

**ACCE Standard 9
Quality Improvement Plan**

9.1.2. Educational Unit Strategic Plan

9.1.3. Degree Program Assessment Plan

9.1.4. Assessment Implementation Plan

Department of Construction Management



California State University, Chico

DRAFT Spring 2020

Executive Summary of Quality Improvement Plan

This document complies with Standard Nine of document 103B published by the American Council for Construction Education. This Quality Improvement Plan (QIP) document has been organized per the individual sections listed in this standard (v. 10-21-2019). The following executive summary has been provided for the convenience of the reader. Specific information about each component of the QIP can be found under the appropriate sub-section as numbered in ACCE document 103B.

The Strategic Plan (SP) has been revised since this educational unit was reaccredited in 2016. The faculty and other degree program stakeholders have created this plan using an open and collaborative process. The current plan includes the goals of the educational unit that will be used to fulfill the mission of the Degree program. This plan has been reviewed, revised, and accepted by our Industry Advisory Council (IAC) and the Dean's office of the College of Engineering, Computer Science, and Construction Management. The strategic plan will be used as a tool for the educational unit leadership to remain focused on the mission of the degree program and will be subject to review and potential revisions no less than every five years.

Mission Statement of the Degree Program

The mission of the Chico State Construction Management Department, in collaboration with our industry partners, is to be the recognized leader in Construction Management education. With a focus on the development of versatile students through theoretical and applied learning, our diverse industry-experienced faculty will meet the ever-changing demands of the profession by continuously improving curriculum, providing student mentoring, and service-learning opportunities. Our graduates will have the tools to grow into the industry leaders of tomorrow.

Six Degree Program Objectives (DPO).

1. Maintain ACCE accreditation.
2. The majority of graduating seniors will receive an employment offer.
3. The majority of graduating seniors will agree that their expectations of curriculum rigor were met.
4. The majority of alumni will agree that degree program content was relevant and properly prepared them for entry into the industry.
5. Students will have the opportunity to participate in educational enrichment opportunities outside the classroom:
 - a. A reasonable number of majors will belong to a student club within the Construction Management Department.
 - b. A reasonable number of majors will participate in a student competition as it relates to Construction Management.
 - c. A reasonable number of majors will participate in some form of community volunteerism or service-learning project within the Construction Management Department.
6. The educational unit shall meet the California State University systems Graduation Initiative 2025 (GI 2025) goals.

Program Learning Outcomes (PLO)

- The degree program has adopted the ACCE 20 Student Learning Outcomes (SLO) as its primary Program Learning Outcomes (PLO). This educational unit universally uses the term SLO and this report is consistent with that terminology. Whenever SLO is used, it shall be understood to also mean PLO.

Assessment Tools and Frequency

- DPO Assessments:
 - Indirect assessment of the 6 DPOs occurs annually using the Senior Exit Survey tool.
 - Supplemental indirect assessment of the 6 DPO occurs every other year using the Alumni Survey tool and the Employer Survey tool.
- SLO Assessments:
 - Direct assessment of the 20 SLOs occurs annually.
 - Indirect assessment of the 20 SLOs occurs annually using the Senior Exit Survey tool.
 - Supplemental indirect assessment of the 20 SLO occurs every other year using the Alumni Survey tool and the Employer Survey tool.

Performance Criteria

- DPO Assessments:
 1. Maintain ACCE accreditation (Y or N).
 2. 80% of graduating seniors will receive an employment offer.
 3. 80% of graduating seniors will agree that their expectations of curriculum rigor were met.
 4. 80% of alumni will agree that degree program content was relevant AND properly prepared them for entry into the industry.
 5. Students will have the opportunity to participate in educational enrichment opportunities outside the classroom:
 - 20% of majors will belong to a student club within the Construction Management Department.
 - 20% of majors will participate in a student competition as it relates to Construction Management.
 - 20% of students will participate in some form of community volunteerism or service-learning project within the Construction Management Department.
 6. The educational unit shall meet the California State University systems Graduation Initiative 2025 (GI 2025) goals.
 - GI 2025 track 4 cohorts:
 - First-time Freshman 4-year graduation rate.
 - First-time Freshman 6-year graduation rate.
 - Transfer student's 2-year graduation rate
 - Transfer student's 4-year graduation rate.
 - The goals change from year to year, for a full breakdown see section 9.1.3.2.
- SLO Assessments:
 - Direct assessment of the 20 SLOs has the performance criteria set at 85% of students shall earn 73% or better (85%/73%)

- Indirect assessment of the 20 SLOs using the Senior Exit survey has the performance criteria set at 4/5 using a 5-point Likert scale. The graduates are asked, “rate how strongly you agree or disagree that you have achieved the following outcomes (SLOs)”.
- Supplemental indirect assessment of the 20 SLOs using the Alumni survey has the performance criteria set at 4/5 using a 5-point Likert scale. The alumni are asked, “to agree or disagree with the level of preparedness you felt entering the workforce” based upon the SLOs.
- Supplemental indirect assessment of the 20 SLOs using the Employer survey has the performance criteria set at 4/5 using a 5-point Likert scale. The employers are asked, “for Chico State Construction Management students you supervise, rate the level of preparedness upon entering the workforce” based upon the SLOs.

Evaluation Methodology

The evaluation process of the assessment data occurs in three meetings:

1. An informal faculty review during a department meeting.
 - This is preparatory in anticipation of the annual QIP faculty meeting.
2. A formal Industry Advisory Council Curriculum Committee (IAC CC) on-line meeting, or series of meetings.
3. A formal QIP faculty meeting to review the Final Assessment Report (FAR) during a half or full-day workshop session.
 - This session includes a formal review and discussions of the data resulting from all indirect and direct assessment methods including, but not limited to:
 - Results vs. the stated performance criteria.
 - Results vs. historical track record of both SLO indirect and direct assessments.
 - Results vs. stability in faculty members teaching the same course of time (or lack thereof).
 - Review of the educational unit goals and how they have helped/hindered fulfilling the mission statement.
 - Review of the internal and external results affect on the degree program and how they have helped/hindered fulfilling the mission statement.
 - Action plans, including the incorporation of any IAC CC review comments, and action plan champions are created at this meeting with the understanding that meaningful progress will be made during the Spring semester to completing the assigned task.
 - The assessment coordinator follows up with the action plan champions and ensures that meeting notes are being taken to document progress towards continuous improvement.
 - Resulting changes are made to both the direct and indirect assessments for the next cycle.
 - Approved recommendations for improvements to this Strategic plan are also incorporated into the next assessment cycle.

9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN

- 9.1.2.1** The educational unit responsible for the degree program shall have a comprehensive Strategic Plan that describes the systematic and sustained effort to enable the degree program to fulfill its mission.

DEFINITIONS FOR THIS REPORT

The “Educational Unit” is the Department of Construction Management (CMGT)

The “Degree Program” is the Bachelors of Science in Construction Management (DP)

The Strategic Plan for the educational unit to successfully fulfill its Mission includes 9 goals spread across 3 categories: degree program goals, educational unit goals, and stakeholder goals. During the annual faculty Quality Improvement Planning Meeting, the strategic plan and goals will be reviewed, discussed, and applicable action items are generated.

Student Learning and Curriculum (Degree Program)

1. The goal is to generate knowledgeable students who are critical thinkers of construction practice, strong communicators, and have high ethical standards.
2. The goal is to provide applied learning opportunities that allow for participation among all students, through field trips, community service, student clubs, and competitions.
3. The goal is to communicate and collaborate as a cohesive department that shows respect to all students, faculty, staff and key stakeholders.

Faculty and Department (Educational Unit)

4. The goal is to have faculty with diverse industry experience, knowledge, and skillsets.
5. The goal is to provide mentorship and professional development for all faculty.
6. The goal is to be respected for our strong academic program, superior service work, and high graduation placement rates.
7. The goal is to have modern classrooms that utilize current technology and help facilitate theoretical and applied student learning.

