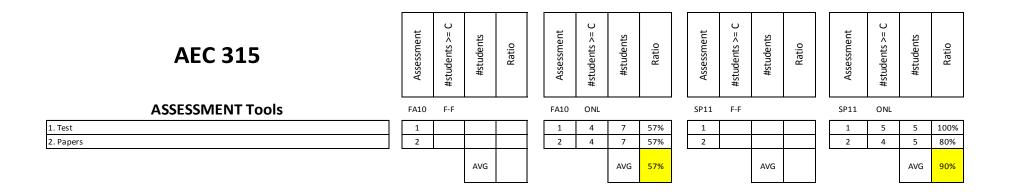
450 204/4	Course Obio ative a					Gen	eral Crit	teria							A	ssoc & B	S progra	m crite	ria				B	5 progra	m criter	ia	
AEC 204/L	Course Objectives	а	b	с	d	e	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Building Materials	1. Identify the materials included in CSI Masterformat Divisions 3-14							6												6				6		6	
Building Materials Laboratory	 Create a report on observations made of materials being applied on both commercial and residential construction sites 	2						2	2	2		2								2		2					
	3. Define common construction processes and materials related terms	5		7,8				5-8							7,8					6				5-8		5-8	
	4. Create a 1,250 - 1,750 word (5-7 pages) research paper about one construction material						3	3				3	3									3				3	
ACT & BCT	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				
	6. Demonstrate presentation skills by designing, developing, and delivering a formal presentation (10-15 minute) about building materials						4	4				4												4		4	

AEC 204/L	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
ASSESSMENT Tools	FA10	F-F			FA10	ONL			SP1	1 F-F			SP11	ONL		
1. Supplier Report A layout of the location, type, and cost of materials found at both a general and specialized supplier	1	10	12	83%	1				1	11	13	85%	1	2	3	67%
2. (2) Job Site Reports A report on observations made of materials being applied on both commercial and residential construction sites	2	11	12	92%	2				2	12	13	92%	2	2	3	67%
3. Research Project A 1,250 - 1,750 word (5-7 pages) research paper about one construction material	3	11	12	92%	3				3	13	13	100%	3	3	3	100%
4. Final Project Presentation A formal presentation (10-15 minutes) about the installation of one building material	4	12	12	100%	4				4	13	13	100%	4	2	3	67%
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	12	12	100%	5				5	11	13	85%	5	3	3	100%
6. Exam One Covers Chapters: 1-2, 4-8, and Basic estimating	6	10	12	83%	6				6	11	13	85%	6	2	3	67%
7. Exam Two	7	10	12	83%	7				7	11	13	85%	7	2	3	67%
8. Final Exam	8	10	12	83%	8				8	10	13	77%	8	3	3	100%
			AVG	90%	•	•	AVG				AVG	88%			AVG	<mark>79%</mark>

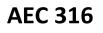
AEC 270	Course Objectives					Gen	eral Cri	teria							A	ssoc & B	S progra	ım crite	ria				B	6 progra	m crite	ria	
AEC 270	Course Objectives	а	b	С	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Statics & Strengths	1. Calculate the components of a force		1		1		1		1				1				1					1				1	
	2. Calculate the moments of forces		1		1		1		1				1				1					1				1	
	3. Work problems involving the method of joints and sections		1		1		1		1				1				1					1				1	
Asheka Rahman	4. Work problems involving pulleys		1		1		1		1				1				1					1				1	
	5. Trace load paths on structures																										
ACT & BCT	6. Calculate axial, shear and bearing stresses		2		2		2		2				2				2					2				2	
	7. Calculate axial strain using Hooke's law		2		2		2		2				2				2					2				2	
face to face	8. Calculate thermal stresses		2		2		2		2				2				2					2				2	
and Online	9. Calculate centroids and moments of inertia		2		2		2		2				2				2					2				2	
	10. Construct load, shear, and moment diagrams		2		2		2		2				2				2					2				2	
	11. Calculate flexural stresses and beam deflections		2		2		2		2				2				2					2				2	
	12. Analyze and design columns		2		2		2		2				2				2					2				2	



AEC 315	Course Objectives					Gen	eral Cri	teria							A	ssoc & B	S progra	m crite	ria				B	S progra	m crite	ria	
AEC 515	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Mechanical Systems	 Acquire the ability to understand HVAC definitions, symbols and abbreviations, select and sizes a HVAC system 	1,2	1,2	1,2	2		1,2	2				2	1,2	1,2				1,2		1,2	2	1,2	1,2	2		1,2	1,2
	2. Explain the factors affecting human environmental comfort	2	2	2	2		2	2	2	2	2		2	2								2			2	2	1,2
Fairuz Shiratuddin	3. Able to calculate heat loss and heat gain of a structure	1,2	1,2	1,2	2		1,2	2				2	1	1				1,2	1,2			1	1,2			1	1,2
АСТ, ВСТ	 Acquire the ability to understand the design of a residential and commercial duct system 	1,2	1,2	1,2	2	2	1,2	2		2		2	1,2	1,2				1,2		1,2	2	1,2	1,2	2	2	1,2	1,2
	5. Explain plumbing definitions, symbols, and abbreviations	2	2	2	2		2	2			2		2	2							2	2				2	1,2
	6. Acquire the ability to understand the design of plumbing and riser diagrams, and the uses of various plumbing fixtures and connections	1,2	1,2	1,2	2		1,2	2				2	1,2	1,2				1,2		1,2	2	1,2	1,2	2	2	1,2	1,2
	7. Explain sources of water supply and points of wastewater disposal	2	2	2	2		2	2			2		2	2								2			2	2	2

