BGSU. Student Achievement Assessment Committee (SAAC) Short-Form Assessment Report

Program: *Construction Management*

Submitted By (Name & Date): *Arsenio Rodrigues – 12/20/2021*

Academic Year (Summer, Fall, and Spring): *Fall 2021*

A. Program Learning Outcome(s) Assessed (these should be observable and measureable)	**B. Method & Procedure*(see details below)**								**C. Expectations for Student Achievement (indicate the target level of achievement, goals, or standards used for each measure or assessment)**	**D. Results (% of Students Within Each Category)2 (provide results of each assessment method; report how well students performed in relation to target level of achievement)**		
	Who (provide information about who completed the assessment for the corresponding program learning outcome)		**Type (Direct measures[1] assess student achievement of LOs, e.g., projects, papers, exams, a prescribed formalized test, or other program requirements, e.g., portfolio. Indirect measures assess thoughts about LOs, e.g., surveys or focus groups.)**		**Embedded Assessment (data are embedded as part of the requirement for a course)**		**Capstone (data are collected within a capstone class/assignment; a capstone is a culminating experience that integrates and applies learning)**					
	# of Students	Class/ Course Level	Direct (preferred)	Indirect	Yes	No	Yes	No		% Did Not Meet	% Met	% Exceeded
Communicate effectively in oral presentations, writing technical reports, and critiquing the work of others. *Note: This program learning outcome is mapped with* ***ACCE SLO – 1(*****Create written communications appropriate to the construction discipline*****)*** *and with* ***ACCE SLO – 2 (*****Create oral presentations appropriate to the construction discipline*****).***	*37 (Fall 2020)* *31 (Spring 2021)*	*Juniors;* CONS 3590 *Seniors;* CONS 4700	☒	☒	☒	☐	☒	☐	*Faculty – Course Self Evaluation Report (Fall 2020 – page 4) for CONS 3590: We expected that faculty would indicate that students will have achieved a score of 3 or higher (rating of average to very high) on the assessment for SLO-1.* *Faculty – Course Self Evaluation Report (Spring 2021 – page 5) for CONS 4700: We expected that faculty would indicate that students will have achieved a score of 3 or higher (rating of average to very high) on the assessment for SLO-2.*	- -	*100% (Average score of 4 achieved)* *100% (Average score of 4 achieved)*	*N/A* *N/A*

[1] Often direct measures are embedded within the course. However, for some accreditations, such as teaching, not all assessments are embedded.

[2] You may include tables, charts, or other visuals to highlight key findings, as appropriate. Each program has the option of using rubrics in Canvas to assess Learning Outcomes. If Canvas is used to collect assessment data, the Office of Academic Assessment can pull assessment reports for the program upon request. Please contact Jessica Turos (jmturos@bgsu.edu) if you are interested in using Canvas as a collection method for program assessment data.

									Graduating Student Exit Report: We expected that 70% of students would indicate that they were prepared at an average to very high level on the assessment for SLO-1.	-	*11%*	*89%*
									Graduating Student Exit Report: We expected that 70% of students would indicate that they were prepared at an average to very high level on the assessment for SLO-2.	-	*29%*	*71%*

***B. Method & Procedure Explanation: Provide a brief description of the assessment(s) and rubric(s) used to illustrate how expectations for student achievement are defined or attach a copy. Check here if an attachment is included.** ☒

For fall semester 2010 and spring semester 2021, all faculty members prepared and submitted a "Course Self-Assessment" survey (see attached reports) for each ACCE required course in the Construction Management Program. For spring semester 2021, all graduating students were required to complete a "Graduating Student Exit Survey" at the departmental level, prior to the graduation ceremony (see attached report).

E. Actions Taken/Closing the Loop: Describe how the results have been shared with program faculty, and how they have provided input into decisions about curriculum improvements. Describe the connection between assessment results and program changes. Are there any additional actions that have been taken regarding the previous year's learning outcomes?

The assessment of learning culture of the Construction Management Program leans heavily on performance evaluations of students in the program as required for ACCE Accreditation. Overall assessment-related goals for the program include: (1) Preparing students in learning outcomes listed in the twenty divisions of the ACCE SLO's; (2) Increase student satisfaction with overall learning experience in the Construction Management Program; and (3) Increase student interest in pursuing professional certifications [i.e., Certified Construction Manager (CCM); American Institute of Constructors (AIC); Project Management Professional (PMP) Certification, etc.] in the US. The "Course Self-Assessment" survey served as an important self-assessment tool for faculty to reflect on pedagogical attributes related with the preparation of students versus the 20 ACCE Student Learning Outcomes. Via qualitative data in the survey, faculty members will be encouraged to identify areas that require improvement and plan accordingly for the upcoming semester. This strategy will be repeated every semester. Results of the "Graduating Student Exit Survey" are being utilized to influence the structure and agenda of Departmental and School meetings, including the annual ACCE SLO Review Meeting held at the end of spring semester. Through a comparison of faculty expectations combined with student perceptions, strengths and weaknesses are being identified and plans for improvement are being developed. This strategy will be repeated annually.