

Florida Institute of Technology Degree Program Assessment Plan (Sec 9.3)

Sec 9.3 Degree Program Assessment Plan

9.3.1. Mission Statement of the Degree Program.

The mission of the construction management program is to prepare graduates to assume leadership roles in the construction industry and serve as responsible members of society.

9.3.2. Degree Program Objectives. The Program has adopted the ACCE Student Learning Outcomes as its primary objectives for student outcomes. The Program has the following additional objectives:

1. Maintain American Council for Construction Education accreditation by having a successful reaccreditation visit in the Spring of 2023.
2. Expand enrollment to 75 undergraduate students by 2024.
3. Start a Construction Management master's degree program by 2020
4. Place over 90% of students in construction related jobs within 9 months of graduation.
5. Grow the Associated Builders and Contractors (ABC) student chapter membership to at least 50 students.
6. Participation in scholarly activities by faculty members as appropriate.
7. Enhance the effectiveness of the program faculty by encouraging and supporting professional development in technical areas as well as teaching.
8. Participate in at least one regional or national student competition each year.

The Program has adopted the ACCE Student Learning Outcomes (SLOs) as its primary Degree Program Objectives. Program graduates shall be able to:

1. Create written communications appropriate to the construction discipline.
2. Create oral presentations appropriate to the construction discipline.
3. Create a construction project safety plan.
4. Create construction project cost estimates.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze construction documents for planning and management of construction processes.
8. Analyze methods, materials, and equipment used to construct projects.

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9. Understand the role of the construction manager as a member of different multi-disciplinary teams.
10. Apply electronic-based technology to manage the construction process.
11. Apply basic surveying techniques for construction layout and control.
12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
13. Understand construction risk management.
14. Understand construction accounting and cost control.
15. Understand construction quality assurance and control.
16. Understand construction project control processes.
17. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
18. Understand the basic principles of sustainable construction.
19. Understand the basic principles of structural behavior.
20. Understand the basic principles of mechanical, electrical and piping systems.

9.3.3. Assessment Tools

Degree program objectives in section 9.3.2 that are not ACCE SLOs will be assessed annually by the faculty. Program objectives that are the same as ACCE SLOs will be evaluated with one direct and one indirect assessment metric. Metrics were kept unchanged for the first complete assessment cycle under the outcomes-based standards to establish a baseline. After the initial assessment faculty may recommend changes to the metrics for discussion at the annual review.

The direct assessment tool will be a whole or part of an assignment or examination within a construction course. If a group project is used, each group member will be individually assessed. Assessment data will be collected using a tabbed spreadsheet with one page for each student showing the elements and standards (rubric) used to assess the outcome. Results will be combined into an overall summary sheet.

The indirect measure will be a student exit survey, given to graduating seniors which includes student self-assessment for each SLO on a 1 – 10 Likert scale. Results will be combined into an overall summary chart.

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Assessment results will be reviewed annually by the faculty, shared with the industry advisory committee at regular meetings, and provided to the general public through the program website.

Section 9.4.

9.3.4. Performance Criteria.

For the degree program objectives that are not ACCE SLOs, the performance criteria are part of the description of the objective. For the ACCE SLOs, the minimum performance criteria for each direct assessment will be 70% of the students attaining a 70%. The minimum performance criteria for each indirect assessment will be 7.0 on a 10.0 point scale.

9.3.5. Evaluation Methodology.

The program coordinator will prepare a curriculum map indicating the courses in which assessments will be collected (Table 3.5.1). The individual faculty will prepare an evaluation rubric for and collect and analyze the data for the direct assessment measures they are assigned. If an SLO metric falls below the performance criteria, the faculty member will recommend an action to improve student performance. If the performance criteria are met, the faculty member will determine whether any action is required to maintain or improve performance. Actions normally would include administrative or pedagogical changes but may include changes to the performance standard. Data and recommendations will be forwarded to the program coordinator who will lead a discussion of the SLO evaluations at the annual review. The program coordinator will collect the indirect senior exit surveys and compile the data, to be discussed at the annual review.