





### **SLO 3:OBJ03 -- ABET General Criteria c**

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

#### **Related Measures:**

##### **M 5:M3.1 -- ABET-GCc -- Assessment Aggregates**

Aggregate of assessments for ABET General Criteria 'c'.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

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

##### **Findings (2010-2011) - Target: Met**

85% ( 96 of 113 ) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'c'. FA10: F-F = 83% ( 20 of 24 ); ONL = 83% ( 29 of 35 ); SP11: F-F = 81% ( 21 of 26 ); ONL = 93% ( 26 of 28 );

##### **M 6:M3.2 -- ABET-GCc -- Exit/Alumni Survey Results**

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

Source of Evidence: Academic indirect indicator of learning - other

##### **Target:**

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

##### **Findings (2010-2011) - Target: Not Reported This Cycle**

The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

### **SLO 4:OBJ04 -- ABET General Criteria d**

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

#### **Related Measures:**

##### **M 7:M4.1 -- ABET-GCd -- Assessment Aggregates**

Aggregate of assessments for ABET General Criteria 'd'.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

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

##### **Findings (2010-2011) - Target: Met**

82% ( 119 of 146 ) of student work samples (projects, exams, quizzes,

papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'd'. FA10: F-F = 75% ( 12 of 16 ); ONL = 56% ( 19 of 34 ); SP11: F-F = 91% ( 73 of 80 ); ONL = 94% ( 15 of 16 );

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

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

Source of Evidence: Academic indirect indicator of learning - other

##### **Target:**

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

##### **Findings (2010-2011) - Target: Not Reported This Cycle**

The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

#### **SLO 5:OBJ05 -- ABET General Criteria e**

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

##### **Related Measures:**

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

Aggregate of assessments for ABET General Criteria 'e'.

Source of Evidence: Academic direct measure of learning - other

##### **Target:**

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

##### **Findings (2010-2011) - Target: Met**

93% ( 56 of 60 ) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET General Criteria 'e'. FA10: F-F = 0% ( 0 of 0 ); ONL = 88% ( 22 of 25 ); SP11: F-F = 100% ( 8 of 8 ); ONL = 96% ( 26 of 27 );

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

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

Source of Evidence: Academic indirect indicator of learning - other

##### **Target:**

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

##### **Findings (2010-2011) - Target: Not Reported This Cycle**

The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.



supporting ABET General Criteria 'g'. FA10: F-F = 92% ( 163 of 178 ); ONL = 57% ( 4 of 7 ); SP11: F-F = 87% ( 252 of 290 ); ONL = 92% ( 66 of 72 );

**M 14:M7.2 -- ABET-GCg -- Exit/Alumni Survey Results**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

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

**Findings (2010-2011) - Target: Not Reported This Cycle**

The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 8:OBJ08 -- ABET General Criteria h**

ACT students will have an understanding of and a commitment to address professional

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





was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 14:OBJ14 -- ABET Associate Criteria c**

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

**Related Measures:**

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

Aggregate of assessments for ABET Associate Degree EMC /P are gar p(n)13(g)-ic Criteria '07.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of students receive a score of 70 (out of 100) or better on assessments





### Related Measures:

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

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

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

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

#### **Findings (2010-2011) - Target: Met**

89% ( 355 of 401 ) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'h'. FA10: F-F = 88% ( 71 of 81 ); ONL = 57% ( 8 of 14 ); SP11: F-F = 90% ( 240 of 266 ); ONL = 90% ( 36 of 40 );

#### **M 38:M19.2 -- ABET-ADh -- Exit/Alumni Survey Results**

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

Source of Evidence: Academic indirect indicator of learning - other

#### **Target:**

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

#### **Findings (2010-2011) - Target: Not Reported This Cycle**

The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

#### **SLO 20:OBJ20 -- ABET Associate Criteria i**

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

### Related Measures:

#### **M 39:M20.1 -- ABET-ADi -- Assessment Aggregates**

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

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

80% of students receive a score of 70 (out of 100) or better on assessments supporting ABET Associate Degree Program Specific Criteria(so)13(f)-4(t)-425oE TJETBT1

papers) were scored 70 (out of 100) or better on all assessments supporting ABET Associate Degree Program Specific Criteria 'i'. FA10: F-F = 84% ( 341 of 405 ); ONL = 57% ( 4 of 7 ); SP11: F-F = 88% ( 273 of 312 ); ONL = 96% ( 22 of 23 );

**M 40:M20.2 -- ABET-ADi -- Exit/Alumni Survey Results**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

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

**Findings (2010-2011) - Target: Not Reported This Cycle**

The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 21:OBJ21 -- ABET BS Criteria a**

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

**Related Measures:**

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

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

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

**Findings (2010-2011) - Target: Met**

85% ( 694 of 821 ) of student work samples (projects, exams, qxams,t

**Findings (2010-2011) - Target: Not Reported This Cycle**  
The Assessment Plan for ABET programs in the School of Construction was modified in the summer of 2011. Alumni and graduate exit surveys are being revised for concordance with the new plan and will be distributed beginning fall 2011.

**SLO 22:OBJ22 -- ABET BS Criteria b**

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

**Related Measures:**

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

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

Source of Evidence: Academic direct measure of learning - other

**Target:**

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

**Findings (2010-2011) - Target: Met**

89% ( 590 of 665 ) of student work samples (projects, exams, quizzes, papers) were scored 70 (out of 100) or better on all assessments supporting ABET Baccalaureate Degree Program Specific Criteria 'b'.  
FA10: F-F = 86% ( 142 of 166 ); ONL = 57% ( 8 of 14 ); SP11: F-F = 91% ( 384 of 423 ); ONL = 90% ( 56 of 62 );

**M 44:M22.2 -- ABET-BSb -- Exit/Alumni Survey Results**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

80% of scores on the evaluation category supporting ABET Baccalaureate Degree Program Specific Criteria 'b' will have a minimum rating of "satisfactory" (3 or higher).  
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**M 45:M23.1** ~~ABET-BSc-0-Asse~~ ~~025576006~~ ~~Agg~~ ~~Ass~~ (Brg6(T))TJETBT1 0 0 1 222.34 760.06 Tr  
Aggregate of assessments for ABET Baccalaureate Degree Program Specific  
Criteria 'c'.

Source of Evidence: Academic direct measure of learning - other

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**Target:**





**Findings (2010-2011) - Target: Not Reported This Cycle**

**Priority:** High

**Responsible Person/Group:** Crosby/Kitchens

**teaching performance review**

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

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** Crosby

**teaching performance review**

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

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** Crosby

**teaching performance review**

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

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** Crosby

**writing and speaking centers**

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

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** Sfharp

**ACT 262 Architectural Design I**





adequate resolution from program level to course level. The organization of supporting materials and student samples of work was also extremely difficult to collect and organize in a meaningful manner. It was decided then to reorganize the program learning outcomes to exactly map to the TAC-ABET general and program specific criteria with direct linkages from each course in the program that supported a particular

