

Annual Summary Report

Student Learning Outcomes and Degree Program Objectives



CAL POLY
Construction Management
COLLEGE OF ARCHITECTURE
& ENVIRONMENTAL DESIGN

DPO Assessment Measures and Results

DPO # 4

**Provide equitable learning opportunities for all students to succeed while fostering a culture of inclusive excellence.
(Aligned with Strategic Priority 1D)**

Assessment Measure 1: URM and Non-URM students' 6-year graduation rates will be within 10% of each other.		TARGET NOT MET
Type:	Direct Measure	
Assessment Data	FTF (First-Time Freshman) 6 Year Persistence Profile	
Goal:	URM and Non-URM students' 6-year graduation rates will be within 10% of each other.	
Results:	<p>URM vs Non-URM</p> <ul style="list-style-type: none">Fall 2016 cohort: 80.8 vs 80.2 (Graduated in Spring 2022 or before)Fall 2017 cohort: 85.7 vs 89.1 (Graduated in Spring 2023 or before)Fall 2018 cohort: 67.9 vs 87.9 (Target Not Met) (Graduated in Spring 2024 or before)Fall 2019 cohort: 87.5 vs 84.7 (Graduated in Spring 2022 or before) <p>The cohort number indicates the term and year they came to Cal Poly.</p>	
Action Needed:	The CM department will continue to implement targeted student success initiatives, including peer tutoring and proactive advising, mentoring, and inclusive student engagement activities.	
Date of Last Evaluation:	June 2026	

Assessment Measure 2: Men and women's 6-year graduation rates will be within 10% of each other.		TARGET NOT MET
Type:	Direct Measure	
Assessment Data	FTF (First-Time Freshman) 6 Year Persistence Profile	
Goal:	Men and women's 6-year graduation rates will be within 10% of each other	
Results:	<p>FTF 6 Year Persistence Profile</p> <p>Men vs Women</p> <ul style="list-style-type: none">Fall 2016 cohort: 81.7 vs 71.4Fall 2017 cohort: 88 vs 88.1Fall 2018 cohort: 80.0 vs 91.9Fall 2019 cohort: 87.8 vs 75 (Target Not Met) <p>The cohort number indicates the term and year they came to Cal Poly.</p>	

Date of Report: June 2026

As prescribed in Section 9.4. of ACCE Document 103, Standards and Criteria for the Accreditation of Construction Education Programs

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Action Needed:	The CM department will continue to implement mentoring, leadership, and student success initiatives that support female students.
Date of Last Evaluation:	June 2026

Assessment Measure 3: First generation and non-first generation students' 6-year graduation rates will be within 10% of each other		TARGET NOT MET
Type:	Direct Measure	
Goal:	First generation and non-first generation students' 6-year graduation rates will be within 10% of each other	
Results:	FTF 6-Year Persistence Profile The data analyzed below compares the 6-year graduation (persistence) rates, representing the percentage of students who graduated within 6 years, for First Gen and Non First Gen. a. Fall 2019 cohort: 80.0; 86.1 b. Fall 2018 cohort: 63.6; 85.3 (Target Not Met) c. Fall 2017 cohort: 81.0; 89.4 d. Fall 2016 cohort: 77.8; 94.1 (Target Not Met) The cohort number indicates the term and year they came to Cal Poly.	
Action Needed:	No follow-up action is needed.	
Date of Last Evaluation:	June 2026	

Follow-up of the Impact of actions taken:

The CM department will implement targeted student success initiatives, including peer tutoring, proactive advising, mentoring, and inclusive student engagement activities, to maintain six-year graduation rates for URM and non-URM students within 10% of each other.

Description of any revisions made to the Degree Program assessment tool:

To address these disparities, the department will continue implementing targeted student success initiatives, including peer tutoring, proactive advising, mentoring, and inclusive student engagement activities. Additional efforts will focus on supporting female students through leadership and mentoring opportunities and monitoring student success metrics annually to identify trends and evaluate the effectiveness of interventions. Although DPO #4 is not yet fully achieved, recent reductions in academic probation rates and increased investment in student support services suggest that the department is making meaningful progress toward fostering a more inclusive and equitable learning environment.

Date of Report: June 2026

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