Building Arts - AS

Enhanced Comprehensive Academic Program Review 2016-17

Associate in Science Degrees:
Architectural Design and Construction Technology
Drafting and Design Technology

Certificates:
Sustainable Design
Drafting

Academic Effectiveness and Assessment
St. Petersburg College

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Enhanced Comprehensive Academic Program Review Produced by

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Executive Summary

Introduction

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

Program Descriptions

SPC's Associate in Science degree in Architectural Design and Construction Technology blends practical skills with management training to prepare students for a career as a construction manager, planner or contractor, job superintendent or foreman, or construction or building inspector. SPC's flexible program lets students choose courses based on their career goals. Some courses also satisfy the requirement of the Construction Industry License Board for Continuing Units. SPC's Associate in Science degree in Drafting and Design Technology combines technical skills with management and business training to prepare students to work as a drafter in the offices of architects, general contractors, civil and mechanical firms, municipal government and consulting firms. Students will gain valuable insights through a co-op work experience.

Degrees Offered

Associate in Science Degrees in Architectural Design and Construction Technology and Drafting and Design Technology are offered at SPC. Certificates in Sustainable Design and Drafting are also offered at SPC.

Program Performance

- *Actual Course Enrollment* decreased in 2015 (483) from the previous year (556).
- *Unduplicated Headcount* increased in 2015 (174) from the previous year (171).
- *SSH Enrollment* decreased in 2015 (1,088) from the previous year (1,284).
- Comparisons between the Fall semesters indicated that the *Percent Full Metric* increased in Fall 2016 (48.0%) from Fall 2015 (39.7%).
- The *course success rate* decreased in 2015 (85.3%) from the previous year (88.8%).
- *Grade Distribution* indicated that the majority of students (75%) received an 'A', 'B' or 'C' during 2015.
- The Building Arts – AS program has identified the following *Industry Certification:* Certified SolidWorks Associate and Certified AutoDesk User. Annual attainment goals for this industry are provided within the body of this document.
- *Internship Enrollment* for BCN 2949 had students in Spring 2016 (16) and Fall 2016 (5).
- *Program Plans Taken by Plan* revealed that more than a quarter of the students who were enrolled in the program during fall 2014, and had not graduated, remained in the program by fall 2015. By fall 2016, less than ten percent of the original (fall 2014) ARCH-AS students remained in the program. This measure does not display the number of students who graduated during any given term. *Program Plans Taken by Plan* revealed that one-third of the students who were

enrolled in the program during fall 2014, and had not graduated, remained in the program by fall 2015. By fall 2016, more than ten percent of the original (fall 2014) DRAFT-AS students remained in the program. This measure does not display the number of students who graduated during any given term.

- The number of *program graduates* in the Building Arts – AS program increased in 2015 for ARCH (16) and DRAFT (7) from the previous year (5 and 4, respectively). The number of *program graduates* in the Building Arts – CT program increased in 2015 for BCNST (17), but decreased for DRAFT (1) from the previous year (7 and 3, respectively).
- *Fulltime Faculty* taught 43.4% of the ECHs in 2015-16 as compared to 36.8% in 2014-15. Adjunct Faculty taught 56.6% of the ECHs in 2015-16 as compared to 63.2% in 2014-15.
- The highest semester for Adjunct ECHs was Spring 2014-15 in which adjunct faculty taught 68.9% of the program's course load. The three-semester average for adjuncts (56.6%) is not consistent with the College's general 55/45 Fulltime/Adjunct Faculty Ratio guideline.

Occupation Profile

- Three *occupation descriptions,* First-line supervisors of construction and extraction workers, Architectural and civil drafters, and Construction and building inspectors were located in the Florida Department of Economic Opportunity (DEO) website for the Building Arts – AS program.
- The *2016 median hourly earnings* for First-line supervisors of construction and extraction workers was $27.22 in Florida and $25.94 in Pinellas County. The *2016 median hourly earnings* for Architectural and civil drafters was $23.22 in Florida and $21.62 in Pinellas County. The *2016 median hourly earnings* for Construction and building inspectors was $27.71 in Florida and $24.46 in Pinellas County.
- *Employment trend information* for First-line supervisors of construction and extraction workers showed an average annual increase (16.4% - 16.5%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Architectural and civil drafters showed an average annual increase (6.5% - 7.5%) for the period between 2016 and 2024 across the state and county. *Employment trend information* for Construction and building inspectors showed an average annual increase (13.7% - 16.4%) for the period between 2016 and 2024 across the state and county.
  The *major employers* of the Building Arts – AS graduates include Bandes Construction, Biltmore Construction, Castillo Construction, City of Clearwater, City of Dunedin, City of Largo, City of Tampa, Clearwater Housing Authority, Creative Contractors, Dave Rapp Construction, Home Depot, J.J Morgan, Kokolakis Contraction, L.B Custon Design, Mark Tenney Construction, P.J Callaghan Construction, Pineda Plumbing, Pinellas County Engineering Department, Raymond James, Seacoast Construction, St. Petersburg College, Woodring Construction.
- *Total Placement* in the Architectural Design and Construction Technology – AS program was not available for 2014-15. *Total Placement* in the Drafting and Design Technology – AS program remained the same in 2014-15 and 2013-14 (100%).

- *State Graduates data* were not available for the Architectural Design and Construction Technology program in 2014-15, with the exception of the Placement Rate. Although the total number of students who completed one of the eleven Drafting and Design Technology programs in 2014-15 was not fully available at the time of this report, *State Graduates data* indicated that 26 graduates had some matching data and were employed. Fifty-four percent (54%) of those state graduates were employed at least a full quarter.

Academics

- The *2015-16 Academic Program Assessment Report* indicated that the desired results were met for all six Program Learning Outcomes (PLOs) assessed in the Architectural Design and Construction Technology – AS Program and the Drafting and Design Technology – AS Program.
- The *2015-16 Academic Program Assessment Follow-Up Report* draft has not yet been completed for the Architectural Design and Construction Technology – AS Program. The *2015-16 Academic Program Assessment Follow-Up Report* for the Drafting and Design Technology – AS program was completed in May 2017. None of the actions were completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

Stakeholder Perceptions

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. These results suggest general overall satisfaction with the courses within the Building Arts – AS program; specifically, as they relate to faculty engagement, preparation and organization, and course instruction.
- Twenty-six *Recent Alumni surveys* were provided to the 2014-15 graduates of the Building Arts – AS program. Twenty-seven percent of the graduates responded to the survey (7 of the 26). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.
  Notable results include:
  - 42.9% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to "Get a promotion"; 28.6% selected "Obtain employment"; 14.3% selected "Change career fields"; while the remaining 14.3% selected "Meet certification/training needs".
  - 28.6% of recent graduate survey respondents indicated that SPC did "Exceptionally well" in helping them meet their goal; another 28.6% selected "Very well"; while the remaining 42.9% said "Adequately".
  - 85.7% of recent graduate survey respondents would recommend SPC's Building Arts program to another.

- Two *employer surveys* were sent based on permissions provided by recent graduates in the 2014-15 recent alumni survey. One-hundred percent of the employers surveyed responded to the survey.
  Notable results include:
  - 100.0% of employers responding to the survey indicated they would hire another graduate from SPC.
  - 50.0% of employers responding to the survey had graduate employees who earned $25.00 or more per hour ($52,000 or more annually); another 50.0% had employees who earned between $15.00 and $19.99 per hour ($31,000 and $41,999 annually).
- *Labor Insight/Jobs* reports indicated the majority of workforce openings during the past six months, for Construction Supervisors; Architectural drafters; Civil drafters; Building inspectors; and Architect technicians were in Clearwater, FL. The top skills listed in the openings were AutoCAD and building codes; and the top industry sector was `Public Administration.'

Dean's Perspective: Issues, Trends, and Recent Successes

The Building Arts (BA) division within the College of Engineering, Manufacturing, Building Arts at SPC provides students with the knowledge and skills necessary to gain employment in the architecture and construction industry. Our goal is to develop students into productive employees and lifelong learners. We aim to provide courses, degrees and certificates that are directly applicable to the skillsets required by area employers.

The Building Arts program at Saint Petersburg College is a successful program with tremendous impact. Continued success of the program will depend on experiential learning opportunities, placement of students in research experiences, internships, and other high impact learning environments. These opportunities are a defining feature of the program and should be maintained and expanded proportionately with enrollment growth.

Recommendations/Action Plan

Program Recommendations and action plans are compiled by the Dean and Program Administrators, and are located at the end of the document.

SPC Mission Statement

The mission of St. Petersburg College is to promote student success and enrich our communities through education, career development and self-discovery. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over eighty-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

Institutional Effectiveness

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Department of Academic Effectiveness works with all departments and units to establish measurable statements of intent that are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish

its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

Educational Assessment

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus of Associate in Arts degrees is students continuing on to four-year degree programs. The Associate in Science programs are targeted towards students seeking employable skills, which does not require but may include continuing on to a four-year program. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans have improved learning in their program. The College has developed an Educational Assessment Website http://www.spcollege.edu/edoutcomes/ to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

Program Review Process

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the Florida College System, and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools Commission on Colleges (SACSCOC) review procedures.

State guidelines require institutions to conduct program reviews every seven years as mandated in chapter 1001.03(13) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

> *(13) …CYCLIC REVIEW OF POSTSECONDARY ACADEMIC PROGRAMS.--The State Board of Education shall provide for the cyclic review of all academic programs in Florida College System institutions at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution's mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

> *(5) …Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected outcomes are achieved, and shall be the basis for necessary improvements.*

The recommended program review timeline at SPC is four years and is aligned with the long-standing three-year academic program assessment cycle, producing a coherent and integrated review process. Figure 1

represents the relationship between program assessment, program review, and the viability report processes that comprise the academic program assessment cycle.

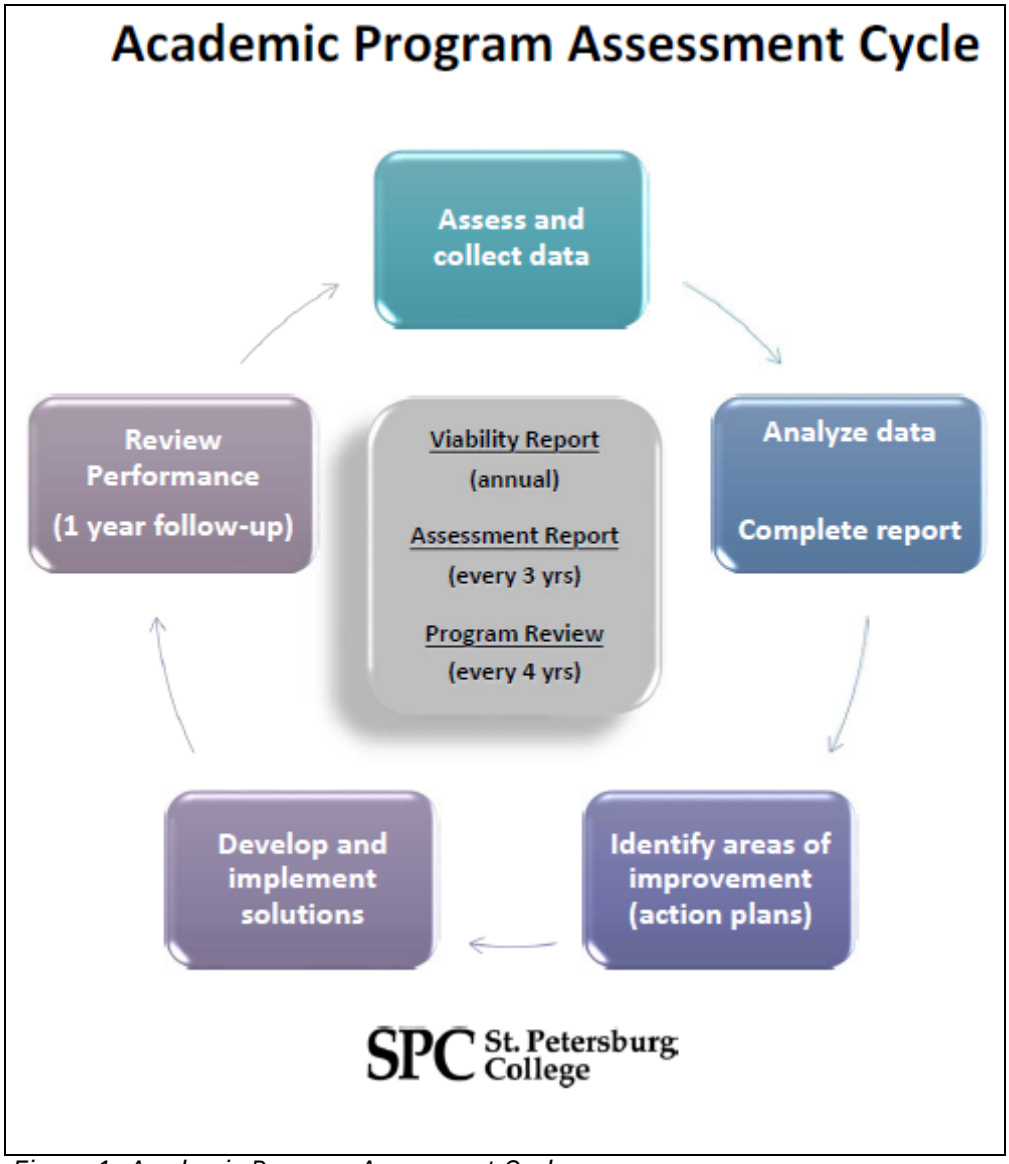


Figure 1: Academic Program Assessment Cycle

Program Descriptions

SPC's Associate in Science degree in Architectural Design and Construction Technology blends practical skills with management training to prepare students for a career as a construction manager, planner or contractor, job superintendent or foreman, or construction or building inspector. SPC's flexible program lets students choose courses based on their career goals. Some courses also satisfy the requirement of the Construction Industry License Board for Continuing Units. SPC's Associate in Science degree in Drafting and Design Technology combines technical skills with management and business training to prepare students to work as a drafter in the offices of architects, general contractors, civil and mechanical firms, municipal government and consulting firms. Students will gain valuable insights through a co-op work experience.

Degrees Offered

Associate in Science Degrees in Architectural Design and Construction Technology, and Drafting and Design Technology are offered at SPC. Certificates in Sustainable Design and Drafting are also offered at SPC.

For a complete listing of all courses within the Building Arts Program, please see Appendix A.

Accreditation

No accreditation information is on file for the Building Arts program.

Program Learning Outcomes

Architectural Design and Construction Technology (AS)

1. Reading and interpreting construction drawings and specifications.
2. Evaluating, analyzing, and choosing appropriate building materials, and describing their proper methods of installation.
3. Interpreting and applying building code requirements to general and specific conditions.
4. Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.

5. Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and project supervision.
6. Describing the history, culture, construction, materials and methods that are characteristic to specific periods of architectural history.

Drafting and Design Technology (AS)

1. Implementing the AutoCAD commands and utility features needed to create and interpret construction drawings.
2. Evaluating, analyzing, and choosing appropriate building materials, and describing their proper methods of installation.
3. Interpreting and applying building code requirements to general and specific conditions.
4. Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.
5. Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and
6. Describing the methods that are characteristic to building design, including construction and materials.

Measure Descriptions

The CAPR reports include twenty-three measures designed to provide an overview of all the various elements pertaining to the program. The source of the information for nine of the first ten measures is the Program Review CAPR Dashboard in the SPC Pulse/Business Intelligence system. Sources for the remaining measures can be found within their measure description. Measures obtained from SPC Pulse/Business Intelligence were extracted in fall 2016. Each measure is described in detail below.

Measure #1: *Actual Course Enrollment (Enrollment Count)*
Actual Course Enrollment is the sum of actual student enrollment for the courses within the specified Academic Organization during the selected academic years. This number is a duplicated headcount of students enrolled in the program's courses, and does not reflect the actual number of students enrolled in the program or its associated certificates (if applicable). The filters for the Actual Course Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #2: *Unduplicated Headcount*
Unduplicated Headcount is the total number of unduplicated students enrolled in courses within the specified Academic Organization during the selected academic years. The filters for the Unduplicated Headcount measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #3: *SSH Enrollment*
Student Semester Hours (SSH) Enrollment is defined as the total number of student semester hours in the specified Academic Organization during the selected academic years. The filters for the SSH Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #4: *Percent Full*
The Percent Full metric is the actual enrollment count of the specified Academic Organization divided by the Standard Course Load (SCL) for the selected academic terms. The filters for the Percent Full metric are as follows:

- **Academic Year - Term Desc - Multi:** 2015-16 Fall, Spring, Summer; 2016-17 Fall
- **College - Group - Acad Org - Subject:** Academic Organization
- **Class Status:** Active, Full, Stop Further Enrollment
- **All other filters:** All

Measure #5: *Course Success (Performance)*
The Performance measure is defined as the number of students successfully completing a course with a grade of A, B, or C (success rate), divided by the total number of students enrolled in courses within the Academic Organization during the selected academic years. The filters for the Performance measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Undergraduate
- **College - Group - Acad Org - Subject:** Academic Organization
- **All other filters:** All

Measure #6: *Grade Distribution*
The Grade Distribution measure reports the number of students receiving an A, B, C, D, F, N, W, or WF in courses within the academic program plan during the selected academic years. The filters for the Grade Distribution measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #7: *Industry Certification Attainment*
The Industry Certification Attainment measure reports the number of students in the program plan that have attained an industry certification or have passed a licensing exam. *Source: SPC Factbook, Table 9; Workforce database of student certifications.*

Measure #8: *Internship Enrollment (Course Groups)*
The Internship Enrollment measure reports the number of students enrolled in clinical, practicum, or internship courses within the program plan during the selected academic years. The filters for the Internship Enrollment measure are as follows:

- **Academic Year - Term Desc - Multi:** 2015-16 Fall, Spring, Summer; 2016-17 Fall
- **Academic Plan - Multi:** Program Plan
- **All other filters:** All

Measure #9: *Program Plans Taken by Plan*
The Program Plans Taken by Plan measure reports the number of students in the specified program plan in a selected cohort (by Term) that have continued in the plan, and the number of students that have since transferred to other plans, for the selected academic terms or years. The filters for the Program Plans Taken by Plan measure are as follows:

- **Student Cohort Student Term History Academic Year-Term Desc:** 2014-15 Fall
- **Enroll History Acad Term Desc (must be same as above):** 2014-15 Fall
- **Student Term History Academic Plan:** Applicable Program plan
- **Comparison Filters**
  Academic Year - Term Desc - Multi: 2014-15 Fall, Spring, Summer; 2015-16 Fall, Spring, Summer; 2016-17 Fall
- **All other filters:** All

Measure #10: *Graduates*
The Graduates measure depicts the total number of graduates within specified program plan(s) associated with the Academic Organization, for the selected academic years. The filters for the Graduates measure are as follows:

- **Academic Year - Term Desc - Multi:** 2012, 2013, 2014, 2015
- **Graduation Degree Plan Subplan - Multi:** All Applicable Program Plans
- **All other filters:** All

Measure #11: *Faculty/Adjunct Ratio*
The Faculty/Adjunct Ratio measure reports the number and percentage of program equated credit hours (ECHs) taught by the individual faculty classifications. *Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).*

Measure #12: *Revenue and Expenses (will be available by December 2017)*

Measure #13: *Capital Expenditures (will be available by December 2017)*

Measure #14: *State and County Trends and Wage Information*
Employment trend information is reported by state and county. Jobs (2016) refers to the average annual job openings due to growth and net replacement; % Change (2016-2024) depicts the percent change in the number of annual job openings during the eight-year period; and Median Earnings refers to the average earnings for the specified job title. *Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections*

Measure #15: *Major Employers*
Major employers consist of the primary local employers of SPC graduates. These names are obtained from the Recent Alumni Survey Report and Program Administrators.

Measure #16: *Total Placement*
Total Placement is the percentage of students who have enlisted in the military, are continuing their education, or are employed in their field within the first year of graduation. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #17: *State Graduates Outcomes*
State graduates outcomes provide reference data for the employment trend data. Specifically, data on former students and program participants who have graduated, exited or completed a public or training program within the State of Florida are documented. *Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml.*

Measure #18: *Educational Outcomes*
End-of-program assessment data that are reported in the program's most recent Academic Program Assessment Report (APAR) are summarized and reported with

the program's learning outcomes, means of assessment, and information about the program's next assessment report.

Measure #19: *Three-Year Course Review* ***(will be available by December 2017)***

Measure #20: *Student Survey of Instruction*
The Student Survey of Instruction (SSI) is electronically distributed to all students enrolled in traditional classroom sections, lab courses and self-paced or directed individual study, and online courses at the College. The purpose of the SSI is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

Measure #21: *Recent Alumni Survey*
Recent alumni surveys are administered to measure alumni satisfaction with SPC's education programs. The Recent Alumni Survey collects information related to career preparation, preparation for continuing education, and the current employment information and educational status of former students. Recent Alumni are surveyed six months after they graduate from SPC.

Measure #22: *Employer Survey*
Employer surveys are used to measure employer satisfaction with SPC graduates. Employers evaluate graduates from Bachelor of Science/Bachelor of Applied Science (BS/BAS), Associate in Science/Associate in Applied Science (AA/AS), and certificate programs. Surveys are sent to employers of recent graduates annually each spring semester.

Measure #23: *Labor Insight/Jobs*
Labor Insight/Jobs provides a variety of reports which are based on current workforce openings. Reports are available by occupations, top titles, education and experience, top skills, top industry sectors, top employers, salary distributions, and job counts. Filters allow the user to select a timeframe, geographic location, and job title. A license is required to access Burning Glass at *http://laborinsight.burning-glass.com/*

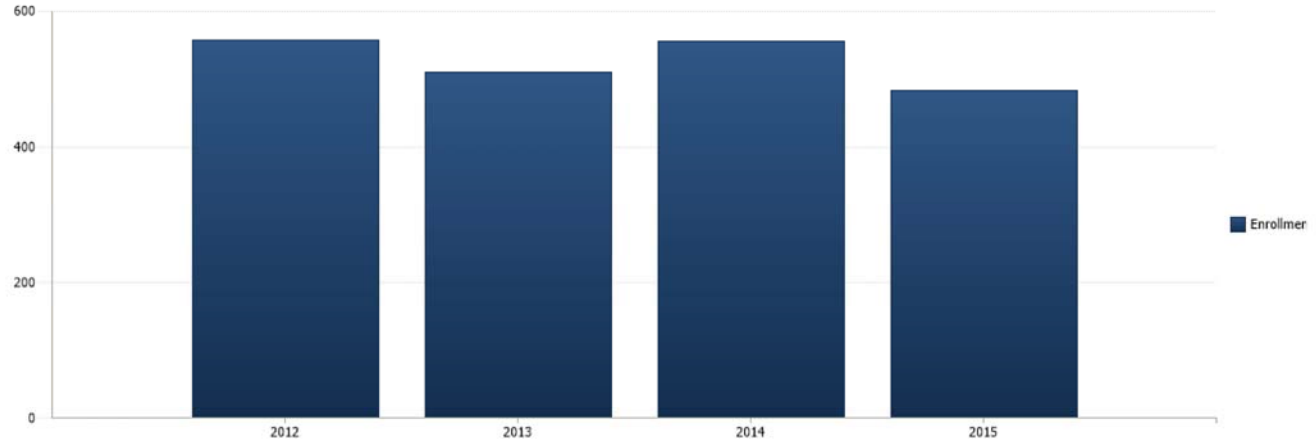
Program Performance

CAPR > Enrollment

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Enrollment Count Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Class Academic Career...



Enrollment Count

Student Term Career - Program - Plan - Subplan: **UGRD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Class Academic Career...

Term Academic Year - Term Desc	Enrollment Count
2012	558
2013	509
2014	556
2015	483

Student System Cube Refresh

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CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Academic Plan - Multi: All

College - Group - Acad Org - Subject: BLDARTS-LD

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

Student Group: All

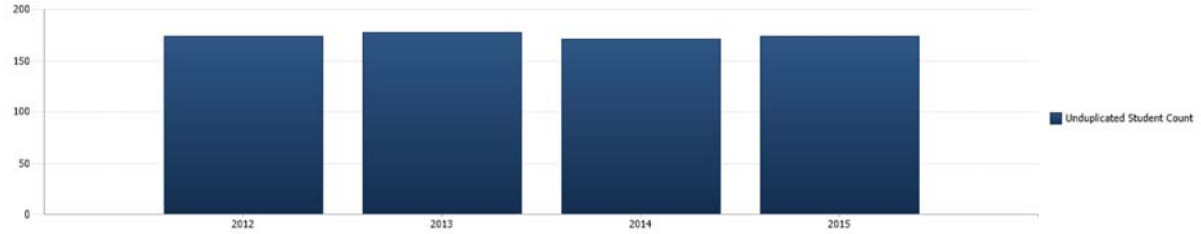
Course Group: All

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

Unduplicated Student Count Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic ...



Unduplicated Student Count

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic ...

Term Academic Year - Term Desc	Unduplicated Student Count
2012	174
2013	178
2014	171
2015	174

Student System Cube Refresh

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Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: BLDARTS-LD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

Student Group: All

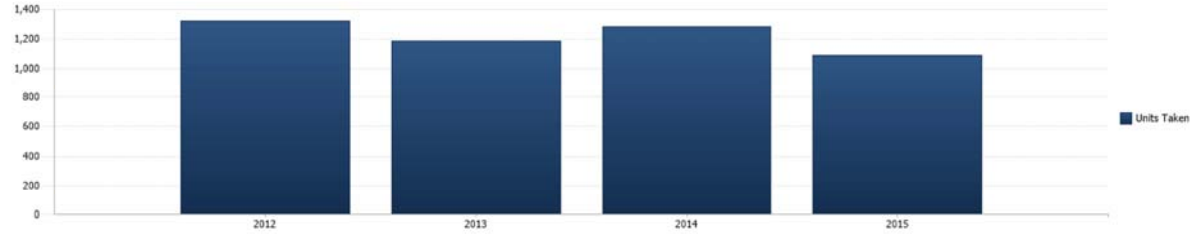
Course Group: All

Academic Program Viability Report > Enrollment

Enrollment | Performance | Percent Full | Graduates | Course Groups

SSH Enrollment Graph

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic ...



SSH Enrollment

Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Class Academic ...

Term Academic Year - Term Desc	Units Taken
2012	1,321
2013	1,189
2014	1,284
2015	1,088

Student System Cube Refresh

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Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: BLDARTS-LD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

Student Group: All

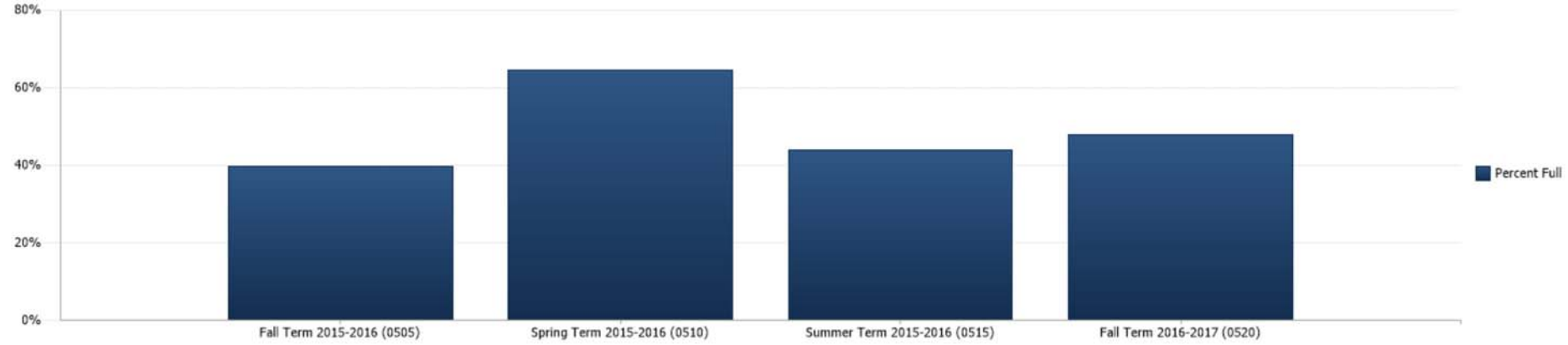
Course Group: All

Academic Program Viability Report > Percent Full

Enrollment | Performance | Percent Full | Graduates | Course Groups

Percent Full Metric Graph

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**



Percent Full Metric by Instructional Method

Class Status: **Active**, **Full**, **Stop Further Enrollment**, Class Academic Group: **LD**, **UD**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog Nbr: **BLDARTS-LD**, Filter empty rows and columns

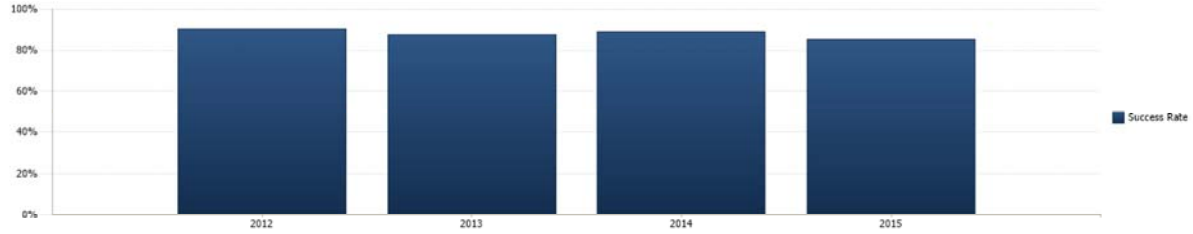
		All		
Term Academic Year - Term Desc	Measures		Face-to-Face	Independent Study
Fall Term 2015-2016 (0505)	Enrollment Count	211	192	19
Fall Term 2015-2016 (0505)	Standard Course Load	532	388	144
Fall Term 2015-2016 (0505)	Percent Full	39.7%	49.5%	13.2%
Spring Term 2015-2016 (0510)	Enrollment Count	174	158	16
Spring Term 2015-2016 (0510)	Standard Course Load	270	260	10
Spring Term 2015-2016 (0510)	Percent Full	64.4%	60.8%	160.0%
Summer Term 2015-2016 (0515)	Enrollment Count	98	89	9
Summer Term 2015-2016 (0515)	Standard Course Load	223	180	43
Summer Term 2015-2016 (0515)	Percent Full	43.9%	49.4%	20.9%
Fall Term 2016-2017 (0520)	Enrollment Count	166	161	5
Fall Term 2016-2017 (0520)	Standard Course Load	346	336	10
Fall Term 2016-2017 (0520)	Percent Full	48.0%	47.9%	50.0%

Academic Program Viability Report > Performance

Enrollment | Performance | Percent Full | Graduates | Course Groups

Success Rate Graph

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog ...



