

**Degree Program Name:** Construction Management **Contact Name(s) and Email(s)** Lee.Ellingson@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part One: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b></p>
<p>SLO 11. Apply basic surveying techniques for construction layout and control.</p>	<p>Laboratory 2: Differential Leveling. CNST 420, Construction Surveying</p>	<p>70% of the students will score 70/100 or better.</p>	<p>On-campus: 80% Online: 83% SLO is met.</p>	<p>Brent MacDonald. The construction faculty reviewed the student work on November 14, 2017, and the results were recorded in Minutes 7.</p>
<p>SLO 12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.</p>	<p>Test 1. Part 2 CNST 201, Construction Contract Documents</p>	<p>70% of the students will score 70/100 or better.</p>	<p>On-campus: 77% Online: 73% SLO is met.</p>	<p>Dan Bawinkel. The construction faculty reviewed the student work on November 14, 2017, and the results were recorded in Minutes 7.</p>
<p>SLO 13. Understand construction risk management.</p>	<p>Homework assignment. CNST 485, Government Contracting</p>	<p>70% of the students will score 70/100 or better.</p>	<p>On-campus: 72% Online: 54% Average: 63% SLO is not met.</p>	<p>William Baker. The construction faculty reviewed the student work on November 14, 2017, and the results were recorded in Minutes 7.</p>
<p>SLO 14. Understand construction accounting and cost control.</p>	<p>Test 1 and Test 2 CNST 330, Construction Accounting, Finance and Safety</p>	<p>70% of the students will score 70/100 or better.</p>	<p>Test 1: 63% Test 2: 42% SLO is not met.</p>	<p>Lee Ellingson. The construction faculty reviewed the student work on November 14, 2017, and the results were recorded in Minutes 7.</p>
<p>SLO 15. Understand construction quality assurance and control.</p>	<p>Exam and Quality Control Plan assignment. CNST 450, Construction Project Management</p>	<p>70% of the students will score 70/100 or better.</p>	<p>Exam: 91% Assignment: 78% SLO is met.</p>	<p>William Baker. The construction faculty reviewed the student work on November 14, 2017, and the results were recorded in Minutes 7.</p>

SLO 16. Understand construction project management.	Homework 3 CNST 330, Construction Accounting, Finance and Safety	70% of the students will score 70/100 or better.	On-campus: 78% Online: 81% SLO is met.	Lee Ellingson. The construction faculty reviewed the student work on March 6, 2018, and the results were recorded in Minutes 13.
SLO 17. Understand the legal implications of contract, common, and regulatory law.	Test CNST 485, Government Contracting	70% of the students will score 70/100 or better.	On-campus: 77% Online: 78% SLO is met.	William Baker. The construction faculty reviewed the student work on March 6, 2018, and the results were recorded in Minutes 13.
SLO 18. Understand the basic principles of sustainable construction.	Blackboard Quiz CNST 306, Commercial Design and Construction	70% of the students will score 70/100 or better.	On-campus: 96% Online: 81% SLO is met.	Lee Ellingson. The construction faculty reviewed the student work on March 6, 2018, and the results were recorded in Minutes 13.
SLO 19. Understand the basic principles of structural behavior.	Four tests CNST 318, Statics and Strength of Materials	70% of the students will score 70/100 or better.	Test1-Campus: 91%; Online: 75% Test2-Campus: 73%; Online: 75% Test3-Campus: 96%; Online: 75% Test4-Campus: 82%; Online: 81% SLO is met.	Brent MacDonald. The construction faculty reviewed the student work on March 6, 2018, and the results were recorded in Minutes 13.
SLO 20. Understand the basic principles of mechanical, electrical, and plumbing systems. (Mechanical and Plumbing)	Final Exam CNST 213, Environmental and Mechanical Systems	70% of the students will score 70/100 or better.	On-campus: 82% Online: 61% Average: 71.5%	Lee Ellingson. The construction faculty reviewed the student work on March 6, 2018, and the results were recorded in Minutes 13.
SLO 20. Understand the basic principles of mechanical, electrical, and plumbing systems. (Electrical)	Tests Homework assignment ECT 369, Electrical Construction	70% of the students will score 70/100 or better.	Student work was considered appropriate; however, the instructor did not submit grade statistics. In fall 2018, electrical construction will be taught in CNST 213.	David Malooley. The construction faculty reviewed the student work on March 6, 2018, and the results were recorded in Minutes 13.

\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

*If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark”).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

#### **Part Two: Engagement and Improvement**

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?) 2) the changes you have made or will make in response to these discoveries and/or the coordinator’s feedback; and 3) what your assessment plan will focus on in the coming year.**

*Please provide this report to your dean as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*

Dear Lee,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

<b>Program: Construction Management</b>	
<b>Assessment Practice Overall Rating:</b> Developing (1.375/3.00) <b>Student Success Practice Overall Rating:</b> No information submitted with this report. Please make sure to use the most updated version of the reporting form for future reports.	
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are specific, for the most part, focusing on one specific content or skill area.</li><li>• Clear information is provided regarding which assignments in which courses are used to assess student achievement of each outcome.</li><li>• Good use of a variety of courses across the curriculum to show student learning at different points in the program.</li><li>• Clear information about performance thresholds and actual student performance. Excellent break-out of data between on-campus and online students to better understand performance and pinpoint any pedagogical/learning concerns.</li><li>• Clear information about faculty responsibilities and sharing of the findings with additional faculty members.</li><li>• Good supplemental notes provided regarding indirect measures and attention to online instruction as a result of findings.</li></ul>	<ul style="list-style-type: none"><li>• While most learning outcomes are specific, nearly all of them indicate that students will “understand.” This verb poses challenges for measurement, as you can be more specific in stating how students will show that they understand the concepts or skills described. Consider using more specific action verbs to indicate the exact performance you’re looking for from students (for example, SLO 11 uses “apply” – students demonstrate their understanding of basic surveying techniques by applying them). This will help you nail down more specific information from your assessments to indicate student mastery.</li><li>• For some assignments you do a good job of being specific about what part of the assignment will be assessed to indicate achievement of the specific outcome (ex: for SLO 12 it’s Test 1, Part 2 only). Applying this specificity to each measure is important for making sure the score you’re obtaining is only reflective of the specific outcome intended and is important for selecting the best evaluative tool to determine student learning (i.e. – test key, checklist, rubric, etc.).</li></ul>

	<ul style="list-style-type: none"><li>• Describe the evaluative tools used for each of these assignments. For tests, it's not necessary to go into detail, but for other assignments talk about whether you use a checklist, a rubric, etc.</li><li>• For your online courses where more interaction between on-campus and online students may not be feasible, consider ways you can continue to develop faculty skills in teaching online courses. There are support and development opportunities offered through Distance Education if this is helpful.</li></ul>
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*Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measureable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measureable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Mature</b>	<input checked="" type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Undeveloped</b>

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>