

SECTION NINE: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT

STANDARD 9: Conduct a systematic process of gathering, interpreting, and evaluating information that requires taking actions as part of an academic quality planning process and outcome assessment.

To meet this standard, the Degree Program shall present proof of the development, existence and use of:

- A Strategic Plan for the Educational Unit;
- An Assessment Plan that includes the four segments of:
 - Assessment of the ACCE SLOs using the appropriate mix of direct and indirect measurements,
 - Assessment of the Degree Program objectives,
 - Data gathering,
 - Data interpretation; and
- A Determination of Achievement of SLOs and Degree Program Objectives that describes actions taken to maintain or improve performance of SLOs and Degree Program Objectives.

Briefly, describe how the Degree Program complies with the above standard.

The CM program maintains a comprehensive and systematic academic quality planning process through its Quality Improvement Plan (QIP), which integrates the Department Strategic Action Plan, Degree Program Assessment Plan, and Assessment Implementation Plan. This process ensures continuous evaluation of Program Learning Outcomes (PLOs), Degree Program Objectives, and overall program effectiveness.

The Program Learning Outcomes (PLOs) were developed to meet or exceed the ACCE Student Learning Outcomes (SLOs) while also supporting the program's objectives, Cal Poly's University Learning Objectives, and WSCUC core competencies. In addition to incorporating all ACCE-required SLOs, the CM faculty adopted five additional learning outcomes focused on societal impact, lifelong learning, leadership, cultural awareness, and respect for diversity, reflecting the program's broader educational mission.

Data is collected from multiple direct and indirect assessment tools on a regular basis, analyzed by faculty, and the Outcomes Assessment Committee, and used to inform decision-making. Results are discussed annually during faculty retreats and through committee processes, ensuring that assessment findings lead to actionable improvements in curriculum, pedagogy, and program operations.

The CM Department maintains a Strategic Action Plan that is reviewed and updated regularly through faculty retreats, department meetings, and strategic planning sessions. The Strategic Action Plan is also reviewed and signed by the CAED Dean's and Provost's office and is held in record by Academic Programs and Planning. It is also shared at the CMAC meetings to get its feedback. This plan serves as the guiding framework for academic quality improvement and resource allocation.

The CM program follows a comprehensive Assessment Implementation Plan designed to meet ACCE standards and Cal Poly program review policies governed by APP (Academic Programs and Planning).

Each year, the program determines whether SLOs and Program Objectives are being met by comparing results against established performance benchmarks (e.g., minimum target scores for AIC exam categories, PLO attainment thresholds). The Outcomes Assessment Committee also documents whether each outcome meets, exceeds, or falls short of the benchmark.

9. REQUIREMENTS

If terminology of the assessment process varies from the definitions found in Section 1 of the Standards contained in ACCE Document 103, provide a glossary of compatible terminology.

None

9.1. CONTINUOUS IMPROVEMENT

The QIP shall include:

- Strategic Plan for the Educational Unit,
- Degree Program Assessment Implementation Plan, and
- Determination of Achievement of SLOs and Degree Program Objectives.

9.2. EDUCATIONAL UNIT STRATEGIC PLAN

Provide a copy of the Strategic Plan in the corresponding subfolder on the ACCE OneDrive at:

**Semester - Institution - Self-Study Documents /
Section 9.2 Strategic Plan**

9.2.1. Submit a copy of the Educational Unit's comprehensive Strategic Plan.

See the Strategic Action Plan provided on the ACCE OneDrive.

9.2.2. Discuss how the Strategic Plan reviews the internal status of the Degree Program resources.

CM's Strategic Action Plan includes 7 strategic priorities, and one of them is Strategic Priority 7: Secure and Enhance the Future of the CM Department by Improving Finances, Facilities and Resources. It evaluates internal resources including faculty capacity, facility needs, philanthropic gifts, and industry support. The goals and action items support key initiatives include enhancing "Learn by Doing" pedagogy, integrating emerging technologies, expanding extracurricular opportunities, and supporting faculty development.