Performance

Student Term Career Desc - Program Desc - Plan Desc - Subplan Desc: **Undergraduate**, Grade Success Rate Grading Basis: **Y**, Class College School Dept - Academic Group Desc - Academic Organization - Subject Catalog ...

Term Academic Year - Term Desc	Enrollment Count	Success Rate	Withdrawal Rate	F Rate	WF Rate
2012	558	90.5%	3.8%	2.5%	2.3%
2013	507	87.4%	4.5%	3.9%	3.6%
2014	556	88.8%	2.5%	6.1%	2.0%
2015	483	85.3%	3.9%	7.7%	0.6%

Student System Cube Refresh

Last Refresh: 9/30/2016 5:07:08 AM

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Career - Program - Plan - Subplan - Multi: Undergraduate

College - Group - Acad Org - Subject: BLDARTS-LD

Course Instructional Method: All

Student Type (FTIC): All

Age Group: All

Ethnic Group: All

Gender: All

Student Group: All

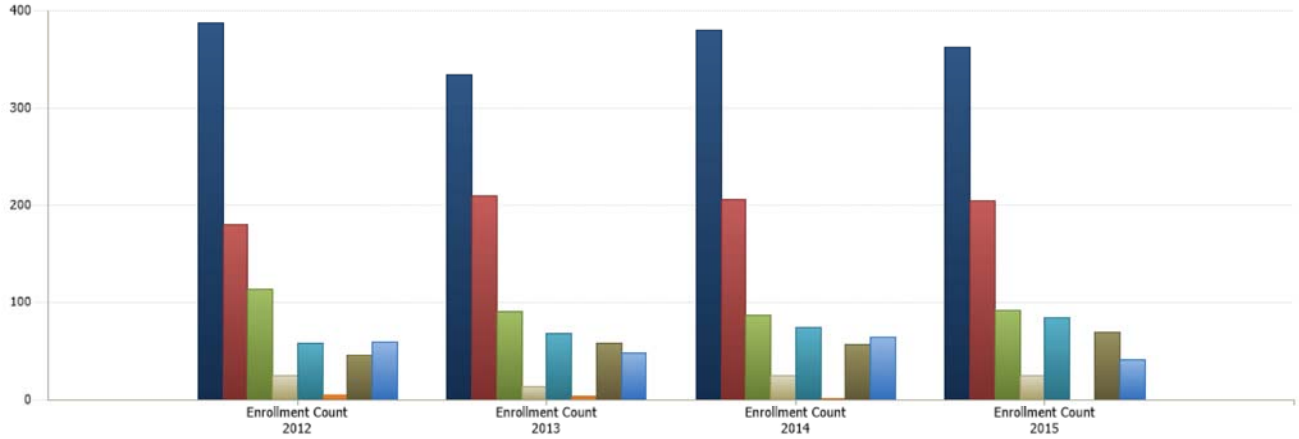
Course Group: All

CAPR > Grade Distribution

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Student Grade Distribution Graph

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **ARCH-AS**, **BCNST-CT**, **DRAFT-AS**, **DRAFT-CT**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **YX**.



Student Grade Distribution

Student Term Career - Program - Plan - Subplan: **UGRD**, Academic Plan: **ARCH-AS**, **BCNST-CT**, **DRAFT-AS**, **DRAFT-CT**, Grade Success Rate Grading Basis: **Y**, Grade Success Rate Grade Input: **YX**.

	Enrollment Count								
	All								
Term Academic Year - Term Desc		A	B	C	D	F	N	W	WF
2012	873	388	180	113	24	58	5	46	59
2013	825	334	210	90	14	68	3	58	48
2014	893	380	206	86	25	74	1	57	64
2015	878	363	205	91	25	84		69	41

Student System Cube Refresh

Last Refresh: 4/25/2017 6:43:55 AM

CAPR Process Document

CAPR Process Document

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Campus Description: All

Academic Plan - Multi: ARCH-AS, BCNST-CT, DRAFT-AS, DRAFT-CT

Course Instructional Method: All

Student Type (FTIC): All

Class Academic Group: All

Age Group: All

Ethnic Group: All

Gender: All

Student Group: All

Course Group: All

Certifications **Architectural Design & Construction Technology AS** **Engineering Technology AS** **Drafting & Design Technology AS**	**Earned 2013 - 14**	**Earned 2014 -15**	**Goal 2015 -16**	**Earned 2015-16**
Certified SolidWorks Associate	3	15	15	8
Certified AutoDesk User			10	13

View: **Course Groups**
Date: **10/3/2016**
Dashboard: **Course Groups**
Parameter: **Fall Term 2015-2016 (0505),Spring Term 2015-2016 (0510),Summer Term 2015-2016 (0515),Fall Term 2016-2017 (0520),All,Undergraduate,BLDARTS-LD,All,All,All,All,All,All**

	Fall Term 2015-2016 (0505)		Spring Term 2015-2016 (0510)		Summer Term 2015-2016 (0515)		Fall Term 2016-2017 (0520)	
Class Course Group - Subject Catalog Nbr	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes	Unduplicated Student Count	Number of Classes
BCN2949			16	1			5	1

CAPR > Program Plans Taken by Plan

Enrollment | Performance | Percent Full | Graduates | Grade Distribution | Course Groups | Program Plans Taken by Plan

Program Plans Taken by Plan

Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2014-2015 (0490)**, Student Term History Academic Plan: **ARCH-AS**, Student Term History Academic Year - Term Desc: **Fall**..

	Fall Term 2014-2015 (0490)	Spring Term 2014-2015 (0495)	Summer Term 2014-2015 (0500)	Fall Term 2015-2016 (0505)	Spring Term 2015-2016 (0510)	Summer Term 2015-2016 (0515)	Fall Term 2016-2017 (0520)	Spring Term 2016-2017 (0525)
Academic Plan	Unduplicated Student Count ↑	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	82	59	22	40	35	17	30	23
ARCH-AS	82	49	13	22	17	5	6	5
GEN-AA		4	3	5	3	2	5	2
ENRCH-NO								1
BCNST-CT							1	
BUS-AS		1						1
BUS-TR		1	1	3	3	2	2	
DIG-AS					1	1	1	1
DRAFT-AS							2	
ENG-AS					1	1	1	1
ENGINE-TR		1		3	3	1	2	1
HSA-AS			1	1				
HUS-AS							1	1
MGTORG-BAS					1			2
SUSMGT-BAS		3	4	6	6	5	9	8

Student System Cube Refresh

Last Refresh: 4/25/2017 6:43:55 AM

CAPR Process Document

CAPR Process Document

Cohort Selection Filters

Student Term History Academic Year-Term Desc: Fall Term 2014-2015 (0490)

Enroll History Acad Term Desc (must be same as above): Fall Term 2014-2015 (0490)

Student Term History Academic Plan: ARCH-AS

Student Term History FTIC: All

Student Term History Enrollment Type: All

Student Term History Total Cumulative Units: All

Cohort Selection Filters

Student Enroll History Instructional Modality: All

Student Term History Part Full Time: All

Student Term History Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

Comparison Filters

Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term...

CAPR > Program Plans Taken by Plan

Program Plans Taken by Plan

Student Enrollment History Class Academic Career: **UGRD**, Class Academic Career: **UGRD**, Student Enrollment History Academic Year - Term Desc: **Fall Term 2014-2015 (0490)**, Student Term History Academic Plan: **DRAFT-AS**, Student Term History Academic Year - Term Desc: Fa...

	Fall Term 2014-2015 (0490)	Spring Term 2014-2015 (0495)	Summer Term 2014-2015 (0500)	Fall Term 2015-2016 (0505)	Spring Term 2015-2016 (0510)	Summer Term 2015-2016 (0515)	Fall Term 2016-2017 (0520)	Spring Term 2016-2017 (0525)
Academic Plan	Unduplicated Student Count ↑	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count	Unduplicated Student Count
All	27	20	7	18	14	8	10	7
DRAFT-AS	27	16	7	9	7	3	3	2
ARCH-AS				2				
BUS-BS				1		1	1	
BUS-TR				1	1	1		
CAD-CT				1			1	1
EMS-AS					1	1		
ENG-AS		1		2	2	1	1	2
ENRCH-NO		1			1		1	
GEN-AA		2		2	2	1	2	2
MGTORG-BAS							1	

Student System Cube Refresh

Last Refresh: 4/25/2017 6:43:55 AM

CAPR Process Document

CAPR Process Document

Cohort Selection Filters

Student Term History Academic Year-Term Desc: Fall Term 2014-2015 (0490)

Enroll History Acad Term Desc (must be same as above): Fall Term 2014-2015 (0490)

Student Term History Academic Plan: DRAFT-AS

Student Term History FTIC: All

Student Term History Enrollment Type: All

Student Term History Total Cumulative Units: All

Cohort Selection Filters

Student Enroll History Instructional Modality: All

Student Term History Part Full Time: All

Student Term History Age Group: All

Ethnic Group: All

Gender: All

Custom Cohort: All

Comparison Filters

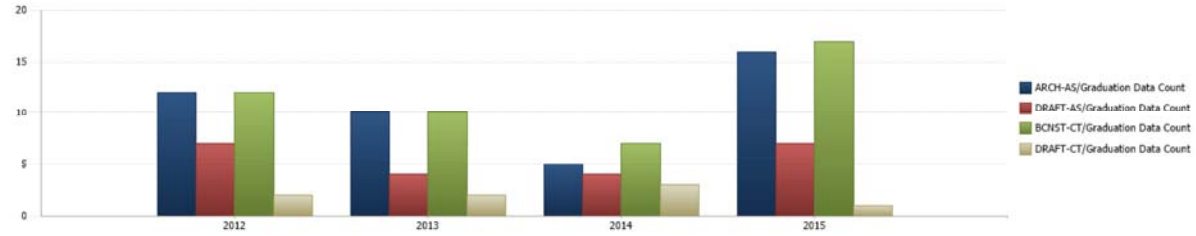
Academic Year - Term Desc - Multi: Fall Term 2014-2015 (0490), Spring Term...

Academic Program Viability Report > Graduates

Enrollment | Performance | Percent Full | Graduates | Course Groups

Overall Graduates Trend

No background selections exist, Filter empty series and bottom axis items



Overall Graduates Count

No background selections exist, Filter empty rows and columns

Graduation Degree - Plan - Sub Plan	Measures	2012	2013	2014	2015
ARCH-AS	Graduation Data Count	12	10	5	16
DRAFT-AS	Graduation Data Count	7	4	4	7
BCNST-CT	Graduation Data Count	12	10	7	17
DRAFT-CT	Graduation Data Count	2	2	3	1

Student System Cube Refresh

Last Refresh: 9/30/2016 5:07:08 AM

Academic Year - Term Desc - Multi: 2012, 2013, 2014, 2015

Graduation Degree Plan Subplan - Multi: ARCH-AS, DRAFT-AS, BCNST-CT, DRAFT-CT

Age Group: All

Gender: All

Ethnic Group: All

Custom Cohort: All

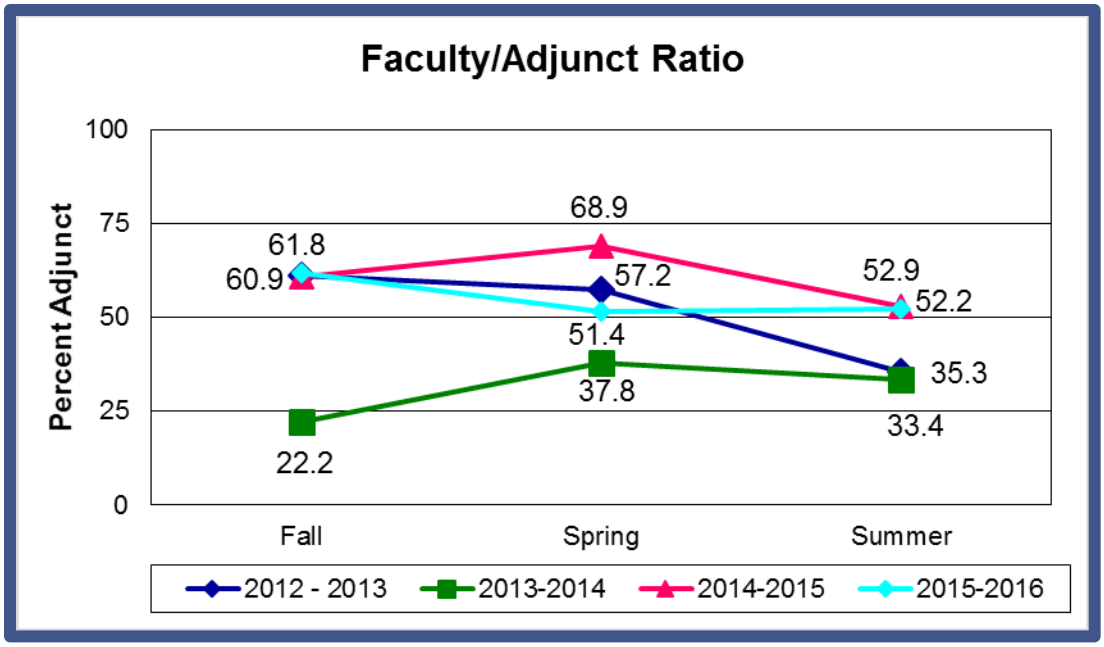
Student Group: All

Faculty/Adjunct Ratio

Equated Credit Hours by Faculty Classification

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2012-2013	18.4	39.1%	0.0	0.0%	28.6	60.9%
Spring 2012-2013	15.4	30.8%	6.0	12.0%	28.6	57.2%
Summer 2012-2013	11.0	64.7%	0.0	0.0%	6.0	35.3%
2012-2013 Total	44.8	39.3%	6.0	5.3%	63.2	55.5%
Fall 2013-2014	24.9	52.5%	12.0	25.3%	10.5	22.2%
Spring 2013-2014	19.2	38.2%	12.0	23.9%	19.0	37.8%
Summer 2013-2014	11.7	65.2%	0.3	1.4%	6.0	33.4%
2013-2014 Total	55.8	48.3%	24.3	21.0%	35.5	30.7%
Fall 2014-2015	18.3	39.1%	0.0	0.0%	28.5	60.9%
Spring 2014-2015	18.8	31.1%	0.0	0.0%	41.6	68.9%
Summer 2014-2015	10.7	47.1%	0.0	0.0%	12.0	52.9%
2014-2015 Total	47.7	36.8%	0.0	0.0%	82.1	63.2%
Fall 2015-2016	17.6	38.2%	0.0	0.0%	28.5	61.8%
Spring 2015-2016	17.0	48.6%	0.0	0.0%	18.0	51.4%
Summer 2015-2016	6.4	47.8%	0.0	0.0%	7.0	52.2%
2015-2016 Total	41.0	43.4%	0.0	0.0%	53.5	56.6%

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).



Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S_FACRAT).

Occupation Profile

Occupation Descriptions

The occupation description for First-line supervisors of construction and extraction workers (471011) used by the DEO is shown below:

Directly supervise and coordinate activities of construction or extraction workers.

The occupation description for Architectural and civil drafters (173011) used by the DEO is shown below:

Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Utilize knowledge of building materials, engineering practices, and mathematics to complete drawings.

The occupation description for Construction and building inspectors (192041) used by the DEO is shown below:

Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing.

State and County Trends and Wage Information

The distribution of 2016 wage information for First-line supervisors of construction and extraction workers, Architectural and civil drafters, and Construction and building inspectors is located in the table below. The median hourly earnings for First-line supervisors of construction and extraction workers was $27.22 in Florida and $25.94 in Pinellas County. The median hourly earnings for Architectural and civil drafters was $23.22 in Florida and $21.62 in Pinellas County. The median hourly earnings for Construction and building inspectors was $27.71 in Florida and $24.46 in Pinellas County.

Employment trend information for occupations related to Building Arts are also provided in the tables. An average annual increase in employment for First-line supervisors of construction and extraction workers (16.4% - 16.5%) is shown for the period between 2016 and 2024, across the state

and county. An average annual increase in employment for Architectural and civil drafters (6.5% - 7.5%) is shown for the period between 2016 and 2024, across the state and county. An average annual increase in employment for Construction and building inspectors (13.7% - 16.4%) is shown for the period between 2016 and 2024, across the state and county.

Employment Data

Growth for First-line supervisors of construction and extraction workers

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	44,715	16.4%	$27.22/hr
Pinellas County	1,872	16.5%	$25.94/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Architectural and civil drafters

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	6,802	7.5%	$23.22/hr
Pinellas County	169	6.5%	$21.62/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

Growth for Construction and building inspectors

	Jobs (2016)	% Change (2016-2024)	Median Earnings
Florida	7,120	16.4%	$27.71/hr
Pinellas County	300	13.7%	$24.46/hr

Source: Florida Department of Economic Opportunity (DEO) http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

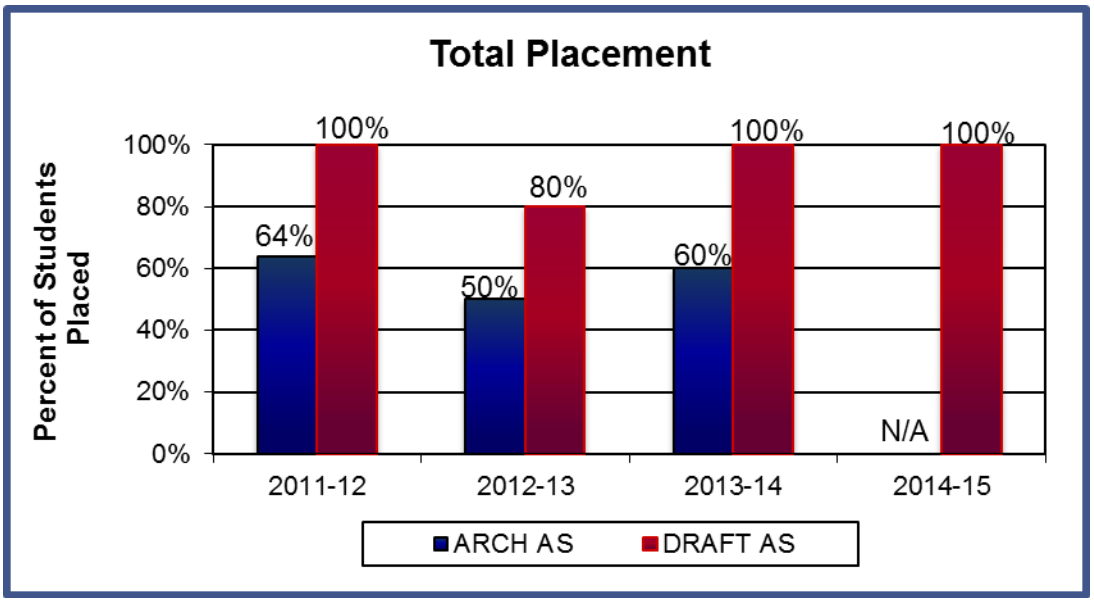
Major Employers

Graduates of SPC's Building Arts – AS program are employed in various areas related to their field. The primary local employers of these graduates are depicted in the table below.

Major Employers

Employers of Building Arts - AS Graduates
Bandes Construction
Biltmore Construction
Castillo Construction
City of Clearwater
City of Dunedin
City of Largo
City of Tampa
Clearwater Housing Authority
Creative Contractors
Dave Rapp Construction
Home Depot
J.J Morgan
Kokolakis Contraction
L.B Custon Design
Mark Tenney Construction
P.J Callaghan Construction
Pineda Plumbing
Pinellas County Engineering Department
Raymond James
Seacoast Construction
St. Petersburg College

2015-16 Placement Data



BLDARTS AS				
	ARCH AS	ARCH %	DRAFT AS	DRAFT %
2011-12	14	64%	2	100%
2012-13	6	50%	5	80%
2013-14	5	60%	2	100%
2014-15	10	N/A	N/A	100%

Source: FETPIP Follow-up Outcomes [*http://www.fldoe.org/fetpip/ccs.asp*](http://www.fldoe.org/fetpip/ccs.asp)

State Graduates Outcomes

Architectural Design and Construction Technology Program Graduates 2014-15 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
Florida Southwestern State College	****	****	****	57%	****	****	50%
Florida State College at Jacksonville	****	****	****	100%	****	N/A	0%
Indian River State College	****	****	****	100%	****	N/A	0%
Miami Dade College	****	N/A	N/A	0%	****	****	100%
Northwest Florida State College	****	N/A	N/A	0%	N/A	N/A	0%
Pensacola State College	****	****	****	80%	****	****	60%
Seminole State College of Florida	****	****	****	71%	****	****	50%
St. Johns Rover State College	****	****	****	100%	***	****	100%
Hillsborough Community College	****	****	****	89%	****	****	25%
St. Petersburg College	11	****	****	***	10	****	***
Total	**11**	**0**	**0**	**N/A**	**10**	**0**	**0%**

****Total completers was not available at the time of this report.
***Percentages were not available at the time of this report.

Source: FETPIP Florida College System Vocational Reports[*http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml*](http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml)

Drafting and Design Technology Program Graduates 2014-15 Outcomes by Florida Community College

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
Pasco-Hernando County State College	****	****	****	67%	****	****	33%
Eastern Florida State College	14	10	****	***	12	****	***
College of Central Florida	****	****	****	100%	****	****	100%
Daytona State College	****	****	****	100%	****	****	89%
Northwest Florida State College	****	****	****	50%	****	****	50%
Florida Southwestern State College	****	****	****	100%	****	N/A	0%
Indian River State College	****	****	****	100%	****	N/A	0%
Seminole State College of Florida	****	****	****	83%	****	****	80%
Tallahassee Community College	****	****	****	40%	****	****	67%
Valencia College	19	16	14	74%	18	11	61%
St. Petersburg College	****	****	****	75%	****	****	100%

Florida Community College	Total Completers	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr	FETPIP Pool	# Training Related (Employed, Education, or Military)	Placement Rate
Total	**33**	**26**	**14**	**54%**	**30**	**11**	**37%**

****Total completers was not available at the time of this report.
***Percentages were not available at the time of this report.

Source: FETPIP Florida College System Vocational Reports http://www.fldoe.org/accountability/fl-edu-training-placement-info-program/fl-college-system-vocational-reports.stml

Academics

Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Architectural Design and Construction Technology – AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the six PLOs is listed below:

1. Reading and interpreting construction drawings and specifications.
2. Evaluating, analyzing, and choosing appropriate building materials, and describing their proper methods of installation.
3. Interpreting and applying building code requirements to general and specific conditions.
4. Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.
5. Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and project supervision.
6. Describing the history, culture, construction, materials and methods that are characteristic to specific periods of architectural history.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Architectural Design and Construction Technology (AS) program used the results of the End of Co-operative Education Review. The criteria for success stated that students should attain a minimum score of 4.0 or greater on each category of the evaluation, with 90% of students expected to meet this threshold.

Data were collected during 2013-14, 2014-15, and 2015-16. The students whom were assessed achieved a minimum score of 4.0 on the End of Co-operative Education Review on all six PLOs and met the criteria for success.

The 2015-16 follow-up report draft has not yet been completed.

For the complete 2015-16 Architectural Design and Construction Technology Program Assessment Report, please see Appendix B.

Educational Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AS/BS/BAS program every three years to evaluate the quality of the program's educational outcomes. The Drafting and Design Technology – AS program was evaluated through an Academic Program Assessment Report (APAR).

Each of the Program Learning Outcomes (PLOs) was evaluated during the 2015-16 assessment. Each of the six PLOs is listed below:

1. Implementing the AutoCAD commands and utility features needed to create and interpret construction drawings.
2. Evaluating, analyzing, and choosing appropriate building materials, and describing their proper methods of installation.
3. Interpreting and applying building code requirements to general and specific conditions.
4. Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.
5. Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and
6. Describing the methods that are characteristic to building design, including construction and materials.

Means of Assessment

The purpose of the End of Program assessment is to make summative interpretations for program improvement.

The Drafting and Design Technology (AS) program used the results of the End of Co-operative Education Review. The criteria for success stated that students should attain a minimum score of 4.0 or greater on each category of the evaluation.

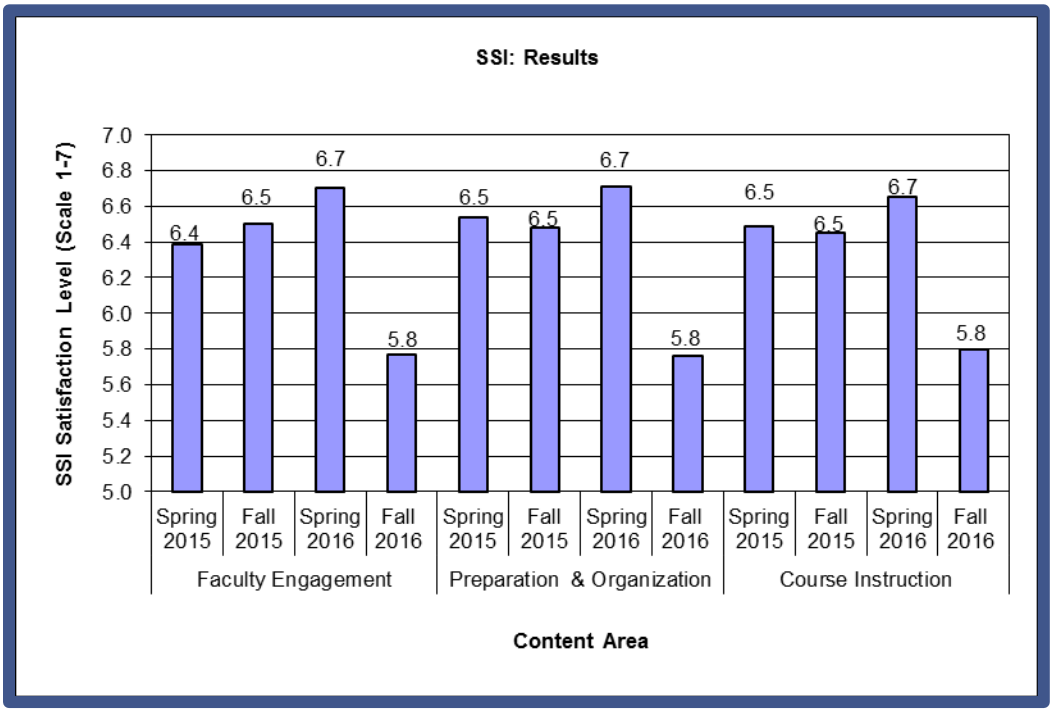
Data were collected during 2013-14, 2014-15, and 2015-16. The students whom were assessed achieved a minimum score of 4.0 on the End of Co-operative Education Review on all six PLOs and met the criteria for success.

The 2015-16 follow-up report was completed in May 2017. None of the actions were successfully completed, and the results published in the 2015-16 follow-up report. The next assessment report is scheduled to be completed during the 2018-19 academic year.

For the complete 2015-16 Drafting and Design Technology Program Assessment Report, please see Appendix B.

Stakeholder Perceptions

Student Survey of Instruction (SSI)



Source: St. Petersburg College Student Survey of Instruction database

St. Petersburg College
SPC

Building Arts

2015-16 Alumni Survey Report

Survey of 2014-15 Graduates

- *A.S. Degrees: Architectural Design & Construction Technology, Drafting & Design Technology*
- *Certificates: Building Construction Technology, Drafting Technology*

Alumni Survey Information

Graduates are sent one survey to complete, even in cases where they may have earned multiple degrees within the same year. In these cases, the reported number of surveys sent and responses received are counted once per degree or certificate awarded to the student.

Twenty-six Alumni Surveys were provided to the 2014-15 graduates of the Building Arts program. Responses were received from 4 A.S. graduates and 3 Certificate completers.