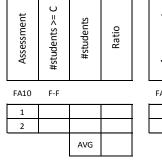


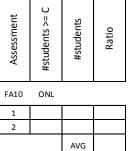
AEC 316	Course Objectives					Gen	eral Crit	eria							As	soc & B	S progra	m crite	ria				В	S progra	m crite	ria	
AEC 310	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Electrical Systems	1. Able to perform Ohm's law and electrical power calculations	1,2	1,2	1,2	2		1,2	2			2	2	1,2						1,2			1,2				1,2	1,2
	2. Able to choose wire sizes and types, and define raceway types and uses	1,2	1,2	1,2	2		1,2	2			2	2	1,2	2				1	1,2	2	2	1,2	2	2	2	1,2	1,2
Fairuz Shiratuddin	3. Acquire the ability to explain grounding and fault protection systems	2	2	2			2	2			2	2	1,2						1,2	2	2	1,2				1	1,2
ACT, BCT, IET	 Acquire the ability to understand the design of residential/commercial electrical and lighting construction wiring diagram 	1,2	1,2	1,2	2	2	1,2	2	2	2	2	2	1,2	1,2				1	1,2	2	2	1,2	2	1,2	2	1,2	1,2
	5. Acquire the ability to understand how to construct light fixture schedule	2	2	2	2		2	2			2	2	1,2	1,2				1	1,2	2	2	1,2	2	1,2	2	1,2	1,2
	6. 5. Acquire the ability to understand how to construct electrical panel schedule	2	2	2	2		2	2			2	2	1,2	1,2				1	1,2	2	2	1,2	2	1,2	2	1,2	1,2
	7. Able explain the characteristics of light	2	2	2			2	2			2	2	2									2				2	2



ASSESSMENT Tools

1. Test 2. Papers





Assessment	#students >= C	#students	Ratio
SP11	F-F		
1			

AVG

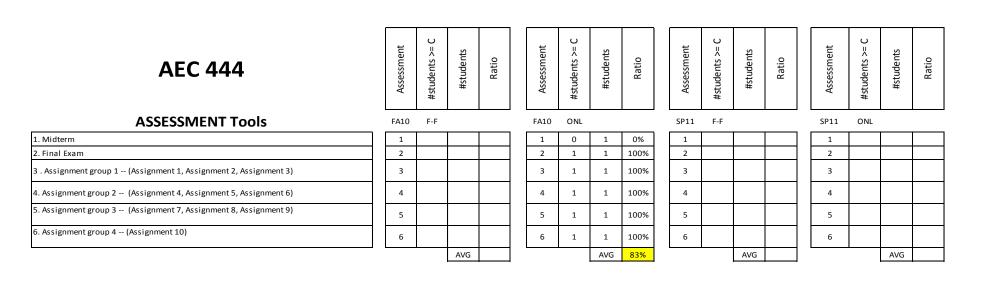
2

Assessment	#students >= C	#students	
SP11	ONL		
1	6	6	
2	6	6	

6	6	100%
6	6	100%
	AVG	100%

Ratio

	Course Objectives					Gen	eral Crit	eria							As	soc & B	S progra	ım crite	ria				B	S progra	m criter	ia	
AEC 444	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Structural Design	1. Calculate beam loads, shear, and moments		1,3		1,3		1,3		1,3				1,3				1,3					1,3				1,3	1,3
	2. Design concrete beams, slab, and columns for bending, shear, and deflection		1,4		1,4		1,4		1,4				1,4				1,4					1,4				1,4	1,4
	 Design steel connections, columns, beams, and decking 		2,5		2,5		2,5		2,5				2,5				2,5					2,5				2,5	2,5
ACT & BCT	 Design wood connections, columns, beams, and decking 		2,6		2,6		2,6		2,6				2,6				2,6					2,6				2,6	2,6



AEC 454	Course Objectives					Gen	eral Cri	teria							A	soc & B	S progra	ım critei	ria				BS	o progra	m crite	ia	
AEC 454	Course Objectives	а	b	С	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Estimating I	 Quantify and document three- dimensional materials represented by two- dimensional construction design drawings (Perform and display quantity surveying). 	9																									
	Learn to algebraically resolve units of measure.	2-8	2-8					2-8				2-8					2-8					2-8	2-8				2-8
Jeff Hannon	 Utilize the CSI Master Format to categorize and organize construction information. 	9																									
АСТ & ВСТ	 Visualize three dimensional structures and volumes from construction bidding documents (Construction drawing interpretation). 	2-8	2-8					2-8				2-8					2-8					2-8	2-8				2-8
	 Utilize the spreadsheet application and commercial software applications to automate quantity take-off. 	2-8,9								1-9															2-8,9		
	6. Interpret and conform to written technical specifications																										
	Be productive in an environment of critical deadlines.																										

AEC 454	Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
ASSESSMENT Tools	FA10	F-F			F/	10	ONL				SP11	F-F	MINI		SP11	ONL	MINI	
1. Quiz-1:	1					1					1	2	2	100%	1	3	3	100%
2. Exercise-1>Create Spreadsheet Template	2					2				-	2	2	2	100%	2	3	3	100%
3. Exercise-2>QTO Excav and PCC	3					3					3	2	2	100%	3	3	3	100%
4. Exerrcise-3>QTO PCC and Reinf Steel	4					4					4	2	2	100%	4	3	3	100%
5. Exercise-4>QTO RCB	5					5					5	2	2	100%	5	3	3	100%
6. Exercise-5>QTO PCC Headwall and Wings	6					5					6	2	2	100%	6	3	3	100%
7. Exercise-6>QTO Masonry	7					7					7	2	2	100%	7	3	3	100%
8. Exercise-7>QTO Wood Framing	8					8					8	2	2	100%	8	3	3	100%
9. Exam	9					Э					9	2	2	100%	9	3	3	100%
			AVG					AVG		_			AVG	100%			AVG	100%