- **Discuss how the Strategic Plan reviews the external factors that influence the operation of the Degree Program.**

The CM Department Strategic Action Plan incorporates a systematic review of external factors that influence the operation of the CM program. These factors are identified through engagement with the Construction Management Advisory Council (CMAC), employer and alumni feedback, accreditation requirements, labor market trends, student success data, emerging technologies, and university strategic initiatives. The department uses this information to establish strategic priorities, goals, action items, and assessment measures that ensure the program remains responsive to the evolving needs of the construction industry and society. Below is a list of strategic priorities including action items considering the external factors:

Strategic Priority	External Factor	Examples of Strategic Goals and Action Items
Strategic Priority 1 – Enhance the Success of All CM Students	Industry demand for career-ready graduates	Maintain Learn by Doing pedagogy; incorporate guest lectures, project tours, and industry-sponsored projects; facilitate student competitions; enhance senior projects; monitor job placement rates and assessment results.
Strategic Priority 1 – Enhance the Success of All CM Students	Emerging construction technologies and digital transformation	Integrate Bluebeam, Procore, Revizto, Autodesk Construction Cloud, BIM, Digital Twin technologies, Planera, Navisworks, and other emerging technologies into coursework; provide students with high-impact learning experiences involving current industry tools.
Strategic Priority 1 – Enhance the Success of All CM Students	Student success initiatives and CSU Graduation Initiative goals	Hire peer tutors; improve advising; monitor graduation and retention rates; increase course availability; improve transfer pathways; support academic success programs.
Strategic Priority 1 – Enhance the Success of All CM Students	Industry expectations for interdisciplinary collaboration	Support interdisciplinary competitions, service-learning projects, senior projects, and collaborative learning opportunities involving architecture, engineering, business, and other disciplines.
Strategic Priority 1 – Enhance the Success of All CM Students	Need for lifelong learning and professional engagement	Support participation in professional organizations including AGC, DBIA, MCAA, NECA, NAHB, IFMA, and USGBC; encourage attendance at professional conferences and industry events.
Strategic Priority 2 – Cultivate the Excellence of All CM Employees	Competition for qualified faculty and evolving professional knowledge	Recruit and retain qualified faculty; support professional development; establish mentoring programs; encourage industry engagement, consulting, scholarship, and research activities.
Strategic Priority 2 – Cultivate the Excellence of All CM Employees	Rapidly evolving industry knowledge and research needs	Support faculty participation in research, industry collaboration, professional conferences, and continuing education activities to ensure curriculum relevance and instructional quality.
Strategic Priority 3 – Inclusive Excellence and Student Success	Changing student demographics and workforce diversity expectations	Monitor achievement gaps, graduation rates, and retention rates among female, URM, Pell-eligible, and first-generation students; expand tutoring, advising, scholarships, and outreach efforts; foster an inclusive learning environment.

9.2.3. Briefly discuss the frequency by which the Strategic Plan is updated, and how the input from the Degree Program constituencies are included in the process.

The CM Department Strategic Action Plan is reviewed and updated annually as part of the university's Academic Program Review and continuous improvement processes. Each year, the department evaluates progress toward established strategic priorities, goals, and action items. Annual updates document accomplishments, assessment results, and any modifications needed to respond to changing program needs, industry trends, student success data, and institutional priorities. The updated plan is submitted to the College of Architecture and Environmental Design (CAED) and serves as a guiding document for departmental planning and decision-making.

Input from multiple degree program constituencies is incorporated throughout the planning and review process. Faculty members contribute through department meetings, annual retreats, curriculum discussions, outcomes assessment activities, and committee work. Students provide feedback through graduating senior surveys, course evaluations, student organization participation, advising interactions, and informal discussions with faculty and staff. Industry representatives contribute through the Construction Management Advisory Council (CMAC), employer surveys, curriculum committee meetings, competition sponsorship, recruiting activities, and ongoing industry partnerships. Alumni feedback, ACCE accreditation reviews, and university data related to enrollment, retention, graduation, and career outcomes are also considered when evaluating strategic priorities and identifying future initiatives.

9.3. DEGREE PROGRAM ASSESSMENT IMPLEMENTATION PLAN

Provide a copy of the Assessment Plan in the corresponding subfolder on the ACCE OneDrive at:

**Semester - Institution - Self-Study Documents /
Section 9.3 Assessment Plan**

9.3.1. Submit a copy of the Mission Statement of the Degree Program.

Mission Statement: The Cal Poly Construction Management program builds innovative leaders in the construction industry by integrating technical knowledge, engaging in life-long learning, and solving problems as a highly effective manager through communication and collaboration.

9.3.2. List the Degree Program Objectives.

As a professional program within the University, the Department is committed to upholding the comprehensive nature of the educational experience offered in the university environment. The curriculum in construction management leads to the bachelor of science degree which is accredited by the American Council for Construction Education.