Twenty-seven percent (7/26) of the graduates surveyed responded to the survey. After receiving permission from the respondents to contact their employers, two employer surveys were sent out. Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100.0% (5/5) of recent graduate survey respondents, who were employed, were employed full-time.
- 60.0% (3/5) of recent graduate survey respondents had a current position related to their studies.
- 42.9% (3/7) of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *"Get a promotion"*; 28.6% (2/7) *"Obtain employment"*; 14.3% (1/7) *"Change career fields"*; and 14.3% (1/7) *"Meet certification/training needs"*.
- 66.7% (4/6) of recent graduate survey respondents indicated that their SPC degree allowed them to *"Continue my education"*; 16.7% (1/6) *"Change career fields"*; 16.7% (1/6) *"Earn more money"*; and 16.7% (1/6) *"Meet certification/training needs"*. [Note: The total may exceed 100% as this question allows multiple responses]
- 28.6% (2/7) of recent graduate survey respondents indicated that SPC did "*Exceptionally well"* in helping them meet their goal; 28.6% (2/7) *"Very well"*; and 42.9% (3/7) *"Adequately"*.
- 40.0% (2/5) of recent graduate survey respondents indicated that they earned $25.00 or more per hour ($52,000 or more annually); 40.0% (2/5) earned $20.00-$24.99 per hour ($42,000-$51,999 annually); and 20.0% (1/5) earned $15.00-$19.99 per hour ($31,000-$41,999 annually).
- 57.1% (4/7) of recent graduate survey respondents indicated they are continuing their education.

- 85.7% (6/7) of recent graduate survey respondents would recommend SPC's Building Arts program to another.
- An evaluation of Building Arts graduates' general education outcomes is displayed in Table 1. Graduates indicated satisfaction with their college preparation in the area of general education outcomes. Three outcomes received a mean score of 5.0, ten received mean scores between 4.6 and 4.9, seven received mean scores between 4.1 and 4.4, two received mean scores between 3.7 and 3.9, and three received a mean score of 3.4.

Table 1
College Preparation Ratings for Recent Building Arts Program Graduates

General Education Outcomes (Five point rating scale with five being the highest)	*Item Ratings*		
	N	*Mean*	*SD*
Communicating clearly and effectively with others through:			
Speaking	7	4.4	0.5
Listening	7	4.6	0.8
Reading	7	4.4	0.8
Writing	7	4.4	0.8
Your use of mathematical and computational skills:			
Comfortable with mathematical calculations	7	3.4	0.5
Using computational skills appropriately	7	3.7	0.5
Accurately interpreting mathematical data	7	3.4	0.5
Using the following forms of technology:			
Email	7	4.6	0.5
Word Processing	7	4.4	0.8
Spreadsheets	7	3.9	1.2
Databases	7	3.4	1.4
Internet Research	7	4.3	1.1
Thinking logically and critically to solve problems:			
Gathering and assessing relevant information	7	4.6	0.5
Inquiring about and interpreting information	7	5.0	0.0
Organizing and evaluating information	7	5.0	0.0
Analyzing and explaining information to others	7	4.6	0.5
Using information to solve problems	7	5.0	0.0

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings		
	N	Mean	SD
Working effectively with others in a variety of settings:			
Participating as a team player (e.g., group projects)	7	4.7	0.5
Working well with individuals from diverse backgrounds	7	4.9	0.4
Using ethical courses of action	7	4.9	0.4
Demonstrating leadership skills	7	4.4	0.5
Appreciating the importance of lifelong learning:			
Showing an interest in career development	7	4.7	0.8
Being open to new ideas and challenges	7	4.1	0.9
Willingness to take on new responsibilities	7	4.9	0.4
Pursuing additional educational opportunities	7	4.9	0.4

St. Petersburg College
SPC

Building Arts

2015-16 Employer Survey Report

Employer Survey of 2014-15 Graduates

Employer Survey Information

Although employers are surveyed one time per graduate, some graduates may have earned multiple awards. Therefore, the number of surveys administered and responses received are reported for each degree or certificate the student was awarded.

Two employer surveys were sent out to employers based on the permission provided by recent graduates in the 2014-15 recent graduate survey. One-hundred percent of the employers surveyed responded to the survey (2/2). Not all respondents answer every survey question; therefore, the percentages listed below represent the responses to each survey question in relation to the total number of responses received for each question.

Notable results include:

- 100% (2/2) of employers responding to the survey indicated they would hire another graduate from SPC.
- 50.0% (1/2) of employers responding to the survey had graduate employees who earned $25.00 or more per hour ($52,000 or more annually); and 50.0% (1/2) had employees who earned $15.00-$19.99 per hour ($31,000-$41,999 annually).
- An employer evaluation of Building Arts graduates' general education outcomes is displayed in Table 1. Employers indicated high levels of satisfaction with graduates' general education outcomes. Six outcomes received a mean score of 5.0, twelve received a mean score of 4.5, six received a mean score of 4.0, and one received a mean score of 3.0.

Table 1

Employer Competency Ratings for Recent Building Arts Graduates

General Education Outcomes (Five point rating scale with five being the highest)	*Item Ratings*			
	N	*Mean*	*SD*	*N/A**
Communicate clearly and effectively with others through:				
Speaking	2	5.0	0.0	0
Listening	2	4.5	0.7	0
Reading	2	5.0	0.0	0
Writing	2	5.0	0.0	0
Use mathematical and computational skills:				
Comfortable with mathematical calculations	2	5.0	0.0	0
Uses computational skills appropriately	2	5.0	0.0	0
Accurately interprets mathematical data	2	5.0	0.0	0

General Education Outcomes (Five point rating scale with five being the highest)	Item Ratings			
	N	Mean	SD	N/A*
Use the following forms of technology:				
E-mail	2	4.5	0.7	0
Word Processing	1	3.0	N/A	1
Spreadsheets	2	4.5	0.7	0
Databases	2	4.0	1.4	0
Internet Research	2	4.5	0.7	0
Think logically and critically to solve problems				
Gathers and assesses relevant information	2	4.5	0.7	0
Inquires and interprets information	2	4.5	0.7	0
Organizes and evaluates information	2	4.5	0.7	0
Analyzes and explains information to others	2	4.5	0.7	0
Uses information to solve problems	2	4.5	0.7	0
Work effectively with others in a variety of settings:				
Participates as team player (e.g., groups projects)	2	4.0	1.4	0
Works well with individuals from diverse backgrounds	2	4.0	1.4	0
Uses ethical courses of action	2	4.0	1.4	0
Demonstrates leadership skills	2	4.0	1.4	0
Appreciate the importance of lifelong learning:				
Shows interest in career development	2	4.5	0.7	0
Open to new ideas and challenges	2	4.0	1.4	0
Willing to take on new responsibilities	2	4.5	0.7	0
Pursues additional educational opportunities	2	4.5	0.7	0

**The survey allowed employers to select N/A if a competency was not applicable for an employee.*

LABOR INSIGHT/JOBS

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Job Title

Last 60 days **AND (** ***MSA*** *: Tampa-St. Petersburg-Clearwater, FL (Metropolitan Statistical Area)* **)AND (** ***Title with*** *: construction supervisor* OR ***Title with*** *: architectural drafter* OR ***Title with*** *: civil drafter* OR ***Title with*** *: building inspector* OR ***Title with*** *: architect technician* OR ***Title with*** *: drafting* **)**

Top Cities

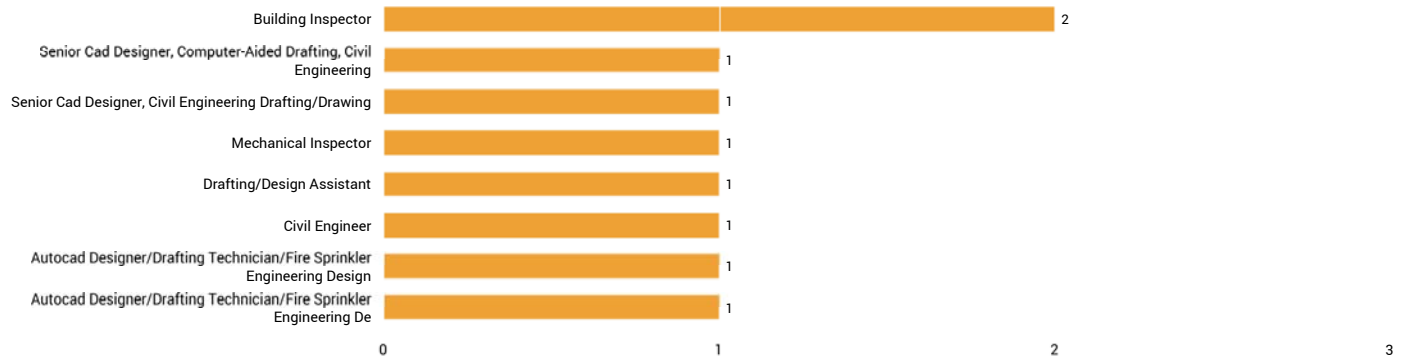
Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 9 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

City | Numbers

Top Titles

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 9 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.

Numbers



Education and Experience

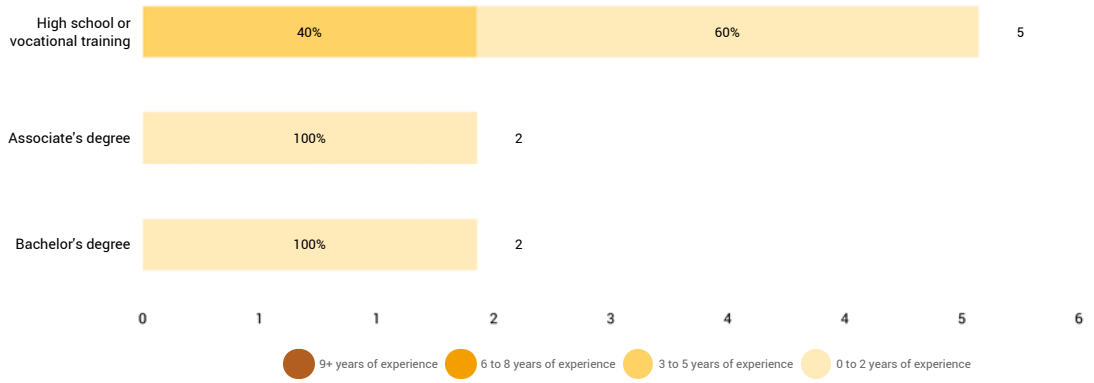
Note: 44% of records have been excluded because they do not include both a degree level and experience requirements. As a result, the chart below may not be representative of the full sample.

This report provides information on both the preferred and minimum/required education levels listed in job postings. For this reason, a job posting may be counted in more than one of the educational categories shown belc

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)

There are 9 postings available with the current filters applied.

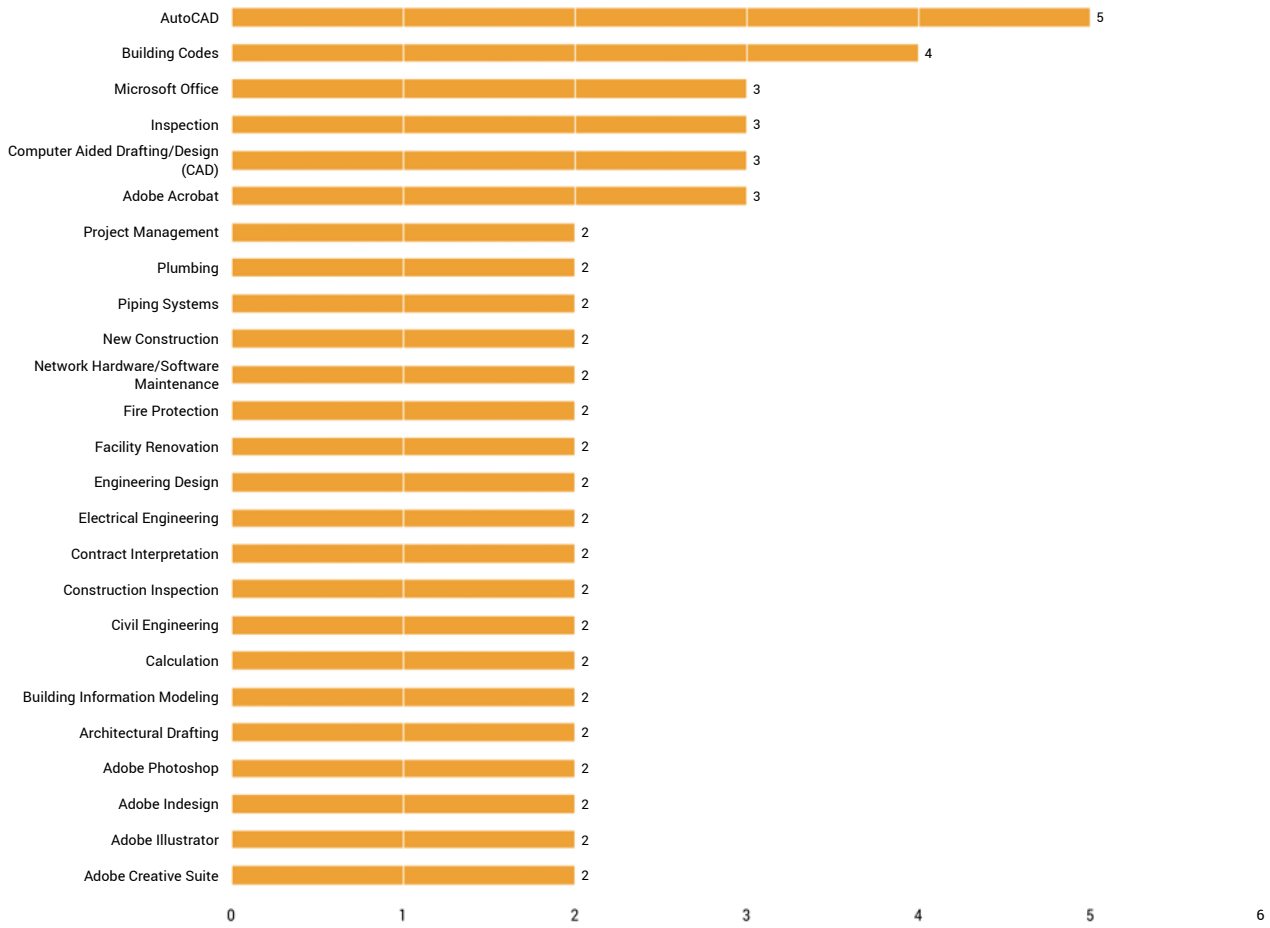
There are 4 unspecified or unclassified postings.



Top Skills

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 9 postings available with the current filters applied.
There are 1 unspecified or unclassified postings.