A.F.C. 40C	Course Objections					Gen	eral Cri	teria							A	ssoc & B	S progra	m crite	ria				В	S progra	ım crite	ria	
AEC 496	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Industrial Internship	 Recognize the functional areas (structure) of the host organization 	3,6,7																									
	 Identify functional roles (tasks, responsibilities) in industry and the intern's functional role within the host organization 	3,6,7				3,6,7																					
Doris Kemp	 Identify to which of the life cycle process(es) of an asset/facility the internship duties relate 	3,6,7,8				3,6,7,8																					
ACT & BCT	 Describe the work flow processes and documentation associated with internship duties 	3,6,7											3,6,7	3,6,7						3,6,7	3,6,7	3,6,7				3,6	3,6
	5. Gain 400 contact hours of practical experience at a host company											1,2,4,5															
	 Satisfactorily perform entry-level duties associated with the intern's role in the host company 	3,6-10																				3,6,7		3,6,7		3,6	3,6
	7. Identify ethical situations and dilemmas observed during the internship							3,6		3,6,7																	
	8. Demonstrate verbal and written communication proficiency to advance in industry.							3,6,7																			
	9. Submit 100% of the deliverables required by the established deadlines											1-10															

AEC 496	Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
ASSESSMENT Tools	FA10	F-F				FA10	ONL			_	SP11	ONL			SU11	ONL		
1. Internship agreement	1				1 [1				Γ	1	2	2	100%	1	4	4	100%
2. Schedule supervisor/instructor conversation	2] [2					2	2	2	100%	2	4	4	100%
3. Midterm report	3					3					3	2	2	100%	3	4	4	100%
4. Implement conversation between instructor/supervisor	4					4					4	2	2	100%	4	4	4	100%
5. Schedule final oral presentation	5					5					5	2	2	100%	5	4	4	100%
6. Final report	6					6					6	2	2	100%	6	4	4	100%
7. Final oral presentation	7					7					7	2	2	100%	7	4	4	100%
8. Student survey	8					8					8	2	2	100%	8	4	4	100%
9. Industry representative survey	9					9					9	2	2	100%	9	4	4	100%
10. Student intern evaluation	10					10					10	2	2	100%	10	4	4	100%
			AVG					AVG		_			AVG	100%			AVG	100%

ACT 224/1	Course Obio ativos					Ger	neral Cri	teria							As	ssoc & B	S progra	ım crite	ria				E	S progra	m crite	ria	
ACT 234/L	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Architectural CADD	 Manage the operating structure of Revit Architecture. 												1-13								1-13	1-13					
Architectural CADD Lab	 Manipulate the work environment to produce the separate sheets required within a set of plans with appropriate display settings for each sheet. 												1-13								1-13	1-13					
	 Produce new wall types to represent conditions not covered with the standard Revit package. 												1-13								1-13	1-13					
Desmond Fletcher	 Create custom doors and windows or openings using profiles. 												1-13								1-13	1-13					
/Dubree	 Design custom Curtain Walls with an understanding of how to insert varying panels and glass. 												1-13								1-13	1-13					
	 Utilize packaged wall types for floor plan development. 												1-13								1-13	1-13					
	7. Insert doors, windows and design content such as multi-view blocks.												1-13								1-13	1-13					
	 Define column grids and insert columns, while gaining control over the imbedded anchoring system. 												1-13								1-13	1-13					
	9. Delineate 2D and 3D stairs with code compliant results.												1-13								1-13	1-13					
	 Exploit the automatic roof design features as well as creating complicated roof structures with the use of roof slabs. 												1-13								1-13	1-13					
	 Generate reflected ceiling plans using display representation sets to change between floor and ceiling views. Add mask blocks to design content inserted. 												1-13								1-13	1-13					
	12. Create door and window schedules using the automated functions in Revit as well as produce custom schedules.												1-13								1-13	1-13					
	13. Add dimensions and annotation to the drawings.												1-13								1-13	1-13					
	14. Build 2D elevations and sections from the 3D parametric plans.												1-13								1-13	1-13					

ACT 234/L	Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
ASSESSMENT Tools	FA10	F-F			FA10	ONL			SF	P11	F-F			SP11	ONL		
Assignment 1 CH 2,3 Exercises 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 3-1, 3-2, 3-3, 3-4	1	26	28	93%	1					1				1			
Assignment 2 CH 4 Exercises 4-1 and 4-2	2	25	28	89%	2					2				2			
Assignment 3 CH 5 Exercises 5-1, 5-2 and 5-3	3	26	28	93%	3					3				3			
Assignment 4 CH 5 Exercises 5-4 and 5-5	4	25	28	89%	4					4				4			
Assignment 5 CH 6 Exercises 6-1, 6-2, 6-3, 6-4 and 6-5	5	26	28	93%	5					5				5			
Assignment 6 CH 7 Exercises 7-1, 7-2, 7-3, and 7-4	6	23	28	82%	6					6				6			
Assignment 7 CH 8 Exercises 8-1, 8-2, 8-3, and 8-4	7	25	28	89%	7					7				7			
Assignment 8 CH 9 Exercises 9-1, 9-2, 9-3, 9-4 and 9-5	8	23	28	82%	8					8				8			
Assignment 9 CH 10 Exercises 10-1, 10-2, 10-3, and 10-4	9	24	28	86%	9					9				9			
Assignment 10 CH 11 Exercises 11-1, 11-2, 11-3, and 11-4	10	23	28	82%	10				1	LO				10			
Assignment 11 CH 12 Exercises 12-1, 12-2, and 12-3	11	22	28	79%	11				1	L1				11			
Assignment 12 CH 13 Exercises 13-1, 13-2, and 13-3	12	17	28	61%	12				1	12				12			
Assignment 13 CH 14 Exercises 14-1, 14-2, and 14-3	13	17	28	61%	13				1	13				13			
			AVG	83%			AVG					AVG				AVG	

ACT 262/L	Course Objectives					Gen	eral Cri	teria							Α	ssoc & B	S progra	m crite	ria				B	6 progra	m criter	ria	
ACT 202/L	course objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	C	d	е	f
Design I	 Develop skills for conducting preliminary research and a method for the organization of that information, that must be done prior 											1,2,4,5 ,6,7,8, 9,11,1 2,17,1 8,19,2 0				1,2,4- 9,11,1 2,17- 20							1,2,4- 9,11,1 2,17- 21			1,2,4- 9,11,1 2,17- 20,21	
Design I Laboratory	2. Produce responsible designs that acknowledge budgetary restraints, and apply building codes and ordinances. (Also further apply that sense of responsibility in S hours of community service.)	4,5,19, 20,21							21	4,5,19 21	4,5,19 21	- 4,5,19, 20,21								4,5,19- 21						4,5,19- 21	
	and allocate space, as well as, locate and	4,6,7,1 0,13,1 5,16,1 9,20,2 1					4,6,7,1 0,13,1 5,16,1 9-21					4,6,7,1 0,13,1 5,16,1 9,20,2 1	4,10,1 3,15,1 6,20- 21													4,6,7,1 0,13,1 5,16,1 9-21	0,13,1 5,16,1
Miranda Grieder	 Utilize sustainable residential design strategies. 	3,4,19, 20,21					3,4,19- 21				3,4,19 21	3,4,19, 20,21				3,4,19 21											3,4,19- 21
		4,10,1					4,10,1 9-21				4,10,1 9-21	4,10,1 9,20,2 1	4,10,1 9-21														4,10,1 9-21
		4,10,1 9,20,2 1						4,10,1 9-21				4,10,1 9,20,2 1		4,10,1 9-21							4,10,1 9-21	4,10,1 9-21					4,10,1 9-21

										r								
ACT 262/L	Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
ASSESSMENT Tools	FA10	F-F			FA	A10	ONL				SP11	F-F			SP11	ONL		
1. Hw #2	1					1				[1	18	18	100%	1			
2. Hw#3	2				:	2					2	15	18	83%	2			
3. Hw#4	3				:	3					3	16	18	89%	3			1
4. Hw#5	4					4				ĺ	4	17	18	94%	4			
5. Hw#6	5					5				ĺ	5	17	18	94%	5			
6. Hw#7	6					6				ĺ	6	18	18	100%	6			
7. Ch. Quiz #1 (over Ch.1)	7					7				ĺ	7	16	18	89%	7			
8. Ch. Quiz #2 (over Ch.2)	8				;	8				Ì	8	17	18	94%	8			
9. Ch. Quiz #3 (over Ch.3)	9					9				Ì	9	15	18	83%	9			1
10. Ch. Quiz #4 (over Video: "Greening our Historic Homes"	10				1	10				ĺ	10	16	18	89%	10			
11. Ch. Quiz #5 and #6 (Kitchens)	11				1	11					11	17	18	94%	11			
12. Ch. Quiz #7 (Bathrooms)	12				1	12					12	15	18	83%	12			
13. Ch. Quiz #8 and #9 (over Ch. 8 and 9)	13				1	13					13	18	18	100%	13			1
14. Ch. Quiz #10 (over Ch. 10)	14				1	L4					14	16	18	89%	14			1
15. Project 1: Phase 1 (Affordable House)	15				1	15					15	11	18	61%	15			1
16. Project 1: Phase 2 (Affordable House)	16				1	16					16	18	18	100%	16			1
17. Project 1: Phase 3 (Affordable House Final Presentation)	17				1	17					17	16	18	89%	17			1
18. Project 2: Married Student Housing (Schematics)	18				1	18					18	16	18	89%	18			1
19. Final Exam	19				1	19				[19	15	18	83%	19			
20. Semester Notebook	20				2	20					20	15	18	83%	20			<u> </u>
21. Community Service	21				2	21				[21	15	18	83%	21			
			AVG					AVG					AVG	89%			AVG	1

ACT 222	Course Obligations					Gen	eral Crit	teria							A	ssoc & B	S progra	m crite	ria				B	S progra	ım criter	ia	
ACT 322	Course Objectives	а	b	с	d	e	f	g	h	i	j	k	а	b	с	d	e	f	g	h	i	а	b	с	d	e	f
Architectural History	 Recognize and distinguish differences between well-known architecture and eras 						4,5			4,5		4,5													4,5		
	2. Define common terms associated with architecture						4,5			4,5		4,5													4,5		
Jessica Sharp	 Design, develop, and prepare a detailed paper about an individual whose work made significant contributions to architecture 	2						2	2		2										2				2	2	
ACT (ID)	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	2,3						2,3	2,3	3	2,3		3								2,3				2,3	2	
	5. Analyze how developments in building materials, social, religious and economic factors have influenced architecture						4,5			4,5		4,5													4,5		
	6. Demonstrate presentation skills by designing, developing and delivering Power Point presentations	1,3						1,3	1,3	1,3	1,3		1,3								1,3				1,3		



ASSESSMENT Tools

1. Presentation #1 A presentation about a structure, feature, or architectural detail of
interest
 Research Paper A 5,000 word paper about an individual whose work made significant contributions to architecture
3. Final Presentation A presentation about the individual selected for the Research
Paper
 Exam One Cover modules: Ancient, Egypt, Greece, Rome, Early Christian, Byzantine, Romanesque, and Islamic
5. Exam Two Covers modules: Gothic, Renaissance, Baroque, 18th Century, 19th Century, and Modern

Assessment	#students >= C	#students	Ratio	
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FA10 F-F	F-F	FA10
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1	13	13	100%
2	12	13	92%
3	12	13	92%
4	12	13	92%
5	11	13	85%
		AVG	92%

Assessment	#students >= C	#students	Ratio
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AVG

FA10 ONL

Assessment	#students >= C	#students	Ratio
SP11	F-F		

AVG	

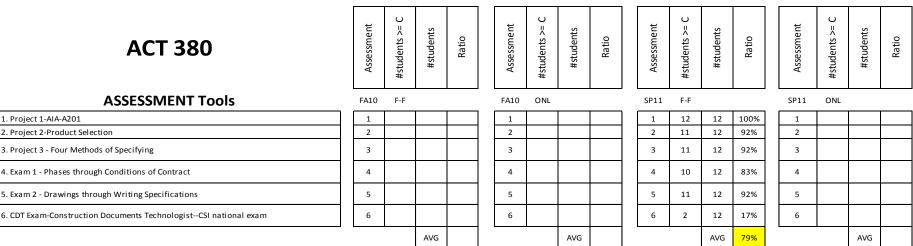
Assessment	#students >= C	#students	Ratio
SP11	ONL		
1			
2			
3			
4			
5			
		AVG	

Assessment

						Gen	eral Cri	teria							A	ssoc & B	S progra	m crite	ria				B	S progra	m criter	ia	
ACT 338/L	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	e	f	g	h	i	а	b	с	d	е	f
Architectural Working Drawings III	1. Develop non-structural framing and finish envelop shaping architectural space	5,6			5						5,6		5,6							5,6	5,6		5,6				
Architectural Working Drawings III Laboratory	 Discern the suitability of an already developed detail from a previous project, a reference textbook, or industry 	2			2		2				2		2							2	2		2		2		
	 Show marked improvement on designating material components of architectural details 	1-8			2-5,8		1-8		8		1-8		1-8						7,8	1-8	1-8		1-8		2-5,8		
Jessica Sharp	 Produce clear, concise, details based on National CAD Standards drafting conventions 	7					7				7		7						7	7	7		7				
	 To integrate working drawings with specifications through effective notation and referencing. 	7					7				7		7						7	7	7		7				
	Detail proper and effective fire resistance details	6					6				6		6							6	6				6		
	7. Detail custom basic millwork	7					7				7		7						7	7	7		7				
	8. Design, develop, and prepare a detailed paper about a topic in the field of sustainability or 'green building'							9	9		9										9				9	9	

ACT 338/L	Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio		Assessment	#students >= C	#students	Ratio	Assessment	#students >= C	#students	Ratio
ASSESSMENT Tools	FA10	F-F			1	FA10	ONL				SP11	F-F			SP11	ONL		
1. Assignment #1: Title Blocks Creating an 11"x17" and a 24"x36" size title block	1				ΙΓ	1				Γ	1	14	16	88%	1			
 Assignment #2: Foundation Details Analyzing and creating multiple foundation details based on already developed details from a previous project 	2					2					2	15	16	94%	2			
3. Assignment #3: Floor Slab Details Creating multiple floor slab system details	3					3					3	15	16	94%	3			Î
4. Assignment #4: CMU Wall Details Creating multiple CMU Wall details	4					4					4	15	16	94%	4			
5. Assignment #5: Parapet and Flashing Details Creating multiple parapet wall and flashing details	5					5					5	14	16	88%	5			
6. Assignment #6: Interior Partitions and Firestop Details Creating an interior partition and multiple firestop details	6					6					6	16	16	100%	6			
7. Assignment #7: Millwork Details Creating multiple millwork details	7					7					7	15	16	94%	7			
8. Final Project Students will create multiple details based on an existing project	8					8					8	13	16	81%	8			
9. Sustainability Research Paper Design, develop, and prepare a detailed paper about a topic in the field of sustainability or 'green building'	9				\Box	9					9	15	16	94%	9			
			AVG					AVG					AVG	92%			AVG	

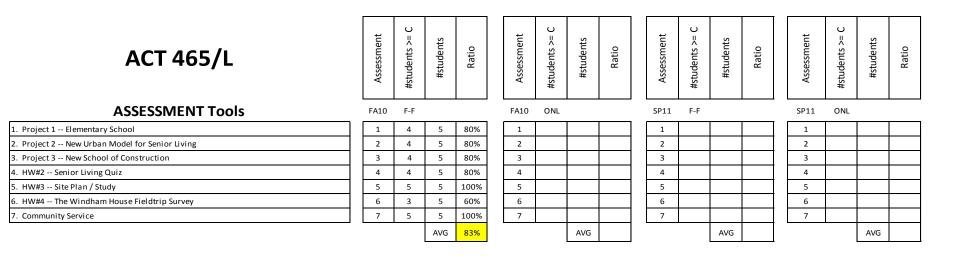
ACT 280	Course Objectives					Gen	eral Cri	teria							A	ssoc & B	S progra	m crite	ria				BS	o progra	m criter	ia	
ACT 380	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Specifications	1. Define the relationship and content of Construction Documents	1,4,5									1,2,3										1-6						
	 Analyze differences/similarities in types of contracts 	1,4						1,6											2		4,6						
Doris Kemp	 Compare descriptive, performance, proprietary, and reference standard methods of specifying 	3						3,5,6			1,2,3								3		3,5,6						
Formerly ACT 426	 Demonstrate appropriate language in creating a specification 	3,4,5																			3,5,6						
	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						



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18

	Course Objectives												В	S progra	m crite	ria											
ACT 465/L	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Architectural Design IV	 Conduct preliminary research and programming work required for successful design development. 	1,2,3,4 ,5,6					1,2,3	1,2,3		1,2,3	1,2	1,2,3,4 ,5,6,7				1,2,3,6										1,2,3,4 ,5,6	
Architectural Design IV Laboratory	 Select materials and structural systems appropriately in response to site and environmental conditions, local codes, and program requirements. 	1,2,3					1,2,3	1,2,3		1,2,3	1,2	1,2,3,4 ,5,6,7												1,2,3		1,2,3,4 ,5,6	
	3. Produce designs that demonstrate an awareness of professional and ethical responsibilities in terms of budgetary restraints and the application of building codes. (Also further apply sense of responsibility in 5 hours of community service.)	1,2,3					1,2,3	1,2,3	7	1,2,3	1,2	1,2,3,4 ,5,6,7								1,2,3						1,2,3,4 ,5,6	
Miranda Grieder	4. Utilize design elements and principles effectively in shaping community-supportive spaces responsive to existing cultural systems and human needs.	1,2,3,4 ,6					1,2,3	1,2,3		1,2,3	1,2	1,2,3,4 ,5,6,7	1,2,3,4 ,6													1,2,3,4 ,5,6	
	5. Examine the benefits of sustainable design strategies.	1,2,3					1,2,3	1,2,3		1,2,3	1,2	1,2,3,4 ,5,6,7														1,2,3,4 ,5,6	
	6. Demonstrate proficiency in the communication of design ideas through various presentation media.	1,2,3					1,2,3	1,2,3		1,2,3	1,2	1,2,3,4 ,5,6,7		1,2,3							1,2,3	1,2,3,5				1,2,3,4 ,5,6	



DCT 205 /	Course Ohio stilues					Gen	eral Cri	teria							As	ssoc & B	S progra	m criter	ria				BS	6 progra	m crite	ria	
BCT 205/L	Course Objectives	а	b	с	d	е	f	g	h	i	j	k	а	b	с	d	е	f	g	h	i	а	b	с	d	е	f
Surveying Lecture	Measure with steel tape, correct for errors, and adjust for temperature and tension	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
Online	Understand the concept of differential leveling	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
Asheka Rahman	Use level and perform calculations in order to adjust for errors and close the loop	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
	Use transit and understand the concept of angles and directions	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
	Calculate coordinates based on bearings and distances and vice versa, and also adjust for error closure	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
	Perform construction layout (setting up points of known coordinates/and As-built)	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
	Application of GPS and GIS technology used in Surveying and Construction Layout	1,2	1,2	1,2			1,2						1,2		1,2							1,2					1,2
Surveying Laboratory	Measuring Distances using Pacing	4,2	4,2	4,2		4,2						4,2	1,2		1,2							1,2					1,2
Online	Survey Field Note Standards	4,2	4,2	4,2		4,2						4,2	1,2		1,2							1,2					1,2
	Measuring building height using similar triangles	5,2	5,2	5,2		5,2						5,2	1,2		1,2							1,2					1,2
Asheka Rahman	Determine the Finish Floor Elevation of a building using differential leveling	6,2	6,2	6,2		6,2						6,2	1,2		1,2							1,2					1,2
	Traverse survey	7,2	7,2	7,2		7,2						7,2	1,2		1,2							1,2					1,2
	Excel Spreadsheet of Compass Rule	8,2	8,2	8,2		8,2						8,2	1,2		1,2							1,2					1,2
	Building Layout	9,2	9,2	9,2		9,2						9,2	1,2		1,2							1,2					1,2

BCT	205	/
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Assessment	#students >= C	#students	Ratio
FA10	F-F		
1			

1		
2		
3		
4		
5		
6		
7		
8		
9		
	AVG	

AVG

100%

100%

100%

100%

100%

100%

100%

100%

100%

FA10 ONL

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Assessment	#students >= C	
SP11	F-F	

#students Ratio

AVG

#students >= C	#students	Ratio
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SP11 ONL

Assessment

3611	UNL	
1		
2		

2		
3		
4		
5		
6		
7		
8		
9		
	AVG	

ASSESSMENT	Tools
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	ASSESSIVIENI	IOOIS
1. Midterm		
2. Final Exam		
3. Assignment 1		
4. Assignment 2		
5. Assignment 3		
6. Assignment 4		
7. Assignment 5		
8. Assignment 6		
9. Assignment 7		

	gs: Gen Act	neral Cr											
	teria	>=70	ENR	%	sem	>=70	ENR	%	type	>=70	ENR	%	ACT concatenated findings
GC	а	732	816	90%	FA10	146	168	87%	F-F	117	133	88%	90% (732 of 816) 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	29	35	83%	FA10: F-F = 88% (117 of 133); ONL = 83% (29 of 35);
					SP11	586	648	90%	F-F	519	577	90%	SP11: F-F = 90% (519 of 577); ONL = 94% (67 of 71);
									ONL	67	71	94%	
GC	b	108	128	84%	FA10	52	71	73%	F-F	12	16	75%	84% (108 of 128) 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	40	55	73%	FA10: F-F = 75% (12 of 16); ONL = 73% (40 of 55);
					SP11	56	57	98%	F-F	14	14	100%	SP11: F-F = 100% (14 of 14); ONL = 98% (42 of 43);
									ONL	42	43	98%	
GC	С	96	113	85%	FA10	49	59	83%	F-F	20	24	83%	85% (96 of 113) 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	29	35	83%	FA10: F-F = 83% (20 of 24); ONL = 83% (29 of 35);
					SP11	47	54	87%	F-F	21	26	81%	SP11: F-F = 81% (21 of 26); ONL = 93% (26 of 28);
									ONL	26	28	93%	
GC	d	119	146	82%	FA10	31	50	62%	F-F	12	16	75%	82% (119 of 146) 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	19	34	56%	FA10: F-F = 75% (12 of 16); ONL = 56% (19 of 34);
					SP11	88	96	92%	F-F	73	80	91%	SP11: F-F = 91% (73 of 80); ONL = 94% (15 of 16);
									ONL	15	16	94%	
GC	e	56	60	93%	FA10	22	25	88%	F-F	0	0	0%	93% (56 of 60) 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	22	25	88%	FA10: F-F = 0% (0 of 0); ONL = 88% (22 of 25);
					SP11	34	35	97%	F-F	8	8	100%	SP11: F-F = 100% (8 of 8); ONL = 96% (26 of 27);
									ONL	26	27	96%	
GC	f	558	641	87%	FA10	213	261	82%	F-F	188	221	85%	87% (558 of 641) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteri 'f'.
									ONL	25	40	63%	FA10: F-F = 85% (188 of 221); ONL = 63% (25 of 40);
					SP11	345	380	91%	F-F	303	332	91%	SP11: F-F = 91% (303 of 332); ONL = 88% (42 of 48);
									ONL	42	48	88%	

