



## Construction Technology Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

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**Instructions:** To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to [ktthatcher@caspercollege.edu](mailto:ktthatcher@caspercollege.edu). For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

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1. **Program:** Associate of Applied Science,; Construction Technology
  2. **Department:** Construction Technology
  3. **School:** Business and Industry
  4. **Person(s) Responsible for Developing Plan:** Mark Steinle in consultation with Jim Sears and Kathleen Thatcher
  5. **Email:** msteinle@caspercollege.edu
  6. **Phone:** 307-268-2411
  7. **Date Submitted:** November 1, 2010
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1. Does this program offer distance learning?       Yes    No

(\*Note: Please complete a separate Assessment Plan form for each program.)

### A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

*List your program's mission and goals.*

1. To provide quality educational experience for both the construction manager and the crafts person promoting lifelong learning and growth in the workplace.
  - a.

### Construction Technology Program Goals:

1. GOAL 1 : Provide relevant and appropriate Construction Supervision training.
  2. GOAL 2: Provide relevant and appropriate craft training for the construction field
2. *List the student learning outcomes for the program addressed by this plan.* (Note: Please complete a separate Assessment Plan form for each program.)
    1. Demonstrate a fundamental knowledge of trade skills
    2. Demonstrate competence in using computer technology in the construction environment
    3. Demonstrate safe work habits and the ability to insure safe workplaces
    4. Demonstrated understanding of drawings, specifications and the communication tools of the construction Industry
  3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)* The student will demonstrate an understanding of the craft skills to complete a construction project, while appreciating the role management and assisting in the success of the firm.
  4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be used by the Instructors, Department Head, Outcomes and Assessments Coordinator, and Dean of the School of Business and Industry to determine areas of strength in the program as well as to provide opportunities for improvement in the overall program.

### **B. Implementation Assessment Plan Components**

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

**Associate of Business Degree: Business Administration**

<b>Program Learning Outcome</b>	<b>Where the Outcome is learned</b>	<b>Evidence of Learning</b>	<b>Collection Methods for Evidence</b>	<b>Analysis Methods for Evidence</b>	<b>Feedback Procedures</b>
1) Demonstrate a fundamental knowledge trade skills	CNTK 1905 Carpentry	Successful completion of homework, written tests, and performance assessments with a 75% or better and student opinions of own learning	Grade evaluations on homework, written tests, and performance assessments and course evaluations will be used for student opinions of own learning	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at faculty meeting, develop action plan, and follow-up
2) Demonstrate competence in using computer technology in the Construction environment	CNTK 2525 Project Management	Successful completion of homework, written tests, and performance assessments with a 75% or better and student opinions of own learning	Grade evaluations on homework, written tests, and performance assessments and course evaluations will be used for student opinions of own learning	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at faculty meeting, develop action plan, and follow-up
3) Demonstrate safe work habits and the ability to insure safe workplaces	CNTK 1560 Construction Safety	Demonstrate knowledge of the OSHA standards and award of 30 hour certificate, and student opinions of own learning	Grade evaluations in safety class and observation in all shop environments	Faculty observation and satisfactory completion of 30 hour certificate	Discuss at faculty meeting, develop action plan, and follow-up
4) Demonstrated understanding of drawings, specifications and the communication tools of the construction Industry	ENTK 1500 and CNTK 1750	Proficient or better on drawings and exams (75% or better) and student opinions of own learning	Grade evaluations of drawings and homework written tests and performance evaluations. Course evaluations will be used for student opinions of own learning.	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at faculty meeting, develop action plan, and follow-up

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.
  - a. Instructors will gather data in each area they are instructing and share with the Construction Technology department head for analysis.
  - b. This analysis will be presented in faculty meetings.
  - c. All relevant faculty will participate in the development of action plans based on feedback and results.
  - d. All relevant faculty will participate in evaluating the effectiveness of this plan.
  - e. The Construction Technology department will analyze outcomes 3 and 4 in academic year 2010-2011 and going forward.
  - f. Outcomes 1 and 2 will begin in academic year 2011-2012 and going forward.
  - g. Data will be gathered on these outcomes and presented to the faculty in department meetings.
  - h. The department meetings will be used to interpret findings and develop action plans as needed.
  - i. These action plans will be implemented the following academic year and results will be evaluated (follow-up).

### **C. Global Design & Use**

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
  - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

This program assessment plan is an ongoing plan and will be reviewed and revised as needed but at least on an annual basis. The plan was first drafted by Mark Steinle in February of 2011 and distributed to faculty, outcomes and assessment coordinator (Kathleen Thatcher), and Dean of the school of business and Industry (Lesley Travers).

*How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

At this time students were not involved in the process, but will be incorporated in the future as the various assessment data is collected and the plan is more fully incorporated into the program.

- b. *What external sources were consulted in the development of this assessment plan?*

In creating this program, other Business and Industry school faculty were consulted.

- c. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

This plan is manageable because we have chosen to start with two outcomes in the first academic year and will continue to add more outcomes as the division faculty and department heads become more familiar with the process. Further, many of these items are already

being measured. The added steps of gathering, analyzing, developing action plans, and following-up will be the challenge. Since the process of developing the plan has been such a collaborative effort, the dedication to closing the loop will be strong.