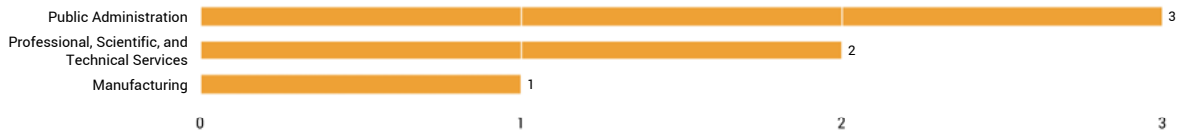
Specialized Skills | Numbers



Top Industry Sectors

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 9 postings available with the current filters applied.
There are 3 unspecified or unclassified postings.

Numbers



Top Employers

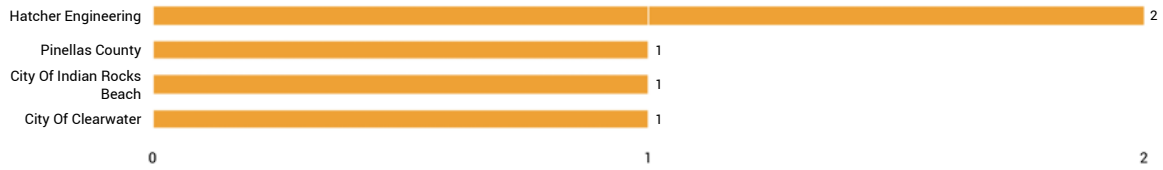
Note: 44% of records have been excluded because they do not include an employer. As a result, the chart below may not be representative of the full sample.

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)

There are 9 postings available with the current filters applied.

There are 4 unspecified or unclassified postings.

Numbers



Salary Distribution

Note: 56% of records have been excluded because they do not include salary information. As a result, the chart below may not be representative of the full sample.

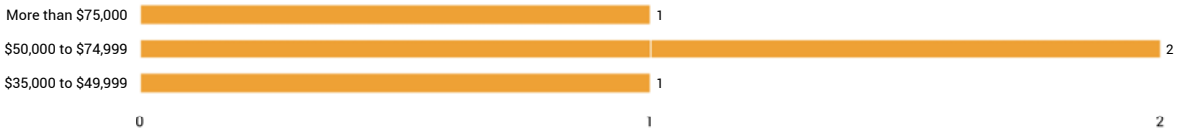
Mean real-time salary = N/A

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)

There are 9 postings available with the current filters applied.

There are 5 unspecified or unclassified postings.

Numbers



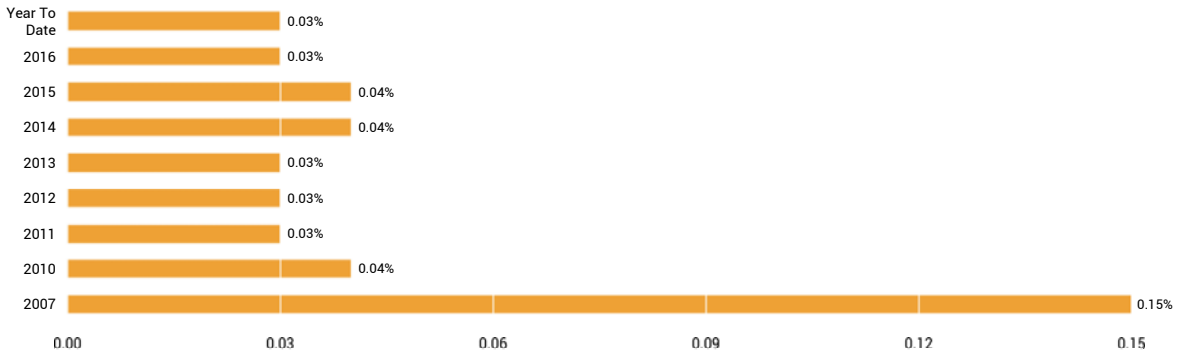
*This report uses data from real-time job postings. Salary figures are prorated to reflect full-time, annual wage status. For additional salary data by occupation from the Bureau of Labor Statistics, please refer to the summa occupation category on the "Create reports" tab.

Job Counts By Year

This report shows data for the following time periods: 2007, 2010, 2011, 2012, 2013, 2014, 2015 and 2016. Any active time period filters have not been applied. Percentages shown are out of the total number of postings fc
Please also note that these results reflect point-in-time data and are subject to change as improvements are made to our aggregation and reporting methodologies. Burning Glass does not recommend use of this data for ti

Percentages

Feb. 13, 2017 - Apr. 13, 2017 (Data not available after Apr. 11, 2017)
There are 9 postings available with the current filters applied.
There are 0 unspecified or unclassified postings.



Program Action Plan

Program: Building Arts, AS

Date Completed: May 2017

Prepared By: Natavia Middleton

I. Action Plan Items:

	Action Item	Measure Addressed	Completion Date	Responsible Party
1	To get a 10% increase in enrollment in each A.S. degrees will be facilitated by an increased collaboration with Dunedin High School's Architecture and Building Arts program. The advisory board can help disseminate the new marketing material to local and state professional societies and business networks.	SSH Enrollment	December 2018	Lara Sharp, Natavia Middleton
2	Improve retention rates by improving success rates by 10% and decrease W/WF rates by 10%	Course Success/W-WF-F Rates	December 2018	Lara Sharp, Robert Hudson, Susan Elftman, Natavia Middleton

3	Teach-out Drafting AS degree and certificate	Unduplicated Headcount	Spring 2021	Lara Sharp, Natavia Middleton

II. Special Resources Needed:

None

III. Area(s) of Concern/Improvement:

The program needs marketing to create materials for the Building Arts and Architecture program.

Natavia Middleton, Dean

10/2/2017
Date

References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards.* Retrieved October 2002, from the Division of Community Colleges Web site: http://www.firn.edu/doe/rules/6A-14.htm

Contact Information

Please address any questions or comments regarding this evaluation to:

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Executive Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3118
crawford.sabrina@spcollege.edu

Appendices

PROGRAM OF STUDY

Engineering and Building Arts Department
Architectural Design and Construction Technology
Associate in Science
ARCH-AS

Effective Beginning Catalog Term: Spring 2014 (0480)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Lara Sharp, Program Director
(727) 398-8256

Program Summary

A balance of practical skills and management training prepares successful AS degree candidates for careers in contractors' or architects' offices, building construction administration, or self-employment in the construction industry. The program is very flexible, allowing the student to choose electives that are most suited to their career goals. Some of the courses satisfy the requirement of the Construction Industry License Board for Continuing Education Units. Classes are conveniently offered days, evenings and weekends.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Information is not Currently Available

AS GENERAL EDUCATION REQUIREMENTS **Communications - Composition**		**Credits**
	Complete 3 credits from the approved General Education Composition I coursework. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Communications - Speech**	**Credits**

	Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Social and Behavioral Sciences**		**Credits**
	Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Humanities and Fine Arts**		**Credits**
	Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Mathematics**		**Credits**
	Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Ethics**		**Credits**
	Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Computer/Information Literacy Competency**		**Credits**
	Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
Total Credits		**0**

AS GENERAL EDUCATION REQUIREMENTS **Enhanced World View**	**Credits**

	Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits		**0**

SUPPORT COURSES **Physical Science (Select 3 credits)**		**Credits**
	Complete 3 credits of coursework with CHM, ESC, GLY, PHY, or PSC prefix.	3
Total Credits		**3**

SUPPORT COURSES **Business (Select 9 credits)**		**Credits**
BUL 2131	Legal Environment of Business	3
BUL 2241	Business Law I	3
BUL 2242	Business Law II	3
GEB 1011	Introduction to Business	3
MAN 2340	Supervisory Management	3
REE 1040	Real Estate Principles and License Law	4
Total Credits		**9**

Complete 21 credits of Major Core Courses (3 credits from each of the 7 areas).

MAJOR CORE COURSES **Codes (Select 3 credits)**		**Credits**
BCN 1480	Hurricane Resistant Design for Residential Construction	1
BCN 2068	The A.D.A.: Primer for Contractors	1
BCN 2732	Occupational Safety and Health (OSHA) Standards for the Construction Industry	1
BCT 1760	Building Codes	2
BCT 2762	RCS-96 Hurricane Code	1
BCT 2764	SSTD 10-96 Deemed to Comply	1
Total Credits		**3**

MAJOR CORE COURSES **Drawing (Select 3 credits)**		**Credits**
ARC 1126C	Architectural Drawing I	3
BCN 1050	Building Specifications	1
BCN 1251C	Construction Drawing	3
BCN 1272	Blueprint Reading	2
ETD 1320C	Introduction to CAD	3
ETD 1340C	AutoCAD II	3
ETD 1350C	AutoCAD III 3-D Modeling	3
TAR 2122C	Advanced Construction Drawing	3

Total Credits		**3**

MAJOR CORE COURSES **Estimating (Select 3 credits)**		**Credits**
BCT 1770	Construction Estimating	3
BCT 2771	Advanced Estimating and Scheduling	3
Total Credits		**3**

MAJOR CORE COURSES **General (Select 3 credits)**		**Credits**
ARC 1701	Architectural History I	3
ARC 1702	Architectural History II	3
Total Credits		**3**

MAJOR CORE COURSES **Industry (Select 3 credits)**		**Credits**
BCN 1593	A Building's Life	2
BCN 2070	Avoiding & Resolving Construction Claims	1
BCT 2730	Job Site Superintending	3
TAR 1271	Professional Practice	3
Total Credits		**3**

MAJOR CORE COURSES **Materials (Select 3 credits)**		**Credits**
ARC 2461	Materials and Methods of Construction I	3
BCN 1057	Residential Heating, Ventilating & Air Conditioning (HVAC) Systems	1
BCN 1058	Residential Plumbing Systems	1
BCN 1059	Residential Electrical Systems	1
BCN 1592	Energy Efficient Building Construction for Florida's Climate	3
BCN 1596	Environmental Technology for Building Construction	2
BCN 1597	An Introduction to Solar Energy in Residential Construction	3
BCN 2052	Masonry Construction Methods	1
BCN 2053	Roofing Systems	1
BCN 2054	Construction Surveying Methods	1
BCN 2055	Concrete Construction Methods	1
BCN 2056	Steel Construction Methods	1
Total Credits		**3**

MAJOR CORE COURSES **Work Experience (Select 3 credits)**		**Credits**
BCN 1940	Construction Practicum	3
BCN 2949	Co-op Work Experience	1 - 3
TAR 1941	Architectural Drafting Practicum	3

TAR 2949	Co-op Work Experience	1 - 3
Total Credits		**3**

MAJOR ELECTIVE COURSES **Select 15 credits**		**Credits**
	Complete any courses with ARC, BCN, BCT or TAR prefix not already completed as Major Courses.	15
Total Credits		**15**

Total Credits	**66**

PID 367

PROGRAM OF STUDY

Engineering and Building Arts Department
Drafting and Design Technology Associate in Science
DRAFT-AS

Effective Beginning Catalog Term: Spring 2014 (0480)

The requirements below may not reflect degree requirements for continuing students. Continuing students should visit **My SPC** and view **My Learning Plan** to see specific degree requirements for their effective Catalog term.

Program Leadership Information

Lara Sharp, Program Director
(727) 398-8256

Program Summary

This program prepares students for careers in drafting as a professional in architect's offices, general contractor's offices, civil and mechanical firms, municipal government offices, and with consulting firms.

The program coverage includes courses related to architectural and building construction, codes and materials, structural and mechanical engineering, and CO-OP work experience.

The **Academic Pathway** is a tool for students that lists the following items:
• the recommended order in which to take the program courses
• suggested course when more than one option exists
• which semester each course is typically offered
• if the course has a prerequisite
• courses that may lead to a certificate (if offered in the program)

If you are starting the program this term, click here to access the recommended Academic Pathway.

If you have already started the program, click here for the archived Academic Pathways.

Please verify the Academic Pathway lists your correct starting semester.

Job-Related Opportunities

Information is not Currently Available

AS GENERAL EDUCATION REQUIREMENTS **Communications - Composition**		**Credits**
	Complete 3 credits from the approved General Education Composition I coursework. Minimum grade of "C" required. This requirement must be completed within the first 24 credits of coursework toward the AS degree.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Communications - Speech**	**Credits**

	Complete 3 credits from the approved General Education Speech coursework . Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Social and Behavioral Sciences**		**Credits**
	Complete 3 credits from the approved General Education Social and Behavioral Sciences coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Humanities and Fine Arts**		**Credits**
	Complete 3 credits from the approved General Education Humanities and Fine Arts coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Mathematics**		**Credits**
	Complete 3 credits from the approved General Education Mathematics coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Ethics**		**Credits**
	Complete 3 credits from the approved General Education Ethics coursework. Minimum grade of "C" required.	3
Total Credits		**3**

AS GENERAL EDUCATION REQUIREMENTS **Computer/Information Literacy Competency**		**Credits**
	Competency may be demonstrated by completing the Computer Information and Literacy Exam (CGS 1070T) OR by successful completion of one of the approved Computer/Information Literacy Competency courses. No minimum credits required.	
Total Credits		**0**

AS GENERAL EDUCATION REQUIREMENTS **Enhanced World View**	**Credits**

	Complete at least one 3-credit course intended to enhance the student's world view in light of an increasingly globalized economy. Minimum grade of "C" required. In some cases, this course may also be used to satisfy another General Education Requirement.	
Total Credits		**0**

SUPPORT COURSES **Physical Science (Select 3 credits)`**		**Credits**
	Complete 3 credits of coursework with CHM, ESC, GLY, PHY, or PSC prefix.	
Total Credits		**3**

SUPPORT COURSES **Business (Select 9 credits)**		**Credits**
BUL 2131	Legal Environment of Business	3
BUL 2241	Business Law I	3
BUL 2242	Business Law II	3
GEB 1011	Introduction to Business	3
MAN 2340	Supervisory Management	3
REE 1040	Real Estate Principles and License Law	4
Total Credits		**9**

MAJOR CORE COURSES **Drafting (Complete 12 credits)**		**Credits**
BCN 1251C	Construction Drawing	3
ETD 1320C	Introduction to CAD	3
ETD 1340C	AutoCAD II	3
ETD 1350C	AutoCAD III 3-D Modeling	3
Total Credits		**12**

Complete 12 credits of Major Core Courses (3 credits from each of the 4 areas).

MAJOR CORE COURSES **Drawing (Select 3 credits)**		**Credits**
ARC 1126C	Architectural Drawing I	3
BCN 1050	Building Specifications	1
BCN 1272	Blueprint Reading	2
TAR 2122C	Advanced Construction Drawing	3
Total Credits		**3**

MAJOR CORE COURSES **Codes (Select 3 credits)**		**Credits**
BCN 1480	Hurricane Resistant Design for Residential Construction	1
BCN 2068	The A.D.A.: Primer for Contractors	1

BCN 2732	Occupational Safety and Health (OSHA) Standards for the Construction Industry	1
BCT 1760	Building Codes	2
BCT 2762	RCS-96 Hurricane Code	1
BCT 2764	SSTD 10-96 Deemed to Comply	1
Total Credits		**3**

MAJOR CORE COURSES **Materials (Select 3 credits)**		**Credits**
ARC 2461	Materials and Methods of Construction I	3
BCN 1057	Residential Heating, Ventilating & Air Conditioning (HVAC) Systems	1
BCN 1058	Residential Plumbing Systems	1
BCN 1059	Residential Electrical Systems	1
BCN 2052	Masonry Construction Methods	1
BCN 2053	Roofing Systems	1
BCN 2054	Construction Surveying Methods	1
BCN 2055	Concrete Construction Methods	1
BCN 2056	Steel Construction Methods	1
Total Credits		**3**

MAJOR CORE COURSES **Work Experience (Select 3 credits)**		**Credits**
BCN 1940	Construction Practicum	3
BCN 2949	Co-op Work Experience	1 - 3
TAR 1941	Architectural Drafting Practicum	3
TAR 2949	Co-op Work Experience	1 - 3
Total Credits		**3**

MAJOR ELECTIVE COURSES **Select 8 credits**		**Credits**
	Complete any courses with ARC, BCN, BCT, ETD or TAR prefix not already completed as Major Courses.	8
Total Credits		**8**

Total Credits	**62**

PID 368

Program Assessment Report

Program: Architectural Design and Construction Technology
Report Year: 2015-16

Drafted by Lara Sharp on Aug 25, 2016

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

• Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
• Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
• Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Reading and interpreting construction drawings and specifications.

I. Use of Past Results

All the Architecture students were evaluated and the results for 2010-11 - 2012-13 indicated that theses students were successful in achieving MLO 1. The students have the option to choose a number of related classes, including BCN 1251C, BCN 1050, TAR 2122C, and ETD 1320C to address the interpretation and reading of the construction drawings and along with other specification requirements.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from "Practicum Notebooks" and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 1				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	13	4	6	3
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/2	2/2	6/0	3/0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 1				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	11	4	5	2
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	9/2	3/1	4/1	2/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 1				
	2015-16 Overall	Fall	Spring	Summer

~~Number of Students~~	~~11~~	~~3~~	~~7~~	~~1~~
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/0	3/0	7/0	1/0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Scoring is pretty consistent throughout the 3 years, which implies that the tool is relevant. Also, reading and interpreting construction drawings is integrated into many of the ARCH-AS program so students should be very effective at this skill. Most students who were below criteria never finished the required work, but these students only account for 13% of the total students for the year. The mean score of 4.5 is well above the standard of 3.0.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp / Aug 2017

#2: Evaluating, analyzing and choosing appropriate building materials, and describing their proper methods of installation.

I. Use of Past Results

All the Architecture students were evaluated and the results for 2010-11 - 2012-13 indicated that theses students were successful in achieving MLO 2. The students have the option to choose a number of related classes, including BCN 1251C, BCN 1050, and TAR 2122C, to address the appropriate topics related to building materials and methods of installation with other specification requirements.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2012-13

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 2				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	13	4	6	3
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/2	2/2	6/0	3/0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 2				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	11	4	5	2
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	9/2	3/1	4/1	2/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 2				
	2015-16 Overall	Fall	Spring	Summer

Number of Students	11	3	7	1
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/0	3/0	7/0	1/0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Scoring is pretty consistent throughout the 3 years, which implies that the tool is relevant. Materials is integrated into many of the ARCH-AS classes. Most students who were below criteria never finished the required work, but these students only account for 13% of the total students for the year. The mean score of 4.5 is well above the standard of 3.0.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp / Aug 2017

#3: Interpreting and applying building code requirements to general and specific conditions.

I. Use of Past Results

The Architecture students were evaluated and the results for 2010-11 - 2012-13 indicated that the students were successful in achieving MLO 3. The students are required to enroll in the BCT 1760 Building Code course. They can select, to address the building code requirements these other courses: BCN 1930,BCT 2066, BCT 2067, BCN 2068 and BCN 2732. All other major courses, with the BCT and BCN prefixes, reinforce the related topics to codes.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in

achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 3				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	13	4	6	3
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/2	2/2	6/0	3/0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 3				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	11	4	5	2
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	9/2	3/1	4/1	2/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 3				
	2015-16 Overall	Fall	Spring	Summer

Number of Students	11	3	7	1
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/0	3/0	7/0	1/0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Scoring is pretty consistent throughout the 3 years, which implies that the tool is relevant. Applying building code requirements is integrated into many of the ARCH-AS classes so students should be very effective at this skill. Most students who were below criteria never finished the required work, but these students only account for 13% of the total students for the year. The mean score of 4.5 is well above the standard of 3.0.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp / Aug 2017

#4: Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.

I. Use of Past Results

The Architecture students were evaluated and the results for 2010-11 - 2012-13 indicated that the students were successful in achieving MLO 4. The BCT 1777 Estimating course, along with the following courses reinforce MLO 4: BCN 1251C, BCN 1050, and TAR 2122C.

II. Methodology

Means of Assessment:

This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 4				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	13	4	6	3
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/2	2/2	6/0	3/0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 4				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	11	4	5	2
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	9/2	3/1	4/1	2/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 4				

	2015-16 Overall	Fall	Spring	Summer
Number of Students	11	3	7	1
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/0	3/0	7/0	1/0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Scoring is pretty consistent throughout the 3 years, which implies that the tool is relevant. Construction Estimating is a required course in the ARCH-AS program so students should be very effective at this skill. Most students who were below criteria never finished the required work, but these students only account for 13% of the total students for the year. The mean score of 4.5 is well above the standard of 3.0.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp / Aug 2017

#5: Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and project supervision.

I. Use of Past Results

The Architecture students were evaluated and the results for 2010-11 - 2012-13 indicated that the students were successful in achieving MLO 5. The students also take these industry practicum courses: BCT 2730 and TAR 1271, with the BUL 2231, BUL 2241, and BUL 2242 exposing the students to the construction and contract laws related to this MLO.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14. 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 5				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	13	4	6	3
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/2	2/2	6/0	3/0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 5				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	11	4	5	2
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/below criteria	9/2	3/1	4/1	2/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 5				

	2015-16 Overall	Fall	Spring	Summer
Number of Students	11	3	7	1
Mean Score	4.5/5	4.1/5	4.7/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/0	3/0	7/0	1/0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Scoring is pretty consistent throughout the 3 years, which implies that the tool is relevant. This learning objective had higher scores than expected because job supervision and project management are not required for the ARCH-AS degree. Most students who were below criteria never finished the required work, but these students only account for 13% of the total students for the year. The mean score of 4.5 is well above the standard of 3.0.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp / Aug 2017

#6: Describing the history, culture, construction, materials and methods that are characteristic to specific periods of architectural history.

I. Use of Past Results

The Architecture students were evaluated and the results for 2010-11 - 2012-13 indicated that the students were successful in achieving MLO 6. The architectural history courses, either ARC 1701 or ARC 1702, exposed the students to architectural history as well as the codes courses, like BCT 1760 and BCN 2068. The materials courses with a prefix of BCN, as well as the codes courses, BCT 1760 and BCN 2068 provide this background in architectural history.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts Department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 6				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	13	4	6	3
Mean Score	4.5/5	4.09/5	4.67/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/2	2/2	6/0	3/0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 6				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	11	4	5	2
Mean Score	4.5/5	4.09/5	4.67/5	5/5
Standard	3	3	3	3
Above/Below Criteria	9/2	3/1	4/1	2/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 6				

	2015-16 Overall	Fall	Spring	Summer
Number of Students	11	3	7	1
Mean Score	4.5/5	4.09/5	4.67/5	5/5
Standard	3	3	3	3
Above/Below Criteria	11/0	3/0	7/0	1/0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

Scoring is pretty consistent throughout the 3 years, which implies that the tool is relevant. Architectural History is a required course in the ARCH-AS program. Most students who were below criteria never finished the required work, but these students only account for 13% of the total students for the year. The mean score of 4.5 is well above the standard of 3.0.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp / Aug 2017

Action Plan

Category Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology		
D4. Improve method of data collection & analysis		
Revise data collection survey to allow data to be reported by individual PLO	#1, #2, #3, #4, #5, #6	Lara Sharp Aug 2017

Approvals

Program Administrator:
Lara Sharp - Program Director

Approved by Lara Sharp - Program Director on Aug 25, 2016

Educational Outcomes Coordinators:
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Sep 8, 2016

Deans:
John Chapin - Dean
Natavia Middleton - (Interim) Dean,Natural Science

Approved by Natavia Middleton - (Interim) Dean,Natural Science on Nov 29, 2016

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jan 30, 2017

Program Assessment Report

Program: Drafting and Design Technology
Report Year: 2015-16

Drafted by Lara Sharp on Aug 25, 2016

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: Implementing the AutoCAD commands and utility features needed to create and interpret construction drawings.

I. Use of Past Results

The Drafting and Design program reviewed and revised its PLOs in 2014. As a result of the 2012-13 Assessment Report, the program improved collection and analysis methods to gather more accurate data from industry partners and students.

All the Architecture students were evaluated and the results indicated that these students were successful in achieving MLO 1. The students have the option to choose a number of related classes, including BCN 1251C, BCN 1050, TAR 2122C, and ETD 1320C to address the interpretation and reading of the construction drawings and along with other specification requirements.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of

the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 1				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	2	2	0	0
Mean Score	5/5	5/5	0	0
Standard	3	3	3	3
Above/Below Criteria	2/0	2/0	0	0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 1				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	4	2	1	1
Mean Score	4.4/5	3.8/5	5/5	5/5
Standard	3	3	3	3
Above/Below Criteria	3/1	1/1	1/0	1/0

Architectural Design and Construction Technology

2015-16 Assessment Data: MLO 1				
	2015-16 Overall	Fall	Spring	Summer
Number of Students	3	0	3	0
Mean Score	5/5	0	5/5	0
Standard	3	3	3	3
Above/Below Criteria	3/0	0	3/0	0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

There was only one student out of the eight overall that did not finish the requirements for the work experience. This accounted for 13% of the total number of students in the DRAFT-AS program. This seems high, but there were only 8 students who declared their major as drafting and design. I expect students to show proficiency in AutoCAD since they must take three courses in AutoCAD for the DRAFT-AS degree.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp and Robert Hudson / Aug 2017

#2: Evaluating, analyzing and choosing appropriate building materials, and describing their proper methods of installation.

I. Use of Past Results

The Drafting and Design program reviewed and revised its PLOs in 2014. As a result of the 2012-13 Assessment Report, the program improved collection and analysis methods to gather more accurate data from industry partners and students.

All the Architecture students were evaluated and the results indicated that these students were successful in achieving MLO 2. The students have the option to choose a number of related classes, including BCN 1251C, BCN 1050, and TAR 2122C, to address the appropriate topics related to building materials and methods of installation with other specification requirements.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some

of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 2				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	2	2	0	0
Mean Score	5/5	5/5	0	0
Standard	3	3	3	3
Above/Below Criteria	2/0	2/0	0	0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 2				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	4	2	1	1
Mean Score	4.4/5	3.8/5	5/5	5/5
Standard	3	3	3	3

Above/Below Criteria	3/1	1/1	1/0	1/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 2				
	2015-16 Overall	Fall	Spring	Summer
Number of Students	3	0	3	0
Mean Score	5/5	0	5/5	0
Standard	3	3	3	3
Above/Below Criteria	3/0	0	3/0	0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

There was only one student out of the eight overall that did not finish the requirements for the work experience. This accounted for 13% of the total number of students in the DRAFT-AS program. This seems high, but there were only 8 students who declared their major as drafting and design. DRAFT-AS students are required to take 3 credits of materials based courses, but they have several courses to choose from; therefore, the knowledge can be varied quite a bit. Most students are advised to take the Materials and Methods class, but not everyone takes that advice.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp and Robert Hudson / Aug 2017

#3: Interpreting and applying building code requirements to general and specific conditions.

I. Use of Past Results

The Drafting and Design program reviewed and revised its PLOs in 2014. As a result of the 2012-13 Assessment Report, the program improved collection and analysis methods to gather more accurate data from industry partners and students.

The Architecture students were evaluated and the results indicated that the students were successful in achieving MLO 3. The students are required to enroll in the BCT 1760 Building Code course. They can select, to address the building code requirements these other courses: BCN 1930,BCT 2066, BCT 2067, BCN 2068 and BCN 2732. All other major courses, with the BCT and BCN prefixes, reinforce the related topics to codes.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major

Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 3				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	2	2	0	0
Mean Score	5/5	5/5	0	0
Standard	3	3	3	3
Above/Below Criteria	2/0	2/0	0	0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 3				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	4	2	1	1

Mean Score	4.4/5	3.8/5	5/5	5/5
Standard	3	3	3	3
Above/Below Criteria	3/1	1/1	1/0	1/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 3				
	2015-16 Overall	Fall	Spring	Summer
Number of Students	3	0	3	0
Mean Score	5/5	0	5/5	0
Standard	3	3	3	3
Above/Below Criteria	3/0	0	3/0	0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

There was only one student out of the eight overall that did not finish the requirements for the work experience. This accounted for 13% of the total number of students in the DRAFT-AS program. This seems high, but there were only 8 students who declared their major as drafting and design. Most students take the building codes course, so I expect students to be effective in this area.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp and Robert Hudson / Aug 2017

#4: Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.

I. Use of Past Results

The Drafting and Design program reviewed and revised its PLOs in 2014. As a result of the 2012-13 Assessment Report, the program improved collection and analysis methods to gather more accurate data from industry partners and students.

The Architecture students were evaluated and the results indicated that the students were successful in achieving MLO 4. The BCT 1777 Estimating course, along with the following courses reinforce MLO 4: BCN 1251C, BCN 1050, and TAR 2122C.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to 5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 4				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	2	2	0	0
Mean Score	5/5	5/5	0	0
Standard	3	3	3	3
Above/Below Criteria	2/0	2/0	0	0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 4				

	2013-14 Overall	Fall	Spring	Summer
Number of Students	4	2	1	1
Mean Score	4.4/5	3.8/5	5/5	5/5
Standard	3	3	3	3
Above/Below Criteria	3/1	1/1	1/0	1/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 4				
	2015-16 Overall	Fall	Spring	Summer
Number of Students	3	0	3	0
Mean Score	5/5	0	5/5	0
Standard	3	3	3	3
Above/Below Criteria	3/0	0	3/0	0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

There was only one student out of the eight overall that did not finish the requirements for the work experience. This accounted for 13% of the total number of students in the DRAFT-AS program. This seems high, but there were only 8 students who declared their major as drafting and design. I am pleasantly suprised at how high the scores were for this objective. Students are not required to take construction estimating. Some students take it as an elective credit, which could account for the high scores in this case.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- PLOs 4,5, and 6 are not required for students in the DRAFT-AS degree. I recommend the PLOs be either rewritten to better align with the MLOs of the DRAFT-AS degree or be eliminated.
  - Lara Sharp and Robert Hudson / Aug 2017

  Budget / Planning Implications:

  There wouldn't be any budget implications. A new evaluation survey would have to be created for upcoming co-op and internship courses to reflect the new PLOs.

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp and Robert Hudson / Aug 2017

#5: Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and project supervision.

I. Use of Past Results

The Drafting and Design program reviewed and revised its PLOs in 2014. As a result of the 2012-13 Assessment Report, the program improved collection and analysis methods to gather more accurate data from industry partners and students.

The Architecture students were evaluated and the results indicated that the students were successful in achieving MLO 5. The students also take these industry practicum courses: BCT 2730 and TAR 1271, with the BUL 2231, BUL 2241, and BUL 2242 exposing the students to the construction and contract laws related to this MLO.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning Outcomes by students enrolled in the Associate in Science in Architectural Design and Construction Technology, and in the Associate in Science in Drafting and Design Technology.

Date(s) of Administration: 2013-14. 2014-15, and 2015-16

Method: The Building Arts department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of
study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to
5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 5				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	2	2	0	0

Mean Score	5/5	5/5	0	0
Standard	3	3	3	3
Above/Below Criteria	2/0	2/0	0	0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 5				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	4	2	1	1
Mean Score	4.4/5	3.8/5	5/5	5/5
Standard	3	3	3	3
Above/Below Criteria	3/1	1/1	1/0	1/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 5				
	2015-16 Overall	Fall	Spring	Summer
Number of Students	3	0	3	0
Mean Score	5/5	0	5/5	0
Standard	3	3	3	3
Above/Below Criteria	3/0	0	3/0	0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

There was only one student out of the eight overall that did not finish the requirements for the work experience. This accounted for 13% of the total number of students in the DRAFT-AS program. This seems high, but there were only 8 students who declared their major as drafting and design. Many of our students are already employed; therefore, I believe they are using prior knowledge and experience from their work experience to excel in this objective.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- PLOs 4,5, and 6 are not required for students in the DRAFT-AS degree. I recommend the PLOs be either rewritten to better align with the MLOs of the DRAFT-AS degree or be eliminated.
  - Lara Sharp and Robert Hudson / Aug 2017

  Budget / Planning Implications:

  There wouldn't be any budget implications. A new evaluation survey would have to be created for upcoming co-op and internship courses to reflect the new PLOs.

- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp and Robert Hudson / Aug 2017

#6: Describing the methods that are characteristic to building design, including construction and materials.

I. Use of Past Results

The Drafting and Design program reviewed and revised its PLOs in 2014. As a result of the 2012-13 Assessment Report, the program improved collection and analysis methods to gather more accurate data from industry partners and students.

The Architecture students were evaluated and the results indicated that the students were successful in achieving MLO 6. The architectural history courses, either ARC 1701 or ARC 1702, exposed the students to architectural history as well as the codes courses, like BCT 1760 and BCN 2068. The materials courses with a prefix of BCN, as well as the codes courses, BCT 1760 and BCN 2068 provide this background in architectural history.

II. Methodology

Means of Assessment: This assessment serves as a tool which is utilized to assess the achievement of Major Learning
Outcomes by students enrolled in the Associate in Science in Architectural Design and
Construction Technology, and in the Associate in Science in Drafting and Design
Technology.

Date(s) of Administration: 2013-14, 2014-15, and 2015-16

Method: The Building Arts Department employs an "End of Co-Operative Education Review" assessment. The initial tool was developed by the Instructor-in-Charge of the Building Arts department, after informal discussions with some of the members of the Building Arts Advisory Committee, industry professionals who have participated in the co-op program, and former students who have graduated from the program.

Assessment Instrument: End of Co-Operative Education Review

Domain Specification: The co-op and practicum classes place the student in real-life work experiences that are monitored by department mentors and are evaluated by industry professionals, thus providing us the opportunity to assess the Program's Major Learning Outcomes with feedback from the employer, the mentor, and the student employee. The co-op classes allow the student to work with an employer on specific objectives, with a faculty mentor providing guidance. The student must complete written learning objectives and an evaluation paper and, at the end of the semester the employer evaluates the student's progress. Typically, students enroll in the co-op class as they are about to complete their degree of
study.

Item/Scoring: The co-op employer observes student behavior, evaluates, and assesses the student's success in achieving the Major Learning Outcomes stated above on a scale from 1 to
5.

Population: The assessment was administered to students enrolled in the BCN 2949 and TAR 2949 co-operative education classes, and from “Practicum Notebooks” and Grade Sheets for BCN 1940 and TAR 1941 classes.

III. Criteria for Success

Students should rate a score of 4.0 or greater on each category of the evaluation. It is expected that 90% of students taking the assessment will achieve the standard.

IV. Summary of Assessment Findings

Results via Face-to-Face

Architectural Design and Construction Technology 2013-14 Assessment Data: MLO 6				
	2013-14 Overall	Fall	Spring	Summer
Number of Students	2	2	0	0
Mean Score	5/5	5/5	0	0
Standard	3	3	3	3
Above/Below Criteria	2/0	2/0	0	0

Architectural Design and Construction Technology 2014-15 Assessment Data: MLO 6				
	2014-15 Overall	Fall	Spring	Summer
Number of Students	4	2	1	1
Mean Score	4.4/5	3.8/5	5/5	5/5
Standard	3	3	3	3
Above/Below Criteria	3/1	1/1	1/0	1/0

Architectural Design and Construction Technology 2015-16 Assessment Data: MLO 6				
	2015-16 Overall	Fall	Spring	Summer
Number of Students	3	0	3	0
Mean Score	5/5	0	5/5	0
Standard	3	3	3	3
Above/Below Criteria	3/0	0	3/0	0

Results via Distance Delivery (Online, Blended, etc)

Co-Op course is taught exclusively face-to-face, there are no online sections.

V. Discussion and Analysis of Assessment Findings

There was only one student out of the eight overall that did not finish the requirements for the work experience. This accounted for 13% of the total number of students in the DRAFT-AS program. This seems high, but there were only 8 students who declared their major as drafting and design. DRAFT-AS students are not required to take an architectural history class. Students are probably using prior knowledge from other experiences to succeed in this objective.

In the future, data will be reported by individual PLO.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- PLOs 4,5, and 6 are not required for students in the DRAFT-AS degree. I recommend the PLOs be either rewritten to better align with the MLOs of the DRAFT-AS degree or be eliminated.
  - Lara Sharp and Robert Hudson / Aug 2017

  Budget / Planning Implications:

  There wouldn't be any budget implications. A new evaluation survey would have to be created for upcoming co-op and internship courses to reflect the new PLOs.
- Revise data collection survey to allow data to be reported by individual PLO
  - Lara Sharp and Robert Hudson / Aug 2017

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3. Review/revise prerequisites, co-requisites and/or revise sequence of courses offered			
	PLOs 4,5, and 6 are not required for students in the DRAFT-AS degree. I recommend the PLOs be either rewritten to better align with the MLOs of the DRAFT-AS degree or be eliminated. **Budget / Planning Implications:** There wouldn't be any budget implications. A new evaluation survey would have to be created for upcoming co-op and internship courses to reflect the new PLOs.	#4, #5, #6	Lara Sharp and Robert Hudson Aug 2017
D. Improve Assessment Methodology			
D4. Improve method of data collection & analysis			
	Revise data collection survey to allow data to be reported by individual PLO	#1, #2, #3, #4, #5, #6	Lara Sharp and Robert Hudson Aug 2017

Evaluation of the Impact of Action Plan Items on Program Quality

Re-aligning the PLOs to the MLOs of the course will more accurately evaluate a student's performance during a co-op/internship. The employer will be able to evaluate a student more accurately.

Approvals

Program Administrator:
Lara Sharp - Program Director

Approved by Lara Sharp - Program Director on Aug 25, 2016

Educational Outcomes Coordinators:
Amy Eggers - Research Analyst
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Joe Boyd - Assessment Coordinator on Sep 8, 2016

Deans:
John Chapin - Dean
Natavia Middleton - (Interim) Dean,Natural Science

Approved by Natavia Middleton - (Interim) Dean,Natural Science on Nov 29, 2016

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on Jan 30, 2017

Program Assessment Followup Report

Program: Drafting and Design Technology
Report Year: 2015-16

Drafted by Lara Sharp on May 19, 2017

Overall Introduction

Re-aligning the PLOs to the MLOs of the course will more accurately evaluate a student's performance during a co-op/internship. The employer will be able to evaluate a student more accurately.

Program Learning Outcomes

#1: Implementing the AutoCAD commands and utility features needed to create and interpret construction drawings.

#2: Evaluating, analyzing and choosing appropriate building materials, and describing their proper methods of installation.

#3: Interpreting and applying building code requirements to general and specific conditions.

#4: Scheduling sequences of construction based on estimated quantities of materials and labor to ensure on time/on budget project delivery.

#5: Applying acceptable industry practices as they relate to construction law, project administration, documentation, contracts, and project supervision.

#6: Describing the methods that are characteristic to building design, including construction and materials.

Action Plan

Completed Action Items

Category	Action Plan Detail / Completion Explanation	For PLO	Responsible Party / Due Date
There are no items to display			

Incomplete Action Items

Category	Action Plan Detail / Explanation / Completion Plan	For PLO	Responsible Party / Due Date
B. Enhance Curriculum & Faculty Development			
B3.	**Review/revise prerequisites, co-requisites and/or revise sequence of courses offered**		
	PLOs 4,5, and 6 are not required for students in the DRAFT-AS degree. I recommend the PLOs be either rewritten to better align with the MLOs of the DRAFT-AS degree or be eliminated. **Explanation:** The PLOs were not revised, as this program is being discontinued. Teach out is Spring 2018 (0540) thru Spring 2021(0585). **Plan for Completion:** -- None --	#4, #5, #6	Lara Sharp and Robert Hudson Aug 2017
D. Improve Assessment Methodology			
D4.	**Improve method of data collection & analysis**		
	Revise data collection survey to allow data to be reported by individual PLO **Explanation:** The data collection survey was not revised, as this program is being discontinued. Teach out is Spring 2018 (0540) thru Spring 2021(0585). **Plan for Completion:** -- None --	#1, #2, #3, #4, #5, #6	Lara Sharp and Robert Hudson Aug 2017

Evaluation of the Impact of Action Plan Items on Program Quality

This program is being discontinued. Teach out is Spring 2018 (0540) thru Spring 2021(0585).

Approvals

Program Administrator:
Lara Sharp - Program Director

Approved by Lara Sharp - Program Director on May 19, 2017

Educational Outcomes Coordinators:
Amy Eggers - Research Analyst
Joe Boyd - Assessment Coordinator
Magaly Tymms - Assessment Director

Approved by Magaly Tymms - Assessment Director on May 25, 2017

Dean:
Natavia Middleton - (Interim) Dean,Natural Science

Approved by Natavia Middleton - (Interim) Dean,Natural Science on May 25, 2017

Senior Vice President:
Anne Cooper - Senior VP Instruction and Academic Programs

Approved by Anne Cooper - Senior VP Instruction and Academic Programs on May 26, 2017

Appendix C: 2016 Advisory Committee Minutes and Recommendations

Advisory Board Meeting Minutes for March 2016 and September 2016 are provided within this Appendix.

For additional Advisory Board Committee Minutes and Recommendations, please refer to the following link:
http://www.spcollege.edu/epicenter/advisory/advisory_committees.htm

Building Arts Advisory Board Meeting Minutes

3/21/2016

Attendees: Jillian Bandes, Joseph DiPasqua, Robert Hudson, Lara Sharp

Not in attendance: Albert Craig, Tom Burkett, Bob Mulcahy

Meeting opened at 5:00pm

1. Review of notes from last meeting
    a. Jillian is still interested in writing for the SPC blog, but was having access issues. Lara will provide Jillian with her log in information.
    b. Ideas for blog entries were offered. Graduation and alumni were the two topics suggested. Lara will provide graduation information and Robert will provide alumni information.
2. Program Changes
    a. Lara summarized the changes to the Building Arts Spring 2016 and 2016-2017 schedules to accommodate College cutbacks. Student completion pathways are more streamlined because fewer classes are offered.
    b. Number of new Building Arts students for Spring 2016 stayed the same as Spring 2015.
3. Outreach and Marketing
    a. Joseph suggested more marketing toward careers in building inspection and plans examiner.
    b. Lara suggested posting information from Joseph on the blog to generate interest. All members agreed that employer visits to both high school and college classrooms will help recruitment and understanding of career opportunities.
    c. Lara will look at the SPC building arts website for opportunities to re-work some of the information listed on the website.
4. Elect a Board Chair—this was tabled till the next meeting

Meeting adjourned at 6:20pm

BUILDING ARTS ADVISORY COMMITTEE

Friday, September 16, 2016
9:00am to 11:00am
Carillon Hilton

AGENDA

Attending: Jillian Bandes (JB)
Thomas Burket (TB)
Joseph DiPasqua (JD)
Robert Hudson (RH)

1. **Review notes of last meeting.**
   - BLOG update.
   JB suggested that a student (students) be assigned to write a weekly Building Arts BLOG, perhaps as a part of a Co-Op, Practicum, or as a class assignment. This would introduce students to social media as a professional tool, and open up a dialog between old and new students.

   - Program Changes.

   - Outreach + Marketing.

   - Board Chair.
   This item was tabled at the last meeting. See item 5 below.

2. **Program Updates.**
   RH reviewed "program" changes including "My Learning Plan", "Pathways", and class offerings.
   JB, TB and JD requested information as follows:
   - Number of graduates per year.
   - Number of Building Arts students enrolled (new and continuing).
   - Copies of Building Arts programs' Curriculum.

3. **Outreach and Marketing.**
   RH reviewed Program Head Lara Sharp's continuing efforts to increase Building Arts' visibility through SPC's marketing people including new brochures and up-dated web page.
   JB, TB and JD asked the question…."Where do our students come from?"
   JB, TB and JD agreed that increased use of social media and BLOGging would be beneficial.
   JD indicated that jurisdictions are still looking for highly trained people in the industry (specifically Building Inspectors and Building Administrators).

4. **Recruiting more Committee members.**
   RH challenged each attending member to forward 2 names of possible candidates to Program Director Lara Sharp for consideration.

5. **Elect a Chair.**
   This item was again tabled until a larger number of Committee members could be present.

6. **Additionally……**
   JB asked the question regarding the role of the Committee. RH explained that the role was "advising" the department to maintain relevancy in the industry. This could include suggesting curriculum changes, new classes, issues of outreach and marketing, etc. Implementation of any suggestions is the role of the Department, not the Committee.

   Next Meeting: Tentative Date – March 20th, 2017. A lunch-time (noonish) meeting time was preferred.

SPC