Service to Industry (Stakeholders)

8. The goal is to have graduates celebrate being a Chico State Construction Management alumni, appreciate their Chico Experience, and the resulting preparedness for career success.
9. The goal is to generate students that are the most highly recruited in the region.

- 9.1.2.2** This Strategic Plan shall review the internal status of the degree program resources as well as the external factors that influence the operation of the degree program.

During the annual faculty Quality Improvement Planning Meeting, the status of internal and external factors affecting the degree program will be reviewed, discussed, and applicable action items generated.

Internal status of degree program resources:

- Faculty (Tenure, Tenure-track, Lecturers, FERP; full and part-time status).
- Department CAC committee (progress on constant curriculum improvement, maintaining accreditation standards).
- College funding for operating costs (adequate, increasing/decreasing).
- College funding for faculty hiring (needs-based, hiring freeze, provost process).
- University educational facilities (classrooms, laboratories, library).
- University support departments (TLP, ITSS, CELT, FLC, CFA, Multimedia Recording Studio).

External factors influencing the operation of the degree program:

- Industry partner sponsors (Recruiting).
- Construction Management Education Sponsorship Act (CMEA) annual Grant.
- Construction Employers Association Construction Management University Grant.
- Articulation Agreements (currency, transfer students).
- Industry Advisory Council (IAC).
 - Curriculum Subcommittees (frequent input on existing and new curriculum, review and comment of assessment results).
 - Outreach Subcommittee (new articulation agreements and Junior College relationships).
- Industry Associations (ASC, AGC, DBIA, MCAA, NAWIC).

9.1.2.3 The Strategic Plan shall be updated periodically and represent the collective input from all of the degree program constituencies.

It is the intent of the educational unit to reviewed and revised (as determined) the Strategic Plan at an interval of no longer than every 5 years.

Strategic Plan reviews are to be inclusive of all degree program constituencies (stakeholders), including but not limited to:

- Educational unit faculty
- Industry employers (who may or may not be Chico State Construction Management graduates)
- College leadership including the Dean and Associate Dean

9.1.3 DEGREE PROGRAM ASSESSMENT PLAN

The degree program shall provide evidence of its effectiveness in preparing construction practitioners based on the results of surveys of the graduates, employers of the graduates, industry advisory board, exit interviews, comprehensive exams, capstone projects, or other systematically structured information.

The mission, goals, and objectives shall *reflect both short-range and long-range considerations* and shall be clear as to the educational and institutional results expected.

At a minimum, the degree program Assessment Plan shall include the following:

9.1.3.1 Mission Statement of the Degree Program.

The mission statement expresses the underlying purposes and values of the degree program.

The mission of the Chico State Construction Management Department, in collaboration with our industry partners, is to be the recognized leader in Construction Management education. With a focus on the development of versatile students through theoretical and applied learning, our diverse industry-experienced faculty will meet the ever-changing demands of the profession by continuously improving curriculum, providing student mentoring, and service-learning opportunities. Our graduates will have the tools to grow into the industry leaders of tomorrow.

9.1.3.2 Degree Program Objectives.

The degree program Objectives shall be clearly defined and stated in a manner that permits an assessment of achievement.

The Degree Program Objectives are:

1. Maintain ACCE accreditation.
2. A minimum of (80%) of graduating seniors will receive employment offers from one or more construction companies.
3. A majority (80%) of graduating seniors will indicate that their expectations regarding curricular rigor were met or exceeded.
4. A majority of alumni (80%) will indicate their approval rating on degree program content and student preparedness level, post-graduation (3-5 years).
5. A reasonable number of Construction Management students will participate in educational enrichment experiences outside of the classroom. Some, but not all, opportunities are:
 - o Student Clubs of Professional Organizations (20% of declared majors)
 - o Student Competitions (20% of declared majors)
 - o Community Service (20% of declared majors)
6. The educational unit shall diligently work towards meeting the University mandated “Graduation Initiative 2025” goals. This initiative is a California State University system-wide plan and targets have been established for each campus. The educational unit has been provided with the following targets:

Graduation 2025 Target	2015 Goal	2025 Goal
Freshman 4-Year Graduation	13.0%	20.5%
Freshman 6-Year Graduation	60.0%	69.4%
Transfer 2-Year Graduation	8.0%	11.1%
Transfer 4-Year Graduation	64.0%	72.46%

9.1.3.3 Program Learning Outcomes.

These Program Learning Outcomes shall meet or exceed the ACCE Student Learning Outcomes (standard 3.1.5) and be regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, industry advisory board, and other pertinent parties.

DEFINITION: The degree program has adopted the ACCE 20 Student Learning Outcomes (SLOs) as its primary Program Learning Outcomes (PLO). The educational unit universally uses the term SLO and this report is consistent with that terminology. Whenever SLO is used, it shall be understood to also mean PLO to comply with standard 1.0 of Doc 103B.

Per the Assessment Implementation Schedule (AIP), the SLOs have:

- Direct assessments annually. Data is collected each semester with the Fall semester designated as the reporting and evaluation semester. If the stated performance criteria have been met, then that SLO isn't reported and evaluated again until the following Fall semester.
- Indirect assessments:
 - The graduating senior exit survey data is collected, reported, and reviewed annually. This will be changed in AY 2020-2021 to biennial to match the frequency of the other SLO indirect assessment tools.
 - The alumni and employer survey data is collected, reported, and reviewed biennial.
- All assessment results summarized, reviewed, and applicable action plans documented within the Final Assessment Report (FAR) for faculty, Industry (IAC), and College leadership review and comment.

The evaluation cycle is on an annual basis after all direct and indirect assessment data is available for review. The assessment coordinator prepares the Final Assessment Report (FAR). The FAR is made available to the faculty, Industry Advisor Council Curriculum Committee (IACCC), and college leadership for review and comment. Subsequently, the annual faculty QIP meeting is held for joint discussion of review comments and subsequent action planning.

9.1.3.4 Assessment Tools.

These tools shall measure achievement of degree program objectives and student achievement of Student Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3. The frequency of using the tools and procedures for data collection shall also be stated.

9.1.3.2 – Assessment of Degree Program Objectives (DPO):

The assessment of the DPOs is by indirect surveys. Three tools are used and the frequency and data collection process as narrated below.

- Indirect Assessment Tools:

○ Graduating Senior Survey,	<u>Frequency</u>
○ Alumni Survey, and	Annual
○ University Testing Office Dashboard	Biennial
	Annual
- Indirect Assessment Data Collection: Each survey is administered by the Universities Testing Office (UTO).
 - The Senior Exit Survey execution and data collection process:

- The educational unit provides the survey content to the UTO.
- The University Admissions and Records department supplies the campus email addresses for each graduating senior to the UTO.
- The UTO emails the survey link to all graduating seniors.
- The UTO collects and summarizes all Senior Exit survey data and provides the education unit with the raw data.
- The educational unit assessment coordinator summarizes the data and creates the Senior Exit survey assessment results report for use in the FAR.
- The Alumni Survey execution and data collection process:
 - The educational unit provides the survey content to the UTO.
 - The UTO emails the education unit ASC the two survey links.
 - An education unit staff member emails the survey link to selected alumni and employers.
 - The UTO collects and summarizes all Alumni survey data and provides the education unit with the raw data.
 - The educational unit assessment coordinator summarizes the data and creates the Senior Exit survey assessment results report for use in the FAR.
- The University Testing Office Dashboard collection process:
 - The UTO GI 2025 dashboard is used to obtain the DPO #6 data.

9.1.3.3 - Assessment of Student Learning Outcomes (SLO)

The assessment of the SLOs is by both the direct method and the indirect survey method. Assessment tools shall be determined by individual faculty members teaching Course Learning Outcomes (CLO) that map to Student Learning Outcomes (SLO). The assessment tools must be consistent with the taxonomy of the individual SLO's. These assessment tools include, but are not limited to:

- Direct Assessment Tools:

○ Quizzes	Annual
○ Exams	Annual
○ Lab Work	Annual
○ Activities	Annual

- Indirect Assessment Tools:

○ Graduating Senior Survey	Annual
○ Alumni Survey	Biennial
○ Industry Surveys	Biennial

- Direct Assessment Data Collection: Each SLO-DA data is collected, reported, analyzed, and action plan (as necessary) by the individual faculty member.
 - The faculty created a specific assessment tool for results to reflect the specific to the SLO content, or
 - The faculty bifurcated a multi-topic assessment tool for results to reflect the specific SLO content.
 - This raw data can be collected within the campus learning management

- system, Blackboard Learn (Bbl), the UTO (by way of scantron), or writing rubric (for writing-intensive courses).
 - The faculty summarize the data and are required to create and implement an action plan if the results are below the stated performance criteria (85%/73%).
 - The faculty provide their individual SLO Assessment Report(s) – **Exhibit 1 (template)** to the assessment coordinator for inclusion into the SLO Scorecard and for use in the FAR.
- **Indirect Assessment Data Collection:** Each survey is administered by the Universities Testing Office (UTO).
 - The Senior Exit Survey execution and data collection process:
 - The educational unit provides the survey content to the UTO.
 - The University Admissions and Records department supplies the campus email addresses for each graduating senior to the UTO.
 - The UTO emails the survey link to all graduating seniors.
 - The UTO collects and summarizes all Senior Exit survey data and provides the education unit with the raw data.
 - The educational unit assessment coordinator summarizes the data and creates the Senior Exit survey assessment results report for use in the FAR.
 - The Alumni and Employer Survey execution and data collection process:
 - The educational unit provides the survey content to the UTO.
 - The UTO emails the education unit ASC the two survey links.
 - The education unit staff emails the survey link to selected alumni and employers.
 - The UTO collects and summarizes all Alumni and Employer survey data and provides the education unit with the raw data.
 - The educational unit assessment coordinator summarizes the data and creates the Alumni and Employer survey assessment results report for use in the FAR.

9.1.3.5 Performance Criteria.

There must be at least one performance criteria for each assessment tool. These criteria shall be used to measure the achievement of the degree program objectives and Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3.

9.1.3.2 – Performance Criteria of Degree Program Objectives (DPO):

- The specific survey questions, as they pertain to DPOs, will use the stated performance criteria listed in 9.1.3.2., until otherwise revised and documented in the annual FAR. The stated performance criterium is shown in the DPO scorecard.

9.1.3.3 - Performance Criteria of Student Learning Outcomes (SLO)

- The education unit has adopted a degree program-wide baseline minimum performance criteria for all SLOs, it is 85% of the students shall earn 73% or better (85%/73%). This performance criterion is shown in multiple documents including the individual SLO Assessment Report, the SLO Scorecard Report, and the SLO

Historical Results Report.

- The SLO assessment tool and stated performance criteria are listed in each course syllabi under the heading “[E - Course Learning Outcomes](#)”.

This excerpt is from CMGT 455 – Cost Management

E. Course Learning Outcomes (CLO):

Upon successful completion of this course, the student will:

1. Understand the components of the main types of project controls. [Direct Assessment: ACCE-SLO #16]
2. Incorporate cost control elements into functioning control systems, illustrating their benefit to the successful management of construction projects.
3. Utilize spreadsheet software to translate the Project Estimate into an effective cost control budget and cost control document.
4. Understand construction accounting operations and the basic elements of cost control. [Direct Assessment: ACCE-SLO #14]
5. Utilize spreadsheet software to translate the Project Budget to a project unit cost schedule of values for effective project progress billing functions.
6. Understand how Quality Assurance and Quality Control are linked to the overall health of a construction project and how they are different. Reinforce the relationship between good quality and project performance. [Direct Assessment: ACCE-SLO #15]
7. Develop various instruments of communication and data collection/storage used throughout the construction cost management process including but not limited to: Budgets, Scopes of Work, Time Cards/Daily Logs, Subcontracts, Schedule of Values (Unit Price and Lump Sum), Forecasts, Project Breakdowns, and Project Summaries. [Reinforce: ACCE-SLO #1]

Student Learning Outcomes (SLO):

The American Council for Construction Education (ACCE) prescribes 20 Student Learning Outcomes (SLO) as Educational Objectives for an undergraduate degree program in Construction Management. For a list of these 20 SLOs visit the Chico State Department of Construction Management website: www.csuchico.edu/cm and the SLO link under ACCE Accreditation drop-down menu.

The following SLOs are supported by this course in the form of I=Introduction, R=Reinforced, or DA=Direct Assessment:

- SLO 1 – Create written communications appropriate to the construction discipline (R).
- SLO 14 - Understand construction accounting and cost control (R/DA).
- SLO 15 - Understand construction quality assurance and control (DA).
- SLO 16 - Understand construction project control processes (DA).

ACCE Direct Assessment Mapping:

<u>SLO</u>	<u>CLO</u>	<u>Assessment Type</u>	<u>Target</u>
14	4	ACTIVITY 9	85% will earn 73% or better
15	6	QA/QC/TQM PAPER	85% will earn 73% or better
16	1	ACTIVITY 3	85% will earn 73% or better

9.1.3.6 Evaluation Methodology.

This methodology shall be followed for data collection.

The educational unit understands that the purpose of this sub-section is to document the methodology of how the assessment data is evaluated after it has been collected and reported. The following actions are taken by the educational unit after receiving the results of the various direct and indirect assessment tools.

Assessment data evaluations occur in three meetings:

1. An informal Faculty Review of indirect DPO assessment results and both direct and indirect SLO assessment results at a faculty meeting.
2. A formal IAC CC review of indirect DPO assessment results and both direct and indirect SLO assessment results at an on-line IAC CC zoom meeting.
3. A formal QIP Meeting of the Final Assessment Report (FAR) with all backup assessment results in a ½ or full-day workshop session.
 - The FAR includes I-R-DA Map, SLO Direct Assessment Scorecard, SLO Indirect Assessment Scorecard, DPO Indirect Assessment Scorecard, Senior Exit Survey Results, Alumni Survey Results, and Employers Survey Results.

9.1.3.2 – Evaluation Methodology for Degree Program Objectives (DPO):

Indirect Assessments:

- Faculty Review – upon completion of the DPO indirect assessments, the following survey results are provided to faculty for an informal review and comment period.
 - Senior Exit Survey
 - Alumni Survey
 - DPO Scorecard
- Industry Advisor Board Curriculum Committee Review (IACCC) – upon completion of the DPO indirect assessments, the following survey results are provided to the IAC CC for a formal review and comment period and follow up meeting.
 - Senior Exit Survey
 - Alumni Survey
 - DPO Scorecard
- After issuance of the FAR, the faculty hold the annual “QIP Meeting” (December) and formally review and discuss the data results.
 - Action plans and plan champions are created at this meeting with the understanding that meaningful progress will be made during the Spring semester to completing the assigned task.
 - The assessment coordinator follows up with the action plan champions and ensures that meeting notes are being taken to document progress towards continuous improvement.
- Resulting changes are made to the indirect assessments for the next cycle.

9.1.3.3 – Evaluation Methodology for Student Learning Outcomes (SLO):

Indirect Assessments:

- Faculty Review – upon completion of the SLO indirect assessments, the following survey results are provided to faculty for an informal review and comment period.
 - Senior Exit Survey
 - Alumni Survey
 - Employers Survey
 - SLO Indirect Assessment Scorecard
- Industry Advisor Board Curriculum Committee Review (IACCC) – upon completion of the SLO indirect assessments, the following survey results are provided to IAC CC for a formal review and comment period and follow up meeting.
 - Senior Exit Survey
 - Alumni Survey
 - Employers Survey
 - SLO Indirect Assessment Scorecard