The Degree Program Objectives were recently revised to better align with the CM Strategic Action Plan, institutional effectiveness initiatives, and current accreditation expectations. Previously, assessment of the Program Objectives relied primarily on attainment of Program Learning Outcomes and indirect feedback measures. The revised process incorporates additional direct and institutional performance indicators, including graduation and retention

rates, employment outcomes, participation in high-impact educational experiences, student engagement in competitions and clubs, diversity and equity metrics, and evidence of industry collaboration.

The revised assessment methodology provides a more comprehensive evaluation of the extent to which the Program Objectives are being achieved. It enables the department to systematically monitor student success, measure progress toward strategic priorities, and identify opportunities for improvement beyond course-level learning outcomes. The updated process also strengthens the connection between outcome assessment, strategic planning, resource allocation, and continuous improvement efforts, ensuring that assessment results are used to inform curriculum development, student success initiatives, and programmatic decision-making.

In support of the interdisciplinary goals of the CAED and the mission of Cal Poly, the Department is committed to the Degree Program Objectives listed below:

1. Prepare graduates to successfully perform in the construction industry with problem-solving skills and technical knowledge.
2. Provide interdisciplinary opportunities for students to develop professionalism, leadership, communication, and teamwork skills.
3. Provide opportunities for service and lifelong learning within the industry and community.
4. Provide learning opportunities that enable students to understand construction management within the broader context of art, science, business, and technology.
5. Provide equitable learning opportunities for all students to succeed while fostering a culture of inclusive excellence.
6. Collaborate with industry partners to provide CM graduates with employment opportunities in the construction industry.

9.3.3. List the Assessment Tools that are used by the Degree Program to measure the achievement of Degree Program Objectives and SLOs.

The CM program employs a balanced mix of direct and indirect assessment tools to evaluate the attainment of Degree Program Objectives (DPOs) and Program Learning Outcomes (PLOs). :

Direct Assessment Measures:

- Embedded course assignments evaluated using rubrics
- Lab assignments and projects
- 6-year graduation rates
- Graduate Status Report prepared by Cal Poly Career Services
- Program Profile Reports
- American Institute of Constructors (AIC) Level I Exam (direct measure for multiple PLOs)

Indirect Assessment Measures:

- Embedded course assessments aligned with PLOs
- Graduating senior exit surveys
- Employer and industry surveys
- CMAC advisory input
- Student participation in competitions, clubs, and leadership activities

Institutional Effectiveness and Program Performance Measures:

- Career outcome and job placement rates
- Internship participation rates
- Graduation and persistence rates
- Student demographic success metrics (gender, underrepresented minority, Pell-eligible, and first-generation students)
- Study abroad and international learning participation
- Participation in minors, concentrations, and certificate programs
- Student organization membership and engagement
- Peer tutoring utilization and academic support participation

Faculty teams evaluate and select assessment instruments based on validity, reliability, and alignment with learning outcomes, ensuring a rigorous and meaningful assessment process. These tools provide a comprehensive evaluation of student learning and program effectiveness.

The following assessment tools are used to gather information about the Program Learning Outcomes:

- Review of direct assessments measured from student work;,
 - Results of the comprehensive AIC Exam,
 - Graduating senior exit survey;,
 - Industry surveys, and
 - Input from the program's industry advisory board.
- **Include the plan used by the Degree Program indicating what data is collected each year.**

For the direct assessments embedded within individual courses, the faculty PLO champion is responsible for collecting and managing assessment results on a quarterly basis. The results are compiled, analyzed, and submitted to the Outcomes Assessment Committee either quarterly or

annually, depending on the assessment schedule established by the PLO champion. All assessment data and supporting documentation are centrally stored and maintained in Microsoft Teams. Additional information regarding each assessment measure is available on the ACCE OneDrive.

The American Institute of Constructors (AIC) Level I Exam is administered twice annually. The results of the AIC exam are collected by the Senior Project Director and forwarded to the Outcomes Assessment Committee for review, analysis, and documentation. All assessment results and supporting materials are stored in Microsoft Teams.

The graduating senior survey and industry employer surveys are distributed annually during the spring quarter (May or June) using Microsoft Forms. Survey responses are collected, recorded, and maintained in Microsoft Teams to support ongoing assessment and continuous improvement activities.

