Expected Outcomes: Administration and management of construction

After review and analysis of construction documentation, the graduating Building Science major will be able to effectively participate in the administration and management of construction project activities from inception through de-construction.

Related typical general education outcomes:

2  Analytical and Critical Reading
5  Ability to Use Mathematical Methods
6  Ability to Solve Open-Ended Problems

Assessment methods

Method: Exit Surveys

An Exit Survey in which students are asked how strongly they agree (on a five point scale) they have met the McWhorter School of Building Science Learning outcomes

Findings:

This expected outcome is evaluated by 21 learning outcomes that are individually evaluated by graduating seniors. Of the 21 learning outcomes evaluated during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 2.79 & 4.35 respectively. Of the 21 learning outcomes evaluated during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.08 & 4.48 respectively. Of the 21 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.54 & 4.61 respectively.

How did you use findings for improvement?

The learning outcome consistently scoring the lowest is: Organize LEED Green Building activities. A new one credit hour class called Introduction to Sustainable Construction was introduced into the program in Fall 2012. Students taking this class will complete exit surveys in Spring 2014.

Additional comments:

As part of the exit surveys and follow up exit interviews students are given the opportunity to provide specific comments on the program. The results of the exit surveys and the exit interviews are provided to the faculty prior to our annual quality improvement meeting. The following issue was raised and discussed at the annual quality improvement meeting held on May 3, 2012 and the following quality improvement recommendations made: Students’ request to have a common set of drawings for the Project Controls sequence of classes (exit interviews) This has been a consistent comment from students for a number of years. The issue was discussed during the meeting and it was resolved that a common set of drawings would be used for students taking BSCI 3650 Project Controls II during the fall 2012 semester and s
**Method**: Evaluation of student's performance in BSCI 4980

Evaluation of student’s performance in BSCI 4980 Building Science Thesis. Course description: Individual project demonstrating mastery of curriculum content through the application of skills/knowledge to a theoretical construction company and project. Requires a written thesis and oral defense of work. Based on an evaluation of the students performance in the thesis and subsequent meeting faculty and/or industry evaluators are asked to evaluate the student on how strongly they agree (on a five point scale) they have met the learning outcome. A grading rubric for thesis was also introduced for the thesis during the 2010/11 academic year. The Thesis is graded across 10 grading criteria and an average percentage for each criteria is recorded.

**Findings**: 

This expected outcome is evaluated by 10 learning outcomes that are individually evaluated by faculty graders. Of the 10 learning outcomes evaluated by faculty graders during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 3.59 & 4.41 respectively. Of the 10 learning outcomes evaluated by faculty during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.63 & 4.42 respectively. Of the 10 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.54 and 3.92 respectively.

**How did you use findings for improvement?**

The mean responses for evaluation of the learning outcomes were all above 3.0 and were considered satisfactory at this time. The mean percentage score for the individual grading criteria were all above 70% and were considered satisfactory. All these measures will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at the end of the spring semester.

**Additional comments**: 

This expected outcome is also evaluated by the 10 grading criteria that are individually evaluated by faculty or industry graders. Of the 10 criteria graded by faculty during Fall 2011 the lowest and highest mean percentage scores were 77% and 93% respectively. Of the 10 criteria graded by faculty during Spring 2012 the lowest and highest mean percentage scores were 76% and 86% respectively. Of the 10 criteria graded by faculty during Summer 2012 the lowest and highest mean percentage scores were 76% and 97% respectively. As none of these average scores were below 70% no action was required at this time.

**Expected Outcomes : Administration and management of company ops.**

After review and analysis of business documentation, the graduating Building Science major will be able to effectively participate in the administration and management of construction company operations

**Related typical general education outcomes:**

1. Information Literacy
2. Analytical and Critical Reading
10. Intercultural Knowledge and Diversity Awareness

**Assessment methods**

**Method**: Exit Surveys

An Exit Survey in which students are asked how strongly they agree (on a five point scale) they have met the McWhorter School of Building Science Learning outcomes
Findings:

This expected outcome is evaluated by 6 learning outcomes that are individually evaluated by graduating seniors. Of the 6 learning outcomes evaluated during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 3.88 & 4.35 respectively. Of the 6 learning outcomes evaluated during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.58 & 4.46 respectively. Of the 6 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 4.11 & 4.50 respectively.

How did you use findings for improvement?

The mean responses were all above 3.0 and were considered satisfactory at this time, but will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at the end of the spring semester.

