

2017 Fall Architectural Technology

Faculty SLO Survey

February 28, 2018

Q3 - What do you think your students liked best about your program?

Realistic projects and field trips.

Q4 - What do you think your students would like to see changed in your program?

Now that we have the dual monitors I'm not sure what is next on the list.

Q5 - How many students will graduate from your program this trimester?

7

Q7 - How many graduates are able to use effective communication skills?

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Q8 - Provide any comments you have on effective communication skills taught in this program.

Students often present their projects in and out of class and they improve over the course of the program.

Q9 - How many graduates are able to apply mathematical concepts?

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Q10 - Provide any comments you have on the application of mathematical concepts taught in this program.

Change to college math from tech math has meant we need to spend some more time teaching math concepts in some courses.

Q11 - How many graduates are able to transfer social and natural science theories into practical applications?

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Q12 - Provide any comments you have on transferring social and natural science theories into practical applications, and how it is taught in this program.

Q13 - How many graduates are able to use critical thinking skills?

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Q14 - Provide any comments you have on critical thinking skills taught in this program.

The design process teaches critical thinking.

Q15 - How many graduates are able to use technology effectively?

7

Q16 - Provide any comments you have on how using technology effectively is taught in this program.

Much time spent using technology.

Q17 - How many graduates are able to value themselves and work ethically with others in a diverse population?

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Q18 - Provide any comments you have on how valuing one's self and working ethically with others in a diverse population is taught in this program.

Q19 - How many graduates are able to make decisions that incorporate the importance of sustainability?

7

Q20 - Provide any comments you have on how incorporating the importance of sustainability in the decisions one makes is taught in this program.

Sustainability is pretty well integrated into program classes.

Q22 - How many graduates are able to develop building designs?

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Q23 - Provide any comments you have about teaching this program outcome.

Q24 - How many graduates are able to apply structural principles in all phases of an architectural project?

7

Q25 - Provide any comments you have about teaching this program outcome.

Q26 - How many graduates are able to estimate the materials and costs required to construct a building?

7

Q27 - Provide any comments you have about teaching this program outcome.

Q28 - How many graduates are able to correlate significant structures with their architectural precedents?

7

Q29 - Provide any comments you have about teaching this program outcome.

Q30 - How many graduates are able to develop construction documents?

7

Q31 - Provide any comments you have about teaching this program outcome.

Q32 - How many graduates are able to integrate building systems?

7

Q33 - Provide any comments you have about teaching this program outcome.

Q34 - How many graduates are able to evaluate building materials?

7

Q35 - Provide any comments you have about teaching this program outcome.

Q37 - Consider this class of graduating students, what was most challenging for the faculty in your program?

A demanding cohort to teach with some challenging personalities. Started with 22 students and more than the average percentage of students had personal, personality, learning, or health related issues. This is partially the result of the change in curriculum allowed some students to enter the program that wouldn't have entered before. They definitely kept me on my toes, anything unclear or ambiguous was questioned.

Q38 - Please use this space to share any other feedback, comments, or suggestions about your experience teaching in this program this past trimester.

The first year cohort has been a good group to teach which was a welcome respite from the 2nd year cohort. I'm not sure if the strategy of mapping out 3 or 4 year plans for borderline students to complete the 2 year program is the correct one. If everything in the program is a struggle and they barely graduate after 4 years of extra attention, will they be able to find and keep a job?