- **Include the plan used by the Degree Program to regularly evaluate and review the data collected, and conclusions drawn from that data. This plan should include a listing of the constituencies involved in the review process.**

See the Assessment Plan provided on the ACCE OneDrive.

9.3.4. List the Performance Criteria used for each assessment tool used to measure the Degree Program Objectives and SLOs.

See the Outcomes Assessment and Course Mapping Matrix provided on the ACCE OneDrive.

9.3.5. Methodology.

The Degree Program shall comprehensively describe:

- the methods used for data collection,
- the frequency of data collection,
- the assessment process,
- the evaluation process,
- how it takes the results of assessment evaluation into consideration for Program improvement and development.

A complete assessment cycle shall be performed at least once every three years, and is defined as

- data collection,
- data analysis,
- selection of appropriate actions (if needed),
- review of the effect of such action (if applicable) in the assessment of SLOs and Program Objectives.

9.4.DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES AND DEGREE PROGRAM OBJECTIVES

Provide a copy of the materials in the corresponding subfolders on the ACCE OneDrive at:

Semester - Institution - Self-Evaluation Study Documents / Section 9.4 Achievement of SLOs and Degree Program Objectives

A summary report for each SLO and each Degree Program Objective shall be written at the end of each Assessment Cycle. *Place a copy of the summary report in the folder for each SLO and each Degree Program Objective.*

9.4.1. A summary report shall contain the following information:

- Methods of assessment,
- Current evaluation of the results,
- Immediately previous summary report of the results,
- Resulting corrective actions,
- Follow-up of the impact of actions taken on student performance including the dates of each follow-up, and
- Description of any revisions made to Degree Program assessment tools (if applicable).

The Cal Poly CM program's assessment summary reports include all required elements. The reports document the methods of assessment (both direct and indirect measures such as embedded course assessments, AIC exam results, and surveys), provide a current evaluation of results along with comparisons to previous assessment cycles, and clearly identify resulting corrective actions developed through faculty and Outcomes Assessment Committee review. In addition, the reports include follow-up evaluations of implemented actions, tracking their impact on student performance over time with documented timelines, and provide a description of any revisions to assessment tools or processes made to improve validity, reliability, or alignment with Program Learning Outcomes. This comprehensive structure ensures a closed-loop assessment process and demonstrates continuous improvement aligned with ACCE requirements.

9.4.2. Provide a table identifying the specific assessment methods used for each SLO and the location the assessment is made (e.g., the course or activity).

PLO	Program Learning Outcome	Direct Assessment Method	Location (Course/Activity)	Indirect Assessment Method(s)
1	Create written communications appropriate to the construction discipline	Senior Project Abstract Rubric	CM 462 Senior Project II	AIC Exam Senior Exit Survey Industry Survey
2	Create oral presentations appropriate to the construction discipline	Toolbox Talk Presentation Rubric	CM 413 Jobsite Construction Management	AIC Exam Senior Exit Survey Industry Survey
3	Create a construction project safety plan	Safety Plan Lab Assignment Rubric	CM 413 Jobsite Construction Management	AIC Exam Senior Exit Survey Industry Survey

4	Create construction project cost estimates	Estimating Lab Assignment Rubric	CM 314 Heavy Civil Construction Management	AIC Exam Senior Exit Survey Industry Survey
5	Create construction project schedules	Scheduling Lab Assignment Rubric	CM 313 Commercial Construction Management	AIC Exam Senior Exit Survey Industry Survey
6	Analyze professional decisions based on ethical principles	Embedded Exam Question with Rubric AIC Exam	CM 334 Construction Law	Senior Exit Survey Industry Survey
7	Analyze methods, materials, and equipment used to construct projects	Embedded Exam Question with Rubric AIC Exam	CM 313 Commercial Construction Management	Senior Exit Survey Industry Survey
8	Apply electronic-based technology to manage the construction process	BIM Activity/Exam Rubric AIC Exam	CM 280 Building Information Modeling	AIC Exam Senior Exit Survey Industry Survey
9	Apply basic surveying techniques for construction layout and control	Surveying Exercise Assessment AIC Exam	CM 115 Fundamentals of Construction Management	AIC Exam Senior Exit Survey Industry Survey
10	Understand different methods of project delivery and the roles and responsibilities of project participants	Embedded Assignment and/or Exam Question AIC Exam	CM 450 Integrated Project, Design and Program Management	Senior Exit Survey Industry Survey
11	Understand construction accounting and cost control	Accounting/Cost Control Exam AIC Exam	CM 335 Construction Accounting	Senior Exit Survey Industry Survey
12	Understand construction quality assurance and control	QA/QC Exam Question AIC Exam	CM 413 Jobsite Construction Management	Senior Exit Survey Industry Survey
13	Understand construction project control processes	Project Controls Exam AIC Exam	CM 413 Jobsite Construction Management	Senior Exit Survey Industry Survey
14	Understand the legal implications of contract, common, and regulatory law	Construction Law Final Exam AIC Exam	CM 334 Construction Law	Senior Exit Survey Industry Survey
15	Understand the basic principles of sustainable construction	Sustainability Exam AIC Exam	CM 317 Sustainability and the Built Environment	Senior Exit Survey Industry Survey
16	Understand the basic principles of structural behavior	Structural Systems Final Exam	CM 313 Commercial Construction Management	AIC Exam Senior Exit Survey Industry Survey

17	Understand the basic principles of mechanical, electrical, and plumbing systems	MEP Systems Quiz	CM 411 Specialty Contracting Construction Management	AIC Exam Senior Exit Survey Industry Survey
18	Understand the role construction managers play in enhancing the needs of society	None	None	Senior Exit Survey/Industry Survey
19	Understand the importance of continuing education and lifelong learning	None	None	Senior Exit Survey/Industry Survey
20	Understand key leadership characteristics for successful construction teams	None	None	Senior Exit Survey/Industry Survey
21	Understand the importance of recognizing cultural differences and their influence on project success	None	None	Senior Exit Survey/Industry Survey
22	Understand the benefits of respecting diverse backgrounds within a construction team	None	None	Senior Exit Survey/Industry Survey

- **If student teams or group projects are used for assessment, there must also be a process in this team/group environment to assess individual student learning.**

The Cal Poly CM program strongly embraces team-based learning and collaborative projects as part of our interdisciplinary educational approach. Students frequently work in teams within integrated lab courses, senior projects, student competitions, and service-learning activities to simulate real-world construction project environments and strengthen leadership, communication, and collaboration skills. However, team projects are generally not used as primary assessment instruments for Program Learning Outcomes. The CM Department primarily utilizes direct individual assessment measures embedded within courses to evaluate student learning and competency attainment. Individual student performance is assessed through assignments, quizzes, exams, presentations, reports, reflections, and other independently evaluated deliverables to ensure accurate measurement of each student's achievement of the Program Learning Outcomes.

- **If a SLO direct assessment measure is an examination in a course with mixed enrollment, all non-construction majors shall be excluded from the assessment data collection.**

The CM program's assessment measures exclude data from non-CM majors; only students officially enrolled in the Construction Management Degree Program are included in assessment data collection to ensure that results accurately reflect CM majors' achievement of program-specific student learning outcomes.

9.4.3. Produce evidence in the form of assessment tools, associated grading rubrics, and one example of graded student work to:

- Demonstrate applicability of assessment content to the specified SLO.
- Demonstrate adequacy of the assessment tool in evaluating individual students' ability to meet each SLO. Programs using third-party certifications shall provide comprehensive results for each SLO where such assessment is applied.

- The determination of achievement shall be documented in a systemic manner.

See the assessment tools, rubrics, AIC exam results, and assessment summary reports provided on the ACCE OneDrive. For every PLO, the Visiting Team folder contains the assessment instrument, associated grading rubric, representative examples of graded student work, summary assessment data, and documentation of faculty review and continuous improvement actions.

To determine achievement of Degree Program Objectives, the Degree Program shall:

To determine achievement of the Degree Program Objectives, the CM Department employs a comprehensive assessment process that integrates both direct and indirect measures. Degree Program Objectives are evaluated using multiple sources of evidence, including Program Learning Outcome (PLO) assessment results, curriculum review, graduate employment outcomes, internship participation, student competitions, service-learning activities, study abroad participation, graduation and retention data, employer and graduating senior surveys, faculty qualifications, and feedback from the Construction Management Advisory Council (CMAC).

Assessment data are collected annually, reviewed by the Outcomes Assessment Committee and faculty, and compared against established performance targets. The results are used to identify strengths, implement corrective actions where needed, and guide continuous improvements to the curriculum, student success initiatives, and overall program quality. This systematic process ensures that the Degree Program Objectives remain aligned with the department's mission, Strategic Action Plan, institutional priorities, and ACCE accreditation standards.

