

Building Arts

Comprehensive Academic Program Review 2007-08

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

*Certificates:
Building Construction Technology
Drafting Technology*



Department of Institutional Research
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Building Arts
2007-08 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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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 Description The goal of this program is to prepare successful students 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.

Degrees Offered Various degrees are offered within the Building Arts program including Associate in Science degrees in Architectural Design and Construction Technology, and Drafting and Design Technology. Program Certificates include Building Construction Technology, and Drafting Technology.

Program Performance

- *Actual Course Enrollment* showed a decrease during the 2006-07 Fall and Spring semesters from the previous year.
- *Student Semester Hour (SSH) Productivity* for the 2006-07 Fall, Spring, and Summer semester SSH values decreased slightly from the respective values in 2005-06.
- The number of *program graduates* in the Architectural Design and Construction Technology (ARCH-AS) program increased (15) in 2006-07. The Drafting and Design Technology (DRAFT-AS) program which started in 2001-2002 increased (6) in 2006-07. The number of program graduates in the Building Arts Certificate program increased (21) in 2006-07.
- *Fulltime faculty* taught 62.8% of the ECHs in 2006-07, as compared to 61.4% in 2005-06.

Program Profitability

- The *Relative Profitability Index (RPI-T)* for Building Arts increased to a five-year high (0.89) in 2004-05, and showed a slight decrease (0.82) in 2006-07.

Capital Expenditures

- *Capital Expenditures* for the BLDARTS program (Org: 11260101) during the past three years totaled \$22,963. Program improvements made as a result of the capital expenditures included one Elmo Visual Presenter for the Building Arts Labs, ten desktop computers for the CAD lab, and various tools (a bevel slide miter saw, a combo saws set, a power saws kit, and additional miscellaneous items).





Academic Outcomes

- The Building Arts program was recently evaluated through an Academic Program Assessment Report (APAR) in 2006-07. Each of the program's six Major Learning Outcomes (MLOs) was evaluated during the assessment. Data was collected during 2006-07, and the data findings for each MLO and related sub skill results indicated that SPC Mean Scores exceeded the criteria for success for all six MLOs.

Academic Program Assessment Follow-up Report

- The 2006-07 follow-up report will be completed by the due date of August 15, 2008. All action items will be evaluated at that time.

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 program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Building Arts *advisory committee* meeting was held on October 2, 2007. The meeting consisted of an enrollment report, and a discussion about curriculum issues.
- Twenty-nine *Recent Graduate surveys* were provided to the 2005-06 graduates of the Building Arts program. Responses were received from 3 A. S. graduates and 5 Certificate completers.

Twenty-seven percent (8 of the 29) 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:

- 62.5% of recent graduate survey respondents who were employed, were employed full-time.
- 60.0% of recent graduate survey respondents had a current position related to their studies.
- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to '*Earn more money*', 37.5% '*Get a promotion*', while the remaining 12.5% stated to '*Continue my education*'.
- 50.0% of recent graduate survey respondents indicated that their SPC degree allowed them to '*Change career fields*', and 37.5% indicated to '*Earn more money*'. [Note: The total may exceed 100% as this question allows multiple responses]



- 50.0% of recent graduate survey respondents indicated that SPC did *'Exceptionally well'* in helping them meet their goal, 25.0% *'Very well'*, while 25.0% thought that SPC did *'Adequately'*.
- For hourly employees, 60.0% of recent graduate survey respondents earned between \$17.50 and \$19.99 per hour, while the remaining 40.0% earned between \$15.00 and \$17.49 per hour.
- 25.0% of recent graduate survey respondents indicated they are continuing their education.
- 100.0% of recent graduate survey respondents would recommend SPC's Building Arts program to another.
- Due to a midyear change in the survey format, survey responses were not provided for evaluation of college preparation.
- Two *Employer Surveys* were sent to employers based on the permission provided by 2005-06 Building Arts graduates in the recent alumni survey, but only one Employer responded. Since a single response can not accurately represent the entire program, employer survey results will not be reported.

Occupation Profile

- *2005 median yearly income* for Building Arts was \$52,000 in the United States, and \$45,700 in the local area. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.
- *Employment trend information* indicated a significant average annual increase (11% - 22%) in employment for the profession over the next 5 - 7 years for the country and state

State Graduates Outcomes data is provided for all academic programs to provide reference information for the employment trend data, program graduate state outcome data is provided for all academic programs included within Building Arts.

- Almost forty (37) students completed a state Architectural Design and Construction Technology program in 2003-04, of those almost thirty (29) had some matching state data. Ninety-two percent (22) of those state graduates were employed at least a full quarter. SPC's graduates exceeded this rate, with 100% of the graduates employed at least a full quarter.
- Almost sixty (56) students completed a state Drafting and Design Technology program in 2003-04, of those almost fifty (48) had some matching state data. Eighty-six percent (36) of those state graduates were employed at least a full quarter. During this year SPC did not have any Drafting and Design Technology program graduates.

Program Director's Perspective: Issues, Trends, and Recent Successes

Strengths

The Building Arts Program is a high quality academic program with great potential. The program produces both career-oriented and transfer graduates. I am please to say that the program provides rigorous transfer courses to students seeking careers in architecture and related fields, and provides rigorous job entry courses to students seeking careers in construction related fields.

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Although the program has gone through some organizational changes over the past two years, at its core the program has shown stability in enrollment, success with student transfers, and a strong classroom success rate (consistently 95 percent or higher). Furthermore, the high quality of instruction as indicated on student surveys has contributed significantly to the quality of the program. Finally, the lead instructor's strong working relationship with the program advisory committee has resulted in effective input for maintaining program quality.

Program Graduates

Over the past three years, there has been a continuous increase in the number of program graduates from A.S. degree and certificate programs. Students graduating from the program reached a ten-year high in 2006-07. As we work to enhance the promotion of our program and improve the consistency of course offerings, the success in graduating larger numbers of students is expected to continue.

Opportunities

Greater emphasis must and will be placed on the transferability of the A.S. degree in architecture. The program prepares students to enter the very best transfer programs. Currently, students who complete an A.A. degree with an emphasis in Architecture can transfer to other universities. Our Building Arts Program historically has been very successful in transferring students from our program to other programs, especially directly into the Master of Architecture program at the University of South Florida. We must pursue articulation agreements that will provide such opportunities for our A.S. students.

Accomplishments

I am most proud of our faculty and the quality of our Building Arts program! Over the past five years, 4 of the 5 winners of USF's prestigious Garcia Award have been SPC graduates; as the highest award in USF's Architecture Program, the Garcia Award is for overall academic achievement, leadership and commitment to architecture. Additionally, since USF started the A.A. to Master of Architecture track, 17 percent of its graduates have been SPC graduates.

Recommendations/Action Plan

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.





SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. 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 seventy-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 Offices of Planning, Budgeting, and Research work 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 for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. 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 (<https://it.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 State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.

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.

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

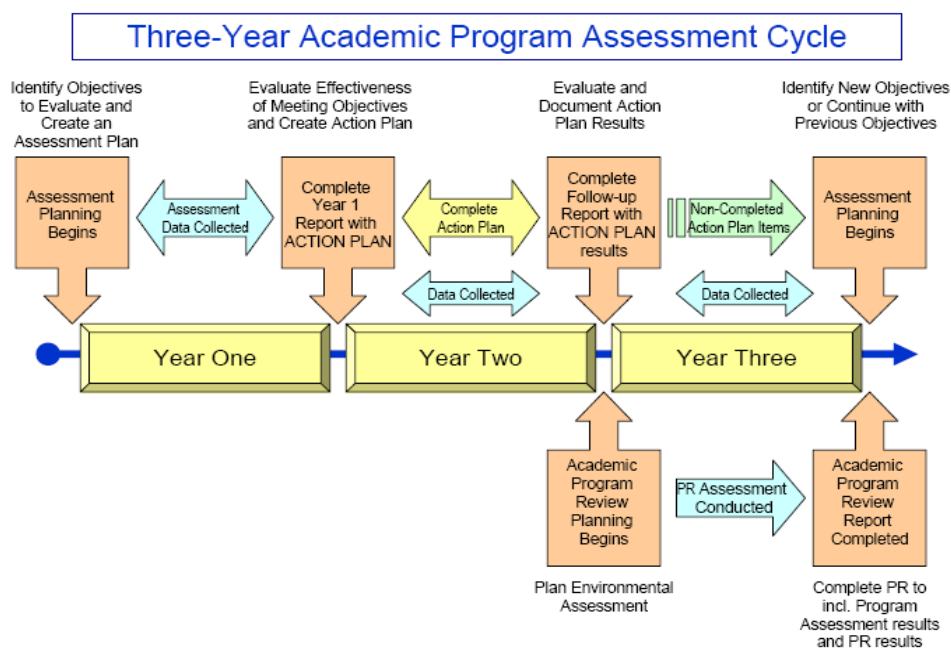


Figure 1: Three-Year Academic Program Assessment Cycle

Program Description

The goal of this program is to prepare successful students 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.





