

## Assessment, Improvement, Measurement (AIM) Report: 03/12/2015

**Reporting Years:** 2011-2016

**Program:** CADD

**Coordinator(s):** Jeffery Durham

### Program Quality and Student Success

**External awards or other recognitions of students, faculty, and/or program.**

|   | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|-----------|-----------|-----------|-----------|-----------|
| Students                                      |           |           |           |           |           |
| Faculty                                       |           |           |           |           |           |
| Program (include accreditation if applicable) |           |           |           |           |           |

**Average actual time and credits to degree completion.**

|                                  | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| General Education Credit Hours   |           |           |           |           |           |
| Technical Credit Hours           |           |           |           |           |           |
| Total Credit Hours               |           |           |           |           |           |
| Number of Graduates              |           |           |           |           |           |
| Average Actual Time to Degree    |           |           |           |           |           |
| Average Actual Credits to Degree |           |           |           |           |           |

**Employer and student satisfaction.**

|   | 2011-2012 | 2012-2013                     | 2013-2014                      | 2014-2015               | 2015-2016 |
|---|-----------|-------------------------------|--------------------------------|-------------------------|-----------|
| Employer Satisfaction Survey Results                    |           | 100% (1/1)                    | no data                        | 0 responses             |           |
| Graduate/student satisfaction                           |           | 67% (2/3) 2010-11 grad survey | 100% (2/2) 2011-12 grad survey | 60% (3/5) 2012-13 grads |           |
| Advisory Board/Employer Recommendations for Improvement |           |                               |                                |                         |           |

**Job placement data for program graduates.**

|                     | 2011-2012 | 2012-2013            | 2013-2014            | 2014-2015            | 2015-2016 |
|---------------------|-----------|----------------------|----------------------|----------------------|-----------|
| Number of graduates |           | 1 surveyed (2010-11) | 2 surveyed (2011-12) | 5 surveyed (2012-13) |           |

|  |  |       |                        |                        |  |
|--|--|-------|------------------------|------------------------|--|
|  |  | grad) | grads)                 | grads)                 |  |
| Number of graduates gaining employment     |  | 1     | 2 employed; 0 in field | 3 employed; 3 in field |  |
| Percentage of graduates gaining employment |  | 100%  | 100%; 0% in field      | 60%; 60% in field      |  |
| KY Unemployment Insurance job data         |  |       |                        | n/a                    |  |

**Pass rates on licensure/certification exams (if applicable).**

|   | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|-----------|-----------|-----------|-----------|-----------|
| Total # graduates attempting            |           |           |           |           |           |
| Total # passing on first attempt        |           |           |           |           |           |
| Total # passing after multiple attempts |           |           |           |           |           |
| Pass rate of all attempting             |           |           |           |           |           |

**Productivity and Funding****Student measures.**

|                            | 2011-2012 | 2012-2013            | 2013-2014                       | 2014-2015                       | 2015-2016 |
|----------------------------|-----------|----------------------|---------------------------------|---------------------------------|-----------|
| Enrollment (Academic Year) |           |                      |                                 |                                 |           |
| Fall Enrollment            |           | 44                   | 44 (Fall 2012)                  | 29 (Fall 2013)                  |           |
| Credentials Conferred      |           | 3 AD; 3 dip; 9 certs | 5 AD; 4 dip; 12 certs (2012-13) | 4 AAS; 3 dip; 9 certs (2013-14) |           |
| Credit hour production     |           |                      | 312 (Fall 2012)                 |                                 |           |

**Student credit hour per instructional faculty FTE.**

|  | 2011-2012 | 2012-2013       | 2013-2014       | 2014-2015 | 2015-2016 |
|--|-----------|-----------------|-----------------|-----------|-----------|
| Student credit hour per instructional faculty FTE. |           | 108 (Fall 2011) | 173 (Fall 2012) |           |           |

**Extramural funding.**

| Source of Funding  | 2011-2012 |
|--------------------|-----------|
| No funding sources |           |

| Source of Funding  | 2012-2013 |
|--------------------|-----------|
| No funding sources |           |

|                          |                  |
|--------------------------|------------------|
| <b>Source of Funding</b> | <b>2013-2014</b> |
| No funding sources       |                  |

|                          |                  |
|--------------------------|------------------|
| <b>Source of Funding</b> | <b>2014-2015</b> |
| No funding sources       |                  |

|                          |                  |
|--------------------------|------------------|
| <b>Source of Funding</b> | <b>2015-2016</b> |
| No funding sources       |                  |

### Comments (2012-2013)

| Roles   | Comments |
|---|----------|
| <b>Coordinator</b>  |          |
| 1. Strengths of the Program   |          |
| 2. Items Requiring Continued Attention  |          |
| 3. Document and provide evidence indicating how last year's program review resulted in improvements in the program. |          |
| <b>Assistant Dean</b>   |          |
| <b>Dean</b>   |          |
| <b>Vice President</b>   |          |

### Comments (2013-2014)

| Roles   | Comments   |
|---|--|
| <b>Coordinator</b>  |  |
| 1. Strengths of the Program   | Program has maintained a stable enrollment with an increase in credentials conferred and a substantial increase in student credit hours per full-time faculty. Continued collaboration with other programs providing core foundational training that is utilized in the civil, mechanical engineering and architectural professions.           |
| 2. Items Requiring Continued Attention  | Working with the state-wide cadd curriculum to get the Cadd 100 class counted as a gen ed-computer literacy course. Continue to look at ways to provide hybrid and on-line course offerings. Look at ways to more closely collaborate with the professionals and programs specific to the design, engineering and construction fields.         |
| 3. Document and provide evidence indicating how last year's program review resulted in improvements in the program. | Hired a new full-time Cadd/CET faculty. Continued to utilize existing space and faculty through an offering of Hybrid (partial on-line) courses. Utilized other faculty from related programs(ACH).  |
| <b>Assistant Dean</b>   | I agree with the coordinator's comments. The computer aided drafting and design program has regained stability with enrollment and retention. This program area is also very important in a supportive role to Civil Engineering Technology and Survey and Mapping Technology. The opportunity to collaborate with other program areas such as |

|                       |  |
|-----------------------|--|
|                       | Architecture, Construction, Manufacturing, Welding, etc. will continue to strengthen the role of CADD in technical training.   |
| <b>Dean</b>           | Concur with Coordinator and AD's comments. Need to watch enrollment and seek ways to continue to increase students and advisory members as well.   |
| <b>Vice President</b> | I agree with Assistant Dean and Dean comments. The college's fiscal realities will necessitate another close look at this program to determine how we can effectively and efficiently meet student and industry needs. |

### Comments (2014-2015)

| <b>Roles</b>  | <b>Comments</b>   |
|---|---|
| <b>Coordinator</b>  |   |
| 1. Strengths of the Program   | Continued demand from employers for skilled CAD techs. Increase in email/telephone contacts from employers looking for grads. Basic CAD is an integral skill across all engineering, architecture and manufacturing disciplines and is a feeder for more specialized engineering study. (Mechanical, Electrical, Civil, etc..) The CAD program and degree is focused on Mechanical/Machine design and will have increased importance with the focus on Advanced Manufacturing Technology both in the Workforce and at the new G-town campus. CAD can be a path to career growth for people already experienced in a skilled trade like plumber, welder, carpenter, etc. to move into management/design/office related side of the business. |
| 2. Items Requiring Continued Attention  | Low enrollment and how we provide necessary training in a cost effective manner is an ongoing issue requiring attention. In response to that: We have reduced the number of different classes offered and consolidated some courses to allow both CAD and CET students to take more common classes. We are continuing to look at ways to increase the number of online classes to appeal to a wider population of students. With the input of industry and the advisory board, we are continually evaluating what competencies our graduates should obtain and how to best achieve those objectives.  |
| 3. Document and provide evidence indicating how last year's program review resulted in improvements in the program. | Increased the offerings of on-line and hybrid classes allowing remote students and others unable to attend traditional in-class sessions to work toward and complete degree. Offering the new CAD 103 which we had approved at system level this past year for digital literacy. Looking at other ways to maximize efficient class sizes and student/faculty ratios: Offered several small enrollment lab classes stacked at the same time, using the same faculty/staff, equipment and rooms.  |
| <b>Assistant Dean</b>   | The computer aided drafting and design program has increased the number of online classes offered for program students and KCTCS students in general. With the addition of stacking classes, faculty time is better managed for workload and course enrollment. The decrease in student enrollment is something the program will need to monitor and improve. This program area is also very important in a supportive role to Civil Engineering Technology and Survey and Mapping Technology. The opportunity to collaborate with other program areas such as Architecture, Construction, Manufacturing, Welding, etc. will continue to strengthen the role of CADD in technical training.   |
| <b>Dean</b>   | Agree with comments from Coordinator and AD. Still have concerns with low class numbers. Need to offer in another manner such as one time per year instead of two, etc. Need to continue to assess and take action in near future if student numbers remain low.  |
| <b>Vice President</b>   | I concur with Assistant Dean and Dean comments. We need to continue to core this program with Architecture. Like with all other technical programs, I encourage the program to consider additional apprenticeship and other industry sponsorship opportunities.   |