Findings: General Criteria (a-k) continued

	ACT	>=70	ENR	%	sem	>=70	ENR	%	tupo	>=70	ENR	%	ACT concatenated findings
cr	iteria	>=70	ENK	70	sem	>=70	EINK	70	type	>=70	EINK	70	ACT concatenated findings
GC	g	485	547	89%	FA10	167	185	90%	F-F	163	178	92%	89% (485 of 547) 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	4	7	57%	FA10: F-F = 92% (163 of 178); ONL = 57% (4 of 7);
					SP11	318	362	88%	F-F	252	290	87%	SP11: F-F = 87% (252 of 290); ONL = 92% (66 of 72);
									ONL	66	72	92%	
GC	h	187	220	85%	FA10	105	125	84%	F-F	90	98	92%	85% (187 of 220) 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	15	27	56%	FA10: F-F = 92% (90 of 98); ONL = 56% (15 of 27);
					SP11	82	95	86%	F-F	66	76	87%	SP11: F-F = 87% (66 of 76); ONL = 84% (16 of 19);
									ONL	16	19	84%	
GC	i	283	311	91%	FA10	114	127	90%	F-F	110	120	92%	91% (283 of 311) 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	4	7	57%	FA10: F-F = 92% (110 of 120); ONL = 57% (4 of 7);
					SP11	169	184	92%	F-F	115	127	91%	SP11: F-F = 91% (115 of 127); ONL = 95% (54 of 57);
									ONL	54	57	95%	
GC	j	338	373	91%	FA10	51	56	91%	F-F	47	49	96%	91% (338 of 373) 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	4	7	57%	FA10: F-F = 96% (47 of 49); ONL = 57% (4 of 7);
					SP11	287	317	91%	F-F	277	306	91%	SP11: F-F = 91% (277 of 306); ONL = 91% (10 of 11);
									ONL	10	11	91%	
GC	k	753	840	90%	FA10	251	288	87%	F-F	229	263	87%	90% (753 of 840) 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	22	25	88%	FA10: F-F = 87% (229 of 263); ONL = 88% (22 of 25);
					SP11	502	552	91%	F-F	404	446	91%	SP11: F-F = 91% (404 of 446); ONL = 92% (98 of 106);
									ONL	98	106	92%	

A	ACT >=70 ENR %				ENIO				EN ID	0/								
	teria	a >=70 ENR %		%	sem	>=70	ENR	%	type	>=70	ENR	%	ACT concatenated findings					
AD	а	845	987	86%	FA10	517	623	83%	F-F	492	583	84%	86% (845 of 987) 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	25	40	63%	FA10: F-F = 84% (492 of 583); ONL = 63% (25 of 40);					
					SP11	328	364	90%	F-F	276	307	90%	SP11: F-F = 90% (276 of 307); ONL = 91% (52 of 57);					
									ONL	52	57	91%						
AD	b	203	239	85%	FA10	76	99	77%	F-F	68	85	80%	85% (203 of 239) 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	8	14	57%	FA10: F-F = 80% (68 of 85); ONL = 57% (8 of 14);					
					SP11	127	140	91%	F-F	84	96	88%	SP11: F-F = 88% (84 of 96); ONL = 98% (43 of 44);					
									ONL	43	44	98%						
AD	с	52	62	84%	FA10	26	30	87%	F-F	20	24	83%	84% (52 of 62) 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	6	6	100%	FA10: F-F = 83% (20 of 24); ONL = 100% (6 of 6);					
					SP11	26	32	81%	F-F	21	26	81%	SP11: F-F = 81% (21 of 26); ONL = 83% (5 of 6);					
									ONL	5	6	83%						
AD	d	273	308	89%	FA10	15	20	75%	F-F	15	20	75%	89% (273 of 308) 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%	FA10: F-F = 75% (15 of 20); ONL = 0% (0 of 0);					
					SP11	258	288	90%	F-F	258	288	90%	SP11: F-F = 90% (258 of 288); ONL = 0% (0 of 0);					
									ONL	0	0	0%						
AD	е	58	71	82%	FA10	23	36	64%	F-F	12	16	75%	82% (58 of 71) 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	11	20	55%	FA10: F-F = 75% (12 of 16); ONL = 55% (11 of 20);					
					SP11	35	35	100%	F-F	14	14	100%	SP11: F-F = 100% (14 of 14); ONL = 100% (21 of 21);					
									ONL	21	21	100%						
AD	f	47	58	81%	FA10	19	26	73%	F-F	11	12	92%	81% (47 of 58) 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	8	14	57%	FA10: F-F = 92% (11 of 12); ONL = 57% (8 of 14);					
					SP11	28	32	88%	F-F	11	13	85%	SP11: F-F = 85% (11 of 13); ONL = 89% (17 of 19);					
									ONL	17	19	89%						

