Construction Management, MS

📋 MS-COMG

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Assessment Reflections

The purpose of this section is to reflect on the program's assessment activities over the course of the last year. Specifically, please address each of the following:

1 1. **The role of faculty and program leadership in the assessment.** That is, provide a brief summary of how faculty were involved in the data sense-making process and decisions regarding continuous improvement efforts.

> The Master of Science in Construction Management (MSCM) 10 graduate program student learning outcomes (GSLOs) were adopted directly from the 10 GSLOs of program's accrediting agency ACCE. The assessment plan (assessment cycle, assessment matrix, and performance criteria) is currently under revision by the assessment coordinator with input from the graduate coordinator and graduate instruction and research committee (GIRC). Faculty identified and provided the assessment coordinator with an appropriate direct assessment instrument, copy of rubric, sample of student work, class average, and individual grades for the GSLO. The assessment coordinator administered an exit survey gathering student self-reported confidence levels for the SLO to provide an indirect assessment for the SLO. This survey is administered to all graduating graduate students in the semester immediately preceding graduation. The assessment coordinator analyzes GSLO direct and indirect assessment data against the performance criteria and reports results to the graduate curriculum coordinator. Targets not met are reported to the GIRC for review and to determine what, if any, action is needed at that time.

2 2. **Lessons learned regarding assessment practices and processes.** For example, what data was particularly useful to help inform continuous improvement efforts? What data was not particularly useful?

> The data collection and review procedures for the graduate program needs to be standardized. The current GSLOs need to be operationally defined to identify specific knowledge and skills expected of graduates from this program. The current version of the graduate exit survey needs to be updated to align with the new GSLOs and provide student feedback focused on challenges pertaining to knowledge and skills represented by the GSLOs. Student feedback from the exit survey will help provide the context currently lacking from the quantitative SLO direct assessment data to help direct improvements. Understanding the context of the issue will increase the GIRC's efficiency providing targeted interventions to address the issue.

3 3. **Changes related to assessment practices.** For example, what new measures or data-gathering strategies are being implemented in the current year? What new strategies for data analysis are being employed?

> The graduate Academic Quality Plan is currently being updated by the assessment coordinator with reviews, input, and approvals by the graduate coordinator and GIRC. Currently the matrix outlining courses and where GSLOs are introduced & reinforced throughout curricula and the assessment matrix detailing what courses will be used to directly assess specific GSLOs is under construction by the assessment coordinator with input from the graduate coordinator and GIRC. Once the courses for direct assessment have been identified, the assessment instruments in those courses will be identified for use in all subsequent data collections – thus standardizing GSLO data collection. Processes will be created and employed for consistent GIRC review of GSLO data and action plan recommendations to course instructors, graduate coordinator, and departmental administration. The graduate exit survey will also be revised to align with the new GSLOs and current programmatic needs.

4 The role of faculty and program leadership in assessment is sufficiently described

Yes ▾

5 Lessons learned regarding assessment practices and processes are sufficiently described

Yes ▾

6 Changes related to assessment practices are sufficiently described

Yes ▾

7 Feedback on Reflections:

Closing the Loop

The purpose of this section is to reflect on the impact of previously implemented action plans or continuous improvement strategies. Identify at least one specific previously implemented action plan for which the targeted student learning outcome has since been assessed. That is, the action plan you discuss here should (a) be focused on improving student learning and (b) be fully implemented; and (c) the program should have assessed the learning outcome again in order to report the subsequent findings after implementation. (Please note that this may mean you will be providing an update on an action plan from 2 or 3 years ago, which is acceptable.)

1 1. Briefly describe the **targeted student learning outcome(s)** and the **specific assessment finding(s)** that prompted the development of the action plan(s).

> The targeted student learning outcome was Measure 6 (Graduate Exit Survey) Objective 9 (GSLO: *Application of advanced project management principles and practices to construction projects.*) The assessment finding was that some students did not believe the program was strong in application of advanced project management principles and practices to construction projects. This finding prompted the action plan to create a 2-week Boot Camp to provide basic knowledge and skills to incoming graduate students.

2 2. Describe the action plan(s) that was/were implemented, including contextual information such as what changes were made, when they were made, etc.

> Based on the finding of Measure 6/Objective 9 that some students did not believe the program was strong in application of advanced project management principles and practices to construction projects, the department implemented in Fall 2017 and Fall 2018 a 2-week intensive "Boot Camp" for all new Master of Science in Construction Management (MSCM) students was proposed. The intent of the Boot Camp was to address the weakness in construction management knowledge of new MSCM students by increasing students' baseline knowledge at the beginning of their degree program. This was anticipated to decrease the amount of instructional time spent on fundamental principles that provided students a foundation for more advanced topics, therefore increasing the instructional time for advanced project management principles and practices. This Boot Camp replaced the Graduate Entrance Survey. The Boot Camp was held in both Fall 2017 & Fall 2018 as a one-week intensive workshop.

3 3. Summarize subsequently gathered assessment data used to determine whether or not the action plan(s) described above led to improvements

in the targeted learning outcome(s). Do the findings suggest the targeted student learning outcome(s) was/were strengthened? How do you know? What's next?

Data indicated the Boot Camp had value increasing short-term subject matter knowledge, providing an orientation to the program and providing networking opportunities among new students. Data did not indicate the Boot Camp was effective providing long-term retention of basic construction science knowledge and skills. Due to the restructuring of the Graduate program to include a core curriculum to address student knowledge gaps, the current purpose of the Boot Camp as a leveling mechanism is no longer needed. The Boot Camp may be restructured in the future to serve as a 2-3 day orientation and networking vehicle for new graduate students.

Moving forward the department will be offering a graduate level course in advanced project management principles and practices, COSC 621 *Advanced Project Management*. Although this class has been in the course catalog, it was not offered due to a lack of appropriate faculty. We have now identified appropriate faculty to teach the course, therefore the course will be offered on a revolving basis going forward. This course negates the need for Boot Camp and is anticipated to address the need identified by the students.

4   Targeted student learning outcome(s) and assessment findings that prompted the development of the action plan(s) are described

Yes ▾

5   Action plan(s) that was/were implemented (including contextual information) are described

Yes ▾

6   Subsequently gathered assessment data used to determine whether or not the action plan(s) led to improvements in the targeted learning outcome(s) are summarized

Yes ▾

7   Implications of subsequently gathered assessment data are discussed

Yes ▾

8   Feedback on Closing the Loop:

Really good response.