

College of Engineering

Department of Civil Engineering & Construction Engineering Management

CONSTRUCTION MANAGEMENT PROGRAM QUALITY IMPROVEMENT PLAN

Over the last several years, the CSULB campus has focused its efforts on assessment and improvement of educational outcomes. The campus has a campus-wide assessment coordinator, who oversees all the assessment activities among individual colleges.

A Quality Improvement Plan (QIP) for the CM program has been established. The purpose of this plan is to define and assure the continuous quality improvement process for the CM program. The QIP program requires inputs from a wide range of sources including, but not limited to the Advisory & Development Council, faculty, students, alumni, and employers. The role of each group in performance assessment will be discussed to ensure clear communication of goals and objectives. The QIP process starts with a clear focus on the mission of the CM program. This mission must have alignment with the College of Engineering, whose mission is coordinated with the University mission.

Figure 9. below illustrates the implementation process of the QIP including the four major stages: Program Planning, Program Implementation, Program Assessment, and Program Improvement.

Program Planning:

The program planning is aimed at evaluating the need to revise the overall educational objectives. The evaluation will be conducted on an annual basis by the CM faculty in conjunction with the inputs from the CM Advisory Development Council. Specifically, the program planning activities assist in evaluating coursework to determine how well the courses are meeting the ACCE requirements, the program mission, goals, and educational objectives. Student chapter advising, activities as well as internships are extracurricular activities that are important to leadership and professional development of the students. The advising process should also be subject to review and evaluation in conjunction with the overall program plan. The Program Planning will have annual meetings where the major changes to the curriculum are identified and planned for implementation. The program educational objectives, the program learning outcomes (i.e. 20 ACCE-SLOs), and the program strategic goals will be discussed in details in Section 9.3 below.

Program Assessment:

The assessment will be conducted at three levels to assure that the program educational objectives/goals (Level I), the program learning outcomes (Level II), and the course learning objectives/outcomes (Level III) are achieved. The assessment results will be used to continuously improve the quality of the BSCM curriculum by updating and/or revising course syllabi/contents as well as instructional methods. The details of these 3 levels including the assessment tools will be discussed in Sections 9.2. and 9.3. below

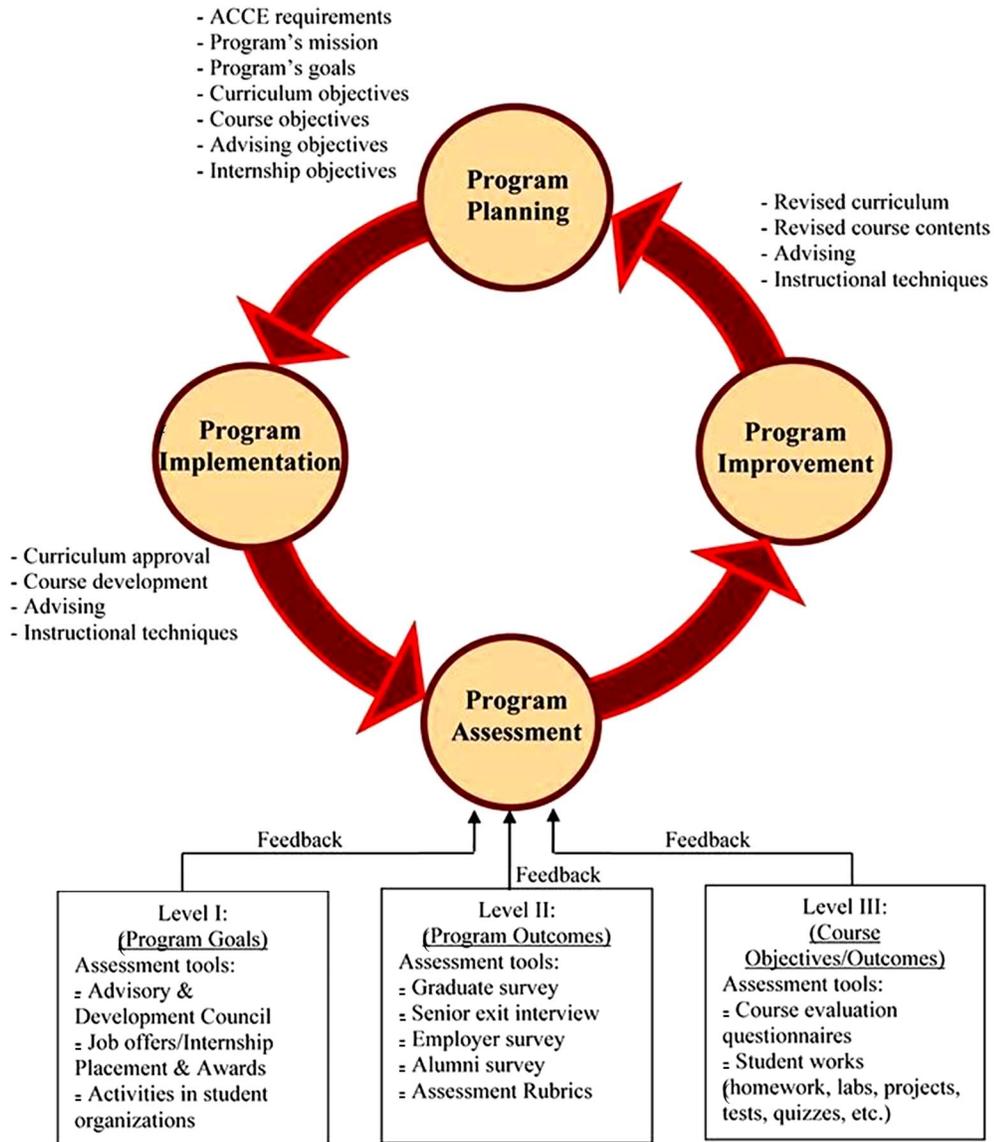


Figure 9. Program Continuous Quality Improvement Process

Program Implementation:

The Program Implementation will start once the curriculum changes recommended by the Program Planning have been approved. Typical activities of the Program Implementation include developing new courses, where necessary, and revising existing courses to accommodate the recommendations. In addition, recommendations obtained from the Program Planning with regard to the advising process as well as teaching methods should be implemented as soon as possible.

Program Improvement:

The program improvement tasks will be developed and planned to accommodate the recommendations and the feedback obtained from the surveys. Correlations among the surveys and trends will be evaluated to identify the areas needing improvements as well as to measure progress toward planned improvements. The feedback data obtained from different assessment

tools may indicate where significant changes are needed and can be used as input to the program planning.

It is noted that the survey questionnaires are basically designed to measure the satisfaction of students with respect to the program learning outcomes and it would be expected that correlation should exist between the two sets of responses. Graduating senior surveys will be used to measure primarily the achievement of both the advising process and extracurricular activities. Each major element of the program planning (e.g. curriculum, courses, advising, and extracurricular program) has at least two different measurements associated with them.

Program Assessment Plan:

The continuous Quality Improvement Plan (QIP) presented above is implemented to measure the quality of the CM program and to ensure the program mission can be fulfilled. Typical activities of the implementation include updating the Program Strategic Plan, developing new courses, where necessary, and revising existing courses to accommodate the recommendations with regard to the curriculum, the advising process as well as teaching methods; which are resulted from the periodical assessments at the 3 levels: Program Educational Objectives (Level I), Program Learning Outcomes (Level II), and (III) Course Learning Outcomes (Level III) as presented in the table ‘Summary of the Program Strategic Plan’ below.

Table 1. Summary of the Program Strategic Plan

Level	Assessment Tool	Target to be Assessed	Frequency
Level I	-Advisory & Development Council Meetings -Job offers and Internship placement -Academic and professional Awards -Activities in student organizations	Program Educational Objectives (1-4) and Program Strategic Goals (G1-G5)	- Annually
Level II	-Graduating senior surveys - Employer surveys - CEM alumni surveys	Program Learning Outcomes (1-20)	- Bi-annually - Every 3 yrs - Every 3 yrs
Level III	-Course evaluations (Survey Questionnaires) -Student works (Assignments, Tests, Quizzes, Lab Reports, Projects)	Course Learning Outcomes and ACCE - SLOs	- Bi-annually

END