Degrees Offered

Various degrees are offered within the Building Arts program including Associate in Science degrees in Architectural Design and Construction Technology, and Drafting and Design Technology. Program Certificates include Building Construction Technology, and Drafting Technology.

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

Accreditation

No accreditation information is on file for Building Arts.





Program Performance

Actual Course Enrollment

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has remained relatively stable in the Building Arts program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed a decrease during the 2006-07 Fall and Spring semesters from the previous year, as shown by Figure 2.

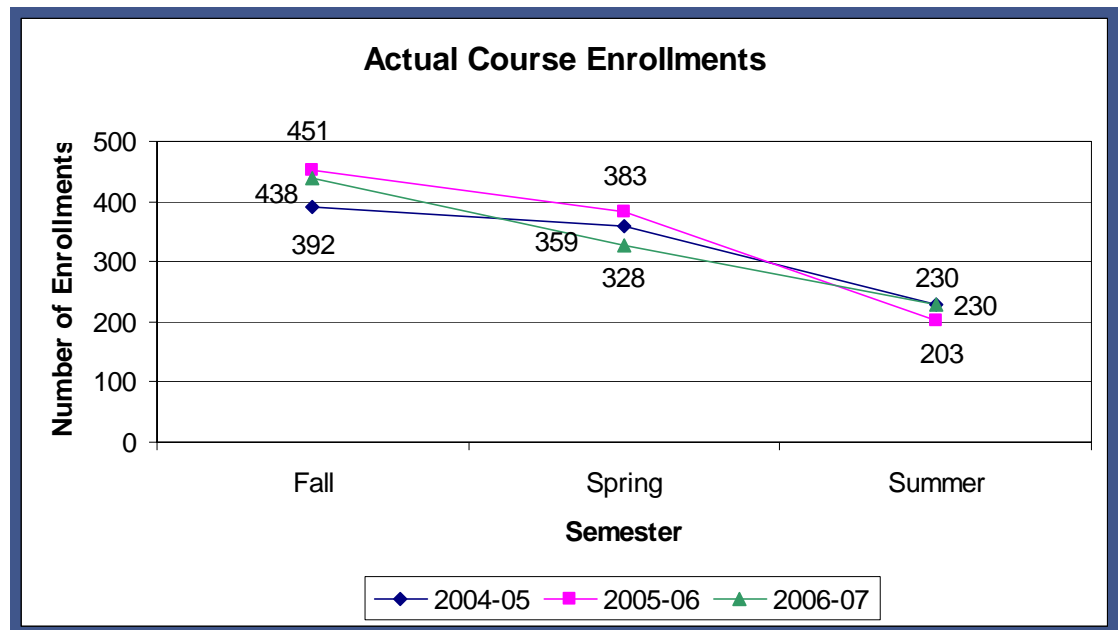


Figure 2: Actual Course Enrollment

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)





Productivity

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has remained consistent in the Building Arts program over the last two years as shown by Figure 3. The 2006-07 Fall, Spring, and Summer semester SSH values decreased slightly from the respective values in 2005-06.

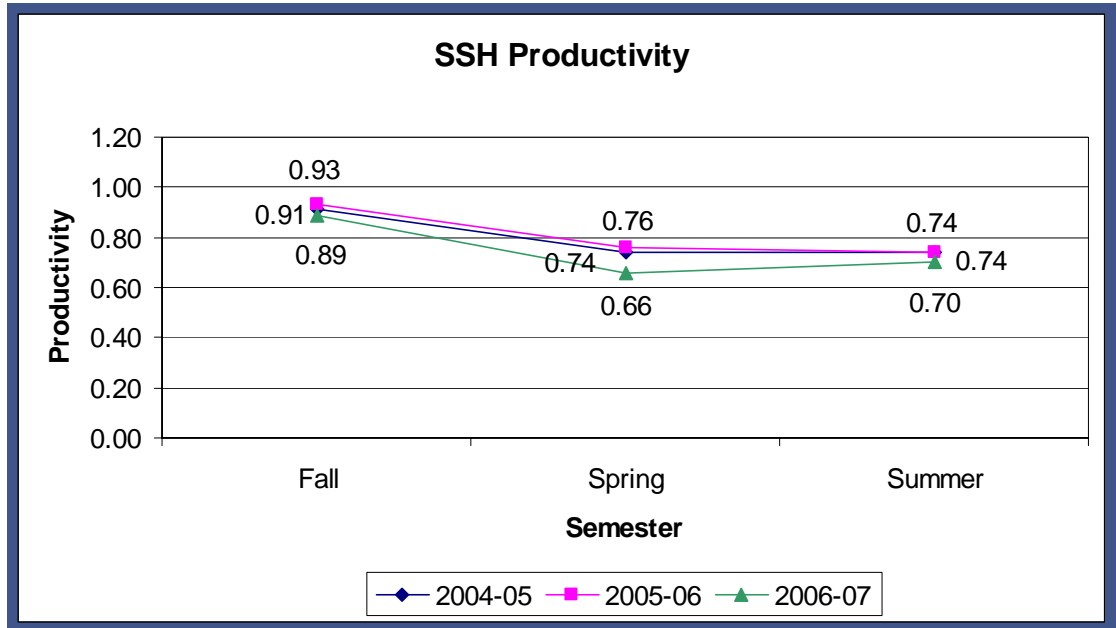


Figure 3: SSH Productivity

Source: PeopleSoft Student Administration System: Course Management Summary Report (S_CMSUMM)





Program Graduates

The number of program graduates in the Architectural Design and Construction Technology (ARCH-AS) program has increased over the last two years, with highs in 2005-06 (10) and 2006-07 (15). The Drafting and Design Technology (DRAFT-AS) program which started in 2001-02 increased in 2005-06 (4) and 2006-07 (6) as shown by Figure 4. This resulted in a ten-year high for the combined Building Arts program of 21 program graduates in 2006-07. The number of program graduates in the Building Arts Certificate program increased (21) in 2006-07.

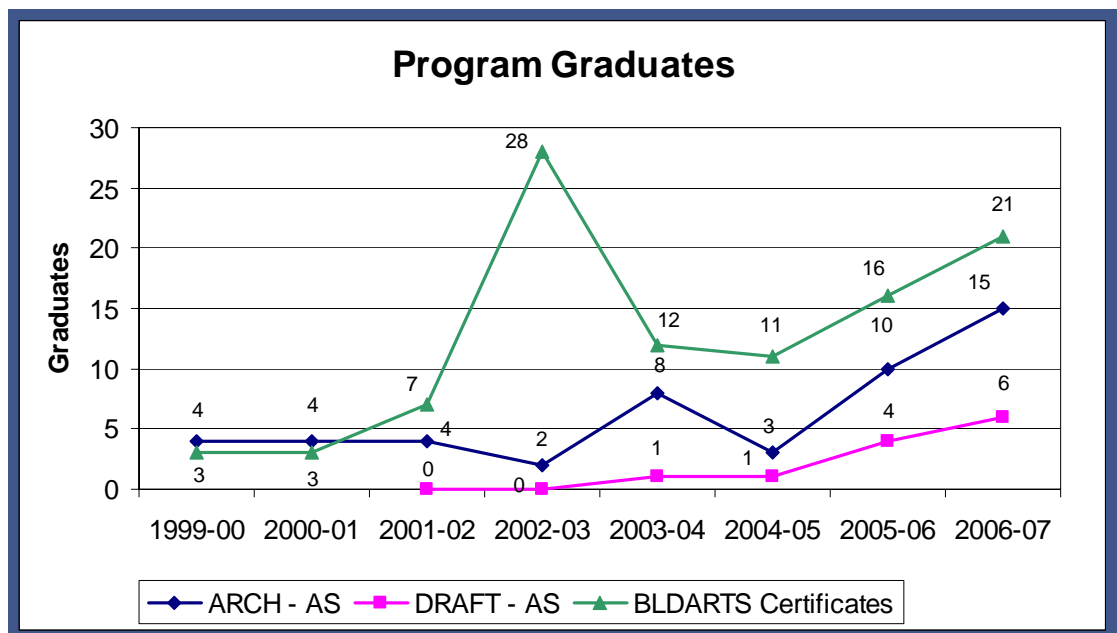


Figure 4: Program Graduates

Source: 2006-07 SPC Factbook, Table 31





Grade Distributions

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1
Program Core Course Grade Distributions

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2006	52.7%	32.2%	10.9%	0.0%	4.1%
Spring 2007	63.1%	26.6%	5.3%	1.9%	3.0%
Fall 2005	61.9%	24.9%	6.2%	1.8%	5.2%
Fall 2006	49.3%	38.9%	8.7%	0.3%	2.8%
Fall 2007	54.8%	31.1%	8.8%	0.0%	5.3%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

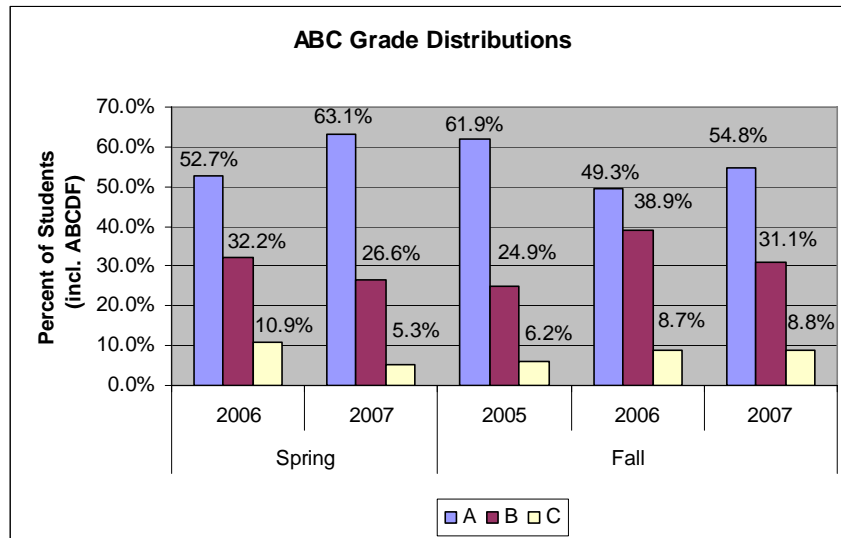


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students successfully completing the course and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program succeeded in the courses as shown by Figure 6. In Spring of 2006, 95.9% of the students were successful, as compared to 95.1% in Spring of 2007. In Fall of 2006, 96.9% of the students succeeded as compared to 94.7% in Fall of 2007.

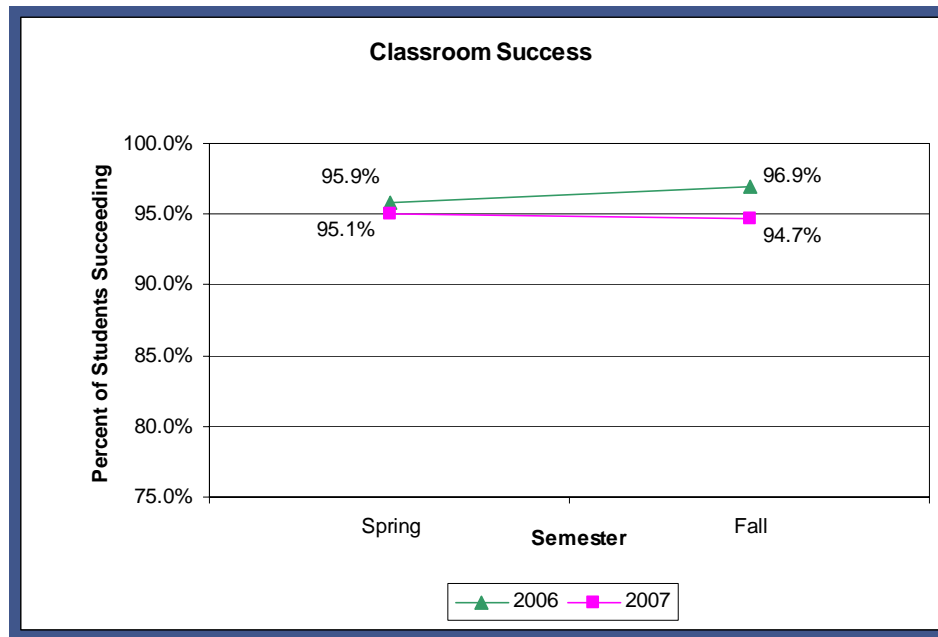


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



Fulltime/Adjunct Faculty Ratio

Table 2 displays the number and percentage of Building Arts program equated credit hours (ECHs) taught by the individual faculty classifications. As shown, Fulltime Faculty taught 62.8% of the ECHs in 2006-07, as compared to 61.4% in 2005-06. Adjunct Faculty taught 37.2% of the ECHs in 2006-07, as compared to 38.6% in 2005-06.

Table 2
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 2004-05	42.5	73.91%	0.0	0.00%	15.0	26.09%
Spring 2004-05	45.5	75.19%	0.0	0.00%	15.0	24.81%
Summer 2004-05	15.6	77.90%	0.0	0.00%	4.4	22.10%
2004-05 Total	103.6	75.05%	0.0	0.00%	34.4	24.95%
Fall 2005-06	43.4	70.66%	0.0	0.00%	18.0	29.34%
Spring 2005-06	31.2	52.25%	0.0	0.00%	28.5	47.75%
Summer 2005-06	17.1	60.63%	0.0	0.00%	11.1	39.37%
2005-06 Total	91.6	61.40%	0.0	0.00%	57.6	38.60%
Fall 2006-07	40.8	67.63%	0.0	0.00%	19.5	32.37%
Spring 2006-07	31.0	61.39%	0.0	0.00%	19.5	38.61%
Summer 2006-07	16.1	55.31%	0.0	0.00%	13.0	44.69%
2006-07 Total	87.8	62.81%	0.0	0.00%	52.0	37.19%

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





The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last three academic years. The highest semester for Adjunct ECHs was Spring 2005-06 in which adjunct faculty taught 47.8% of the program's course load as shown in Table 2. The three-semester average (37.2%) for 2006-07 was close to the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

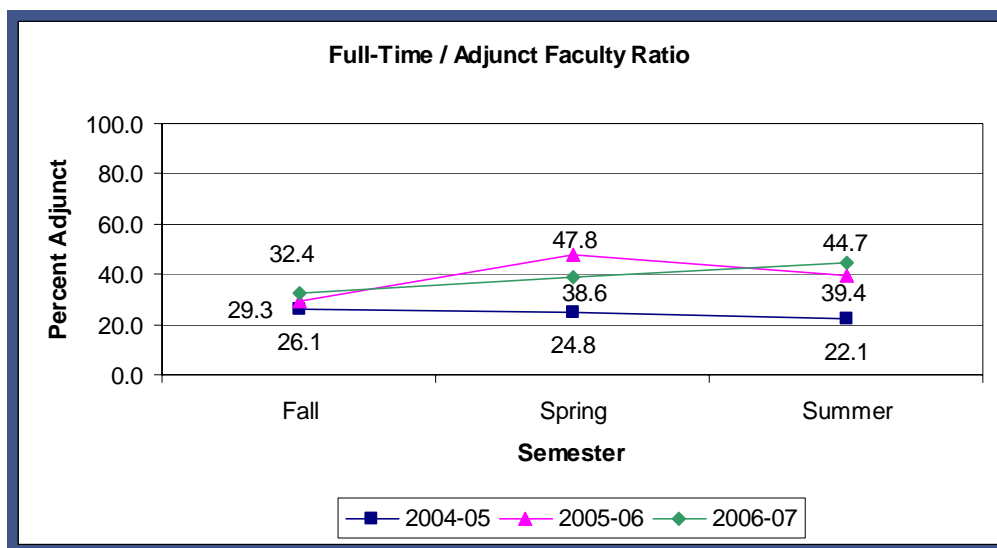


Figure 7: Full-time/Adjunct Faculty Ratio

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



Program Profitability

Relative Profitability Index (RPI-T)

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI-T for this report; specifically, 400000 level accounts were used for program tuition revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI-T for Building Arts increased to a five-year high (0.89) in 2004-05 and showed a slight decrease (0.82) in 2006-07 as shown by Figure 8.

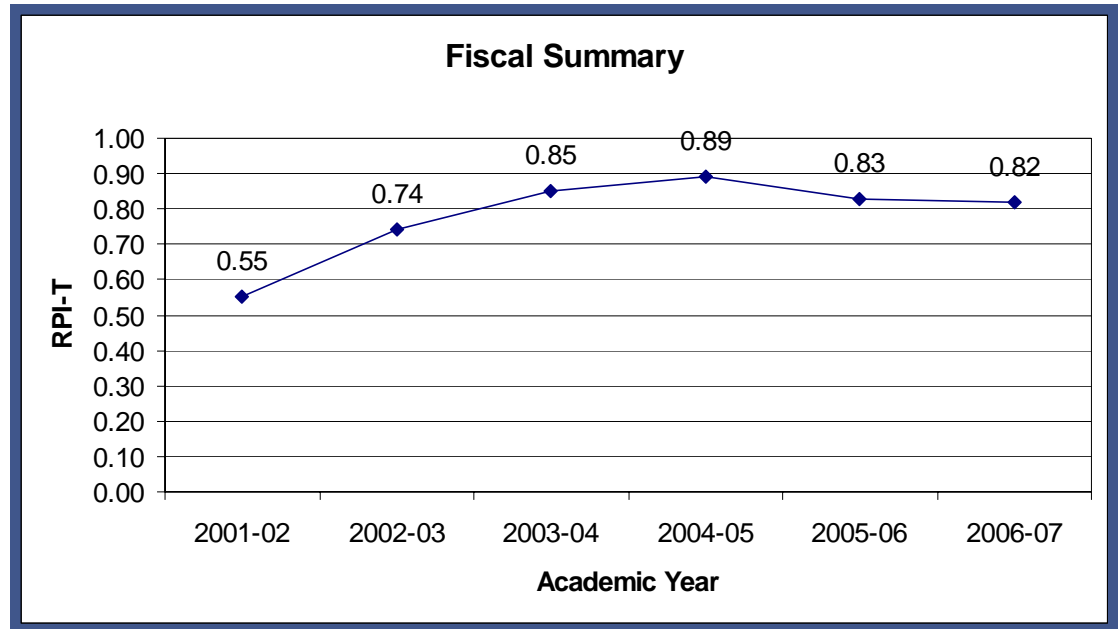


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



Program Improvements

Capital Expenditures

Capital Expenditures (Fund 10 & 16) for the BLDARTS program (Org: 11260101) during the past three years totaled \$22,963 as shown on Table 3. Program improvements made as a result of the capital expenditures included one Elmo Visual Presenter for the Building Arts Labs, ten desktop computers for the CAD lab, and various tools (a bevel slide miter saw, a combo saws set, a power saws kit, and additional miscellaneous items).

Table 3
Building Arts Capital Expenditures

Capital Expenditures			
Year	Capital Outlay	Account	Purchase Description
2004-05	1,689	700000	One Elmo Visual Presenter for the Building Arts Labs.
2005-06	21,274	700000	10 Desktop Computers for the CAD lab and various tools (Bevel Slide Miter Saw, Combo Saws Set, Power Saws Kit, Wheel Barrow, etc.)
2006-07	0	700000	--
Total	22,963		

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Building Arts program was recently evaluated through an Academic Program Assessment Report (APAR) in 2006-07. Each of the program's six Major Learning Outcomes (MLOs) was evaluated during the assessment. Each of the six MLOs are listed below:

1. The student will demonstrate an understanding of reading and interpreting construction drawings and specifications.
2. The student will demonstrate an understanding of the building construction industry by evaluating, analyzing and choosing appropriate building materials, and describing their proper methods of installation.
3. The student will demonstrate an understanding of the building construction industry by interpreting and applying building code requirements to general and specific conditions.
4. The student will demonstrate an understanding of the building construction industry by estimating quantities of materials and labor, and scheduling sequences of construction to assure on time/on budget project delivery.
5. The student will demonstrate an understanding of the building construction industry by discussing acceptable industry practices including construction law, project administration, documentation, contracts, and project supervision.
6. The student will demonstrate an understanding of the building construction industry by discussing the history, culture, construction, materials and methods that are characteristic to specific periods of architectural history.

The Building Arts Department used the results of an "End of Co-Operative Education Review" assessment to evaluate the students. The criteria for success required that students obtain a score of 4.0 or greater on each category of the evaluation, and each MLO was evaluated based on one, two, or three sub skills. It is expected that 90% of students taking the assessment will achieve the standard.



Data was collected during 2006-07, and the data findings for each MLO and related sub skill results, are displayed in Table 4. SPC Mean Scores exceeded the criteria for success for all six MLOs. Each MLO contains one or more sub skill areas. For example, MLO 1 contains two sub skills, MLO 2 contains one sub skill, and MLO 5 contains three sub skills. Five students were assessed during 2006-07, but not all students were evaluated in each of the three sub-skill areas because some skills were not witnessed by an evaluator.

Table 4
Building Arts Program Assessment Results

Major Learning Objective Assessed	2006/07 Building Arts Program Assessment Results					
	Sub Skill 1		Sub Skill 2		Sub Skill 3	
	Mean	% at criteria	Mean	% at criteria	Mean	% at criteria
MLO 1	4.8	100%	5.0	100%	--	--
MLO 2	5.0	100%	--	--	--	--
MLO 3	4.6	100%	5.0	100%	--	--
MLO 4	5.0	100%	--	--	--	--
MLO 5	5.0	100%	5.0	100%	5.0	100%
MLO 6	5.0	100%	--	--	--	--

Source: Academic Outcomes from 2006-07 Academic Program Assessment Report (APAR)

The 2006-07 follow-up report will be completed by the due date of August 15, 2008. All action items will be evaluated at that time.

Stakeholder Perceptions

Student Survey of Instruction (SSI)

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus (on-line) versions. The purpose of the SSI survey is to acquire information on student perception of the quality of courses,





faculty, and instruction, and to provide feedback information for improvement.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- **Evaluation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.

Lecture. The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The Spring 2007 SSI results were slightly higher for the Building Arts program, over the Fall 2006 scores in all four content areas. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales during all four semesters. The average survey results by semester and content area are shown by Figure 9.

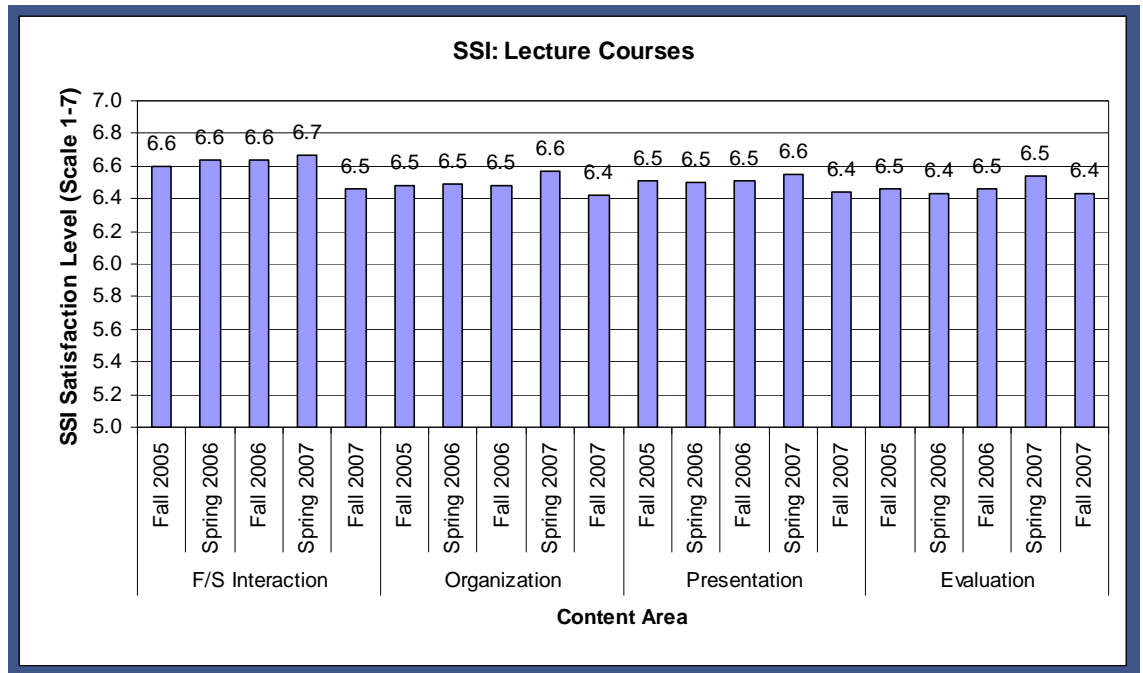


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS





Non-Lecture. Lab courses and self-paced or directed individual study use the non-lecture version of the survey. Spring 2007 was the first year for the non-lecture version of the SSI scores. The average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales.

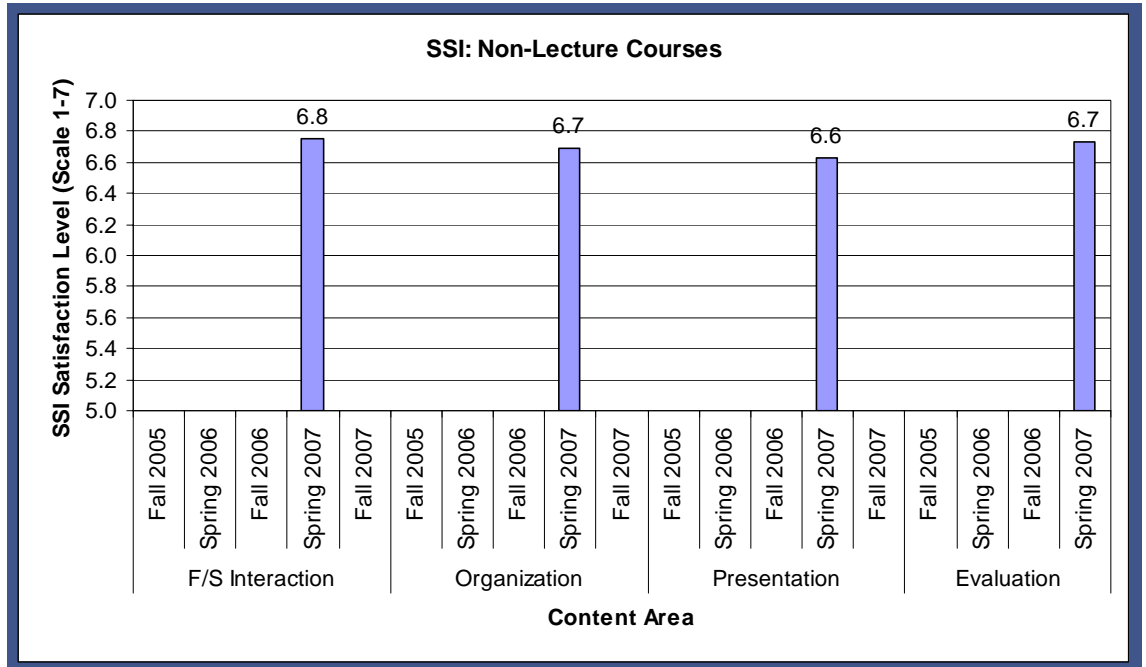


Figure 10: SSI Non-Lecture Courses

Source: PeopleSoft Student Administration System: Query S_SSI_CHRT_QRY_CAMPUS

Clinical. The clinical version of the survey is distributed to all students enrolled in a clinical specific class. There were no clinical classes in the Building Arts program during the time of the review.

eCampus. The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). There were no eCampus classes in the Building Arts program during the time of the review.





Summary. All the individual average content area scores 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 Business Management and Technologies program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.

Technical Education Advisory Committee

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);



8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.

Recent Meeting Summary.

A Building Arts advisory committee meeting was held on October 2, 2007. The meeting consisted of an enrollment report, and a discussion about curriculum issues.

Enrollment:

Mr. Robert Hudson reported on the enrollment for the Fall semester.

Curriculum.

Mr. Robert Hudson reported that Course Objectives related to environmentally sensitive "Green Building" were successfully added to 8 Building Arts classes in the 6/20/07 Curriculum & Instruction meeting. The Objectives went into effect beginning with the Fall session.

The complete committee minutes along with the minutes from previous meetings are located in Appendices B and C.





Recent Graduate Survey Information

Twenty-nine Alumni Surveys were provided to the 2005-06 graduates of the Building Arts program. Responses were received from 3 A. S. graduates and 5 Certificate completers.

Twenty-seven percent (8 of the 29) 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:

- 62.5% of recent graduate survey respondents who were employed, were employed full-time.
- 60.0% of recent graduate survey respondents had a current position related to their studies.
- 50.0% of recent graduate survey respondents indicated their main goal in completing a degree or certificate at SPC was to *'Earn more money'*, 37.5% *'Get a promotion'*, while the remaining 12.5% stated to *'Continue my education'*.
- 50.0% of recent graduate survey respondents indicated that their SPC degree allowed them to *'Change career fields'*, and 37.5% indicated to *'Earn more money'*. [Note: The total may exceed 100% as this question allows multiple responses]
- 50.0% of recent graduate survey respondents indicated that SPC did *'Exceptionally well'* in helping them meet their goal, 25.0% *'Very well'*, while 25.0% thought that SPC did *'Adequately'*.
- For hourly employees, 60.0% of recent graduate survey respondents earned between \$17.50 and \$19.99 per hour, while the remaining 40.0% earned between \$15.00 and \$17.49 per hour.
- 25.0% of recent graduate survey respondents indicated they are continuing their education.
- 100.0% of recent graduate survey respondents would recommend SPC's Building Arts program to another.





- Due to a midyear change in the survey format, survey responses were not provided for evaluation of college preparation.

Employer Survey Information

Two surveys were sent to employers based on the permission provided by 2005-06 Building Arts graduates in the recent alumni survey, but only one Employer responded. Since a single response can not accurately represent the entire program, employer survey results will not be reported.





Occupation Profile

Occupation Description

The occupation description used by the Bureau of Labor Statistics is shown below:

Directly supervise and coordinate activities of construction or extraction workers.

US, State, and Area Wage Information

The distribution of 2005 wage information for Building Arts is located in Table 8. The median yearly income for Building Arts was \$52,000 in the United States, and \$45,700 in the local area. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location.

Table 8

Wage Information for First-Line Supervisors/Managers of construction trades and extraction workers.

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.80	\$19.58	\$24.98	\$32.18	\$40.83
	Yearly	\$32,900	\$40,700	\$52,000	\$66,900	\$84,900
Tampa-St. Petersburg-Clearwater, FL MSA	Hourly	\$14.69	\$17.70	\$21.99	\$28.09	\$33.75
	Yearly	\$30,600	\$36,800	\$45,700	\$58,400	\$70,200

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



National, State, and County Trends

Employment trend information is included in Table 9 and divided by country and state. A significant average annual increase (11% - 22%) in employment for the profession over the next 5 - 7 years for the country and state is shown.

*Table 9
State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> ¹
	2004	2014		
First-line supervisors/managers, of construction trades and extraction workers	749,900	831,800	+ 11 %	20,940
Florida	Employment		Percent Change	<u>Job Openings</u> ¹
	2002	2012		
First-line supervisors/managers, of construction trades and extraction workers	74,850	91,110	+ 22 %	2,900

¹Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections





State Graduates Outcomes

To provide reference information for the employment trend data, program graduate state outcome data is provided for all academic programs included within Building Arts. Architectural Design and Construction Technology program graduate state outcome data is provided in Table 10. Drafting and Design Technology program graduate state outcome data is provided in Table 11.

Almost forty (37) students completed a state Architectural Design and Construction Technology program in 2003-04, of those almost thirty (29) had some matching state data. Ninety-two percent (22) of those state graduates were employed at least a full quarter. SPC's graduates exceeded this rate, with 100% of the graduates employed at least a full quarter as depicted in Table 10.

Table 10
Architectural Design and Construction Technology Program Graduates 2003-2004
Outcomes by Florida Community College

Florida Community College	Total Completers	# W/Matching State Data	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr
FCCJ	6	6	4	3	75%
Indian River	1	1	1	1	100%
Broward	5	5	5	5	100%
Miami Dade	3	1	1	1	100%
Seminole	6	5	3	3	100%
St. Petersburg	7	5	4	4	100%
Hillsborough	9	6	6	5	83%
Total	37	29	24	22	92%

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.fl DOE.org/fetpip/pdf/0304pdf/cc0304asc.pdf>)



Almost sixty (56) students completed a state Drafting and Design Technology program in 2003-04, of those almost fifty (48) had some matching state data. Eighty-six percent (36) of those state graduates were employed at least a full quarter as depicted in Table 11. During this year SPC did not have any Drafting and Design Technology program graduates.

*Table 11
Drafting and Design Technology Program Graduates 2003-2004 Outcomes by Florida
Community College*

Florida Community College	Total Completers	# W/Matching State Data	# Found Employed	# Employed for a Full Qtr	% Employed For a Full Qtr
Pasco	6	6	5	4	80%
Brevard	8	7	5	5	100%
Edison	9	9	8	7	88%
Gulf Coast	6	4	4	4	100%
Indian River	7	6	6	4	67%
Miami Dade	2	1	1	1	100%
Palm Beach	2	1	1	1	100%
Pensacola	2	1	1	1	100%
Seminole	1	1	1	1	100%
Tallahassee	2	2	2	1	50%
Valencia	11	10	8	7	88%
Total	56	48	42	36	86%

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports (<http://www.fldoe.org/fetpip/pdf/0304pdf/cc0304asc.pdf>)



Program Director's Perspective: Issues, Trends, and Recent Successes

Strengths

The Building Arts Program is a high quality academic program with great potential. The program produces both career-oriented and transfer graduates. I am please to say that the program provides rigorous transfer courses to students seeking careers in architecture and related fields, and provides rigorous job entry courses to students seeking careers in construction related fields.

Although the program has gone through some organizational changes over the past two years, at its core the program has shown stability in enrollment, success with student transfers, and a strong classroom success rate (consistently 95 percent or higher). Furthermore, the high quality of instruction as indicated on student surveys has contributed significantly to the quality of the program. Finally, the lead instructor's strong working relationship with the program advisory committee has resulted in effective input for maintaining program quality.

Program Graduates

Over the past three years, there has been a continuous increase in the number of program graduates from A.S. degree and certificate programs. Students graduating from the program reached a ten-year high in 2006-07. As we work to enhance the promotion of our program and improve the consistency of course offerings, the success in graduating larger numbers of students is expected to continue.

Opportunities

Greater emphasis must and will be placed on the transferability of the A.S. degree in architecture. The program prepares students to enter the very best transfer programs. Currently, students who complete an A.A. degree with an emphasis in Architecture can transfer to other universities. Our Building Arts Program historically has been very successful in transferring students from our program to other programs, especially directly into the Master of Architecture program at the University of South



Florida. We must pursue articulation agreements that will provide such opportunities for our A.S. students.

Accomplishments

I am most proud of our faculty and the quality of our Building Arts program! Over the past five years, 4 of the 5 winners of USF's prestigious Garcia Award have been SPC graduates; as the highest award in USF's Architecture Program, the Garcia Award is for overall academic achievement, leadership and commitment to architecture. Additionally, since USF started the A.A. to Master of Architecture track, 17 percent of its graduates have been SPC graduates.





Recommendations/Action Plan

Program: Building Arts

Date Completed: March 10, 2008

	Action Item	Completion Date	Responsible Party
1	Plan more active involvement in co-op/internship placement to better prepare our students for transfer.	June 2008	Joseph Smiley
2	Review architecture and construction technology courses to strengthen transferability.	August 2008	Robert Hudson
3	Expand contacts with local high schools and organizations to promote enrollment and collaborative partnerships. Explore planning a collaborative design exhibition in the Crossroads Gallery with Dunedin High School.	June 2008	Joseph Smiley
4	Study ways to strengthen the AA to M. Arch relationship.	June 2008	Robert Hudson
5	Add a second Building Codes course to enhance the curriculum.	September 2008	Robert Hudson

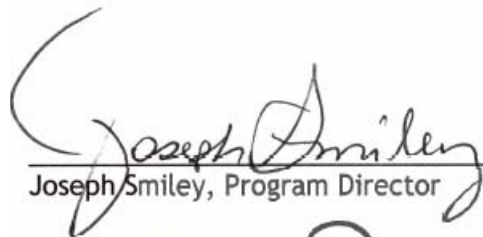
Special Resources Needed:

N/A



Area(s) of Concern/Improvement:

Although the program has a very strong and capable lead instructor, finding good architectural adjuncts has been and will continue to be very challenging, especially during the day. With the loss of a full time instructor last year, we have one full time instructor, necessitating heavy use of adjuncts to meet the instructional needs of the program.



Joseph Smiley, Program Director

4-8-2008
Date



Bert Purga, Provost

4-8-2008
Date





President's Cabinet Review

Summary of observations, recommendations, and decisions:

Carl M. Kuttner Jr.

President's Signature

4-24-08

Date





Action Plan Follow-up and Evaluation Report

Program: Building Arts

Date Completed:

Prepared By:

I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



III. Evaluation of the Impact of Action Plans on Program Quality

Provost

Date

Responsible VP

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:

Carol Weideman, Ph.D.
Director, Institutional Research and Effectiveness
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733
(727) 341-3059
weideman.carol@spcollege.edu





Appendix A: Program Overview, 2007

ARCHITECTURAL DESIGN AND CONSTRUCTION TECHNOLOGY (ARCH-AS)

ASSOCIATE IN SCIENCE DEGREE

(Major Courses are taught on the Clearwater Campus)

Joseph Smiley, Program Director, CL (727) 791-2533

Jean Calderon, Instructor-In-Charge, CL (727) 791-2598

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.

GENERAL EDUCATION COURSES (18 credits)

ENC 1101	Composition I or (Honors)	3
SPC 1600	Introduction to Speech Communication OR (SPC 1600H, 1016, 1060, or 1060H)	3
	Humanities/Fine Arts Approved Course	3
Mathematics	* One college-level course with a MAC, MAP, MAS, MGF, MTG or STA prefix	3
	Social & Behavioral Sciences Approved Course	3
PHI 1600	Studies in Applied Ethics OR (PHI 1602H, 1631, 2635 or 2649)	3
	Computer/Information Literacy Competency Requirement	

SUPPORT COURSES (12 credits)

Select 9 credits:	BUL 2131, BUL 2241, BUL 2242, GEB 1011, MAN 2340, REE 1040, or SBM 1000	9
Select 3 credits:	CHM, GLY, ISC, PSC or PHY prefix	3

MAJOR COURSES (36 credits)

Codes – Select 3 credits:		3
BCN 1930	Hurricane Resistant Design for Residential Construction	
BCN 2732	Occupational Safety and Health (OSHA) Standards for the Construction Industry	
BCN 2068	The A.D.A.: Primer for Contractors	
BCT 1760	Building Codes	
BCT 2762	RCS-96 Hurricane Code	
BCT 2764	SSTD 10-96 "Deemed to Comply"	
Drawing – Select 3 credits:		3
ARC 1126C	Architectural Drawing I	
BCN 1050	Building Specifications	
BCN 1251C	Construction Drawing	
BCN 1272	Blueprint Reading	
ETD 1320C	Introduction to CAD	
ETD 1350C	AutoCAD II	
ETD 1355C	AutoCAD III 3-D Modeling	
TAR 2122C	Advanced Construction Drawing	
Estimating – Select 3 credits:		3
BCT 1770	Construction Estimating	
BCT 2771	Advanced Estimating and Scheduling	
General – Select 3 credits:		3
ARC 1701	Architectural History I	
ARC 1702	Architectural History II	
Industry – Select 3 credits:		3
BCN 2070	Avoiding and Resolving Construction Claims	
BCT 2730	Job Site Superintending	
BCT 2708	Advanced Construction Project Management	
TAR 1271	Professional Practice	





Appendix A: Program Overview, 2007 (con't)

Materials – Select 3 credits:			3
ARC	2461	Materials and Methods of Construction I	
BCN	1057	Residential Heating, Ventilating and Air Conditioning (HVAC) Systems	
BCN	1058	Residential Plumbing Systems	
BCN	1059	Residential Electrical Systems	
BCN	2052	Masonry Construction Methods	
BCN	2053	Residential Roofing Systems	
BCN	2054	Construction Surveying Methods	
BCN	2055	Concrete Construction Methods	
BCN	2056	Steel Construction Methods	
Work Experience – Select 3 credits:			3
BCN	1940	Construction Practicum	
BCN	2949	Co-op Work Experience	
TAR	1941	Architectural Drafting Practicum	
TAR	2949	Co-op Work Experience	
Electives – Select 15 credits:			15
ARC, BCN, BCT or TAR courses			
TOTAL PROGRAM HOURS			66

^a If you take MAT 1033, your degree will be an AAS instead of an AS. Transferability cannot be guaranteed with the AAS degree.





Appendix A: Program Overview, 2007 (con't)

DRAFTING AND DESIGN TECHNOLOGY (DRAFT-AS)

ASSOCIATE IN SCIENCE DEGREE

(Major Courses are taught on the Clearwater Campus)
Joseph Smiley, Program Director, CL (727) 791-2547
Jean Calderon, CL (727) 791-2598

This program prepares students for careers in drafting as a professional CAD technician. The successful A.S. degree candidate may seek employment in architect's offices, general contractor's offices, civil and mechanical firms, municipal government offices, and manufacturing companies.

The program offers two options: Building Construction and Computer Aided Design and Drafting (CADD). The program coverage includes courses related to architectural and building construction, codes and materials, structural and mechanical engineering, rapid prototyping, and CO-OP work experience.

GENERAL EDUCATION COURSES (18 credits)

ENC 1101	Composition I or (Honors)	3
SPC 1600	Introduction to Speech Communication OR (SPC 1600H, 1060, 1606H or 1016)	3
	Humanities/Fine Arts Approved Course	3
	Mathematics *One college-level course with a MAC, MAP, MAS, MGF, MTG or STA prefix	3
	Social & Behavioral Sciences Approved Course	3
PHI 1600	Studies in Applied Ethics OR (PHI 1602H, 1631, 2635 or 2649)	3
	Computer/Information Literacy Competency Requirement	

SUPPORT COURSES (12 credits)

Select 9 credits:	BUL 2131 or 2241 or 2242, GEB 1011, MAN 2340, REE 1040, or SBM 1000	9
Select 3 credits:	CHM, GLY, ISC, PSC or PHY prefix	3

SURPLAN A - BUILDING CONSTRUCTION (BLDG) (32 CREDITS)

Drafting Core (12 credits)

BCN 1251C	Construction Drawing	3
ETD 1320C	Introduction to CAD	3
ETD 1350C	AutoCAD II	3
ETD 1355C	AutoCAD III 3-D Modeling	3

Drawing – Select 3 credits

TAR 2122C	Advanced Construction Drawing	3
ARC 1126C	Architectural Drawing I	3
BCN 1050	Building Specifications	3
BCN 1272	Blueprint Reading	3

