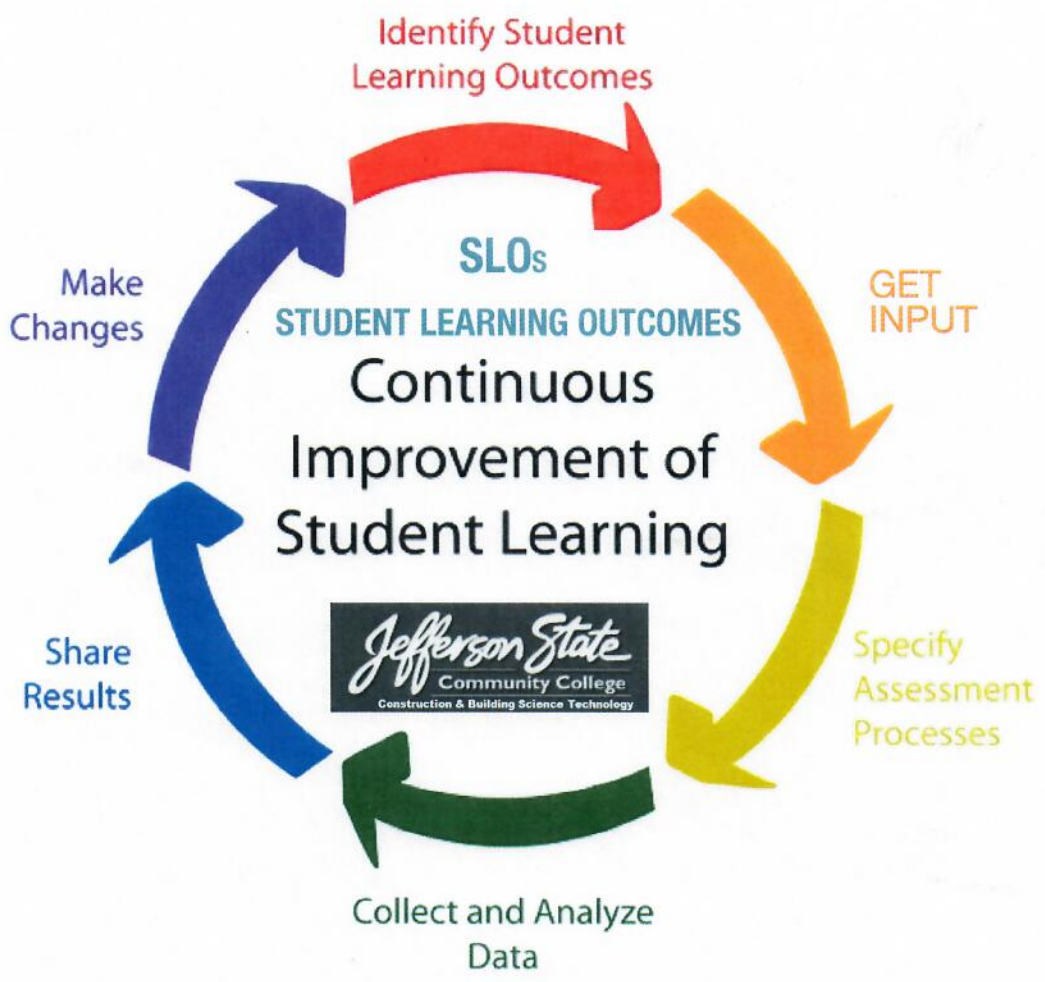




# Quality Assessment Plan



## Construction and Building Science Technology Department

# Quality Assessment Plan

The quality assessment plan considers many inputs to determine if the department is successfully meeting its mission and that of the college. The input data includes recommendations, program need, student performance, effectiveness of the curriculum and instruction, level of satisfaction with the program and adequacy of program resources.

- Recommendations are accepted anytime and in any form. The program faculty and administration are always willing to accept helpful advice. If the Program Coordinator thinks it is a helpful recommendation, they will present it first to administration and later to the Industry Advisory Committee (IAC).
- Program needs are varied and ever changing. The needs of this program can be determined by both conventional (surveys, SLOs etc.) and unconventional (recommendations) approaches. It is the Program Coordinators responsibility to ensure that program needs are being met.
- Student performance is measured by evaluation of student learning outcomes (SLOs) at the end of each semester within each class. The department uses an evaluation scale from 1 to 4 where 1 = poor comprehension and 4 = high comprehension of the SLOs. The evaluations start by recording the student understanding of each outcome (on a scale of 1-4) within a course by its instructor. Outcome averages are assembled by the Program Coordinator from every course to determine overall student/department performance each year.
- Student performance is measured by evaluation of ACCE program learning outcomes at the end of each semester within each class supporting the outcomes. ACCE program outcomes are evaluated by a minimum percentage of students obtaining a target level of performance on each direct assessment. Each instructor will report to the Program Coordinator the percentage of students obtaining the target rate of seventy percent on the direct assessment. Adequate performance is considered achieved on the indirect assessment when seventy percent of the students obtain a target level of three on their average of their student learning outcomes for the course. Outcome averages are assembled by the Program Coordinator for each indirect ACCE program outcome assessment to determine overall student/department performance each year.
- Effectiveness of the curriculum and instruction are evaluated using student and graduate surveys that are used to gather information helpful to the department's performance and growth. Please note the survey assessment chart below for type and frequency of evaluation.

- Level of satisfaction with the program is gauged using course assessments. Surveys are given and managed by the college to all students at the end of each semester. The college makes this information available to administration, Program Coordinator, and instructors.
- Adequacy of program resources are evaluated using administrative and faculty input gained through informal conversations, current student surveys, graduate surveys and employer surveys. Please note the survey assessment chart below for type and frequency of evaluation.

Assessment Method	Frequency of Assessment	Data Collection Media	Responsible for Collection	From Whom Collected	Who Evaluates Data	Frequency of Evaluations
Current Student Survey	Once a Year	Paper Survey	Program Coordinator	Students Enrolled in Department Courses	Program Coordinator	Each Year
Graduate Survey	Once a Year	Verbal or Paper Survey	Program Coordinator	Department Graduates from Previous Year	Program Coordinator	Each Year
Employer Survey	Once Every Three Years	Verbal or Paper Survey	Program Coordinator	Employers of Department Graduates	Program Coordinator	Every three Years
Student Learning Outcomes	Each Semester	Student Learning Outcome Form	Program Coordinator	Instructors	Program Coordinator	Each Year
ACCE Program Outcomes	Each Semester	Direct and Indirect Assessment	Program Coordinator	Instructors	Program Coordinator	Each Year

# Student Learning Outcomes Assessment Process

## **1. Identify Student Learning Outcomes:**

Student Learning outcomes (SLOs) were first developed within the construction department. The Program Coordinator and the department faculty developed the SLOs for each course. SLOs are revised accordingly to meet changing industry demands. ACCE program outcomes were implemented Fall 2017.

## **2. Get Input:**

SLOs for each class are reviewed by the Program Coordinator and instructor each semester. SLOs are also presented to the Industry Advisory Committee (IAC) periodically in an effort to gather information to improve the department.

## **3. Specify Assessment Process:**

Student performance is measured by evaluation of student learning outcomes (SLOs) at the end of each semester within each class. The department uses an evaluation scale of 1 to 4 where 1 = poor performance comprehension and 4 = high comprehension of SLOs. The evaluation process starts by recording the students understanding of each outcome (on a scale of 1-4) within a course by its instructor. Outcome averages are assembled by the Program Coordinator from every course to determine overall student/department performance each year. Outcome averages less than 3 will trigger changes in the course. Averages of 3 or above will be considered adequate and will require no change in the course.

ACCE program outcomes are evaluated by a minimum percentage of students obtaining a target level of performance on each direct assessment. Adequate performance is considered achieved on the direct assessment when seventy percent of the students obtain a target level of seventy percent. Changes to the program is required when less than seventy percent of the student achieve the target level. Adequate performance is considered achieved on the indirect assessment when seventy percent of the students obtain a target level of three on their average of their student learning outcomes for the course. No change is required if seventy percent of the students achieve the target level.

#### **4. Collect and Analyze the Data:**

The SLO data is collected at the end of each semester from each class. The instructor for each course is responsible for submitting their outcomes assessment forms to the Program Coordinator for review. Each year the Program Coordinator reviews and analyzes the results.

Each instructor will report the results of all direct assessments in their courses to the Program Coordinator. Additionally, instructors will provide a graded example of the direct assessment and any associated grading rubric to the Program Coordinator.

#### **5. Share the Results:**

The course SLO data and ACCE program outcome data is presented to the IAC. All changes and recommendations will be implemented within the next assessment cycle.

#### **6. Make Changes:**

The department uses an evaluation scale of 1 to 4 where 1 = poor performance comprehension and 4 = high comprehension of SLOs. Outcome averages less than 3 will trigger changes in the course. Averages of 3 or above will be considered adequate and will require no change in the course. All changes will be noted.

The department requires performance criteria of a minimum percentage of students obtaining a target level of performance on each direct assessment. Adequate performance is considered achieved on the direct assessment when seventy percent of the students obtain a target level of seventy percent. Lower performance will require adjustments to the program. Adequate performance is considered achieved on the indirect assessment when seventy percent of the students obtain a target level of three on their average of their student learning outcomes for the course. No change is required if seventy percent of the students achieve the target level. All changes will be noted.