HAWAI‘I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Architectural, Engineering & CAD Technologies

Date: November 15, 2015

Review Period
July 1, 2014 to June 30, 2015

Initiator: Joel Tanabe
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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/program-unit-review/
Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

This program prepares students for employment with architectural firms, contractors, engineers, surveyors, or government agencies. Job responsibilities range from making accurate working drawings of buildings to assisting a survey crew.

Course work includes manual drafting, 2d CAD drafting, residential design and working drawings, land surveying, civil engineering, zoning and building codes, construction materials, architectural studio design, 3d design and printing, sustainability in architecture, commercial working drawings and building services. Blueprint reading courses are offered for other trade programs such as Electricity, Welding, and Carpentry.

Students have varied backgrounds and life experiences. Some are recent high school graduates, or have prior work experience in a variety of related and unrelated fields, may have earned a prior degree in another major, or have military backgrounds. Some are focused on engineering, others in architecture. It is common that some are not sure, or just want a technical occupation.

Within the courses, students develop manual and computer skills in architectural design development and contract document preparation, build physical study models, create 3d imaging and fabricate 3d additive technology models, do research, produce written papers, create and deliver slide presentations.

Students also learn about geomatic concepts, land information systems and its history in Hawai`i. AEC provides training using surveying tools and equipment, electronic field instruments, office and civil software, GIS and GPS applications to create maps, and 3d model views from point cloud field data.

All skills are applied to the design and creation of contract drawings to include topographic information for the building of the Annual Model Home Project, on a property in Hilo for the Department of Hawaiian Home Lands. Students may also have extracurricular opportunities to earn USGBC's LEED Green Associate credential.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

http://www.hawaii.edu/offices/cc/arpd/

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

ARPD Indicators:

Overall: Cautionary

The overall indicators reflect the same status as the prior review. AEC has been busy making many improvements to the program curriculum and in methods of course delivery to strengthen this area. Therefore, we look forward to better results in the next review.
**Demand: Unhealthy**

The number of new and replacement State positions have dropped since the last Comprehensive Program Review period from 11 positions, down to 7 positions. The number of County positions has remained the same at 1.

AEC’s overall enrollment of majors has also dropped over this same 3-year period from 37 to 26. In our assessment, this reduction may be associated with a change made to raise the AEC Program’s entry requirement. This change requires students to place into ENG 100 and Math 100 to meet AAS degree requirements of “college level” work. Additionally, with the reduction in numbers of positions at the State and County levels, the status call of UNHEALTHY continues to reflect unfavorably as in the previous comprehensive review.

Although State and County government positions are limited, AEC graduates are obtaining private sector opportunities. AEC faculty does have knowledge of where our students are being hired. However, AEC will develop a formal format of communication and departmental documentation for reporting purposes.

**Efficiency: Cautionary**

The class fill rate over the past 3 years has dropped and the FTE BOR faculty ratio has remained the same, resulting in a call that had been Healthy in both the last Comprehensive Program Review (2010) and the last Annual Program Review (2015), but now reflects Cautionary. However, in comparison to last year’s fill rate, this year there has been a slight increase from 67.3% to 70.6%. We will continue with recruitment efforts to further increase this category. However, a concern regarding recruitment/enrollment is the recent modifications to the physical space in both the 1st and 2nd year student CAD Lab/classrooms. In the summer of 2013, ceiling and lighting renovation improvements were made in the AEC department. This included the addition of multiple interior power/data full-height columns installed throughout the two CAD lab classrooms. These columns now limit the physical space available for arrangement and numbers of student workstations. This has impacted the class capacity which was initially at 16 students, to the now current cap of 12 students in CAD Lab I, and 10 students in CAD Lab II. In addition, we continue to maintain one ADA CAD workstation space in each lab.

There is a lecture area within the 1st year classroom/CAD lab. The AEC faculty has found the students to be more successful in obtaining/retaining information and knowledge during lecture sessions when lectures are held away from the distractions of their computer screens, and have been practicing the strategy of moving students to a separate lecture table for many years, since the onset of incorporating computer aided drafting and design. In the department, there is also a separate lecture room for 2nd year students which is shared with 1st year, when presentations address both groups at the same time, such as with guest speaker presentations.

**Effectiveness: Healthy**

3 years ago the persistence rate from Fall to Spring was a cautionary call at 71% with an advisory from CERC to address this issue. This year reflects positive figures of 84% and the upgrade to a Healthy call. AEC will continue efforts in keeping the students interested and engaged in course activities and accommodating student schedules through the recent offerings of online distance education courses.
Part III. Action Plan

Describe in detail the Program’s overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of “Cautionary” or “Unhealthy,” and any Perkin's Core Indicator(s) for which the Program’s Goal was not met.

G/1: As requested in the prior Comprehensive Program Review of 11/2010, and subsequent Annual Program Reviews since then, the AEC Program would like to efficiently use our existing walk-in closet by transforming it into a GREEN LAB, for multiple uses. a) incorporate green concepts into the design to minimize energy usage of the space such as with natural lighting and ventilation utilizing light shelves, wind vanes and solar exhaust fans; b) radiant barrier in ceiling to reduce heat from the exterior; c) create a healthy environment with low v.o.c. paints and greenery for natural air filtration. d) Provide a clean-up sink with plumbing connection to existing sink plumbing water and drain. e) Reactivate existing electrical outlet and add 1 new outlet. AEC strives to further develop existing instructional studies in sustainability by experimenting and applying features and measures to include Green demonstration projects, display of sustainable student projects, while providing a safe and healthy area for students to build their project models. Included will be space to also feature a student recognition display identifying past students who have earned LEED credentials, as a goal to inspire all students to pursue sustainability in their daily lives and in their architectural and engineering professions.

Goal aligns with: UHCC Strategic Directions, Goal: Modern Teaching and Learning Environments.

G/2: Replace aging printers to keep up with reproduction of plans for the Model Home Project and other instructional drawing sets for class work and the college.

Goal aligns with: UHCC Strategic Directions, Goal D: Investment in Faculty, staff, Students and their Environment.

G/3: Seek funding to hire peer tutors to support student success in our specific rigorous trade to increase graduation rates, in response to an area of concern as reflected in our ARDP assessment.

Goal aligns with: UHCC Strategic Outcomes and Performance Measures, Goal A: Student Success

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai‘i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative’s Goal, Action Strategy, and Tactic. HAWCC Strategic Plan
Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

The last Comprehensive Review was in November of 2010. A weakness noted was the low graduation rate and the consideration to add a Certificate of Competence and Certificate of Completion to assist those who seek to gain applied skills only, with the hope to positively impact graduation rates. Since that last review, the AEC program has in fact added two Certificates of Completion and two Certificates of Achievement. We thus far have been attracting those in the workforce to seek these certificate goals which will definitely impact next year’s graduation numbers.

Another weakness noted was the physical appearance of our classrooms. Since then, we have slowly made some progress by requesting assistance from the Planning, Operations, and Management office. They have repainted a few wall areas, repaired missing and broken vinyl cove bases, replaced a few broken electrical outlets and most significantly, installed a new ceiling which replaces the plastic wrap that caught the termite droppings to prevent it from falling all over our students and computer equipment.

Four goals were proposed in the past Comprehensive Program Review. We have since achieved two and are continuing to strive for the remaining two. Those accomplished were adding of more surveying coursework, and to offer more Certificates. We are still working towards AEC’s 3rd goal of accomplishing a GREEN LAB, which will in turn assist in achieving the 4th goal of infusing more sustainability measures within the other program courses as well.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit’s last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/2010_aec_comprehensive_instructional_program_review.pdf

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]
Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s).

AEC has not received certification or accreditation from any organization. AEC does have meetings with our Advisory council members to continue to keep our program in the loop with the current industry standards. Last meeting was held on February 19, 2015. After reviewing students’ artifacts for assessment, a discussion was held to obtain suggestions as to which direction the program needs to move in. From this discussion, AEC has been able to modify its curriculum and obtain new updated software and surveying equipment to enhance student learning within the architectural and surveying field. New certificates were created to allow the working community to be able to strengthen their education and receive certificates to qualify them for better job opportunities.

Validation 1: The team at Engineering Partners supports the AEC Program at Hawaii Community College. As our economy continues to grow, so does our need for qualified drafters, engineers and architects. The AEC program helps generate jobs for our local residents, as well as contributes to the economic growth of our island. Those who wish to pursue a career in the AEC industry are able to get the education they need right here at home. 5 of our team members are graduates of the AEC Program at HCC. We are truly grateful for the program and look forward to welcoming more HCC AEC graduates to our team of professionals in the future.

Thank you from the team at Engineering Partners,

Bri Simonia

Bri Simonian
Engineering Partners | HR & Administration
455 E. Lanikaula St. Hilo HI 96720
Direct 808.930.7821 | Fax 808.933.3533
Hawaii | Las Vegas | Orlando

Validation 2: As you know that in over 25 years of professional architecture, design, and planning practice in Hawaii County many, many of your students and graduates have worked in my office and, now, in some capacity at the County of Hawaii Department of Public Works. The groundwork provided has launched the careers of young people to pursue a variety of careers related to the AEC program. Drafting, design, construction management, planning, architecture, and engineering all have opportunities for careers or continuing education. The program at East Hawaii CC provides an easy and affordable entry point to these "ladders" to success.

Neil Erickson, Architect
Plans Examining Manager, Department of Public Works Building Division, County Of Hawaii
Validation 3: We have at least four employees working for us that have come from your AEC program. They are all doing well for us.

Having the AEC program at HCC has definitely assisted in our successful recruiting efforts.

Ben Ishii, Division Chief
Department of Public Works, County of Hawaii

Validation 4: “Thank you so much! Going through the AEC program was such a blessing, it was well worth the two years and I am just thankful for the knowledge that I gained through the program and it has really helped me succeed at my job. Not only the technical skills but the life skills that I gained and sharpened through my time in AEC has really served me well! One day when I have time I’ll come by the campus to visit so I can tell you all about what I’ve been doing. It’s going really good! I got to go out with the survey crew and run the robotic total station and I’m just finishing up the topo drawing of that survey. I’m going to Oahu on Sept. 14-18 for asphalt, aggregate, and compaction classes and certifications. I think I got concrete testing certified but I didn’t get the results of the written test back yet (I’m confident that I passed.) My supervisor mentioned last week that I’ll soon be going out to jobsites and compiling daily reports (right now I’m just tag along on.) I’ve learned a lot so far and have enjoyed my time working. I still have a lot more to learn and I carry my notebook with me all the time so I can take notes on procedures and just stuff I think I need to know. I think I’m going to learn how to do construction drawings for the survey and topo that I’m doing (road sections and profiles) I’m working hard to do you guys and the AEC program good! ~8/22/2015 Matt Okuno, 2015 AEC graduate~County of Hawaii, Inspector- Engineering Department

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).

Rubrics were created for each course assessed. All CLOs that were to be assessed were placed in the rubrics with columns to allow advisors to check off each student’s progress of meeting, exceeding, or not meeting expectations. AEC hopes to receive at least 80% of students meeting or exceeding expectations. Advisors are also asked for comments as to why the feel a student has not met expectations. This helps us to re-evaluate course material and lessons.

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

<table>
<thead>
<tr>
<th>Assessed Course Alpha, No., &amp; Title</th>
<th>Semester assessed</th>
<th>PLO-aligned CLOs that were assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEC 118 Construction Materials</td>
<td>Fall 14</td>
<td>1</td>
</tr>
<tr>
<td>AEC 131 Building Codes</td>
<td>Fall 14</td>
<td>1,2</td>
</tr>
<tr>
<td>BLPR 22 Blueprint Reading &amp; Drafting</td>
<td>Fall 14</td>
<td>4</td>
</tr>
<tr>
<td>AEC 110C Basic AutoCAD II</td>
<td>Spring 15</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Semester</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>AEC 110B</td>
<td>Basic AutoCAD</td>
<td>Fall 14</td>
</tr>
<tr>
<td>AEC 115</td>
<td>Intro to Architecture</td>
<td>Fall 14</td>
</tr>
<tr>
<td>AEC 120</td>
<td>Intro to Construction Drawings</td>
<td>Spring 15</td>
</tr>
<tr>
<td>AEC 133</td>
<td>Basic Arch Studio A</td>
<td>Spring 15</td>
</tr>
</tbody>
</table>

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artifacts were selected, and how the artifacts were analyzed.

FALL 2014

AEC 118 Construction Materials – Artifact assessed was a concrete quiz that would show students’ understanding of concrete, foundations and footings. Assessment was done in the Spring 2015 semester and Advisors examined questions asked and students’ scores.

AEC 131 Building Codes - Artifact assessed was a CC & R/Zoning Code exam that would show students’ understanding of these codes. Assessment was done in the Spring 2015 semester and Advisors examined questions asked and students’ scores.

BLPR 22 Blueprint Reading & Drafting - Artifact assessed was a review quiz that would show students’ capabilities in using drafting tools to create drawings as well as knowing all building components. Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

AEC 110B Basic AutoCAD (re-assessment) - Artifact assessed was a final exam that would show students’ capabilities in using AutoCAD tools to create construction drawings. Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

AEC 115 Intro to Architecture (re-assessment) - Artifact assessed was a final exam that would show students’ understanding of the licensing requirements to become an architect as well as knowing their responsibilities. Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

SPRING 2015

AEC 110C Basic AutoCAD II - Artifact assessed was a floor and foundation plan drawing that would show students’ capability in using AutoCAD’s paper space and model space to create a layout of their drawings.
Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

AEC 123 Residential Planning & Design - Artifact assessed was a design quiz that would show students’ understanding basic design principals needed to be considered when designing a home. Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

AEC 120 Intro to Construction Drawings (re-assessment) - Artifact assessed was a floor plan drawing that would show students’ understanding of creating a floor plan layout for a set of construction drawings. Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

AEC 133 Basic Arch Studio A (re-assessment) - Artifact assessed was a figure ground presentation board and a 3-D model that would show students’ understanding of the relationship of positive and negative spaces in the form of a 3-D cube. Assessment was done in the Spring 2015 semester and Advisors examined questions, drawings and students’ scores.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program’s Learning Outcomes and support the College’s Mission.

All Advisors have agreed that all graduating students should have a strong background in the very basics such as lettering and manual drafting skills. AEC’s curriculum has been drastically changed to incorporate these skills into each semester allowing time for students to continue practicing these skills. Students continue to draw out geometric shapes, axonometric pictorials, and orthographic projections before focusing on construction drawings which would achieve the outcome for PLO #1. Students are given lectures on construction materials, products, and processes. Students are also required to do research for more information and all information gathered are used to create construction drawings. After reviewing students’ working drawings, Advisors were impressed with their progress but also suggested that it be mandatory that students take notes whenever necessary to help them retain more information. AEC has incorporated mandatory note taking into our courses. This allows students to create a personal folder with information that will be used throughout the entire four semesters. These methods allow the students to achieve the outcomes for PLO #2 as well as PLO #5.

AEC students are also required to learn how to use AutoCAD to create working drawings. AEC has been using AutoCAD 2008 for many years and students purchasing their own software were unable to acquire this software. Having to purchase newer software to do their assignments at home were becoming a challenge. To overcome this problem, AEC applied for a Perkins grant to obtain a newer version of AutoCAD. After the grant was issued, AEC was able to receive AutoCAD 2015 educational software at no cost. The updated software has made it a lot easier for students to follow along.

After meeting with Advisors, suggestions were made regarding the artifact that was used for AEC 110B which was a Basic AutoCAD command quiz and students did not do as well as expected. To overcome this challenge, AEC 110B, which is now AEC 112 has become an online class with many videos created for each command. Students are now able to watch each video as many times as needed to be able to understand how it works.
This process should allow students more time to retain what is needed. Students will achieve the PLO #3 outcome in all four semesters.

In all four semesters, students learn how to use surveying hand tools as well as equipment. They are also required to create Site Maps and Topography Maps. Students learn how to operate the total station and GPS outside on campus grounds. PLO #4 also states that students operate the theodolite which we no longer use. AEC’s surveying equipment was also outdated and the Perkins grant allowed AEC to purchase newer equipment which was highly suggested by Advisors. AEC’s PLO’s will be changing to reflect the non-use of the theodolite. AEC was also advised to enhance the surveying portion of our AAS degree. The curriculum has been changed two new certificates has been created for students interested in that field only.

AEC’s PLO’s #6, 7, & 8 are achieved throughout all four semesters within the majority of its courses. Students are required to communicate with each other and use their reasoning and problem-solving skills to create their full set of working drawings. They are also required to do research and critical thinking to complete most assignments. Students are encouraged to consider all things within the community and environment when creating their designs.

F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

AEC faculty, have recently attended a PCC meeting with Honolulu Community College to go over curriculum changes by both facilities. Due to assessment results AEC has done major curriculum changes to all courses, creating new ones, deleting old ones and modifying a few. AEC’s goal is to be able to articulate some of these courses with Honolulu Community College who is currently going through curriculum changes as well.

G) Next Steps

Based on the Program’s overall AY 2014-15 assessment results, describe the Program’s intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

AEC is proceeding with curriculum revisions as clean-up to the massive overhaul done last Fall 2014 and Spring 2015. Minor adjustments were deletions of obsolete courses, fast track adjustments to PLOs and CLOs, along with slight reductions in credits for several courses to bring the total credit count down from 71 to 67 per recommendations from the Dean of CTE.

AEC has the upcoming assessments for the 2015 – 2016 school year:

Fall 2015 –
* **BLPR30D – BLUEPRINT READING FOR MACHINE TRADES** - The artifact chosen for this assessment is a final exam. This will allow us to assess the majority of the CLO’s for this course at the same time. Both AEC faculty as well as lecturers will conduct the assessment using a rubric to score students’ progress. This course has a total of 12 students and artifacts will be collected from each of the 12 to assess 100% of students’ enrolled in the course.

* **BLPR 30F – BLUEPRINT READING FOR CARPENTERS** - The artifact chosen for this assessment is a review quiz. This will allow us to assess the majority of the CLO’s for this course at the same time. Both AEC faculty as well as lecturers will conduct the assessment using a rubric to score students’ progress. This course has a total of 12 students and artifacts will be collected from each of the 12 to assess 100% of students’ enrolled in the course.

AEC hopes to achieve at least 80% of all students meeting or exceeding expectations for all courses assessed. Our goal is to eventually reach 90% of all students demonstrating better than satisfactory level.

AEC will also be re-assessing BLPR22 (Blueprint Reading and Drafting) and AEC131 (Building Codes) and will do a Closing the Loop form upon completion of assessment. AEC is unable to re-assess AEC118 (Construction Materials), course is no longer offered due to curriculum changes.

**Spring 2016 –**

* **BLPR 30B – BLUEPRINT READING FOR WELDERS** - The artifacts chosen for this assessment will be a text book assignment on assembly prints and a weld symbol/structural shape quiz. This will allow us to assess all of the CLO’s for this course at the same time. Both AEC faculty and lecturers as well as former AEC students will conduct the assessment using a rubric to score students’ progress. It is unknown at this time if all 12 students will be enrolled in this course, however all artifacts will be collected from each of the students to assess 100% of students’ enrolled

* **BLPR 30C – BLUEPRINT READING FOR ELECTRICIANS** – The artifact chosen for this assessment is a completed electrical plan layout. This will allow us to assess all CLO’s for this course. Both AEC faculty as well as lecturers will conduct the assessment using a rubric to score students’ progress. It is unknown at this time if the actual number of students that will be enrolled in this course, however artifacts will be collected from each of the students enrolled to assess 100% of students’ work.

* **BLPR 40 – BLUEPRINT READING AND ESTIMATES** - The artifact chosen for this assessment is a balsa wood model. This will allow us to assess both CLO’s for this course. Both AEC faculty as well as lecturers will conduct the assessment using a rubric to score students’ progress. It is unknown at this time if all 12 students will be enrolled in this course, however artifacts will be collected from each of the students enrolled to assess 100% of students’ work.

AEC hopes to achieve at least 80% of all students meeting or exceeding expectations for all courses assessed. Our goal is to eventually reach 90% of all students demonstrating better than satisfactory level.

AEC will also be re-assessing AEC110C (Basic AutoCAD II) and will do a Closing the Loop form upon completion of assessment. AEC is unable to re-assess AEC123 (Residential Planning & Design), course is no longer offered due to curriculum changes.
Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>$__________</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$__________</td>
</tr>
<tr>
<td>Other Funds</td>
<td>$__________</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>$__________</td>
</tr>
</tbody>
</table>

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam  N/A
Number passed  

[If your program does not utilize external licensures, skip Part IX.]

[No part IX.] The AEC Program does not utilize external licensures.