Direct Assessments:

- Faculty Review – upon completion of the SLO direct assessments, the SLO scorecard is provided to faculty for a review and comment period.
- Industry Advisory Council Curriculum Committee Review - upon completion of the SLO direct assessments, the SLO scorecard is provided to the IAC CC for a review and comment period.
- After issuance of the FAR, the faculty hold the annual “QIP Meeting” (December) and formally review and discuss the data results.
 - The formal review looks at:
 - Results vs. the stated performance criteria.
 - Results vs. historical track record of both SLO indirect and direct assessments.
 - Results vs. stability in faculty members teaching the same course of time (or lack thereof).
- Action plans and plan champions are created at this meeting with the understanding that meaningful progress will be made during the Spring semester to completing the assigned task.
- The assessment coordinator follows up with the action plan champions and ensures that meeting notes are being taken to document progress towards continuous improvement.
- Resulting changes are made to both the direct and indirect assessments for the next cycle.

Strategic Plan:

- Approved recommendations for improvements to this Strategic plan are also incorporated into the next assessment cycle.

9.1.4 DEGREE PROGRAM ASSESSMENT IMPLEMENTATION PLAN

It shall be evident that the degree program is making progress in achieving its mission, objectives (DPO), and Learning Outcomes (SLO), and that it takes the outcomes assessment results into consideration in degree program development.

9.1.4.1 The Degree Program shall conduct a comprehensive assessment of its objectives (DPO) and Learning Outcomes (SLO). Data collection to measure achievement of goals and Learning Outcomes shall occur at least annually.

The Assessment Implementation Calendar is used by the assessment coordinator and faculty as a reminder of the annual commitments towards maintaining ACCE accreditation (DPO #1) and working towards continuous improvement of the degree program.

Assessment Implementation Calendar

Type	Method of Assessment	Responsible Party	Data Collection	Assessment Results & Analysis	Final Assessment Report (FAR) ***	QIP Meeting Results Review ****	Action Plans from QIP Meeting
DPO	Indirect Assessment	Assessment Coordinator	Late Spring Semester	September	November	November	February - May
SLO *	Direct Assessment	Faculty	Fall Semester	December **	November	November	February - May
	Direct Assessment	Faculty	Spring Semester	May	--	--	
SLO	Indirect Assessment	Assessment Coordinator	Late Spring Semester	September	November	November	February - May
* Direct assessment of SLOs are made in accordance with section 9.1.4.2 of the AIP. ** Direct assessment of SLOs not meeting the stated performance criteria during the Fall semester shall implement the stated action plan and reassess during the Spring semester per 9.1.3.6 of the AP. *** A public disclosure report of all assessment results and actions plans per 9.1.4.3, shall be completed and made available by November 1st per 8.1.5.1 ****FAR reviewed by faculty and IAC CC for comment and action plans per 9.1.4.4 of the AIP.							

9.1.4.2 The results of each assessment cycle shall be documented in a systematic manner. A complete cycle is defined as an assessment of all ACCE Student Learning Outcomes. The cycle shall not exceed three years.

The educational unit uses the annual Final Assessment Report (FAR) as a systematic means of documenting the results of each assessment cycle.

- All Student Learning Outcomes (SLO's) are directly assessed each academic year.
- All Student Learning Outcomes (SLOs) and Degree Program Objectives (DPOs) are indirectly assessed every-other academic year.

9.1.4.3 Evaluation of the Degree Program Objectives (DPO) and Learning Outcomes (SLO) shall be compared to the stated performance criteria to determine whether stated objectives and Learning Outcomes were achieved and if there is a validated need for improvement in any areas.

The educational unit uses the annual Final Assessment Report (FAR) as a formal means to compare the actual assessment results to the stated performance criteria.

- The analysis at the annual QIP meeting(s) validates any need for improvements.
- The improvement action plan(s) are documented in the QIP Meeting(s) minutes.