Additional comments:

As part of the exit surveys and follow up exit interviews students are given the opportunity to provide specific comments on the program. The results of the exit surveys and the exit interviews are provided to the faculty prior to our annual quality improvement meeting. The following issue was raised and discussed at the annual quality improvement meeting held on May 3, 2012 and the following quality improvement recommendations made: Students’ continued comments in exit surveys about “cheating” within the program. A notice regarding academic dishonesty was prepared and distributed to students last August. Students will again be given this notice at the start of each semester and at the professional program convocation. Copies of the notice will be given to the faculty at the August retreat so they can distribute the notice to their students.

Method: Evaluation of student’s performance in BSCI 4980

Evaluation of student’s performance in BSCI 4980 Building Science Thesis. Course description: Individual project demonstrating mastery of curriculum content through the application of skills/knowledge to a theoretical construction company and project. Requires a written thesis and oral defense of work. Based on an evaluation of the students performance in the thesis and subsequent meeting faculty and/or industry evaluators are asked to evaluate the student on how strongly they agree (on a five point scale) they have met the learning outcome. A grading rubric for thesis was also introduced for the thesis during the 2010/11 academic year. The Thesis is graded across 10 grading criteria and an average percentage for each criteria is recorded.

Findings:

This expected outcome is evaluated by 4 learning outcomes that are individually evaluated by faculty or industry graders. Of the 4 learning outcomes evaluated by faculty graders during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 3.19 & 3.74 respectively. Of the 4 learning outcomes evaluated by faculty during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.53 & 4.00 respectively. Of the 4 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.08 & 3.92 respectively.

How did you use findings for improvement?

The mean responses for evaluation of the learning outcomes were all above 3.0 and were considered satisfactory at this time. The mean percentage score for the individual grading criteria were all above 70% and were considered satisfactory. All these measures will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at
the end of the spring semester.

Additional comments:

This expected outcome is also evaluated by the 10 grading criteria that are individually evaluated by faculty or industry graders. Of the 10 criteria graded by faculty during Fall 2011 the lowest and highest mean percentage scores were 77% and 93% respectively. Of the 10 criteria graded by faculty during Spring 2012 the lowest and highest mean percentage scores were 76% and 86% respectively. Of the 10 criteria graded by faculty during Summer 2012 the lowest and highest mean percentage scores were 76% and 97% respectively. As none of these average scores were below 70% no action was required at this time.

**Expected Outcomes : Appreciation & awareness of consequences of const.**

The graduating Building Science major will have an appreciation of the arts and sciences and an awareness of the social and global consequences of construction operations

**Related typical general education outcomes:**

1. Informed and Engaged Citizenship
2. Intercultural Knowledge and Diversity Awareness
3. Aesthetic Appreciation and Engagement

**Assessment methods**

**Method : Exit Surveys**

An Exit Survey in which students are asked how strongly they agree (on a five point scale) they have met the McWhorter School of Building Science Learning outcomes

**Findings:**

This expected outcome is evaluated by 8 learning outcomes that are individually evaluated by graduating seniors. Of the 8 learning outcomes evaluated during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 3.65 & 4.35 respectively. Of the 8 learning outcomes evaluated during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.39 & 4.42 respectively. Of the 8 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 3.86 & 4.44 respectively.

**How did you use findings for improvement?**

The mean responses were all above 3.0 and were considered satisfactory at this time, but will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at the end of the spring semester.

**Additional comments:**

As part of the exit surveys and follow up exit interviews students are given the opportunity to provide specific comments on the program. The results of the exit surveys and the exit interviews are provided to the faculty prior to our annual quality improvement meeting. The following issue was raised and discussed at the annual quality improvement meeting held on May 3, 2012 and the following quality improvement recommendations made: Students’ comments about content of material included in BSCI 1100 History & Intro. To Construction (exit interviews and surveys) This class has consistently received the lowest evaluations of any BSCI class when students complete their exit surveys. The course was partially revised last Tuesday, February 05, 2013, Office of Institutional Research and Assessment
Evaluation of student’s performance in BSCI 4980

**Method**

Evaluation of student’s performance in BSCI 4980 Building Science Thesis. Course description: Individual project demonstrating mastery of curriculum content through the application of skills/knowledge to a theoretical construction company and project. Requires a written thesis and oral defense of work. Based on an evaluation of the students performance in the thesis and subsequent meeting faculty and/or industry evaluators are asked to evaluate the student on how strongly they agree (on a five point scale) they have met the learning outcome. A grading rubric for thesis was also introduced for the thesis during the 2010/11 academic year. The Thesis is graded across 10 grading criteria and an average percentage for each criteria is recorded.

**Findings:**

This expected outcome is evaluated by one learning outcome that are individually evaluated by faculty or industry graders. The learning outcome evaluated by faculty graders during the Fall 2011 semester the mean response rate on a 5 point scale was 3.96. The learning outcome evaluated by faculty graders during the Spring 2012 semester the mean response rate on a 5 point scale was 4.35. The learning outcome evaluated by faculty graders during the Summer 2012 semester the mean response rate on a 5 point scale was 4.08.

**How did you use findings for improvement?**

The mean responses for evaluation of the learning outcome were all above 3.0 and were considered satisfactory at this time. The mean percentage score for the individual grading criteria were all above 70% and were considered satisfactory. All these measures will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at the end of the spring semester.

**Additional comments:**

This expected outcome is also evaluated by the 10 grading criteria that are individually evaluated by faculty or industry graders. Of the 10 criteria graded by faculty during Fall 2011 the lowest and highest mean percentage scores were 77% and 93% respectively. Of the 10 criteria graded by faculty during Spring 2012 the lowest and highest mean percentage scores were 76% and 86% respectively. Of the 10 criteria graded by faculty during Summer 2012 the lowest and highest mean percentage scores were 76% and 97% respectively. As none of these average scores were below 70% no action was required at this time.

**Expected Outcomes : Operate & communicate effectively**

After evaluation of the specific circumstances, the graduating Building Science major will be able to identify appropriate methods to operate & communicate effectively in diverse settings.

**Related typical general education outcomes:**

1  Information Literacy
7  Written Communication
8  Oral Communication

**Assessment methods**

**Method : Exit Surveys**

An Exit Survey in which students are asked how strongly they agree (on a five point scale) they
have met the McWhorter School of Building Science Learning outcomes

Findings:

This expected outcome is evaluated by 13 learning outcomes that are individually evaluated by graduating seniors. Of the 13 learning outcomes evaluated during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 4.00 & 4.35 respectively. Of the 13 learning outcomes evaluated during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 4.13 & 4.50 respectively. Of the 13 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 4.21 & 4.50 respectively.

How did you use findings for improvement?

The mean responses were all above 3.0 and were considered satisfactory at this time, but will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at the end of the spring semester.

Additional comments:

None

Method: Evaluation of student’s performance in BSCI 4980

Evaluation of student’s performance in BSCI 4980 Building Science Thesis. Course description: Individual project demonstrating mastery of curriculum content through the application of skills/knowledge to a theoretical construction company and project. Requires a written thesis and oral defense of work. Based on an evaluation of the students performance in the thesis and subsequent meeting faculty and/or industry evaluators are asked to evaluate the student on how strongly they agree (on a five point scale) they have met the learning outcome. A grading rubric for thesis was also introduced for the thesis during the 2010/11 academic year. The Thesis is graded across 10 grading criteria and an average percentage for each criteria is recorded.

Findings:

This expected outcome is evaluated by 5 learning outcomes that are individually evaluated by faculty or industry graders. Of the 5 learning outcomes evaluated by faculty graders during the Fall 2011 semester the lowest and highest mean response rate on a 5 point scale were 3.96 & 4.30 respectively. Of the 5 learning outcomes evaluated by faculty during the Spring 2012 semester the lowest and highest mean response rate on a 5 point scale were 4.13 & 4.35 respectively. Of the 5 learning outcomes evaluated during the Summer 2012 semester the lowest and highest mean response rate on a 5 point scale were 4.00 and 4.23 respectively.

How did you use findings for improvement?

The mean responses for evaluation of the learning outcome were all above 3.0 and were considered satisfactory at this time. The mean percentage score for the individual grading criteria were all above 70% and were considered satisfactory. All these measures will be monitored on an annual basis and evaluated at the annual quality improvement meeting held at the end of the spring semester.

Additional comments:

This expected outcome is also evaluated by the 10 grading criteria that are individually evaluated by faculty or industry graders. Of the 10 criteria graded by faculty during Fall 2011 the lowest and highest mean percentage scores were 77% and 93% respectively. Of the 10 criteria graded by faculty during Spring 2012 the lowest and highest mean percentage scores were 76% and 86% respectively. Of the 10 criteria graded by faculty during Summer 2012 the lowest and
highest mean percentage scores were 76% and 97% respectively. As none of these average scores were below 70% no action was required at this time.