

Assessment, Improvement, Measurement (AIM): 09/20/2013

Plan Year: 2012-2013

Unit: Architectural Technology

Coordinator(s): Thomas Rogers, Karman Wheeler, William Franklin

Reviewer: William Franklin

Program Health Review: Use the Annual Program Health Review to evaluate student achievement and, if warranted based upon analysis of the results, make program changes to improve student achievement.

Identify expected student learning outcomes, assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of the results.

Reviewed: Yes

Measure Text: PROGRAM HEALTH REVIEW - LEVEL 1

1. Program Health Review - Refer to the attached Annual Program Summary for longitudinal information related to enrollment, graduates, employment, employer and alumni satisfaction, and licensure pass rates.
2. Student Learning outcomes

Three student learning outcomes – Plan an assessment for each outcome identified, and assess the extent to which these outcomes are achieved, and provide evidence of improvement based on analysis of the results.

Achievement Target: Program Health Review Target - Maintain a level 1 assessment with comments from program coordinator, assistant dean, dean and vice president according to attached time schedule.

Student Learning Outcome Target - Student learning outcomes are identified, assessed on level of achievement, and evidence of improvement are provided based on analysis of the results according to the attached time schedule.

Results: 1. Strengths of the Program

a. The quality of faculty remains high with all full-time faculty maintaining professional architectural licenses and part-time faculty specializing in the specific topics of which they teach. Throughout this year faculty are introducing initiatives in the classroom to increase student engagement in hopes of increasing the quality of instruction as well as retention. These initiatives are reflected in our 2012-13 Student Learning Outcomes as well as in our Operational Objectives.

b. Our graduates – They participate on juries, are guest speakers in classes, and serve on our advisory committee. We find them to be a great source of information as to what is going on in the profession. They also assist us in arranging field trips for our students.

c. Driven by societal demand, sustainability components are integrated throughout the program.

d. Growth in enrollment and retention - An increase in students progressing from the first semester studio to the second is noted. In the Fall of 2012 there were 5 students populating one section of ACH 150 who progressed from the Spring 2012 sections of ACH 100 (total enrollment in ACH 150 was enhanced due to re-admitted and non-degree students). Currently we already have 13 students from ACH 100 signed up to take ACH 150 in Spring 2013 populating two sections – with more still to enroll. It is the progression from the first to the second studio where we generally see the most attrition. If this trend continues, this should also have a positive effect on the number of graduates each year. An increase of 4 graduates is also noted from 2010-11 (9) to 2011-12 (13). While a decrease is anticipated this year, we still anticipate at least 10 graduates during the 2012-13 academic year. A dramatic increase in majors is noted from Fall 2011(68) and Spring 2012 (69) to Fall 2012 (104). This correlates with an increase in duplicated headcount – Fall 2011 (207), Spring 2012 (190) to Fall 2012 (233). Institutional Research reports an increase from 2010-11 (41%) to 2011-12 (52%) in regards to retention. For Spring 2013 we are already ahead of where we were at this time last year in regards to the number of students enrolling in our first semester drafting/design studio. We had 20 enrolled Spring 2012 and we already have 13 signed up with still late registration in January to go through. With a current enrolled duplicated headcount of 155 already for Spring 2013 we appear to be on track to at least meet if not exceed the headcount of 190 from Spring 2012.

e. From surveys conducted by the college, 100% satisfaction is noted from graduates and employers.

f. Our advisory committee – Our members are varied and active.

g. Our student organization – American Institute of Architecture Students – In addition to providing extracurricular opportunities for our students such as the annual trip to Frank Lloyd Wright's masterpiece, 'Fallingwater', they also provide a service to the program in marketing efforts and in sponsoring our end-of-year graduation and awards banquet. Of note is the recent increase in the assistance by the organization regarding recruitment for our program. Their consistent marketing during late registration and freshman orientations tremendously raised awareness of our program and had a positive and measurable effect on enrollment. The faculty will continue to support their efforts on this and all initiatives.

h. Building facilities, location, and equipment - Our labs continue to be state-of-the-art. Display areas in the hallways outside our labs continue to be used for reviews of projects and as a marketing tool. While it remains a hope of the faculty that our program will re-locate to the Newtown Pike Campus at some point, the proximity to the UK College of Design and the Landscape Architecture program is a plus. Our current larger lab - MB 224 – is an asset with its quality of natural lighting, location, and spatial characteristics.

i. Program reputation in the professional community - We continue to hear from members of our advisory

committee, graduates, etc. that our graduates are meeting needs in the profession.

j. Opportunities locally, regionally, and nationally for our graduates – The broad based nature of our curriculum allows our students to not only pursue careers upon graduation, but also allows them to matriculate easily into related programs at four-year colleges across the state and nation.

k. Articulation agreements – A recurring theme throughout this report are our current agreements with four year schools as well as the development of others. We currently have strong agreements with the Construction Management programs at ECU and NKU, with the UK Architecture program, and the architecture program at the Savannah College of Art and Design. We are currently developing agreements with the UK Landscape Architecture and Geography programs. Other overtures have been made to the UK Interior Design program as well as the Architectural Science program at WKU.

l. Institutional Effectiveness – Positive steps are being taken to achieve all Student Learning Outcomes and Operational Objectives set for the 2012-13 academic year. Most objectives that were set during the 2011-12 academic year were met with two of them rolled over to this year.

m. Technology – The latest versions of industry standard software were installed in our labs summer 2012.

2. Items Requiring Continued Attention

a. From the surveys conducted by Institutional Research (IR), an increase is noted in job placement from 2010-11 (67%) to 2011-12 (83%). It should be noted that some of our graduates do not pursue employment and instead pursue a higher degree – which is also a positive outcome. Given the current state of the economy, 83% is perhaps better than should be expected. It is hoped that the development of a practicum in our program will enhance job placement.

b. Retention – Though retention appears to be improving, this is an area that we should continue to monitor and look for ways of increasing. Initiatives in the classroom are being implemented Fall 2012 that will hopefully have a positive effect. The report from IR shows an increase from 2010-11 (41%) to 2011-12 (52%) in regards to retention.

c. Majors - It is unclear where the 66 majors indicated in the report attached in AIM from IR come from. Our records provided by IR indicate 69 majors at the end of the Spring 2012 semester and 68 majors at the end of the Fall 2011 semester but that number has increased dramatically during the Fall 2012 semester – as of early October the number was 104.

d. Marketing – We must continue to market the program both within and beyond the college. Through data provided by IR we will continue to market the program to Undecided majors. It is hoped that the recent involvement with the Admissions Office during the Access to Careers program and the access to their database of student contacts will further help us to identify those prospective students who have expressed an interest in architecture and related fields. Our student organization's efforts in this area have already been noted and they are also interested in marketing not only the organization but the program as well to high schools.

e. Development of program assessment to comply with Perkins legislation – Students nearing graduation will be taking this assessment for the first time this academic year. We will continue to monitor the validity of this assessment.

f. Student major codes – We must continue to work with students and the Records Office to ensure that students pursuing our major have the correct major code especially given the assigned advisee program at the college. On a related matter, we will continue to work with staff involved with assigning advisees to advisors to ensure that as many students in our classes as possible get assigned to Architectural Technology advisors regardless of their official major code.

g. Articulation agreements – We must continue to review our agreements with four year colleges to ensure that they are up to date as well as continue the development of new agreements.

h. Curriculum – We need to look at pre-reqs for the second semester drafting/design studio to ensure that students are getting instruction offered in our CAD course prior to progressing into the studio. A current topic in our Selected Topics course needs to be reviewed for promotion to our list of technical electives. Further development is also

needed in regards to a proposed practicum course.

3. Document and provide evidence indicating how last year's program review resulted in improvements in the program/department.

a. Review of the makeup of our advisory committee - It is already a fairly large and diverse group with representatives from architecture, engineering, and construction firms as well as those from construction material suppliers, the building code profession, state government, and academia. After adding four members during the 2011-12 academic year, we have recently discussed adding a representative from the UK Landscape Architecture program since an articulation agreement with them is in the works. This member should be identified in time for the spring meeting. We will also approach the ECU Construction Management program for representation.

b. Development of articulation agreements - This has been an exciting year so far in this regard. Two agreements are in the works with UK Landscape Architecture and Geography. Both have the potential of granting full credit for the two years in our program. The Landscape Architecture agreement is especially exciting since this would be the first comprehensive agreement with a design program.

c. Recruitment and retention – As already stated, our student organization starting Fall 2012 had a consistent presence during late registration and freshman orientations and as a result our program enrollment increased. The faculty initiatives in the classroom addressing student engagement so far appear to be having a positive effect on retention. Data from IR will continue to assist us in contacting Undecided students and declared majors who have not yet taken Architectural Technology courses. Similar data from IR including listservs of program student email addresses will continue to be utilized in a variety of ways including informing students of program activities and course offerings. We will continue to monitor class rolls and contact those students who have not yet signed up for courses as well as to recommend other courses that they have overlooked. A practicum course is still in development. The potential for a student to gain work experience prior to graduation is hoped to increase their interest in staying with us.

d. Ties with industry – Our ties continue to be strengthened. As an example, Schiller Hardware, a regional supplier of specialty construction items and consistent employer of our graduates, recently sponsored a presentation at their Lexington facility to our faculty and students on doors, frames, and hardware. Participants earned AIA/Architecture licensing continuing education credits. We will continue to look for other opportunities like this. As a result of our overture to the UK Landscape Architecture program, students were recently invited to attend a lecture in their department on golf course design. The close proximity of the two programs made this an easy trip for students. It is expected that this type of collaboration will grow as we continue to expand our connection to UK. Field trips to professional offices and construction sites will continue often aided by the efforts of our student organization. Recent trips include those to the Newtown Pike Campus, Gray Construction, Poage Engineers, Stewart Architecture, and Ross/Tarrant Architects.

e. Relationship with other programs at the college – We will continue to offer our Construction Management course at the Leestown campus where students in construction related courses could consider taking. This course articulates into the Construction Management programs at ECU and NKU.

AD Comments:

Dean Comments: Supportive Advisory Committee. Student numbers need to be increased. Faculty need to explore articulations with other higher educational institutions.

VP Comments: Architectural Technology has committed faculty who need to follow through with upper division partnerships. I am pleased we have closure on the program's location and hope the decision plays out well for the program. I am concerned that the ratio of full-time-equivalent students to full-time-equivalent faculty has decreased from 13.3 to 10.1 over the past two years.

Target Results:

Findings:
