Colorado State University – Pueblo Academic Program Assessment Report for AY 2012-2013 **Due: June 1, 2013**

Program:_____Construction Management **Date:** _____May 31, 2013__

Completed by:_____Michael Mincic_____

Assessment contributors (other faculty involved in this program's assessment): ____Sylvester Kalevela, Daniel Trujillo and Industry Partners_____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2013. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
#3- Perform Standard tests, organize and interpret test data and apply test results to improve the construction	This is the first time	Three category rubric measuring: -Knowledge -Performance -Communi-cation	The entire CM 320 class	Level 2 or 3 with 70% of the students achieving one of the levels	100% were within Level 2 or 3.	Students performed as expected. Since the Level 3 performance requires superior engineering analysis the level	Perhaps lowering the achievement level to something more in line with the construction manager level versus the engineering professional level.

process.						may be too difficult to achieve for the level of student in the class,	
#4- Function effectively as members or leaders on construction teams.	This is the first time to assess this SLO.	Three category rubric measuring: -Knowledge -Performance -Communi-cation	The entire CM 475 class	Level 2 or 3 with 70% of the students achieving one of the levels	100% were within Level 2 or 3.	Students performed well over the semester long evaluation. Extraction of specific details of leadership was difficult from the final report the instructor utilized periodic evaluation and communication with the business partners to gather results.	The final report within the CM 475 course is used to evaluate numerous competencies and outcomes within the curricula therefore the extraction of specific data such as leadership was difficult in some reports. It would be advantageous in future assessments to include a specific instruction to the student to specifically address leadership issues.

Comments:

SLO #3- Results: (See Rubric)

- Knowledge Category- 100% of the class completed in the Level 2 (Basic),
- Performance Category- 33% of the class completed within the Level 3 (Superior) with the remaining 67% in Level 2 (Basic),
- Communication Category- 33% of the class completed within the Level 3 (Superior) with the remaining 67% in Level 2 (Basic).

Since the Construction Management program is relatively new this was the first time evaluation of this SLO, the class size was very small so the entire class was evaluated. Future years may use random sampling.

Dr. Kalevela questioned on whether evaluation of CM students toward engineering practice was fair since the CM major is not required to take the full range of engineering courses. This will be discussed at a future meeting with the CM faculty.

SLO #- Results: (See Rubric)

- Knowledge Category- 25% of the class completed within Level 3 (Superior) with the remaining 75% in Level 2 (Basic),
- Performance Category- 50% of the class completed within the Level 3 (Superior) with the remaining 50% in Level 2 (Basic),
- Communication Category- 50% of the class completed within the Level 3 (Superior) with the remaining 50% in Level 2 (Basic).

Professor Mincic felt the final report within the CM 475 course is used to evaluate numerous competencies and outcomes within the curricula therefore the extraction of specific data such as leadership was difficult in some reports. The need to utilize more data from the entire course such as weekly reports and consultation with industry partners was necessary. Perhaps specifically asking the student to provide proof would be advantageous in future evaluations. This will be discussed in a future meeting with CM faculty.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

Comments:

Since the CM program is new and the assessment plan was modified during the past academic year no follow up data is available at this time.

Rubric: Construction Management Outcomes #4

Outcome: #4- Function effectively as members or leaders on construction teams.

Evidence: Review and Analysis of assigned Final Project in CM 475- Senior Project

Standard: We will be satisfied if 70% or more of the students achieve Level 2 or 3

Category	Level 3 (Superior)	Level 2 (Basic)	Level 1 (Unacceptable)
Knowledge:	Demonstrates an ability to apply superior knowledge of leadership and teamwork traits. Through the preparation of a comprehensive report of the process and results of a semester long senior project. Also the ability to compare and contrast the results of the data to enhance quality of the results in the future Demonstrates ability to prepare a comprehensive report of the given project.	Demonstrates an ability to apply basic knowledge of leadership and teamwork traits. Through the preparation of a comprehensive report of the process and results of a semester long senior project.. Also the ability to compare and contrast the results of the data to enhance quality of the results in the future Demonstrates ability to prepare a report of the given project.	Unable to demonstrate an ability to apply superior knowledge of leadership and teamwork traits. Through the preparation of a comprehensive report of the process and results of a semester long senior project.. Also the ability to compare and contrast the results of the data to enhance quality of the results in the future Demonstrates ability to prepare an acceptable report of the given project.
Performance	Performing superior leadership and teamwork skills by accomplishing the given project with minimal supervision and independent results demonstrated in a final project report and consultation of supervising authority. -Demonstrates a superior ability to compare	Performing basic leadership and teamwork skills by accomplishing the given project with minimal supervision and independent results demonstrated in a final project report and consultation of supervising authority. -Demonstrates a basic ability to compare and	Unable to perform basic leadership and teamwork skills by accomplishing the given project with minimal supervision and independent results demonstrated in a final project report and consultation of supervising authority.