Findings: Associate Level Criteria continued

	ACT iteria	>=70	ENR %		sem	>=70	ENR	%	type	>=70	ENR	%	ACT concatenated findings
AD	g	94	108	87%	FA10	8	14	57%	F-F	0	0	0%	87% (94 of 108) 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	8	14	57%	FA10: F-F = 0% (0 of 0); ONL = 57% (8 of 14);
					SP11	86	94	91%	F-F	65	72	90%	SP11: F-F = 90% (65 of 72); ONL = 95% (21 of 22);
									ONL	21	22	95%	
AD	h	355	401	89%	FA10	79	95	83%	F-F	71	81	88%	89% (355 of 401) 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	8	14	57%	FA10: F-F = 88% (71 of 81); ONL = 57% (8 of 14);
					SP11	276	306	90%	F-F	240	266	90%	SP11: F-F = 90% (240 of 266); ONL = 90% (36 of 40);
									ONL	36	40	90%	
AD	i	640	747	86%	FA10	345	412	84%	F-F	341	405	84%	86% (640 of 747) 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	4	7	57%	FA10: F-F = 84% (341 of 405); ONL = 57% (4 of 7);
					SP11	295	335	88%	F-F	273	312	88%	SP11: F-F = 88% (273 of 312); ONL = 96% (22 of 23);
									ONL	22	23	96%	

	gs: Bac	helor L	evel C	riteria									
	ACT iteria	>=70	ENR	%	sem	>=70	ENR	%	type	>=70	ENR	%	ACT concatenated findings
BS	а	694	821	85%	FA10	496	604	82%	F-F	471	564	84%	85% (694 of 821) 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	25	40	63%	FA10: F-F = 84% (471 of 564); ONL = 63% (25 of 40);
					SP11	198	217	91%	F-F	123	136	90%	SP11: F-F = 90% (123 of 136); ONL = 93% (75 of 81);
									ONL	75	81	93%	
BS	b	590	665	89%	FA10	150	180	83%	F-F	142	166	86%	89% (590 of 665) 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	8	14	57%	FA10: F-F = 86% (142 of 166); ONL = 57% (8 of 14);
					SP11	440	485	91%	F-F	384	423	91%	SP11: F-F = 91% (384 of 423); ONL = 90% (56 of 62);
									ONL	56	62	90%	
BS	С	174	197	88%	FA10	72	82	88%	F-F	68	75	91%	88% (174 of 197) 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	4	7	57%	FA10: F-F = 91% (68 of 75); ONL = 57% (4 of 7);
					SP11	102	115	89%	F-F	62	71	87%	SP11: F-F = 87% (62 of 71); ONL = 91% (40 of 44);
									ONL	40	44	91%	
BS	d	205	219	94%	FA10	68	72	94%	F-F	64	65	98%	94% (205 of 219) 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	4	7	57%	FA10: F-F = 98% (64 of 65); ONL = 57% (4 of 7);
					SP11	137	147	93%	F-F	103	112	92%	SP11: F-F = 92% (103 of 112); ONL = 97% (34 of 35);
									ONL	34	35	97%	
BS	е	538	617	87%	FA10	137	171	80%	F-F	118	137	86%	87% (538 of 617) 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	19	34	56%	FA10: F-F = 86% (118 of 137); ONL = 56% (19 of 34);
					SP11	401	446	90%	F-F	360	401	90%	SP11: F-F = 90% (360 of 401); ONL = 91% (41 of 45);
									ONL	41	45	91%	
BS	f	380	435	87%	FA10	137	166	83%	F-F	118	140	84%	87% (380 of 435) 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	19	26	73%	FA10: F-F = 84% (118 of 140); ONL = 73% (19 of 26);
					SP11	243	269	90%	F-F	177	198	89%	SP11: F-F = 89% (177 of 198); ONL = 93% (66 of 71);
									ONL	66	71	93%	

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Action Plans

ACT										Impacted criteria																		
Course #	Course Title	Instructor	Sem	Туре	Assessment	Action Plan					Gen	eral							Α	D					B	BS		
course #	course nue	instructor	Jein	туре	Tool	ACTION Plan	а	b	с	d	e f	fg	h	i	j ŀ	а	b	с	d	e f	g	h	ia	b	с	d	е	f
ACT 262	Architectural Design I	Miranda Grieder	Spring 2011	F-F		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. Action plan is to improve student-teacher communication about the requirements of the assessment.									×	×												x
ACT 465	Architectural Design IV	Miranda Grieder	Fall 2010	F-F	6. HW#4	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. Sample size too small to warrant an action plan.	x								×	×			x								x	
AEC315		Dr. Fairuz Shiratuddin	Fall 2010	ONL	1 Paper	The percentages were lower than the anticipated 80% level were primarily because of students who failed the course. They failed either due to non-submission of work, poor quality of work or did not do well in the exams. A more rigorous reminder system should be introduced to increase the level of awareness of students.	x	x	x		×	x				x	×			×	×	×	>	×	×		x	x
AEC315		Dr. Fairuz Shiratuddin	Fall 2010	ONL	2 Exam	The percentages were lower than the anticipated 80% level were primarily because of students who failed the course. They failed either due to non-submission of work, poor quality of work or did not do well in the exams. A more rigorous reminder system should be introduced to increase the level of awareness of students.		x	x	x	x x	×	x	x	××	x	x			×	x	x	x>	×	x	x	x	x