9.1.4.4 After each complete assessment cycle, the entire process shall be reviewed and updated with plans for improvement including any revisions to the degree program's assessment plan.

The education unit uses the annual Final Assessment Report (FAR) and the QIP Meeting(s) as a formal means to document the various plans for improvement of the degree program to the stated performance criteria.

- The action plan(s) resulting from the FAR and QIP meeting(s) are championed by the assessment coordinator and incorporated into the next assessment cycle.

Exhibit 1 – Individual SLO Direct Assessment Report (Template)

Use this template if your taxonomy is “CREATE”, or “ANALYZE”, or you use MULTIPLE ASSESSMENT TOOLS to demonstrate the totality of the student's comprehension of the SLO.

Delete GREEN Change BLUE TO ACTUAL DATA (then make text black)

SLO #4: Create Construction Project Cost Estimates Assessment Report – Fall 2019

CMGT 450 – Building Estimating

CLO CLO Description

7 Create a preliminary estimate consisting of direct costs, indirect costs, and margin.

CLO	Assessment Tool	When	Target	Results	P/F	% Grade
7	Lab 1 – QTO Site and Exterior	Week 4	85%/73%	80%/73%	F	X%
7	Lab 2 – QTO Structural & Site Concrete	Week 5	85%/73%	92%/73%	P	X%
7	Lab 3 – QTO Building Interiors	Week 6	85%/73%	90%/73%	P	X%
7	Lab 4 – Pricing Self-Performed Work	Week 8	85%/73%	68%/73%	F	X%
7	Lab 5 – Pricing Self-Perform Concrete	Week 9	85%/73%	78%/73%	F	X%
7	Lab 6 – Subcontractor Bid Analysis	Week 10	85%/73%	86%/73%	P	X%
7	Lab 7 – Pricing GC’s / Margin	Week 12	85%/73%	86%/73%	P	X%
7	Lab 8 – Finalizing the Estimate	Week 13	85%/73%	86%/73%	P	X%
Average score				82.3%/73%	F	X%

Action Plan for Improvement:

Lab 1 – QTO Site and Exterior:
ACTION PLAN: list specific action plan here.

Lab 4 – Pricing Self-Performed Work:
ACTION PLAN: list specific action plan here.

Lab 5 – Pricing Self-Perform Concrete:
ACTION PLAN: list specific action plan here.

Options for Action Plans:

1. Students performed within expectation meeting the stated performance criteria. Or,
2. Students failed to met performance criteria. The instructor will implement the following changes... (curriculum, assessment tool, grading rubric, whatever your plan is). Or,
3. Students met the stated performance criteria. However, the instructor believes there is room for improvement. As a result, the instructor will implement the following changes... (curriculum, assessment tool, grading rubric, whatever your plan is).

Exhibit 1 (Alternate Format) – Individual SLO Direct Assessment Report (Template)

Use this template if your taxonomy is “APPLY”, or “UNDERSTAND”, or you can use a SINGLE ASSESSMENT TOOL to demonstrate the totality of the student's comprehension of the SLO.

Delete GREEN Change BLUE TO ACTUAL DATA (then make text black)

SLO #14: Understand Construction Accounting and Cost Control Assessment Report – Fall 2019

CMGT 455 – Construction Construction Management

CLO CLO Description

4 Understand simple construction accounting operations and the basic elements of cost control.

CLO	Assessment Tool	When	Target	Results	P/F	% Grade
4	Activity 4 – Progress Billing UPdate	Week 9	85%/73%	87%/73%	P	X%

Action Plan for Improvement:

Activity 4 – Name of Activity

ACTION PLAN: list specific action plan here.

Options for Action Plans:

1. Students performed within expectation meeting the stated performance criteria. Or,
2. Students failed to met performance criteria. The instructor will implement the following changes... (curriculum, assessment tool, grading rubric, whatever your plan is). Or,
3. Students met the stated performance criteria. However, the instructor believes there is room for improvement. As a result, the instructor will implement the following changes... (curriculum, assessment tool, grading rubric, whatever your plan is).