

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Construction Supervision Certificate

Program code: CTCNS

Division: School of Apprenticeship Studies Department: United Association Programs and Services

Type of Award: A.A. A.S A.A.S.
 Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion

2. Semester assessment was administered (check one):

Winter 2011
 Winter 20____
 Spring/Summer 20____

3. Assessment tool(s) used (check all that apply):

Portfolio
 Standardized test
 Other external certification/licensure exam (please describe): _____
 Graduate Survey
 Employer Survey
 Advisory Committee Survey
 Transfer follow-up
 Externally evaluated performance or exhibit
 Externally evaluation of job performance (internship, co-op, placement, other)
 Capstone experience (please describe):
 Other (please describe): Item analysis of student responses to multiple choice and true/false quizzes, tests, and exams.

4. Have any of these tools been used before?

Yes (if yes, identify which tool)
 No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

Between January 2004 and December 2011, there were 62 CTCNS graduates. Of the 62 graduates, five were assessed.

6. Describe how students were selected for the assessment.

a. Describe your sampling method.

A random selection of five graduates were assessed representing the time frame from Winter 2004 through December 2011. The APCNSP and ASCNSV programs were also assessed at this time. Unique graduates were assessed from each of the three Construction Supervision programs.

b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)?

The population assessed was program graduates from Winter 2004 through December 2011. While the plan stated that a minimum of 15 students would be assessed, this may have been an overly ambitious goal. The construction schedule in which students produce for learning outcome five (produce, manipulate, and report on a construction related project schedule) requires the evaluation of an outside, external third party. Fifteen student projects were not feasible for this evaluator to complete. It was not possible to find another evaluator without incurring additional expenses and delaying the program assessment.

II. Results

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1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.
N/A
2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.
 1. Identify theories and principles of motivation and the dynamics that impact construction worksite employee motivation.
 2. Identify the characteristics of an effective leader and the skills necessary to plan, organize, schedule and close-out a construction project.
 3. Identify fundamental construction documents and how they are utilized to manage a project.
 4. Identify how the legal system and labor laws affect the role of a supervisor and a construction project.
 5. Produce, manipulate and report on a Construction related project schedule.
3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected (as a separate document).***
Outcomes 1-4 were based on responses to multiple choice and true and false questions. The overall level of success for outcome 1 was 90%; outcome 2, 100%; outcome 3, 90%; and outcome 4, 88%. Outcome 5 was a project that was evaluated by an independent, third-party evaluator with student success at 88%.
4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document).***
For each outcome assessed, the standard of success for this program assessment was 75% of students will score an overall average of 70% or higher on tests and projects.

The individual student success was as follows:

- Outcome 1: 100% of students achieved 70% or higher
- Outcome 2: 100% of students achieved 70% or higher
- Outcome 3: 100% of students achieved 70% or higher
- Outcome 4: 80% of students achieved 70% or higher
- Outcome 5: 100% of students achieved 70% or higher

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Overall, the CTCNS program graduates achieved the standard of success for the program assessment (75% of students will score an overall average of 75% or higher on tests and projects).

Weaknesses: One graduate, while achieving 70% or higher overall on all of his/her quizzes in the five UAS courses, did not answer two of the test questions correctly that were used for Outcome 4 in this program assessment. With a larger student sampling, this would not have impacted the student success rate as heavily.

Because of the updates to the course due to textbook revisions, corrections from course assessments, and the use of test pools without the alignment to the course outcomes and objectives, students were assessed by using test questions that were as similar as possible but not always exact.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

While students did meet program expectations, there is a need to improve the process for program evaluation. This first program assessment has been an opportunity to learn how to better assess students in the overall program outcomes. A process for collecting and assessing students before updates to the Blackboard site are made will be implemented. This process should correct the weaknesses listed above providing a larger student sample and consistent test questions.

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- 2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
 - a. Outcomes/assessments from Program Assessment Planning or Program Proposal form: Revise student learning outcomes or assessment tools to enable us to assess a larger population of students

b. Program Curriculum:

- course sequencing
- course deletion
- course addition

changes to existing program courses (specify): Changes in outcomes, objectives, and assessment plans for UAS 111, UAS 122, UAS 210, UAS 222, and UAS 230 (discussed in future plans below).

other (specify):

c. Other (specify):

- 3. What is the timeline for implementing these actions? Fall 2013

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

There was a lot of effort placed in identifying and using similar test questions to evaluate student achievement. These questions supported the program outcomes and were varied in their format. While there is always room for improvement, overall, the assessment tools used were effective in measuring student achievement with the exception of small sampling sizes and consistency in assessment questions.

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments. For Outcome 5, the assessment plan for UAS 230 course assessment will be revised. The independent, third-party evaluation of the student projects was helpful for this first program assessment and validated the consistency of the instructor's evaluation of students. However, it is not practical to continue due to the availability and time commitment required from the evaluator.

UAS 111, UAS 122, UAS 210, UAS 222, and UAS 230, test questions will be specifically aligned to the course outcomes and objectives in the Blackboard course sites for ease of reporting. Because the courses have been updated for various textbook revisions, student feedback, and course assessments, it was challenging to align test questions so that students were assessed using the same standards. Emphasis for revisions to any assessment will be placed on aligning specifically to the outcomes and objectives of both the course and Construction Supervision programs.

- 3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All Selected

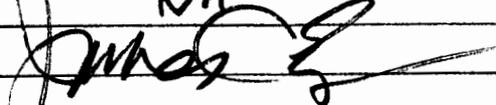
If "All", provide the report date for the next full review: Fall 2015.

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: Cheryl Byrne,  Date: Mar 5, 2013

Department Chair:  Date: _____

Dean:  Date: 3/7/2017

Please return completed form to the Office of Curriculum & Assessment, SC 257.