9.4.4. List the direct measure used, any additional measures used, and the results of the evaluation of each Degree Program Objective.

The CM program evaluates each Degree Program Objective (DPO) using a combination of direct and indirect assessment measures. Direct measures include the results of outcome assessment, graduation rates, job placement rates, student profile data, embedded course assessments and the AIC Level I Exam, while indirect measures include surveys, student feedback, and student engagement outcomes. Results are reviewed by the Outcomes Assessment Committee (OAC) and faculty to determine the level of achievement and inform continuous improvement.

The program continues to maintain a rigorous, ACCE-accredited curriculum, with annual outcomes assessment reports demonstrating that students meet the majority of ACCE Student Learning Outcomes. The Curriculum Committee regularly collaborates with the Construction Management Advisory Council (CMAC) to ensure that the curriculum remains aligned with industry needs, while recent faculty hires have strengthened the department's depth of industry expertise. More than 140 students, representing approximately 25% of CM majors, participated in regional and national student competitions during AY 2025–26, and team-based learning experiences are incorporated throughout the curriculum to foster professionalism, leadership, communication, and teamwork.

The department also provides numerous opportunities for service and lifelong learning through student organizations, service-learning projects, industry engagement activities, and continuing education opportunities. Membership in the Associated Students of Construction Management (ASCM) has consistently exceeded 200 students over the past five years, demonstrating strong student engagement beyond the classroom. Assessment of inclusive excellence indicates that six-year graduation rates among underrepresented minority, female, and first-generation students are generally comparable to those of their peers, suggesting progress toward reducing achievement gaps. In addition, the program provides learning experiences that expose students to the broader contexts of business, science, technology, and society through study abroad programs, interdisciplinary coursework, and minors. During AY 2025–26, 73 of 546 CM students (13.4%)

pursued a minor, exceeding the program target of 10%, while approximately 40 students annually participate in study abroad or international exchange opportunities.

Finally, the program continues to demonstrate exceptional success in preparing graduates for employment in the construction industry. Career Services data indicate a 100% career outcome rate for graduates seeking employment during AY 2022–23 through AY 2024–25, exceeding the program target of 95%. Collectively, these assessment results suggest that the CM program is effectively achieving its Degree Program Objectives and that the selected assessment measures provide meaningful evidence for continuous improvement and strategic decision-making.

Several opportunities for improvement have also been identified. While participation in student competitions remains strong, the department could further increase student involvement in service-learning projects and industry-affiliated student organizations to better support lifelong learning objectives. Additional data collection efforts are needed to quantify participation in internships, project-based senior projects, and CCCE-sponsored events. Although graduation gaps among demographic groups have narrowed, variability still exists among certain cohorts, indicating a continued need for targeted advising, tutoring, and student success initiatives. Finally, the department plans to enhance tracking of study abroad participation, minor completion, and internship experiences through graduating senior surveys and institutional data sources to provide more robust evidence of achievement for several Degree Program Objectives. Below is a summary of the DPO assessment during the most recent assessment cycle.

Program Objectives	Assessment Measures	Results
Prepare CM graduates to successfully perform in the construction industry with problem-solving skills and technical knowledge. (Aligned with Strategic Priority 1B)	1. All ACCE SLOs are measured and evaluated within the three-year period specified by ACCE 2. Maintain a Curriculum Committee collaborating with CMAC to ensure alignment with industry needs 3. Hire faculty with at least 3 years of industry experience	1. Two Outcome Assessment Reports during the accreditation period 2. Three course review sessions with CMAC members during the assessment cycle. 3. All full-time faculty hired in AY 22-26 have a minimum of 3 years of industry experience: • Jason Miller • Kevin Bennett • Shantanu Kumar • Maryam Kouhirostami • Liz Adams • Michael Brennan • Andy Pollin • Mark Montoya • David VanMuyden
Provide interdisciplinary opportunities for students to develop professionalism, leadership, communication, and teamwork skills.	1. Support more than 20 competition teams each year. 2. 25% of CM students participate in student competitions	1. 23-26 competition teams supported by the CM department each year. 2. Number of CM students participated in student competitions each year: 140+ students in AY 25-26 (25%)

(Aligned with Strategic Priority 1A)	3. Support club and extracurricular activities promoting interdisciplinary learning experiences	Interdisciplinary Extracurricular Activities • Skip the Grid – Solar projects in the Navajo Nation • Design Village with ARCH and ARCE majors • Net Zero Challenge with Mechanical Engineering • Real Estate Competition with Orfalea College of Business Interdisciplinary Student Clubs: • Heavy Civil Club • DBIA Club • ACI (American Concrete Institute) Club • MCAA Club
Provide opportunities for service and lifelong learning within the industry and community. (Aligned with Strategic Priority 1A and 5A)	1. 40% of students will be part of a student club affiliated with national organization/association in the construction industry (Strategic Action Plan 1A.3) 2. 25% of students will complete a service learning class or project-based senior project	Number of ASCM Members: 2025-2026: 232 2024-2025: 227 2023-2024: 209 2022-2023: 217 2021-2022: 254 Number of project-based senior projects: AY 2025-2026: Not Available AY 2024-2025: 68 out of 116 senior project submissions AY 2023-2024: 65 out of 120 senior project submissions AY 2022-2023: 63 out of 118 senior project submissions AY 2021-2022: 79 out of 149 senior project submissions
Provide equitable learning opportunities for all students to succeed while fostering a culture of inclusive excellence. (Aligned with Strategic Priority 1D.)	1. URM and Non-URM students' 6-year graduation rates will be within 10% of each other 2. Men and women's 6-year graduation rates will be within 10% of each other	FTF 6 Year Persistence Profile: 1. URM vs Non-URM • Fall 2016: 80.8; 80.2 • Fall 2017: 85.7; 89.1 • Fall 2018: 67.9; 87.9 • Fall 2019: 87.5; 84.7 2. Men vs Women • Fall 2016: 81.7; 71.4 • Fall 2017: 88; 88.1 • Fall 2018: 80.0; 91.9 • Fall 2019: 87.8; 75

	3. First generation and non-first generation students' 6-year graduation rates will be within 10% of each other.	3. First Gen vs Non First Gen • Fall 2016: 94.1; 77.8 • Fall 2017: 81.0; 89.4 • Fall 2018: 63.6; 85.3 • Fall 2019: 80.0; 86.1
Provide learning opportunities that enable students to understand construction management within the broader context of art, science, business, and technology. (Aligned with Strategic Priority 1E and 4B.)	1. Maintain a curriculum that meets the University and ACCE minimum requirements in general education, math and science, business, engineering, and construction management content. 2. At least 10% of CM graduates will participate in a study abroad, student exchange, or other approved international learning experience. 3. At least 10% of CM students will earn a minor, concentration, or certificate program.	1. Outcome assessment report that confirms compliance with university and ACCE standards. 2. Student rosters for: • Prague: 24 each year • Panama: 12-14 each year • Region 8: 4-5 each year 3. Number of CM students pursuing a minor program: • AY 25-26: 73 (of 546 CM majors)
Collaborate with industry partners to provide CM graduates with employment opportunities in the construction industry (Aligned with Strategic Priority 1F)	1. Number of company info sessions each year 2. 95% of an overall career outcome rate 3. 60% of students will be employed in at least 1 internship during their college career	1. Number of company info sessions that CCCE offered each year • AY 2025-2026: 103 • AY 2024-2025: 98 • AY 2023-2024: 107 • AY 2022-2023: 105 2. Career Outcome Rates provided by Career Services • AY 24-25: 100% • AY 23-24: 100% • AY 22-23: 100% 3. 97% of students responded that they had at least one internship

9.4.5. Provide evidence to demonstrate the applicability of the assessment to the specified Degree Program Objective.

The CM Department utilizes both direct and indirect assessment measures that are intentionally aligned with each Degree Program Objective (DPO). The assessment approach is linked with the CM Strategic Action Plan, Program Learning Outcome (PLO) assessment data, institutional effectiveness metrics, and student success initiatives. As a result, the evaluation of Degree Program Objectives incorporates

institutional performance indicators, such as student success, engagement, and career outcomes, in addition to traditional PLO assessment results. This integrated approach provides more comprehensive evidence of objective attainment and strengthens the connection between the assessment measures and the stated Degree Program Objectives.

The Construction Management program evaluates the attainment of each Degree Program Objective through assessment measures that directly correspond to the knowledge, skills, experiences, and outcomes described in the objective. The selected assessment measures provide meaningful evidence because they evaluate either student achievement, student engagement, or program characteristics that support the objective.

Program Objective 1: Prepare graduates to successfully perform in the construction industry with problem-solving skills and technical knowledge.

This objective is assessed through Program Learning Outcome (PLO) assessment reports, curriculum review activities, and faculty qualifications. Outcome assessment reports provide direct evidence that students have attained the ACCE Student Learning Outcomes related to estimating, scheduling, technology, project controls, accounting, safety, and construction methods. Regular curriculum reviews conducted by the Curriculum Committee and CMAC verify that course content remains aligned with current industry practices and employer expectations. Faculty hiring records demonstrating that faculty possess significant construction industry experience provide additional evidence that students are learning from instructors with current professional expertise.

Program Objective 2: Provide interdisciplinary opportunities for students to develop professionalism, leadership, communication, and teamwork skills.

This objective is assessed through student participation in construction competitions and team-based coursework. Student competitions require participants to work in multidisciplinary teams, communicate professionally, solve complex construction problems, and demonstrate leadership skills under realistic project conditions. Team projects embedded throughout the curriculum provide direct opportunities for students to practice collaboration, communication, and project coordination. The number of students participating in competitions and the prevalence of team-based assignments demonstrate that opportunities to develop these skills are broadly available to students.

Program Objective 3: Provide opportunities for service and lifelong learning within the industry and community.

This objective is assessed through participation in student organizations, industry engagement activities, service-learning experiences, and project-based senior projects. Membership in professional organizations exposes students to continuing education opportunities and industry networking. Participation in information sessions, industry events, and service-learning projects demonstrates engagement beyond the classroom and reinforces the importance of professional development and community service. These measures provide evidence that students are exposed to opportunities that encourage lifelong learning and industry involvement.

Program Objective 4: Ensure equitable learning opportunities for all students to succeed while fostering a culture of inclusive excellence.

This objective is assessed through disaggregated student success metrics, including graduation and persistence rates for underrepresented minority, female, and first-generation students, as well as investments in academic support services such as peer tutoring. Comparing student success outcomes

among demographic groups provides evidence of whether students have equitable opportunities to succeed. Peer tutoring and other academic support initiatives demonstrate the department's commitment to reducing achievement gaps and supporting student success.

Program Objective 5: Provide learning opportunities that enable students to understand construction management within the broader context of art, science, business, and technology.

This objective is assessed through curriculum reviews, participation in study abroad and international learning experiences, and enrollment in minors, concentrations, and certificate programs. Curriculum reviews confirm that the program maintains an appropriate balance of general education, mathematics, science, business, engineering, and construction management coursework. Participation in international programs and interdisciplinary academic opportunities demonstrates that students are exposed to broader perspectives and complementary disciplines beyond the construction curriculum.

Program Objective 6: Collaborate with industry partners to provide CM graduates with employment opportunities in the construction industry.

This objective is assessed through career outcome rates and internship participation. Employment outcomes provide direct evidence that graduates are successfully entering the construction profession. Internship participation demonstrates that students are gaining professional experience and establishing connections with industry partners before graduation. Together, these measures provide meaningful evidence of the effectiveness of the department's industry engagement efforts and the career readiness of its graduates.

Collectively, these assessment measures provide valid and relevant evidence that the Construction Management program is achieving its Program Objectives and fulfilling its mission of preparing graduates for successful careers in the construction industry.

Across all Degree Program Objectives, the Outcomes Assessment Committee (OAC) systematically collects, analyzes, and reports assessment data. The results are reviewed with faculty and used to identify trends, validate outcome achievement, and implement improvements. This structured alignment between DPOs, PLOs, and assessment tools ensures that all Degree Program Objectives are meaningfully assessed using multiple sources of evidence, demonstrating their applicability and achievement within the CM program's continuous improvement framework.

SECTION TEN: REVIEW THE LAST VISITING TEAM'S REPORT

SECTION 10. The Weaknesses and Concerns from the previous Visiting Team Report will be inserted and reviewed here.

10.1. WEAKNESSES

The information for this section will be completed by ACCE HQ and the Visiting Team. The Program does not need to provide any information in this section.

There was no weakness reported in the last visiting team's report.

10.2. CONCERNS

The information for this section will be completed by ACCE HQ and the Visiting Team. The Program does not need to provide any information in this section.

There was no concern reported in the last visiting team's report.