

Construction Management Assessment Plan

The assessment plan includes both the collegiate assessment requirements and the program assessment.

Collegiate:

1. The College previously used the Academic Quality Index as its assessment process due to the process requirements of the Higher Learning Commission (HLC) AQIP accreditation. The College has now begun the transition to the Open Pathways process which is more data driven for its HLC reaccreditation visit in 2023.
With this process, the former Curriculum Quality Council and been changed to the Assessment Collaborative which is made up of faculty members from every divisional area and is represented by Jake Blue and Bill Bobick from the Construction Sciences and Business programs along with the Dean of Instruction.
2. Annual Reporting: Facilities, Safety, IAB Health, Faculty Health, and Employment data is reported and tracked on an annual basis to identify areas of improvement throughout the College Divisions.
3. Weekly/Quarterly Reporting: Enrollment and retention data is reviewed weekly. Graduation data is reviewed after each semester to identify key areas of improved retention strategies for incoming and continuing students.

Programmatic Assessment Plan and Report *annual*:

1. A Programmatic Assessment report is a report that seeks to answer the following questions posed to each program area that meets the program's individual needs:
 - a. What question about learning did you try to answer in 2021-2022?
 - b. What was your plan to answer it?
 - c. Did you answer it?
 - d. What was the answer?

Once the plan is set in place, the programs collect data throughout the academic year and compiles, interprets, and analyzes the results to identify how well students are learning and to identify areas of improvement. Each program can utilize their own plan of action but must be data driven with results and recommendations.

2. The Construction Management program utilizes the following assessment methods for its Program Outcomes and SLOs:
 - a. Indirect: employer surveys, roundtables, graduate surveys, student and faculty surveys
 - b. Direct: capstones, assignments, and exams

The SLO's are assessed on a three-year cycle depending upon the annual assessment outcome.

3. The Construction Management program has identified a benchmark for all SLOs of 70% of all students passing with 75% or better on direct assessments.

Program:

1. Faculty Retreat *annual*
 - a. Faculty development and strategic planning
 - i. Discussion of the strategic plan implementation resulting on executable items.
 - b. Complete annual Programmatic Report
 - i. Discussion of closing gaps in the SLOs in actionable items for the following year.
 - c. Curriculum Review
 - i. During the College's annual academic planning, faculty have the opportunity to determine if there are any academic changes to be reported, which may include accreditation changes, existing course changes, or new courses added to the academic plan. Before the faculty review the curriculum, feedback from the IAB is sought for improvement in existing courses
 - d. Facilities
 - i. As part of the budget planning, programs are encouraged to review their facilities. Faculty, Directors, and Deans can propose capital projects or special initiatives to assist programs continuous changing needs. Physical space is allocated annually by the Dean and maintained by the Directors.