Expected Outcomes: Cross-disciplinary facilitation

As a result of completing the Master of Integrated Design & Construction Program at Auburn University, graduates will have developed an understanding of the cross-disciplinary perspectives of design teams, construction teams, and clients; and how to leverage problem solving, decision making, and critical thinking skills of each to facilitate successful project outcomes.

Assessment methods

**Method: Student Exit Survey**

In the final semester of the program, students are afforded the opportunity to anonymously complete a survey offering personal perspectives and recommendations for the program.

Findings:

Students continue to enjoy/prefer interdisciplinary interaction, many expressing desire to fully integrate the curriculum without respect to disciplinary tracks.

How did you use findings for improvement?

As of Fall 2012, we are piloting design and construction tracks for admission, but a single track for curriculum. If successful, will make formal change to plan of study.

Additional comments:

None

**Method: Program Faculty - Internal Assessment**

Faculty members who taught required courses from the curriculum provide a self-assessment of their respective course, specifically evaluating its success/needs towards the expected outcomes.

Findings:

Faculty’s a group comment that cross-disciplinary work functions well in the program. Suggestions are to improve sequencing of topics/material, and to review interaction of classes in Spring semester.

How did you use findings for improvement?

Sequencing adjusted in Methods class in Fall, and with new single track, course interaction should be a non-issue.

Additional comments:

None

**Method: Comprehensive Project Performance**

Student work in the form of a comprehensive project is evaluated on an individual basis at the culmination of the program’s coursework.

Findings:
Industry Advisory evaluation of comprehensive projects continues to be extremely positive, and is concurred by faculty. Mutual disciplinary empathy is acknowledged as apparent, a primary goal of the program. Some comments surface on reiteration of team-building from the first two semesters; to not ‘let up’ on reinforcing this concept.

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

Plan to evaluate summer semester as to how program can reinforce team building in a short-term high ‘density’ delivery in final projects.

**Additional comments:**

None

### Expected Outcomes: Technology in Collaboration

As a result of completing the Master of Integrated Design & Construction Program at Auburn University, graduates will understand and have developed skills associated with technology tools and resources available to team management that better facilitate success in a collaborative project delivery process.

#### Assessment methods

**Method: Student Exit Survey**

In the final semester of the program, students are afforded the opportunity to anonymously complete a survey offering personal perspectives and recommendations for the program.

**Findings:**

- Students expressed an improved perception of technology’s role in the program from last year. Some comments on ‘equity’ in exposing applications to ‘both’ disciplines in the program.

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

- Shift to a more ‘applied’ exposure to a range of software applications, in lieu of a dedicated course structure.

**Additional comments:**

None

**Method: Comprehensive Project Performance**

Student work in the form of a comprehensive project is evaluated on an individual basis at the culmination of the program’s coursework.

**Findings:**

- Comprehensive projects suggest students as a group have developed strong technical skills. Also suggests that developed skills may not ‘comprehensively’ demonstrate the range, particularly across disciplines.

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

- Consider modifications to deliverable strategy to expand the range of skills demonstrated.

**Additional comments:**

None
Expected Outcomes: Collaborative Project Delivery

As a result of completing the Master of Integrated Design & Construction Program at Auburn University, graduates will understand the range and benefits of collaborative and integrated process options available to design and construction teams and their clients; and the risk-reward factors which must be considered when selecting an appropriate delivery model for sustainable, high-performance building solutions.

Assessment methods

**Method:** Program Faculty - Internal Assessment

Faculty members who taught required courses from the curriculum provide a self-assessment of their respective course, specifically evaluating its success/needs towards the expected outcomes.

**Findings:**

Faculty generally are satisfied with output on this front, but also indicate that improvement can be made towards better student comprehension of contractual ‘risk’ among the parties.

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

Employ exercises to better discern student comprehension, and utilize industry involvement to articulate.

**Additional comments:**

None

**Method:** Comprehensive Project Performance

Student work in the form of a comprehensive project is evaluated on an individual basis at the culmination of the program’s coursework.

**Findings:**

Final projects tend to ‘feature’ graphic representation, financial output, and constructability issues; i.e. while investigated, projects could be better at demonstrating understanding of the range of delivery methods and contract instruments.

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

Consider enhanced oral deliverables to allow students to articulate their understanding better.

**Additional comments:**

None

Expected Outcomes: Comprehensive Project Demonstration

As a result of completing the Master of Design Build Program at Auburn University, graduates will have demonstrated the ability to collaborate successfully in a cross-disciplinary team to develop a comprehensive building project design and construction proposal.

Assessment methods

**Method:** Comprehensive Project Performance

Student work in the form of a comprehensive project is evaluated on an individual basis at the culmination of the program’s coursework.
Findings:

Final Project teams seem to (consistently from each year) function well toward a comprehensive goal demonstrated via the project. In that this occurs in summer semester, this is sometimes a reach given less than 10 weeks.

How did you use findings for improvement?

Consider how project could better start in Spring semester to give students more time to develop key comprehensive solutions/proposals.

Additional comments:

None