	and contrast the results of the data. -Demonstrates a superior ability to improve the results after analysis of data.	contrast the results of the data. -Demonstrates a basic ability to improve the results after analysis of data.	-Unable to demonstrate a basic ability to compare and contrast the results of the data. -Unable to demonstrates a basic ability to improve the results after analysis of data.
Communication	-Demonstrates ability to prepare a superior comprehensive report of the specific senior project quality of a competent leader. Using properly prepared standard formats as specified with no grammatical or spelling errors.	Demonstrates ability to prepare a basic report of the specific senior project quality of a competent leader. Using properly prepared standard formats as specified with minimal grammatical or spelling errors.	Unable to prepare a basic report of the specific senior project quality of a competent leader. Using properly prepared standard formats as specified with no grammatical or spelling errors.

Comments:

Rubric: Construction Management Outcome #3

Spring 2013

Outcome:

#3- Perform standard tests, organize and interpret test data and apply test results to improve construction processes.

Evidence: Review and Analysis of assigned testing and writing in CM 320- Soils in Construction

Standard: We will be satisfied if 70% or more of the students achieve Level 2 or 3

Category	Level 3 (Superior)	Level 2 (Basic)	Level 1 (Unacceptable)
Knowledge:	Demonstrates an ability to apply superior knowledge of the engineering properties of soil and how they affect construction materials. Through the preparation of a comprehensive report of the process and results of the performed test. Also the superior ability to compare and contrast the results of the data to enhance quality of the results in the future use of soil. Demonstrates ability to prepare a superior comprehensive report of the test procedure, process and results in compliance with ASTM and AASHTO.	Demonstrates an ability to apply basic knowledge of the engineering properties of soil and they affect construction materials. Through the preparation of a basic comprehensive report of the process and results of the performed test. Also the ability to compare and contrast the results of the data to enhance quality of the results in the future construction materials. Demonstrates ability to prepare a comprehensive report of the test procedure, process and results in compliance with ASTM and AASHTO.	Unable to demonstrate an ability to apply basic knowledge of the engineering properties of soil and they affect construction materials. Through the preparation of a comprehensive report of the process and results of the performed test. Also the inability to compare and contrast the results of the data to enhance quality of the results in the future in the future construction materials. Demonstrates inability to prepare a comprehensive report of the test procedure, process and results in

			compliance with ASTM and AASHTO.
Performance	Performing superior laboratory tests for soil in construction materials; Demonstrating an ability to perform a laboratory test in compliance with ASTM and AASHTO. -Demonstrates a superior ability to compare and contrast the results of the data. -Demonstrates a superior ability to improve the results after analysis of data.	Performing basic laboratory tests for soil in construction materials; Demonstrating an ability to perform a laboratory test in compliance with ASTM and AASHTO. -Demonstrates a basic ability to compare and contrast the results of the data. -Demonstrates a basic ability to improve the results after analysis of data.	- Unable to perform basic laboratory tests for soil in construction materials by; Demonstrating an inability to perform a laboratory test in compliance with ASTM and AASHTO. -Unable to compare and contrast the results of the data.
Communication	-Demonstrates ability to prepare a superior comprehensive report of the test procedure, process and results. Using properly prepared standard formats as specified with no grammatical or spelling errors.	Demonstrates ability to prepare a basic comprehensive report of the test procedure, process and results. Using properly prepared standard formats as specified with minimal grammatical or spelling errors.	Unable to prepare a comprehensive report of the test procedure, process and results. Using properly prepared standard formats as specified with no grammatical or spelling errors.

Comments: