

CNSM PROGRAM ASSESSMENT COMMITTEE REVIEW DOCUMENTATION

(CNSM PAC)

SEMESTER
2015 SPRING

THE CNSM PAC REVIEWED THE CNSM PROGRAM LEARNING OUTCOMES.

The following comments and actions were determined:

The CNSM PAC reviewed the CNSM program learning outcomes assessments and other assessments and discussed the following items:

1. As discussed in the prior assessment reviews, written communication has been a concern. Efforts were made in several courses to improve those assessment achievements. The other concern was to improve the motivation for life-long learning. CNS 660 Construction Operations (capstone) was a primary target. Professor Ray Buyle added a research assignment in the course. To improve the student's abilities in research and promote life-long learning, Alice Trussell, Librarian for Engineering, now presents to the class research methodologies for construction related topics. The written assignment is one of the projects for the course. It should be noted that the assessment measures for Written Communications was greatly improved for the 2014/15 cycle of assessment.
2. Direct and supportive measures were studied to more definitively identify what was being measured in the assessment process. Each Program Learning Outcome was reviewed and the wording slightly adjusted based upon Bloom's taxonomy. It should be noted that most of the Program Learning Outcomes could be directly linked to the ACCE (American Council for Construction Education) required Program Learning Outcomes in the new standards. The 2014/15 assessment cycle identifies both the Direct and Indirect Measures used for each Program Learning Outcome for each course. This link was reviewed last year and the current link indicates those measures and also which courses are supportive in the learning outcome measures.
3. The program currently assessed is the Fall 2011 curriculum and coursework. Freshmen beginning in the Fall of 2014 are following the new program. Most of the early coursework remained the same as the older program. As the new program is phased in, the newer program and coursework will be assessed.
4. The faculty agreed to continue to measure all Program Learning Outcomes on a yearly basis to clearly identify any problems and take appropriate corrective action. This is especially important as the newly implemented Fall 2014 curriculum takes effect. Courses will be revised or, in some cases, dropped and replaced with new courses with the phase-in of the program over the next two years.
5. Program Learning Outcome 5a noted a lower score which, when tracked back, results from the 2-year graduate survey. Looking back 4 years to when they took the course requiring layout, the entire year had negative weather problems that prohibited the field labs for the course. It appears to be an anomaly based upon impossible weather conditions beyond the control of the course and instructor.
6. No major deficiencies requiring correction or observation were noted for this assessment cycle.

Faculty Signatures

Date

September 3, 2015

[Handwritten signatures in blue and purple ink]