Codes – Select 3 credits:

BCN 1930	Hurricane Resistant Design for Residential Construction	3
BCN 2732	Occupational Safety and Health (OSHA) Standards for the Construction Industry	3
BCN 2068	The A.D.A.: Primer for Contractors	3
BCT 1760	Building Codes	3
BCT 2762	RCS-96 Hurricane Code	3
BCT 2764	SSTD 10-96 "Deemed to Comply"	3

Materials – Select 3 credits:

ARC 2461	Materials and Methods of Construction I	3
BCN 1057	Residential Heating, Ventilating and Air Conditioning (HVAC) Systems	3
BCN 1058	Residential Plumbing Systems	3
BCN 1059	Residential Electrical Systems	3
BCN 2052	Masonry Construction Methods	3
BCN 2053	Residential Roofing Systems	3
BCN 2054	Construction Surveying Methods	3
BCN 2055	Concrete Construction Methods	3
BCN 2056	Steel Construction Methods	3





Appendix A: Program Overview, 2007 (con't)

Work Experience – Select 3 credits:		3
BCN	1940 Construction Practicum	
BCN	2949 Co-op Work Experience	
TAR	1941 Architectural Drafting Practicum	
TAR	2949 Co-op Work Experience	
Electives – Select 8 credits:		8
ARC, BCN, BCT, ETD or TAR courses		
TOTAL PROGRAM HOURS		62
OR		
SUBPLAN B: COMPUTER-AIDED DESIGN & DRAFTING (CADD) (32 credits)		
ETD	1320C Introduction to CAD	3
ETD	1350C AutoCAD II	3
ETD	1355C AutoCAD III 3-D Modeling	3
ETD	1360C AutoCAD IV - Advanced Solid Modeling	3
ETD	2359C Introduction to SolidWorks	3
ETD	2367C Advanced SolidWorks	3
ETD	2395C Advanced AutoCAD with Architectural Desktop	3
EET	2949 Co-op Work Experience	3
Electives – Select 8 credits:		8
ARC, BCN, BCT, ETD or TAR courses		
TOTAL PROGRAM HOURS		62

* If you take MAT 1033, your degree will be an AAS degree instead of an AS degree. Transferability cannot be guaranteed with the AAS degree.





Appendix A: Program Overview, 2007 (con't)

BUILDING CONSTRUCTION TECHNOLOGY CERTIFICATE (BCNST-CT)

Dr. Joseph Smiley, Program Director (727) 791-2533
Jean Caldieron, Instructor-in-Charge (727) 791-2598

Job Related Opportunities:

- Job Foreman
- Job Estimator
- Scheduler
- Materials Purchaser
- Drafter
- Superintendent
- Project Manager

This Certificate provides the student with the management training and practical skills necessary to assist contractors and subcontractors in the construction industry.

PROGRAM REQUIREMENTS

BCN	1050	Building Specifications	1
BCN	1251C	Construction Drawing OR	3
BCN	1272	Blueprint Reading	(2)
BCN	2732	Occupational Safety and Health (OSHA) Standards for the Construction Industry	1
BCN	2068	The ADA: Primer for Contractors	1
BCT	1760	Building Codes	2
BCT	1770	Construction Estimating	3
<u>Materials – Select 3 credits:</u>			3

ARC	2461	Materials and Methods of Construction I
BCN	1057	Residential Heating, Ventilating and Air Conditioning (HVAC) Systems
BCN	1058	Residential Plumbing Systems
BCN	1059	Residential Electrical Systems
BCN	2052	Masonry Construction Methods
BCN	2053	Residential Roofing Systems
BCN	2054	Construction Surveying Methods
BCN	2055	Concrete Construction Methods
BCN	2056	Steel Construction Methods

Work Experience – Select 3 credits:

BCN	1940	Construction Practicum	3
BCN	2949	Co-op Work Experience	
TAP	1941	Architectural Drafting Practicum	
TAR	2949	Co-op Work Experience	
Specialty experience in Construction Drafting, Construction Management, Construction Estimating and Construction Superintendent:			
Select 7-8 credit hours: ARC, BCN, BCT, TAR courses, or ETD 1320C or ETD 1350C			7 (9)

Please see the list of suggested specialized elective options below and the elective categories listed in the college catalog under the A.S. Program in Architectural Design and Construction Technology for available options.

TOTAL CERTIFICATE HOURS 24

Specialty	Recommended elective categories
Building Construction	Materials, Codes, Estimating, Industry
Construction Drafting	Drawing, Codes, Industry, ETD 1320C, ETD 1350C
Construction Estimating	Estimating, Materials, Codes, Industry
Construction Management	Codes, Industry, Estimating, General
Construction Superintendent	BCT 2730, Codes, Estimating, Materials, Industry





Appendix A: Program Overview, 2007 (con't)

DRAFTING CERTIFICATE (DRAFT-CT)

(These courses are only offered at the Clearwater Campus)
Jean Calderon, Instructor-In-Charge (727) 791-2598

This certificate provides the student with the practical skills necessary to accept the challenges of a construction draftsman. Successful certificate holders may find employment as a draftsman in an architect's, engineer's or contractor's office, governmental agencies, corporate planning departments or other private industries. These courses are also applied to the 62-credit hour Associate in Science Degree in Drafting and Design Technology.

PROGRAM REQUIREMENTS (24 credits)

BCN	1050	Building Specifications	1
BCN	1251C	Construction Drawing	3
BCN	2068	The ADA: Primer for Contractors	1
BCT	1760	Building Codes	2
ETD	1320C	Introduction to CAD	3
ETD	1350C	AutoCAD II	3
ETD	1355C	AutoCAD III 3-D Modeling	3

Materials – Select 3 credits:

ARC	2461	Materials and Methods of Construction I	(3)
BCN	1057	Residential Heating, Ventilating and 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	Residential Roofing Systems	(1)
BCN	2054	Construction Surveying Methods	(1)
BCN	2055	Concrete Construction Methods	(1)
BCN	2056	Steel Construction Methods	(1)

Work Experience – Select 3 credits:

BCN	1940	Construction Practicum	(3)
BCN	2949	Co-op Work Experience	(3)
TAR	1941	Architectural Drafting Practicum	(3)
TAR	2949	Co-op Work Experience	(3)

Select 2 credits:

ARC, BCN, BCT or TAR	courses	(2)
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TOTAL CERTIFICATE HOURS 24





Appendix B: Advisory Board Committee Minutes, 2007-08

BUILDING ARTS ADVISORY COMMITTEE

MINUTES

Date October 2, 2007

Present: Debra Jaramillo
Herman Jaramillo
Ellis Rue

Brad Jenkins (Program Head)
Robert Hudson (Instructor)

AGENDA ITEMS

- **Note** The 10/2/07 Advisory Meeting was a dinner meeting.

Dr. Kuttler addressed the "collected" Advisory Committees.

Dr. Cooper addressed the "collected" Advisory Committees.

After dinner, each Advisory Committee adjourned to an individual meeting.
- **Enrollment** Mr. Hudson reported on the enrollment for the Fall.
- **Curriculum** Mr. Hudson reported that Course Objectives related to environmentally sensitive "Green Building" were successfully added to 8 Building Arts classes in the 6/20/07 Curriculum & Instruction meeting. The Objectives went into effect beginning with the Fall session.
- **Meeting** The Advisory Committee will meet again in January or February. Details will follow.

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Appendix C: Advisory Board Committee Minutes, 2006-07

MINUTES **BUILDING ARTS ADVISORY COMMITTEE**

Date June 20, 2007

Present: (email mtg.)	Carlton Childs	Peter Mulin
	Joseph DiPasqua	Gary Pailthorp
	Rodney Fischer	Ellis Rue
	Roger Harvey	Elise Schreiner
	Debra Jaramillo	Ned Stacy, AIA
	Herman Jaramillo	Jack Tremblay
	Johnny Moore	
	Brad Jenkins (Program Director)	Robert Hudson (Instructor)

AGENDA ITEMS

- **Note** The original intent of the 6/20/07 Advisory Meeting was to have a "working session" to discuss and develop ideas for new classes.

The meeting agenda changed after a 6/4/07 meeting with Dr. Paul Hatchett, who requested immediate course changes to incorporate "Green Building" into a number of our existing Building Arts classes. To have the *requested* changes in place by the Fall semester (SPC is hosting a "Green Building" meeting in September), the changes had to be presented at the 6/20/07 C & I Meeting.

After completing the changes, Mr. Hudson sent them to Building Arts Advisory Committee members for comments. Two members responded with positive support for the changes. As the 6/20 C & I meeting was occurring before the planned 6/20 "working meeting" of the Building Arts Advisory Committee later that day, the Building Arts meeting was cancelled in lieu of the "electronic meeting".

Mr. Jenkins successfully presented the changes to the C& I Committee on 6/20/07. As the proposed changes were deemed acceptable by the C & I Committee, it was not necessary to meet with the Building Arts Advisory Committee.
- **Fall Meeting** The Advisory Committee was reminded that Fall meeting would be a dinner meeting with Mr. Kuttler on Tuesday, October 2, 2007. Details will follow.

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Appendix C: Advisory Board Committee Minutes, 2006-07 (con't)

MINUTES **BUILDING ARTS ADVISORY COMMITTEE**

Date May 2, 2007

Present: Joseph DiPasqua Debra Jaramillo
 Roger Harvey Ellis Rue

 Brad Jenkins (Program Director) Robert Hudson (Instructor)
 Amy Brush (SPC Outreach)

AGENDA ITEMS

- **Introduction** of Building Arts Advisory Committee members.
 - **Role of Advisory Committee.** Mr. Hudson stressed the need for participation recognized the valuable input that the Committee can provide.
- **Department Report**
 - **AA Success.** Mr. Hudson reported:
 - 7 of 8 students who applied to the USF Masters of Architecture program were accepted.
 - 5 of the 19 USF Masters of Architecture graduates were from the SPC Building Arts program.
 - The majority of the awards given to students at the USF/School of Architecture and Community Design went to SPC Building Arts alumni, including the prestigious "Garcia Award" for the best student (Daryl Croi), the award for the best portfolio (Giancarlo Guisti) and the top performer in technology (Jose Rodriguez-Colon).
 - **Enrollment.** Mr. Hudson reported on enrollment numbers for the Spring and Summer Session, and reported that classes were cancelled because they did not meet 90% productivity.
 - **Class Sizes.** Mr. Hudson thanked Advisory Committee members who wrote letters to the Department in support of smaller class sizes.
- **New Agenda.**
 - **Changes.** Mr. Jenkins:
 - described the inter-connection, transformation and consolidation of the sequential AutoCAD classes.
 - announced that Dr. Jean Caldieron will be leaving the college and his position will be covered by adjunct faculty.
 - **Fall Meeting.** Ami Brush invited the Advisory Committee to a dinner meeting with Dr. Kuttler on Tuesday, October 2, 2007. This meeting will serve as the Fall Advisory Committee meeting. Details will follow.
- The next **meeting** of the Building Arts Advisory Committee will be scheduled for June 20, 2007 from 5:30 to 6:30pm in CR 188.
 - **Action.** Mr. Jenkins requested that this meeting be a "working meeting" to discuss future Departmental changes.

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Appendix D: Advisory Board Committee Minutes, 2005-06

MINUTES **BUILDING ARTS ADVISORY COMMITTEE**

Date July 19, 2006

Present: Joseph DiPasqua Rod Fischer
 Roger Harvey Debra Jaramillo
 Ellis Rue Ned Stacy, AIA
 Jean Caldieron (Instructor) Robert Hudson (Instructor)

AGENDA ITEMS

- **Introduction** of Building Arts Advisory Committee members.
 - **Role of Advisory Committee.** Mr. Hudson stressed the need for participation and recognized the valuable input that the Committee can provide.
- **Department Report**
 - **Re-Structuring of Department.** Mr. Hudson reported that the Building Arts Department and Engineering Technology Department were joining forces under Program Director Bradley Jenkins.
 - **Enrollment.** Mr. Hudson reported on enrollment numbers for the Summer Session, and reported that 3 classes were cancelled despite enrollments of 18, 19 and 15 students because the classes did not meet 90% productivity.
 - **Credentialing.** Mr. Hudson reported on the continuing struggle to find "credentialed" instructors.
 - **Class Sizes.** Mr. Hudson thanked members from 2004-2005 Advisory Committee who wrote letters to the Department in support of smaller class sizes.
 - **Action Items** The Committee will draft a letter expressing class size and cancellation concerns.
- **New Agenda.**
 - **Four Year Program.** Mr. Hudson reported that he has had numerous inquiries (rumors?) regarding a four year program in Building Construction.
 - **Action Items** The Committee will investigate the need and will make recommendations.
- The next **meeting** of the Building Arts Advisory Committee will be scheduled in the Fall Session.

rh





Appendix D: Advisory Board Committee Minutes, 2005-06 (con't)

MINUTES **BUILDING ARTS ADVISORY COMMITTEE**

Date January 25, 2006

Present: Rod Fischer
Debra Jaramillo
Ellis Rue
Ned Stacy, AIA

Debra Jaramillo (Guest)
Jean Caldieron (Instructor)
Robert Hudson (Instructor)

Absent: Carlton Childs
Joseph DiPasqua
Roger Harvey
Johnny Moore

Peter Mulin
Gary Pailthorp
Elise Schreiner
Michael Sofarelli, AIA

AGENDA ITEMS

- **Introduction** of Building Arts Advisory Committee members.
 - **Role of Advisory Committee.** Mr. Hudson stressed the need for participation recognized the valuable input that the Committee can provide.
 - **Contact Information** Address and telephone contact information were distributed. The Committee suggested the addition of email addresses.
 - **Action Items** Ms. Jaramillo will coordinate gathering email info.
- **Facilities** - As Members present were familiar with the Building Arts facilities, this agenda item was deleted.
- **Department Report**
 - **Enrollment/Credentialing.** Mr. Hudson reported on enrollment numbers for the Fall and Spring Sessions, and the continuing struggle to find "credentialed" instructors.
 - **Class Sizes.** Mr. Hudson thanked Members from 2004-2005 Advisory Committee who wrote letters to the Department in support of smaller class sizes.
- **Committee Concerns.**
 - Members expressed concern over lack of participation. Ms. Jaramillo volunteered to call members prior to the next meeting. The Committee discussed alternative meeting times (after work hours).
 - **Action Items** Mr. Hudson to send follow-up letters; Ms. Jaramillo to call members prior to the next meeting.
- **New Agenda.**
 - **New Courses Suggested**
Contractor Licensing Process/Laws (Mr. Fischer)
Real Estate Development (Mr. Jaramillo)
Additionally, the Committee discussed a Contractor Licensing Test Prep Seminar type course.
 - **Action Items** Mr. Hudson will investigate.
 - **Labor Market/Market Analysis**
Mr. Hudson requested construction industry data on the local labor market.
 - **Action Items** The Committee will send supporting data.
- The next meeting of the Building Arts Advisory Committee will be scheduled in the Summer Session.
 - **Action Items** Mr. Hudson will coordinate.

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Appendix E: Advisory Board Committee Minutes, 2004-05

MINUTES **BUILDING ARTS ADVISORY COMMITTEE**

Date July 12, 2005

Present: Dr. Anne Cooper
Joseph DiPasqua
Robert Hudson (Instructor)

Debra Jaramillo
Peter Mulin
Ellis Rue

Absent: Carlton Childs
Rod Fischer

Michael Sofarelli, AIA
Ned Stacy, AIA

Additionally, invited guests (6) from the construction industry were unable to attend.

AGENDA ITEMS

- **Introduction** of Building Arts Advisory Committee members. Address and telephone contact information were updated.
- **Report** given on successes of SPC Graduates.
 - **Transfers.**
USF
From Design 4: 5 (of 8) students were accepted into the AA/Arch to Master of Architecture Program.
From Design 2: 4 (of 4) students were accepted into the AA/General to Master of Architecture Program.

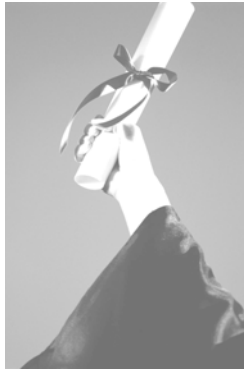
Additionally, 3 of the 17 Master of Architecture graduates in May 05 received their AA in Architecture from SPC. Two of those 3 went directly from AA/Arch to MArch.
 - **UF**
From Design 4: 2 (of 4) students were accepted into the third year of the Bachelor of Design program.
 - **Class cancellations.**
One Building Arts class (out of 14 offered) was cancelled during the Summer session.
Advisory Committee members stressed need for smaller class sizes in Building Arts classes, because of the nature of the course material.
Action Item. Advisory Committee members shall write letters to the Department in support of smaller class sizes.
- **Tampa Bay Builders Association (TBBA).**
 - Mr. Hudson indicated that the names of 3 active members of the TBBA were submitted to the College for inclusion on next year's Building Arts Advisory Committee.
 - Ms. Jaramillo requested that Mr. German Jaramillo of Casa Jaramillo, Ltd. be invited to the next meeting.
- **Credentialing Issues.**
 - Dr. Cooper explained the credentialing process.
- The next **meeting** of the Building Arts Advisory Committee will be scheduled in the Fall Semester.
 - **Action Items** Mr. Hudson will coordinate.

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Building Arts
2007-08 Comprehensive Academic Program Review
Department of Institutional Research and Effectiveness

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