TEXAS A&M UNIVERSITY

TAMU
18-19 Academic Program Assessment

Construction Science, BS

📋 BS-COSC

Submit Date: Feb 17, 2020
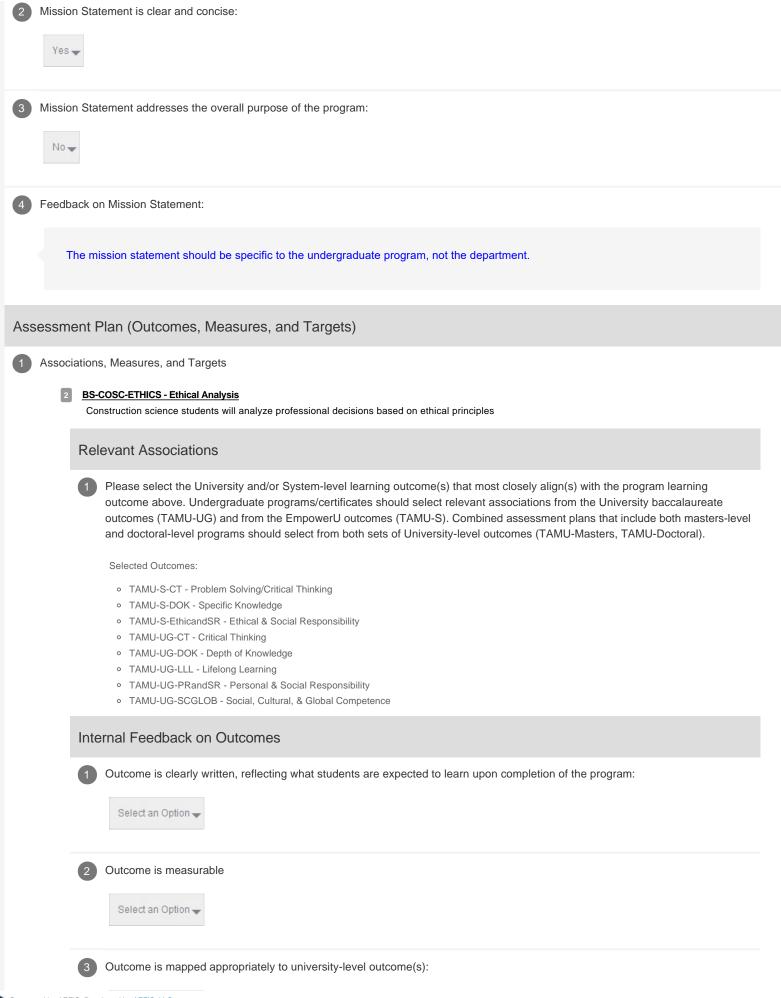Last Updated: Jan 21, 2020 at 2:08PM by Elizabeth Piwonka

Mission of the Academic Program

1 **Briefly state the purpose of the academic program(s) covered in the Assessment Plan/Report. The mission statement should (1) explicitly state the name and level of the program(s) covered; (2) be clear and concise; and, (3) summarize the purpose/value of the program. NOTE: If the program is offered at multiple locations and/or online, information regarding mode of delivery and/or geographic location(s) of the program(s) should be included as well.**

The Construction Science Department is dedicated to education, discovery, development and application of knowledge in the field of construction while fulfilling the land grant mission of Texas AM University and enhancing the economic development of the State of Texas. Our mission of providing the highest quality undergraduate and graduate programs is inseparable from our mission of developing new understanding through teaching, research and service. We prepare students to assume roles in leadership, responsibility, and service to society.

Internal Feedback on Mission of the Academic Program

1 The degree(s)/certificate is/are explicitly stated:

Select an Option ▾

2 Mission Statement is clear and concise:

Select an Option ▾

3 Mission Statement addresses the overall purpose of the program:

Select an Option ▾

4 Feedback on Mission Statement:

Feedback on Mission of the Academic Program by Office of Institutional Effectiveness & Evaluation (IE&E)

1 The degree(s)/certificate is/are explicitly stated:

No ▾

2 Mission Statement is clear and concise:

Yes ▾

3 Mission Statement addresses the overall purpose of the program:

No ▾

4 Feedback on Mission Statement:

> The mission statement should be specific to the undergraduate program, not the department.

Assessment Plan (Outcomes, Measures, and Targets)

1 Associations, Measures, and Targets

2 **BS-COSC-ETHICS - Ethical Analysis**
Construction science students will analyze professional decisions based on ethical principles

Relevant Associations

1 Please select the University and/or System-level learning outcome(s) that most closely align(s) with the program learning outcome above. Undergraduate programs/certificates should select relevant associations from the University baccalaureate outcomes (TAMU-UG) and from the EmpowerU outcomes (TAMU-S). Combined assessment plans that include both masters-level and doctoral-level programs should select from both sets of University-level outcomes (TAMU-Masters, TAMU-Doctoral).

Selected Outcomes:

- TAMU-S-CT - Problem Solving/Critical Thinking
- TAMU-S-DOK - Specific Knowledge
- TAMU-S-EthicandSR - Ethical & Social Responsibility
- TAMU-UG-CT - Critical Thinking
- TAMU-UG-DOK - Depth of Knowledge
- TAMU-UG-LLL - Lifelong Learning
- TAMU-UG-PRandSR - Personal & Social Responsibility
- TAMU-UG-SCGLOB - Social, Cultural, & Global Competence

Internal Feedback on Outcomes

1 Outcome is clearly written, reflecting what students are expected to learn upon completion of the program:

Select an Option ▾

2 Outcome is measurable

Select an Option ▾

3 Outcome is mapped appropriately to university-level outcome(s):

Select an Option ▾

(4) Outcome reflects program expectation/graduation requirement rather than student learning:

Select an Option ▾

(5) Feedback on Outcomes:

Feedback on Outcomes by Office of Institutional Effectiveness & Evaluation (IE&E)

(1) Outcome is clearly written, reflecting what students are expected to learn upon completion of the program:

Yes ▾

(2) Outcome is measurable

Yes ▾

(3) Outcome is mapped appropriately to university-level outcome(s):

No ▾

(4) Outcome reflects program expectation/graduation requirement rather than student learning:

No ▾

(5) Feedback on Outcomes:

> These are mapped to the system outcome, but do not forget the institutional outcomes.

Related Measures

(1)

Measure Name:

COSC 381 _ Ethical Analysis Report _ DA

Measure Description:

Direct assessment will occur for SLO 6 using an assignment from COSC 381 (Professional Ethics in Construction). The assessment

instrument(s) will be administered by course instructors in class to students as part of the regular course curriculum. Data reported will be class-level average performance on the full assignment. (Future years will use the ethics portion of the rubric as the measure instead of the full assignment) Cycle 2 _ Reported once every three years.

Supporting Documentation:

Supporting Documentation would include referenced documents such as scoring/grading rubrics, surveys, assignment descriptions, etc.

The selected document artifact is attached to this form.

Select Document Artifacts ▾	👁

Internal Feedback on Measure

Measure is a direct measure of student learning:

Select an Option ▾

Data collection is clear (i.e., where the data are coming from):

Select an Option ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Select an Option ▾

Measure clearly aligns with the outcome as defined:

Select an Option ▾

All referenced rubrics/surveys are attached or sufficiently described:

Select an Option ▾

Feedback on Measure:

Feedback on Measure by Office of Institutional Effectiveness & Evaluation (IE&E)

Measure is a direct measure of student learning:

Yes ▾

Data collection is clear (i.e., where the data are coming from):

Yes ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

No ▾

Measure clearly aligns with the outcome as defined:

Yes ▾

All referenced rubrics/surveys are attached or sufficiently described:

Yes ▾

Feedback on Measure:

Is the measure the entire assignment? Or the section of the assignment dealing with ethics? Given the nature of the assignment, and the point totals for other factors such as formatting, the measure should be specific about what is being considered.

Targets

For each measure, provide a description of the standard (the minimally acceptable student performance) as well as the target (the minimum proportion of students the faculty aspire to have meet the standard in order to be confident that the program is meeting the outcome).

Target Description:

Students' average score for SLO 6 will be a 70% or higher class average score for the assignment. In order to set a target score during initial data collection of new SLO data collection system and establishment of baseline date, 70% was deemed appropriate as minimum target as students must have a grade of "C" (70) or better in order to qualify for graduation from the program. Baseline data will be evaluated after at least 3 years' of data collection have occurred in order to determine if adjustment of new targets is warranted based on trend data and ,if so, the new appropriate minimum targets will be determined..

Internal Feedback on Target

Standard (the minimally acceptable performance) is clearly presented and justified:

Select an Option ▾

Target is specific (the proportion that needs to meet the standard):

Select an Option ▾

The target clearly aligns with the measure as described:

Select an Option ▾

Feedback on Target:

Feedback on Target by Office of Institutional Effectiveness & Evaluation (IE&E)

Standard (the minimally acceptable performance) is clearly presented and justified:

Yes ▾

Target is specific (the proportion that needs to meet the standard):

Yes ▾

The target clearly aligns with the measure as described:

No ▾

Feedback on Target:

Does this 70% refer only to the criteria on the rubric for ethics (i.e., excludes points for following formatting instructions, etc.)? The the target that the cumulative average for that part of the assigment be over 70%? Or the assignment overall?

Findings

When reporting findings, indicate whether or not a given target was MET, PARTIALLY MET, or NOT MET. Also include a brief discussion regarding the meaning/value of the findings for purposes of continuous improvement. IF findings are not being reported in a given cycle for a particular measure, include a brief explanation as to why not.

Finding Description:

Target Met:

Students' cumulative average scores for SLO 6, *Analyze professional decisions based on ethical principles* during the Fall 2018 and Spring 2019 semesters were 90% ($n = 151$) and 88% ($n = 107$), respectively - yielding a student cumulative SLO 6 average score for the 2018/19 academic year of 89% ($n = 258$). Therefore the target of 70% or greater SLO cumulative average was met.

For SLO 6: While students were very confident in their ability to a*nalyze professional decisions based on ethical principles* (indirect assessment) their direct assessment score of 89%, although it meets the minimum target of 70%, indicates a need for improvement to a minimum score of 90% in order to more closely align with students' self-perception of ability. This indicates there is a gap between what is (actual performance) and what should be (self-efficacy/self-perception). This gap may be the result of an anomaly in the one-year data or may indicate a need to increase the amount and complexity of ethical problem-solving assignments for student within the curriculum. Continued monitoring to determine if this gap is a continuing trend which will need to be addressed or merely an anomaly of the one-year data is recommended at this time.

Target:

Select an Option ▾

Internal Feedback on Finding

Findings align with the measure and target as described:

Select an Option ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Select an Option ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

Select an Option ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Feedback on Finding by Office of Institutional Effectiveness & Evaluation (IE&E)

Findings align with the measure and target as described:

Yes ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Yes ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

No ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Data-informed Actions

For each of the findings reported, the program should indicate how it is going to use/act on the assessment findings in the upcoming academic year. A brief summary of the proposed action(s) should be provided, including a tentative timeline for implementation and the party or group responsible for carrying out the action(s). Also include a rationale for why program faculty believe the action(s) should lead to improvements in the identified outcome. IF no actions are being taken based on a given finding, a brief statement of explanation should be provided.

Data-informed Action Description:

For SLO 6: During AY 19/20, COSC faculty will continue to implement normal instruction and assessment of students' ability to *analyze professional decisions based on ethical principles*. The assessment coordinator will monitor student achievement of the stated SLO and report results to undergraduate coordinator at the end of the academic year. If the gap is determined to be a continuing issue, corrective actions will be proposed and reviewed at that time.

Internal Feedback on Data-informed Action

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Feedback on Data-informed Action by Office of Institutional Effectiveness & Evaluation (IE&E)

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Measure Name:

SLO 6 _ Senior Exit Survey _ Confidence Level

Measure Description:

As an indirect assessment of the student learning outcomes, an exit survey will be administered to all COSC students immediately prior to their graduation, soliciting their opinions with respect to their educational experiences at TAMU. Students will be asked to indicate how confident they are in their ability to *Analyze professional decisions based on ethical principles.* Responses will utilize a four point Likert-type scale (4 = Very Confident; 3 = Confident; 2 = Somewhat Confident; 1 = Not Confident).

Supporting Documentation:

Supporting Documentation would include referenced documents such as scoring/grading rubrics, surveys, assignment descriptions, etc.

The selected document artifact is attached to this form.

Select Document Artifacts ▾ 👁

Internal Feedback on Measure

Measure is a direct measure of student learning:

Select an Option ▾

Data collection is clear (i.e., where the data are coming from):

Select an Option ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Select an Option ▾

Measure clearly aligns with the outcome as defined:

Select an Option ▾

All referenced rubrics/surveys are attached or sufficiently described:

Select an Option ▾

Feedback on Measure:

Feedback on Measure by Office of Institutional Effectiveness & Evaluation (IE&E)

Measure is a direct measure of student learning:

No ▾

Data collection is clear (i.e., where the data are coming from):

Yes ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Yes ▾

Measure clearly aligns with the outcome as defined:

Yes ▾

All referenced rubrics/surveys are attached or sufficiently described:

Yes ▾

Feedback on Measure:

Targets

For each measure, provide a description of the standard (the minimally acceptable student performance) as well as the target (the minimum proportion of students the faculty aspire to have meet the standard in order to be confident that the program is meeting the outcome).

Target Description:

For the student learning outcome "*Analyze professional decisions based on ethical principles"* in the Senior Exit Survey, students' average confidence score will be a minimum score of 2.51 or higher indicating students are, at minimum, "confident" applying individual student learning outcomes, as students graduating from the program should be confident applying the knowledge and skills gained from their degree program in their future careers.

Internal Feedback on Target

Standard (the minimally acceptable performance) is clearly presented and justified:

Select an Option ▾

Target is specific (the proportion that needs to meet the standard):

Select an Option ▾

The target clearly aligns with the measure as described:

Select an Option ▾

Feedback on Target:

Feedback on Target by Office of Institutional Effectiveness & Evaluation (IE&E)

Standard (the minimally acceptable performance) is clearly presented and justified:

Yes ▾

Target is specific (the proportion that needs to meet the standard):

Yes ▾

The target clearly aligns with the measure as described:

No ▾

Feedback on Target:

While the target says, "For each student learning outcome students' average score will be a minimum score of 2.51 or higher indicating students are, at minimum, "confident" applying individual student learning outcomes..." is it just the ethics outcome that will be reported here? Be specific.

Findings

When reporting findings, indicate whether or not a given target was MET, PARTIALLY MET, or NOT MET. Also include a brief discussion regarding the meaning/value of the findings for purposes of continuous improvement. IF findings are not being reported in a given cycle for a particular measure, include a brief explanation as to why not.

Finding Description:

Target Met: During the 2018/19 academic year, the Fall 2018, Spring 2019, and Summer 2019 Senior Exit Surveys had 98, 135, and 48 respondents, respectively, a for a total of 281 respondents. Students responded to the question: *"As a result of your COSC degree program, how confident do you feel in your ability to analyze professional decisions based on ethical principles?"* The average score for AY 2018/19 was 3.59 (Very Confident) meeting the target of minimum means score of 2.51. The scale used was: Very Confident = 3.51 – 4.00; Confident = 2.51 – 3.50; Somewhat Confident = 1.51 – 2.50; Not Confident = 1.00 – 1.50.

For SLO 6: While students were very confident in their ability to a*nalyze professional decisions based on ethical principles* (indirect assessment) their direct assessment score of 89%, although it meets the minimum target of 70%, indicates a need for improvement to a minimum score of 90% in order to more closely align with students' self-perception of ability. This indicates there is a gap between what is (actual performance) and what should be (self-efficacy/self-perception). This gap may be the result of an anomaly in the one-year data or may indicate a need to increase the amount and complexity of ethical problem-solving assignments for student within the curriculum. Continued monitoring to determine if this gap is a continuing trend which will need to be addressed or merely an anomaly of the one-year data is recommended at this time.

Target:

Select an Option ▾

Internal Feedback on Finding

Findings align with the measure and target as described:

Select an Option ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Select an Option ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

Select an Option ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Feedback on Finding by Office of Institutional Effectiveness & Evaluation (IE&E)

Findings align with the measure and target as described:

Yes ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Yes ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

No ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Data-informed Actions

For each of the findings reported, the program should indicate how it is going to use/act on the assessment findings in the upcoming academic year. A brief summary of the proposed action(s) should be provided, including a tentative timeline for implementation and the party or group responsible for carrying out the action(s). Also include a rationale for why program faculty believe the action(s) should lead to improvements in the identified outcome. IF no actions are being taken based on a given finding, a brief statement of explanation should be provided.

Data-informed Action Description:

For SLO 6: During AY 19/20, COSC faculty will continue to implement normal instruction and assessment of students' ability to *analyze professional decisions based on ethical principles*. The assessment coordinator will monitor student achievement of the stated SLO and report results to undergraduate coordinator at the end of the academic year. If the gap is determined to be a continuing issue, corrective actions will be proposed and reviewed at that time.

Internal Feedback on Data-informed Action

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Feedback on Data-informed Action by Office of Institutional Effectiveness & Evaluation (IE&E)

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Select an Option ▼

Data-informed Action includes a timeline:

Select an Option ▼

Data-informed Action identifies a responsible party or group:

Select an Option ▼

Feedback on Data-informed Action:

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3 **BS-COSC-OCOMM - Oral Communications**

Construction science students will create oral presentations appropriate to the construction discipline

Relevant Associations

1 Please select the University and/or System-level learning outcome(s) that most closely align(s) with the program learning outcome above. Undergraduate programs/certificates should select relevant associations from the University baccalaureate outcomes (TAMU-UG) and from the EmpowerU outcomes (TAMU-S). Combined assessment plans that include both masters-level and doctoral-level programs should select from both sets of University-level outcomes (TAMU-Masters, TAMU-Doctoral).

Selected Outcomes:

- TAMU-S-COMM - Communication
- TAMU-S-CT - Problem Solving/Critical Thinking
- TAMU-S-DOK - Specific Knowledge
- TAMU-UG-COMM - Communicate effectively
- TAMU-UG-CT - Critical Thinking
- TAMU-UG-DOK - Depth of Knowledge
- TAMU-UG-LLL - Lifelong Learning

Internal Feedback on Outcomes

1 Outcome is clearly written, reflecting what students are expected to learn upon completion of the program:

Select an Option ▼

2 Outcome is measurable

Select an Option ▼

3 Outcome is mapped appropriately to university-level outcome(s):

Select an Option ▼

4 Outcome reflects program expectation/graduation requirement rather than student learning:

Select an Option ▼

5 Feedback on Outcomes:

Feedback on Outcomes by Office of Institutional Effectiveness & Evaluation (IE&E)

1 Outcome is clearly written, reflecting what students are expected to learn upon completion of the program:

Yes ▾

2 Outcome is measurable

Yes ▾

3 Outcome is mapped appropriately to university-level outcome(s):

No ▾

4 Outcome reflects program expectation/graduation requirement rather than student learning:

No ▾

5 Feedback on Outcomes:

> Same as above - don't forget the institutional outcomes
> Also - for each of the outcomes, consider adding an introductory clause such as "Construction Science students will..."

Related Measures

1

Measure Name:

COSC 440 _ Student Oral Presentation _ SLO 2

Measure Description:

Direct assessment will occur for SLO 2 from the COSC Capstone course (COSC 440, 441, 442, 443, and/or 446). The assessment instrument used will be administered by a jury of panel members consisting of faculty and industry representatives. Students will be scored by each member of the jury according to a standard rubric (attached to this measure as *C18 COSC Juror. Student.Oral.Rubric.pdf*) on the final, culminating course project and presentation. Data reported will be class-level average performance. Cycle 2 _ Reported once every three years.

Supporting Documentation:

Supporting Documentation would include referenced documents such as scoring/grading rubrics, surveys, assignment descriptions, etc.

The selected document artifact is attached to this form.

Select Document Artifacts ▾   👁

Internal Feedback on Measure

Measure is a direct measure of student learning:

Select an Option ▾

Data collection is clear (i.e., where the data are coming from):

Select an Option ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Select an Option ▾

Measure clearly aligns with the outcome as defined:

Select an Option ▾

All referenced rubrics/surveys are attached or sufficiently described:

Select an Option ▾

Feedback on Measure:

Feedback on Measure by Office of Institutional Effectiveness & Evaluation (IE&E)

Measure is a direct measure of student learning:

Yes ▾

Data collection is clear (i.e., where the data are coming from):

No ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

No ▾

Measure clearly aligns with the outcome as defined:

Yes ▾

All referenced rubrics/surveys are attached or sufficiently described:

Yes ▾

Feedback on Measure:

The attached document and the process described do not align. Use the measure description to describe the data collection process used in the cycle - it should not be a generic statement.

Targets

For each measure, provide a description of the standard (the minimally acceptable student performance) as well as the target (the minimum proportion of students the faculty aspire to have meet the standard in order to be confident that the program is meeting the outcome).

Target Description:

Students class-level average score from the faculty/industry jury rubric scores of the final, capstone project and presentation (attached to this measure as *C18 COSC Juror. Student.Oral.Rubric.pdf*) for SLO 2 will be 70% or higher. In order to set a target score during initial data collection of new SLO data collection system and establishment of baseline date, 70% was deemed appropriate as minimum target as students must have a grade of "C" (70) or better in order to qualify for graduation from the program. Baseline data will be evaluated after at least 3 years' of data collection have occurred in order to determine if adjustment of new targets is warranted based on trend data and ,if so, the new appropriate minimum targets will be determined..

Internal Feedback on Target

Standard (the minimally acceptable performance) is clearly presented and justified:

Select an Option ▾

Target is specific (the proportion that needs to meet the standard):

Select an Option ▾

The target clearly aligns with the measure as described:

Select an Option ▾

Feedback on Target:

Feedback on Target by Office of Institutional Effectiveness & Evaluation (IE&E)

Standard (the minimally acceptable performance) is clearly presented and justified:

Yes ▾

Target is specific (the proportion that needs to meet the standard):

Yes ▾

The target clearly aligns with the measure as described:

No ▾

Feedback on Target:

Same as above - be specific about what is being used to calculate the cumulative.

Findings

When reporting findings, indicate whether or not a given target was MET, PARTIALLY MET, or NOT MET. Also include a brief discussion regarding the meaning/value of the findings for purposes of continuous improvement. IF findings are not being reported in a given cycle for a particular measure, include a brief explanation as to why not.

Finding Description:

Students' cumulative average scores for SLO 2, *Create oral presentations appropriate to the construction discipline* during the Fall 2018 and Spring 2019 semesters were 77.3 (n = 62) and 82 (n = 76), respectively - yielding a student cumulative SLO 2 average score for the 2018/198 academic year of 79.65 (n = 138). Therefore the target of 70% or greater SLO cumulative average was met.

For SLO 2: Students' direct assessment score of 79.65, while it meets the minimum target score of 70%, indicates a greater need to emphasize and practice oral communication skill in the curriculum. In addition, students' self-perception of their oral presentation skills met minimum target scores of 2.51 and above but indicate students are only "confident" (3.33 on a 4.0 scale where 3.51 and above represents "very confident") in their ability to create appropriate oral presentations. Greater targeted practice with appropriate instructor feedback may increase both actual performance and self-confidence.

Target:

Select an Option ▾

Internal Feedback on Finding

Findings align with the measure and target as described:

Select an Option ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Select an Option ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

Select an Option ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Feedback on Finding by Office of Institutional Effectiveness & Evaluation (IE&E)

Findings align with the measure and target as described:

Yes ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous

improvement:

Yes ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

No ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Data-informed Actions

For each of the findings reported, the program should indicate how it is going to use/act on the assessment findings in the upcoming academic year. A brief summary of the proposed action(s) should be provided, including a tentative timeline for implementation and the party or group responsible for carrying out the action(s). Also include a rationale for why program faculty believe the action(s) should lead to improvements in the identified outcome. IF no actions are being taken based on a given finding, a brief statement of explanation should be provided.

Data-informed Action Description:

For SLO2: In Spring of 2019, faculty in COSC 353 will increase emphasis on presentation skills and provide targeted feedback. Increased targeted instruction with appropriate instructor feedback is anticipated to not only help students further develop their competency in the actual creation of construction industry-specific oral communications, but also increase their confidence in their ability to do so, thus decreasing the gap between actual performance and self-perceived competency. We expect to see increased student ability and confidence levels reflected in SLO reporting at the end of the AY 19/20 data collection cycle.

Internal Feedback on Data-informed Action

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Feedback on Data-informed Action by Office of Institutional Effectiveness & Evaluation (IE&E)

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Yes

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Yes

Data-informed Action includes a timeline:

Yes

Data-informed Action identifies a responsible party or group:

Yes

Feedback on Data-informed Action:

Measure Name:

SLO 2 _ Senior Exit Survey _ Confidence Level

Measure Description:

As an indirect assessment of the student learning outcomes, an exit survey will be administered to all COSC students immediately prior to their graduation, soliciting their opinions with respect to their educational experiences at TAMU. Students will be asked to indicate how confident they are in their ability to apply each of the student learning outcomes. Responses will utilize a four point Likert-type scale (4 = Very Confident; 3 = Confident; 2 = Somewhat Confident; 1 = Not Confident).

Supporting Documentation:

Supporting Documentation would include referenced documents such as scoring/grading rubrics, surveys, assignment descriptions, etc.

The selected document artifact is attached to this form.

Select Document Artifacts

Internal Feedback on Measure

Measure is a direct measure of student learning:

Select an Option

Data collection is clear (i.e., where the data are coming from):

Select an Option ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Select an Option ▾

Measure clearly aligns with the outcome as defined:

Select an Option ▾

All referenced rubrics/surveys are attached or sufficiently described:

Select an Option ▾

Feedback on Measure:

Feedback on Measure by Office of Institutional Effectiveness & Evaluation (IE&E)

Measure is a direct measure of student learning:

No ▾

Data collection is clear (i.e., where the data are coming from):

Yes ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Yes ▾

Measure clearly aligns with the outcome as defined:

Yes ▾

All referenced rubrics/surveys are attached or sufficiently described:

Yes ▾

Feedback on Measure:

Targets

For each measure, provide a description of the standard (the minimally acceptable student performance) as well as the target (the minimum proportion of students the faculty aspire to have meet the standard in order to be confident that the program is meeting the outcome).

Target Description:

For the student learning outcome "*Create oral presentations appropriate to the construction discipline"* in the Senior Exit Survey, students' average confidence score will be a minimum score of 2.51 or higher indicating students are, at minimum, "confident" applying individual student learning outcomes, as students graduating from the program should be confident applying the knowledge and skills gained from their degree program in their future careers.

Internal Feedback on Target

Standard (the minimally acceptable performance) is clearly presented and justified:

Select an Option ▾

Target is specific (the proportion that needs to meet the standard):

Select an Option ▾

The target clearly aligns with the measure as described:

Select an Option ▾

Feedback on Target:

Feedback on Target by Office of Institutional Effectiveness & Evaluation (IE&E)

Standard (the minimally acceptable performance) is clearly presented and justified:

Yes ▾

Target is specific (the proportion that needs to meet the standard):

Yes ▾

The target clearly aligns with the measure as described:

Yes ▾

Feedback on Target:

Findings

When reporting findings, indicate whether or not a given target was MET, PARTIALLY MET, or NOT MET. Also include a brief discussion regarding the meaning/value of the findings for purposes of continuous improvement. IF findings are not being reported in a given cycle for a particular measure, include a brief explanation as to why not.

Finding Description:

Target Met: During the 2018/19 academic year, the Fall 2018, Spring 2019, and Summer 2019 Senior Exit Surveys had 98, 135, and 48 respondents, respectively, a for a total of 281 respondents. Students responded to the question: *"As a result of your COSC degree program, how confident do you feel in your ability to create oral presentations appropriate to the construction discipline?"* The average score for AY 2018/19 was 3.33 (Confident) meeting the target of minimum means score of 2.51. The scale used was: Very Confident = 3.51 – 4.00; Confident = 2.51 – 3.50; Somewhat Confident = 1.51 – 2.50; Not Confident = 1.00 – 1.50.

For SLO 2: Students' direct assessment score of 79.65, while it meets the minimum target score of 70%, indicates a greater need to emphasize and practice oral communication skill in the curriculum. In addition, students' self-perception of their oral presentation skills met minimum target scores of 2.51 and above but indicate students are only "confident" (3.33 on a 4.0 scale where 3.51 and above represents "very confident") in their ability to create appropriate oral presentations. Greater targeted

practice with appropriate instructor feedback may increase both actual performance and self-confidence.

Target:

Select an Option ▾

Internal Feedback on Finding

Findings align with the measure and target as described:

Select an Option ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Select an Option ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

Select an Option ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Feedback on Finding by Office of Institutional Effectiveness & Evaluation (IE&E)

Findings align with the measure and target as described:

Yes ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Yes ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

No ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Data-informed Actions

For each of the findings reported, the program should indicate how it is going to use/act on the assessment findings in the upcoming

academic year. A brief summary of the proposed action(s) should be provided, including a tentative timeline for implementation and the party or group responsible for carrying out the action(s). Also include a rationale for why program faculty believe the action(s) should lead to improvements in the identified outcome. IF no actions are being taken based on a given finding, a brief statement of explanation should be provided.

Data-informed Action Description:

For SLO2: In Spring of 2019, faculty in COSC 353 will increase emphasis on presentation skills and provide targeted feedback. Increased targeted instruction with appropriate instructor feedback is anticipated to not only help students further develop their competency in the actual creation of construction industry-specific oral communications, but also increase their confidence in their ability to do so, thus decreasing the gap between actual performance and self-perceived competency. We expect to see increased student ability and confidence levels reflected in SLO reporting at the end of the AY 19/20 data collection cycle.

Internal Feedback on Data-informed Action

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Feedback on Data-informed Action by Office of Institutional Effectiveness & Evaluation (IE&E)

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Yes ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Yes ▾

Data-informed Action includes a timeline:

Yes ▾

Data-informed Action identifies a responsible party or group:

Yes ▾

Feedback on Data-informed Action:

4 **BS-COSC-WCOMM - Written Communications**

Construction science students will create written communications appropriate to the construction discipline

Relevant Associations

1 Please select the University and/or System-level learning outcome(s) that most closely align(s) with the program learning outcome above. Undergraduate programs/certificates should select relevant associations from the University baccalaureate outcomes (TAMU-UG) and from the EmpowerU outcomes (TAMU-S). Combined assessment plans that include both masters-level and doctoral-level programs should select from both sets of University-level outcomes (TAMU-Masters, TAMU-Doctoral).

Selected Outcomes:

- TAMU-S-COMM - Communication
- TAMU-S-CT - Problem Solving/Critical Thinking
- TAMU-S-DOK - Specific Knowledge
- TAMU-UG-COMM - Communicate effectively
- TAMU-UG-CT - Critical Thinking
- TAMU-UG-DOK - Depth of Knowledge
- TAMU-UG-LLL - Lifelong Learning

Internal Feedback on Outcomes

1 Outcome is clearly written, reflecting what students are expected to learn upon completion of the program:

Select an Option ▼

2 Outcome is measurable

Select an Option ▼

3 Outcome is mapped appropriately to university-level outcome(s):

Select an Option ▼

4 Outcome reflects program expectation/graduation requirement rather than student learning:

Select an Option ▼

5 Feedback on Outcomes:

Feedback on Outcomes by Office of Institutional Effectiveness & Evaluation (IE&E)

1 Outcome is clearly written, reflecting what students are expected to learn upon completion of the program:

Yes ▼

2 Outcome is measurable

Yes ▾

3 Outcome is mapped appropriately to university-level outcome(s):

No ▾

4 Outcome reflects program expectation/graduation requirement rather than student learning:

No ▾

5 Feedback on Outcomes:

> Don't forget to link to institutional and system outcomes.

Related Measures

1

Measure Name:

SLO 1 Direct Assessment

Measure Description:

Direct assessment will occur for SLO 1 using the assignments *Final Internship Report* and *Progress Memorandum Report from COSC 494 (Internship)* (assignment specifications (which includes rubrics) for each attached to this measure - *COSC 494 Final Internship Report Outline Rubric.pdf; COSC 494 Progress Memorandum Report - Rubric.pdf; COSC 494 Spring 2017 Progress Report Memo _ eCampus Assignment.pdf;* and *Fall 2016 - Internship Completion Letter - Grading Rubric.pdf*). The assessment instruments will be administered by course instructors in class to students as part of the regular course curriculum and assessed as to content, appropriate format, and spelling and grammatical correctness. Data reported will be class-level average performance on the full assignment. Cycle 2 _ Reported once every three years.

Supporting Documentation:

Supporting Documentation would include referenced documents such as scoring/grading rubrics, surveys, assignment descriptions, etc.

The selected document artifact is attached to this form.

Select Document Artifacts ▾   👁

Internal Feedback on Measure

Measure is a direct measure of student learning:

Select an Option ▾

Data collection is clear (i.e., where the data are coming from):

Select an Option ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Select an Option ▾

Measure clearly aligns with the outcome as defined:

Select an Option ▾

All referenced rubrics/surveys are attached or sufficiently described:

Select an Option ▾

Feedback on Measure:

Feedback on Measure by Office of Institutional Effectiveness & Evaluation (IE&E)

Measure is a direct measure of student learning:

Yes ▾

Data collection is clear (i.e., where the data are coming from):

Yes ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

No ▾

Measure clearly aligns with the outcome as defined:

Yes ▾

All referenced rubrics/surveys are attached or sufficiently described:

No ▾

Feedback on Measure:

The assignment is very clear, but it is not clear how it is evaluated for communication. Can more detail be provided about the evaluation process? If the average score of the assignment for all students is the measure, is there a way data can be reported that would provide more actionable information?

Targets

For each measure, provide a description of the standard (the minimally acceptable student performance) as well as the target (the

minimum proportion of students the faculty aspire to have meet the standard in order to be confident that the program is meeting the outcome).

Target Description:

The target for SLO 1 will be the combined student class-level average score from both the Final Internship Report and the Progress Memorandum Report assignments will be 70% or higher. In order to set a target score during initial data collection of new SLO data collection system and establishment of baseline date, 70% was deemed appropriate as minimum target as students must have a grade of "C" (70) or better in order to qualify for graduation from the program. Baseline data will be evaluated after at least 3 years' of data collection have occurred in order to determine if adjustment of new targets is warranted based on trend data and ,if so, the new appropriate minimum targets will be determined.

Internal Feedback on Target

Standard (the minimally acceptable performance) is clearly presented and justified:

Select an Option ▾

Target is specific (the proportion that needs to meet the standard):

Select an Option ▾

The target clearly aligns with the measure as described:

Select an Option ▾

Feedback on Target:

Feedback on Target by Office of Institutional Effectiveness & Evaluation (IE&E)

Standard (the minimally acceptable performance) is clearly presented and justified:

Yes ▾

Target is specific (the proportion that needs to meet the standard):

Yes ▾

The target clearly aligns with the measure as described:

No ▾

Feedback on Target:

Same as above - be specific about what is being used to calculate the cumulative.

Findings

When reporting findings, indicate whether or not a given target was MET, PARTIALLY MET, or NOT MET. Also include a brief discussion regarding the meaning/value of the findings for purposes of continuous improvement. IF findings are not being reported in a given cycle for a particular measure, include a brief explanation as to why not.

Finding Description:

Target Met:

Students' cumulative average scores for SLO 1, *Create written communications appropriate to the construction discipline* during the Fall 2018 and Spring 2019 semesters were 93.5 (*n* = 146) and 91.5 (*n* = 316), respectively - yielding a student cumulative SLO 1 average score for the 2018/198 academic year of 92.5 (*n* = 562). Therefore the target of 70% or greater SLO cumulative average was met.

For SLO 1: While there is room for improvement in students' direct assessment score of 92.5% it reflects a mastery-level on actual ability to write communications appropriate to the construction industry (i.e above 90%.) It is surprising therefore that students' self-reported indirect score is only 3.38 (on a 4.0 scale where 3.51 and above represents "very confident") indicating students only feel "confident" in their ability to create appropriate construction industry written communications. This indicates there is a gap between what is (actual performance) and what should be (self-efficacy). Lower self-efficacy may negatively impact students' future willingness and competence creating effective written communications. Continued monitoring to determine if this gap is a continuing trend which will need to be addressed or merely an anomaly of the one-year data is recommended at this time.

Target:

Select an Option ▾

Internal Feedback on Finding

Findings align with the measure and target as described:

Select an Option ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Select an Option ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

Select an Option ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Feedback on Finding by Office of Institutional Effectiveness & Evaluation (IE&E)

Findings align with the measure and target as described:

Yes ▾

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Yes ▾

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

No ▾

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▾

Feedback on Finding:

Data-informed Actions

For each of the findings reported, the program should indicate how it is going to use/act on the assessment findings in the upcoming academic year. A brief summary of the proposed action(s) should be provided, including a tentative timeline for implementation and the party or group responsible for carrying out the action(s). Also include a rationale for why program faculty believe the action(s) should lead to improvements in the identified outcome. IF no actions are being taken based on a given finding, a brief statement of explanation should be provided.

Data-informed Action Description:

For SLO 1: During AY 19/20, COSC faculty will continue to implement normal instruction and assessment of students' ability to create industry-specific written communications. The assessment coordinator will monitor student achievement of the stated SLO and report results to undergraduate coordinator at the end of the academic year. If the gap is determined to be a continuing issue, corrective actions will be proposed and reviewed at that time.

Internal Feedback on Data-informed Action

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Feedback on Data-informed Action by Office of Institutional Effectiveness & Evaluation (IE&E)

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Measure Name:

SLO 1 _ Senior Exit Survey _ Confidence Level

Measure Description:

As an indirect assessment of the student learning outcomes, an exit survey will be administered to all COSC students immediately prior to their graduation, soliciting their opinions with respect to their educational experiences at TAMU. Students will be asked to indicate how confident they are in their ability to apply each of the student learning outcomes. Responses will utilize a four point Likert-type scale (4 = Very Confident; 3 = Confident; 2 = Somewhat Confident; 1 = Not Confident).

Supporting Documentation:

Supporting Documentation would include referenced documents such as scoring/grading rubrics, surveys, assignment descriptions, etc.

The selected document artifact is attached to this form.

Select Document Artifacts ▾   👁

Internal Feedback on Measure

Measure is a direct measure of student learning:

Select an Option ▾

Data collection is clear (i.e., where the data are coming from):

Select an Option ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Select an Option ▾

Measure clearly aligns with the outcome as defined:

Select an Option ▾

All referenced rubrics/surveys are attached or sufficiently described:

Select an Option ▾

Feedback on Measure:

Feedback on Measure by Office of Institutional Effectiveness & Evaluation (IE&E)

Measure is a direct measure of student learning:

No ▾

Data collection is clear (i.e., where the data are coming from):

Yes ▾

Methodological processes are clear (i.e., how the data are to be evaluated and reported):

Yes ▾

Measure clearly aligns with the outcome as defined:

Yes ▾

All referenced rubrics/surveys are attached or sufficiently described:

Yes ▾

Feedback on Measure:

Targets

For each measure, provide a description of the standard (the minimally acceptable student performance) as well as the target (the minimum proportion of students the faculty aspire to have meet the standard in order to be confident that the program is meeting the outcome).

Target Description:

For the student learning outcome *"Create written communications appropriate to the construction discipline"* in the Senior Exit Survey, students' average confidence score will be a minimum score of 2.51 or higher indicating students are, at minimum, "confident" applying individual student learning outcomes, as students graduating from the program should be confident applying the knowledge and skills gained from their degree program in their future careers.

Internal Feedback on Target

Standard (the minimally acceptable performance) is clearly presented and justified:

Select an Option ▾

Target is specific (the proportion that needs to meet the standard):

Select an Option ▾

The target clearly aligns with the measure as described:

Select an Option ▾

Feedback on Target:

Feedback on Target by Office of Institutional Effectiveness & Evaluation (IE&E)

Standard (the minimally acceptable performance) is clearly presented and justified:

Yes ▾

Target is specific (the proportion that needs to meet the standard):

Yes ▾

The target clearly aligns with the measure as described:

Yes ▾

Feedback on Target:

Findings

When reporting findings, indicate whether or not a given target was MET, PARTIALLY MET, or NOT MET. Also include a brief discussion regarding the meaning/value of the findings for purposes of continuous improvement. IF findings are not being reported in a given cycle for a particular measure, include a brief explanation as to why not.

Finding Description:

Target Met: During the 2018/19 academic year, the Fall 2018, Spring 2019, and Summer 2019 Senior Exit Surveys had 98, 135, and 48 respondents, respectively, a for a total of 281 respondents. Students responded to the question: *"As a result of your COSC degree program, how confident do you feel in your ability to create written communications appropriate to the construction discipline?"* The average score for AY 2018/19 was 3.38 (Confident) meeting the target of minimum mean score of 2.51. The scale used was: Very Confident = 3.51 – 4.00; Confident = 2.51 – 3.50; Somewhat Confident = 1.51 – 2.50; Not Confident = 1.00 – 1.50.

For SLO 1: While there is room for improvement in students' direct assessment score of 92.5% it reflects a mastery-level on actual ability to write communications appropriate to the construction industry (i.e above 90%.) It is surprising therefore that students' self-reported indirect score is only 3.38 (on a 4.0 scale where 3.51 and above represents "very confident") indicating students only feel "confident" in their ability to create appropriate construction industry written communications. This indicates there is a gap between what is (actual performance) and what should be (self-efficacy). Lower self-efficacy may negatively impact students' future willingness and competence creating effective written communications. Continued monitoring to determine if this gap is a continuing trend which will need to be addressed or merely an anomaly of the one-year data is recommended at this time.

Target:

Select an Option ▾

Internal Feedback on Finding

Findings align with the measure and target as described:

Select an Option ▼

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Select an Option ▼

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

Select an Option ▼

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▼

Feedback on Finding:

Feedback on Finding by Office of Institutional Effectiveness & Evaluation (IE&E)

Findings align with the measure and target as described:

Yes ▼

Findings include a brief discussion regarding the meaning/value of results for purposes of continuous improvement:

Yes ▼

Target status indicator (i.e., Met, Partially Met, Not Met, Not Reported This Cycle) is used appropriately:

No ▼

Where appropriate, findings are disaggregated for each program reflected in the assessment plan:

Select an Option ▼

Feedback on Finding:

Data-informed Actions

For each of the findings reported, the program should indicate how it is going to use/act on the assessment findings in the upcoming academic year. A brief summary of the proposed action(s) should be provided, including a tentative timeline for implementation and the party or group responsible for carrying out the action(s). Also include a rationale for why program faculty believe the action(s) should lead to improvements in the identified outcome. IF no actions are being taken based on a given finding, a brief statement of explanation should be provided.

Data-informed Action Description:

For SLO 1: During AY 19/20, COSC faculty will continue to implement normal instruction and assessment of students' ability to create industry-specific written communications. The assessment coordinator will monitor student achievement of the stated

SLO and report results to undergraduate coordinator at the end of the academic year. If the gap is determined to be a continuing issue, corrective actions will be proposed and reviewed at that time.

Internal Feedback on Data-informed Action

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Feedback on Data-informed Action by Office of Institutional Effectiveness & Evaluation (IE&E)

Data-informed Action outlines a specific course of action designed to improve/strengthen student learning:

Select an Option ▾

Data-informed Action description addresses why the program believes the action will lead to improvements in learning:

Select an Option ▾

Data-informed Action includes a timeline:

Select an Option ▾

Data-informed Action identifies a responsible party or group:

Select an Option ▾

Feedback on Data-informed Action:

Approver Comments

1 Feedback on Measures and Targets:

2 Feedback on Findings and Data-informed Action: