Edmonds College Construction Management Program

Quality Improvement Plan

With Integrated Strategic Plan

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Edmonds Construction Management Program

Statement of Intent

The purpose of this document is to address an accreditation requirement of the American Council of Construction Education (ACCE). This requirement is identified in the ACCE documents in Section Nine, Academic Quality Planning Process and Outcome Assessment per Standard 9 which states:

- *Conduct a systematic process of gathering, interpreting, and evaluating information that requires action as part of an academic quality planning process and outcome assessment.*

Further, the specifics of the requirements are outlined as follows:

To meet this standard, the degree program presents proof of the development, existence, and use of:

- *A Strategic Plan for the Educational Unit,*
- *An Assessment Plan that includes the four segments of:*
    - *o Assessment of the ACCE SLOs using the appropriate mix of direct and indirect measurements,*
    - *o Assessment of the Degree Program objectives,*
    - *o Data gathering*
    - *o Data interpretation; and*
- *An Assessment Implementation Plan includes actions to maintain or improve the Student Learning Outcomes and the Degree Program objectives.*

The Quality Improvement Plan (QIP) serves as the basis for the continuous improvement of the Degree Program. These documents shall be included in the Self-Evaluation Study and made available for Visiting Teams to review during the accreditation process (noted below). The three major components of the QIP are organized as follows:

1. Strategic Plan for the Educational Unit, Refer to section 1, Appendix A

2. Degree Program Assessment Implementation Plan, Refer to section 2, Appendix B

3. Determination of Achievement of SLOs Refer to section 3, Appendix A, and a. Degree Program Objectives

Note: This document is organized into two main sections to address the three major components of the Quality Improvement Plan (QIP). First, the document outlines the accreditation requirements, delineates the report's structure, and assigns responsibilities. This section aims to clarify the procedural steps and establish a transparent response/action framework for the report. Second, detailed reports addressing each QIP component are presented as separate appendices.. Each Appendix delivers the outcomes of the earlier processes, serving as a comprehensive report.

Accreditation Process

The assessment process for ACCE accreditation involves a comprehensive evaluation of the program's curriculum, faculty, institutional support, and student outcomes. Programs must demonstrate that the program meets ACCE's standards through self-evaluation reports, strategic plans, and student performance data. The process includes:

- A self-study conducted by the institution.
- A site visit by a team of ACCE evaluators.
- A review by the ACCE Board of Trustees.

The benefits of ACCE accreditation for students are significant. Accreditation:

- Assures students and prospective employers that the program meets stringent industry standards of content and quality.
- Prepares graduates to perform a broad range of professional responsibilities in the construction industry.
- Helps students identify institutions and programs that offer quality education in construction. • Enables graduates to be better prepared to enter the construction industry and make lasting contributions to their profession.

1. Strategic Plan for the Educational Unit

This requirement is identified in the ACCE documents in Section 9.2 Educational Unit Strategic Plan which states:

> 9.2.1. The Educational Unit shall have a comprehensive Strategic Plan that describes the systematic and sustained effort to enable the Degree Program to fulfill its mission.
>
> - (Refer to Appendix A, and Section 1.1 – Strategic Plan)
>
> 9.2.2. The Strategic Plan shall review the internal status of the Degree Program resources as well as the external factors that influence the operation of the Degree Program.
>
> - (Refer to Appendix A, section 1.2 – Environmental Scan)
>
> 9.2.3. The Strategic Plan shall be updated periodically and represent the collective input from all Degree Program constituencies.
>
> - (Refer to Appendix A, section 1.3 – Strategic Plan Update Process)

1.1 Strategic Plan

1.1.1 Vision and Mission

This section addresses the comprehensive Strategic Plan and includes **vision** and **mission statements**.

Vision Statement:

Create a stable, yet flexible, organizational structure that is able to meet the demands of a changing and diverse student base

Mission Statement:

Recognizing that the construction industry's role in providing safe, durable, and functional built environments is of the utmost importance to society, and that workforce performance is enhanced by quality leadership, it is the mission of the Construction Management Program to provide an opportunity for students to prepare for employment as team leaders, organizers, inspectors, and managers of construction.

1.2 Environmental Scan

The ACCE accreditation process section 9.1.2 requires that "the Strategic Plan shall review the internal status of the Degree Program resources as well as the external factors that influence the operation of the Degree Program". The term for a strategic plan review that includes an assessment of both internal resources and external factors affecting a degree program is known as an **Environmental Scan**. This process is integral to strategic planning, as it helps the program understand and adapt to the internal and external elements that can impact its success.

The section and its accompanying evaluation criteria are crafted to align with the ACCE's standards, specifically adhering to the directives outlined in section 9.1.2, ensuring comprehensive compliance and relevance to industry benchmarks. This strategic plan presents a detailed framework for allocating efforts, and resources and setting timelines aimed at:

- **Boosting Enrollment:** Implementing targeted initiatives to attract and retain a larger student body.
- **Enhancing Facilities:** Upgrading the construction complex to enrich the educational experience for each student.

• **Optimizing Work Conditions: Improving the working environment for faculty and staff.**

1.3 Strategic Plan Update Process

Creating a strategic plan for a community college that involves periodic updates and collective input from all degree program constituencies involves several steps. This process involves revisiting and revising the plan to ensure it remains relevant and effective, incorporating the perspectives and insights of all stakeholders involved in the degree programs. The intent is to keep the strategic plan aligned with the evolving needs and goals of the program and its serving industry. The process is outlined as follows:

- **Plan:**
  - o Identify Objectives: Clearly define the goals of the strategic plan update.
  - o Assess Current State: Evaluate the existing program, curriculum, and resources. o Develop Strategies: Create a detailed plan for achieving the objectives.
- **Do (Implement):**
  - o Execute the Plan: Put the strategies into action.
  - o Collect Data: During implementation, gather relevant data.
  - o Engage Stakeholders: Involve faculty, students, industry professionals, and advisory councils in the implementation process.
- **Check (Monitor):**
  - o Evaluate Results: Compare actual outcomes with the planned objectives.
  - o Analyze Data: Use data analytics to assess performance.
  - o Seek Feedback: Conduct surveys (e.g., graduate and employer surveys) to gather insights from stakeholders.
- **Act (Adjust):**
  - o Take Corrective Action: Based on the evaluation, make necessary adjustments. o Refine the Plan: Update the strategic plan based on feedback and new information. o Implement Changes: Apply improvements to the program.

This plan should be a living document, complete one cycle, continue refining the strategic plan to ensure continuous improvement and be adaptable to the changing needs of the Construction Management program and its stakeholders. The focus is to maintain an inclusive approach throughout the process to ensure that the strategic plan represents the collective vision and goals of the entire degree program community. By following this cycle, the Construction Management program can adapt to changing industry needs, enhance student experiences, and maintain its commitment to quality education.

2. Degree Program Assessment Implementation Plan

This requirement is identified in the ACCE documents in Section Nine, Standard 9. To meet this standard, the Degree Program shall present proof of the development, existence and use of an assessment Plan that includes the four segments of:

1. **Assessment of the ACCE Student Learning Objectives (SLOs)** using the appropriate mix of direct and indirect measurements
2. **Assessment of the Degree Program Objectives (DPOs)** using an appropriate mix of direct and indirect measures with the input of the IAB
3. **Data gathering**
4. **Data interpretation**

These requirements are elaborated upon in Section Nine of the ACCE documents, specifically in the 'Academic Quality Planning Process and Outcome Assessment' and further in 'Degree Program Assessment Implementation Plan' as per Section 9.3. Below, these requirements are enumerated, accompanied by annotations indicating where each is addressed within this document.

9.3.1. Mission Statement of the Degree Program: The Mission Statement expresses the underlying purposes and values of the Degree Program.

- Refer to section 2.1 which refers to section 1.1.1 Vision and Mission.

9.3.2. Degree Program Objectives: The Degree Program Objectives shall be clearly defined and stated in a manner that permits an assessment of achievement.

- Refer to section 2.2.

9.3.3. Assessment Tools: These tools shall measure the achievement of Degree Program Objectives and SLOs. All data from these tools shall be collected annually or collected across multiple years leading up to a complete assessment cycle; however, there must be a plan indicating what data is collected each year, ACCE SLOs (Section 3.4) shall be regularly evaluated, and reviewed with the appropriate participation of faculty, the Industry Advisory Committee, and other pertinent parties.

- Refer to section 2.3.

9.3.4. Performance Criteria: There must be at least one performance criterion for each assessment tool to achieve the Degree Program Objectives and SLOs.

- Refer to section 2.4.

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, and 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.* A complete assessment cycle is defined as data collection, data analysis,

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

• Refer to Section 2.5.

2.1 Mission Statement

Recognizing that the construction industry's role in providing safe, durable, and functional built environments is of the utmost importance to society, and that workforce performance is enhanced by quality leadership, it is the mission of the Construction Management Program to provide an opportunity for students to prepare for employment as team leaders, organizers, inspectors, and managers of construction.

2.2 Degree Program Objectives

The goals of the Construction Management program are to fulfill the mission statement and prepare students for careers in construction management through the following:

1. Graduates should understand and implement the construction document package
2. Graduates should be able to perform estimating tasks
3. Graduates should understand standard construction contracts
4. Graduates should be able to schedule and update schedules
5. Graduates should understand basic building code issues

These objectives were formulated following collaborative dialogues with educators, learners, and approved by the the Industry Advisory Board (IAB), aiming to meet the requirements of our students and the regional construction sector more effectively. Recognizing that our student body primarily comprises non-traditional individuals actively engaged in construction-related jobs, these initiatives are designed to offer the necessary support for students to fulfill their educational goals.

The Construction Management program evaluates its goals and objectives once a year. Utilizing an assessment tool, the program conducts ongoing reviews and updates of individual courses, curricula, and content modifications.

This assessment process measures each goal and objective against predefined standards to ascertain their success and efficacy. The criteria are crafted to assess the program's performance in targeted areas and benchmarks laid out in the Assessment Plan. Embedded in a structured three-year review cycle, this evaluation ensures the continuous refinement and modernization of courses, sustaining the program's commitment to academic distinction and industry pertinence.

The Construction Management program undertakes a detailed annual appraisal of its educational program objectives to ensure sustained excellence and relevance in the evolving field of construction.

2.3 Assessment Tools

2.3.1 Assessment Tool – Degree Program Objectives

Degree Program Objectives: This Assessment Tool and its accompanying evaluation criteria are crafted to align with the ACCE's standards, specifically adhering to the directives outlined in sections 9.1.3.4 through 9.1.3.6, ensuring comprehensive compliance and relevance to industry benchmarks.

Course-Embedded Assessment (Direct Assessment)

- Student work in designated courses is collected and assessed in relation to the program learning outcomes, not just for the course grade. Products may include exams, research reports, projects, or papers. The assessment is conducted and the results are assessed.
- Time Frame: Ongoing

Course Evaluations/Student Evaluation of Faculty

- At the end of each semester, students are asked to evaluate each of their classes. The college makes these evaluations, plus their respective results, available online. See University Online Course Evaluations
- Time Frame: once a year

Graduate Surveys

- The perspective that students have on their education may change significantly after time away from school. Additionally, alumni can provide the program with an insight into current practice. Alumni surveys are used to obtain input from alumni of the program.
- Time Frame: once a year

Industry Advisory Council Input

- During meetings, the Industry Advisory Board provides insight into the current needs of the industry. Also at these meetings, the IAB meets with current construction management students. Thus, this input serves to keep the curriculum relevant to the industry.
- Time Frame: once a year

Instructor Evaluations

- Instructors are evaluated by the college on a scheduled basis. Student surveys are regularly conducted by the college on a scheduled basis

ACCE Academic Requirement

- Continuously, the Department Chair and faculty monitor the Construction Management Program in those areas relating to the requirements of the accrediting body, the American Council for Construction Education.
- Time Frame: Continuous

2.3.2 Assessment Tool – Student Learning Outcomes (SLO)

Student Learning Outcomes (SLOs) are measurable skills and/or attitudes that students acquire upon successful completion of a course or program. They provide a quantitative way for faculty to assess whether or not students have mastered the learning outcomes. The American Council for Construction Education (ACCE) defines specific Student Learning Outcomes (SLOs) for construction management programs. These outcomes include:

2024 SLO List and Classes

This list is identical to the prior 2-year program list

1. Apply effective communication, both orally and in writing.
> Covered in Edmonds CM program by: BSTEC 110

2. Apply quantity takeoff skills for bidding or budgeting purposes on a construction project.
> Covered in Edmonds CM program by: CONST 200

3. Apply the aptitude to schedule a basic construction project.
> Covered in Edmonds CM program by: CONST230

4. Apply current technology related to the construction industry.
> Covered in Edmonds CM program by: CONST 266

5. Apply the interpretation of construction documents (contracts, specifications, and drawings) used in managing a construction project.
> Covered in Edmonds CM program by: CONST 141, CONST160

6. Apply basic principles of construction accounting.
> Covered in Edmonds CM program by: CONST 200, CONST260

7. Apply basic surveying techniques used in building layout.
> Covered in Edmonds CM program by: CONST 145

8. Understand basic principles of ethics in the construction industry.
> Covered in Edmonds CM program by: CONST 200, CONST 260

9. Understand the fundamentals of contracts, codes, and regulations that govern a construction project.
> Covered in Edmonds CM program by: CONST 280, CONST 141

10. Understand basic construction methods and materials.

Covered in Edmonds CM program by: CONST 160

11. Understand basic safety hazards on a construction site and standard prevention measures.
Covered in Edmonds CM program by: CONST 250

12. Understand the basic principles of structural design.
Covered in Edmonds CM program by: CONST 270

13. Understand the basic principles of mechanical, electrical, and plumbing systems.
Covered in Edmonds CM program by: CONST160

2.3.3 Assessment Tool – Course Assessment

Enhanced Course Assessment and Continuous Improvement Framework: The Course Assessment Tool and evaluation criteria are strategically aligned with ACCEss standards, particularly adhering to the directives in section 9.1.3.4, to ensure full compliance and relevance to industry benchmarks.

- **Alignment with ACCE Outcomes:** Course Assessments are intricately linked to the ACCE Student Learning Outcomes, detailed in section 2.1, allowing for necessary course adjustments to accurately reflect these outcomes.

- **Objectives:** Classroom objectives are independent of the SLOs and have individual Assessments. The DPOS are assessed in both direct and indirect assessments similar to the SLOs and are listed separately for each DPO.

  - **All SLOs and DPOs are assessed on a yearly basis**

- **All assessments are logged into the ACCE form A-17 Summary Report form for tracking**

Assessment Process Overview:

The construction department follows an internal quality plan focusing on curriculum and student learning. The plan consists of four broad action areas and its implementation is continuous. The four action areas are:

- **Identify and update program outcomes** - Our industry advisory board maintains and annually reviews a list of program outcomes. (DPOs)
- **Ensure that program structure and course content address program outcomes** - Course syllabi are reviewed yearly to ensure that course content aligns with our outcomes and that all of the outcomes are addressed within required classes.
- **Verify that courses effectively teach to program objectives** - Each course and each instructor is evaluated regularly by our students. The department also surveys graduates. Details can be found below.
- **Modify curriculum and program procedures based on objective criteria:**
  - Student Evaluations of Courses and Instructors
  - Instructor monitoring of student progress,
  - Graduate Exit Exams, and primarily: Graduate Surveys for indirect assessment

Student Evaluations of Courses and Instructors

Students evaluate course content and faculty performance annually using a standardized web-based (CANVAS) assessment system. Instructors modify course content to reflect changes in student needs and suggestions.

Instructor Monitoring of Student Progress

During each course, Instructors monitor student progress. Test and exam performance are reviewed on an ongoing basis by the Instructor administering the test/exam.

Graduate Surveys. For the indirect assessment: Program Graduates are asked to report on the level of knowledge and preparedness they received from the program. A special emphasis is put on the success of the outcomes in the graduates' current construction management-based employment. The CM Department Head analysis of the Graduate Survey is used for program analysis by the instructional staff.

Upon graduating, students from the program are asked two questions regarding each of these skills:

1. How important is the skill in your job?
2. Did we prepare you at the level necessary to meet job requirements?

The data garnered from the Exit Exam is evaluated to determine the level of graduate preparedness and knowledge. After reviewing the graduate survey results, the department head analyzes the data. Any result that indicates a decrease in the level of student understanding or preparation is identified by the Department Head.

For the Graduate Survey, any outcome where the level of preparedness is below that required to meet employment expectations is reviewed, investigated, and brought to the attention of all instructors whose course contents apply to that outcome.

The curriculum of that responsible instructor, or instructors, is reviewed by that instructor in conjunction with the department head, and sponsoring full-time instructor in the case of adjunct instructors, and revised for completeness or added emphasis.

The Department Head has ultimate authority in curriculum and testing issues.

Full-time instructors and adjuncts have the responsibility for full input and implementation of agreed or mandated curriculum changes
.
Department Head and Full-time Instructor(s) 'sponsor' assigned to Adjunct Instructors work one-on-one with the Adjunct Instructor to implement revisions to course content, pedagogy, and structure.

- Continuous Improvement: The program is committed to ongoing enhancement through regular review and updates, striving to maintain the highest standards in construction management education.

2.4 Performance Criteria

In the Construction Management degree program, both direct and indirect assessments are used to evaluate the Degree Program Objectives and the Student Learning Outcomes (SLOs) effectiveness.

Direct Assessments: Directly measure student performance or knowledge related to specific objectives. These assessments provide clear evidence of whether students have achieved the desired learning outcomes. The attainment of the outcome is obvious and not inferred. These assessment methods include:

- Exams and quizzes: These evaluate students' understanding of course material, such as management, construction methods, or safety regulations.
- Projects: Students compile their work to demonstrate their skills and growth in areas such as plan reading, project scheduling, and estimating.
- Performance-based assessments: These assess practical skills, such as field surveying or project supervision.

Indirect Assessments: These assessments measure perspectives, opinions, or perceptions related to student learning. While they don't directly measure student performance, they provide supplemental details that help understand students' impressions. Indirect measures can help identify strengths and weaknesses in programs but do not directly demonstrate mastery of specific outcomes. These assessment methods include:

- Graduate Surveys: Gathering feedback from alumni, employers, and advisory board members about program effectiveness and graduates' skills.
- Course evaluations: Students rate the quality of instruction and program content.

2.5 Methodology

The methodology criteria of the assessments for both the SLOs and the DPOs are individual and separate for each item. The criteria standards that trigger additional review are listed within each item's summary for both the SLOs and the DPOs.

3. Determination of Achievement of SLOs and

Degree Program

These requirements for this Assessment Review are elaborated upon in Section Nine of the ACCE documents, specifically in the 'Determination of Achievement of Student Learning Outcomes and Degree Program Objectives' as per Section 9.4.

Below, these requirements are enumerated, accompanied by annotations indicating where each is addressed within this document. Each of these components is identified in the report listed as Appendix C attached to this report.

To determine student achievement of SLOs listed in Section 2.3 of this document (ACCE Section 3.4), the Degree Program shall:

9.4.1. Provide a summary report containing the following information for the Degree Program Objective and each SLO (e.g., direct and indirect):

- Methods of assessment,
- Current evaluation of the results,
- Last reported evaluation of the results.
- Resulting corrective actions,
- Follow-up on 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).

    o (Refer to Appendix C, and Section 3.1 – Summary Report)

9.4.2. Evaluate each SLO by a minimum of two assessment methods, at least one of which must be direct. Provide a table identifying the specific assessment methods used for each SLO and the location where the assessment is made (e.g., the course or activity) so each assessment can be easily located.

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 student's ability to meet each SLO at or above the required minimum level of Bloom's Taxonomy (e.g., Understand, Apply, etc.). Programs using third-party certifications shall provide comprehensive results for each SLO where such assessment is applied.
- The determination of achievement shall be documented systemically. • To determine the achievement of Degree Program Objectives, the Degree Program shall:

9.4.4. Evaluate each Degree Program Objective with at least:

- one direct measure- (in Edmonds College CM we use the 'assignment(s) in

    the specified class(es))

- one indirect measure (the Graduate Survey)

(Refer to Appendix C, and Section 3.3 – Authentic Assessment)

3.1 Summary Report

The 'Summary Report' provides an overview of assessment-related information for Degree Program Objectives and Student Learning Outcomes (SLOs). It includes details on assessment methods, current evaluation results, previous evaluation findings, corrective actions taken, follow-up impact assessments, and any revisions made to assessment tools.

Much of this information is contained in the ACCE form A-17

3.1.1 Methods of assessment

The Methods of Assessment section outlines the criteria for assessment tools, performance criteria, and the chosen methodology. This information is found in Section 2.

Assessment Tools (Section 2.2): In this part, describe the various tools or instruments used to assess performance or learning outcomes. These tools could include tests, surveys, observations, interviews, or any other methods employed to evaluate student progress.

Performance Criteria (Section 2.3): Here, specify the criteria against which performance will be measured. These criteria might include specific skills, knowledge, behaviors, or competencies that learners are expected to demonstrate. Be clear about what constitutes successful performance.

Methodology (Section 2.4): This section outlines the overall approach or methodology used for assessment. It encompasses the entire process, from planning and designing assessments to collecting data, analyzing results, and making decisions based on those findings. Consider factors like reliability, validity, and fairness when discussing the chosen methodology.

3.1.2 Current evaluation of the results

This section provides an assessment of the current outcomes or findings based on the data collected during the evaluation process. It aims to analyze the effectiveness of the program, project, or initiatives. It will summarize the key findings, trends, and implications derived from the evaluation data. It serves as a snapshot of the current state and informs decision-making for future actions.

3.1.3 Last reported evaluation of the results

Previous Course Assessment Accomplishments: Edmonds College's Construction Management program will log and report this information as per ACCE requirements

3.1.4 Resulting corrective actions

Previous Course Assessment Actions: Edmonds College Assessments and any corrected actions will be documented and the results logged.

3.1.5 Follow-up of the impact of actions taken on student performance including the dates of each follow-up

Previous Course Assessment Follow-Up: Edmonds College Assessments and any corrected actions will be documented and the results logged with the dates.

3.1.6 Description of any revisions made to Degree Program assessment tools (if applicable)

Previous Course Assessment Tool Revisions: Changes to Edmonds College Assessments and any corrected actions will be documented and the results logged.

3.2 SLO Assessment Review

The section evaluates Student Learning Outcomes (SLOs) using a minimum of two assessment methods, with at least one being direct. The provided table identifies specific assessment methods for each SLO and their corresponding locations (e.g., courses or activities).

3.3 Authentic Assessment

This section requires providing evidence, including assessment tools, grading rubrics, and graded student work. This evidence demonstrates the applicability of assessment content to specified Student Learning Outcomes (SLOs) and evaluates individual student abilities based on Bloom's Taxonomy levels. Programs using third-party certifications must also provide comprehensive results for each SLO.

APPENDIX A

STRATEGIC PLAN

Edmonds College Construction Management

Department

A. Strategic Plan (Appendix A)

1. Vision and Mission

1.1 Vision Statement

Create a stable, yet flexible, organizational structure that is able to meet the demands of a changing and diverse student base

1.2 Mission Statement

Recognizing that the construction industry's role in providing safe, durable, and functional built environments is of the utmost importance to society, and that workforce performance is enhanced by quality leadership, it is the mission of the Construction Management Program to provide an opportunity for students to prepare for employment as team leaders, organizers, inspectors, and managers of construction.

2. Environmental Scan

Internal

Strengths

Class structure:
- Students may start or finish the program any quarter
- Students may attend Full-time, Part-time, and even take a "break" from the program
- Classes meet in the evenings to accommodate working students
- Most classes are 'HYBRID' with online content allowing students to work remotely and view class materials/lectures multiple times
- Remote students are welcome for all classes. Many classes are using a 'Dual Delivery' arrangement with instructor permission for remote and health-sensitive students
- Students who are sick or temporarily remote may 'enter' the classroom online with the instructor's permission
- Very flexible schedule with most courses not having pre-requisites
- Good balance between rigor and course "pass" rate

Program Infrastructure:
- The program employs qualified and experienced instructors
- Many students have construction or PM experience
- Tuition is affordable
- Enrollments are increasing from post-COVID enrollments
- Good facilities (lighting, maintenance, computer access, etc.)
- On-site student housing
- The program is one of only 17 2-year CM Programs in America that are accredited
- Students have the opportunity to transfer to 3 potential Bachelor's Degree programs in the Puget Sound area with official articulation agreements. Other transfer opportunities to ACCE-accredited institutions are available as well.
- Committed and engaged IAB with good cross-section representation of the industry

Students/ Student groups
- An active student association that supports the student body (CMSA-Construction Management Student Association)
  - Conducts regular events for the student body
  - Garners industry support and sponsorship for events

- Conducts weekly study groups available for all students
  - A diverse student population that supports each other from different careers

Graduates/ Employment
- Graduates are in demand by employers
- Job opportunities are very diverse (Owners, General Contractors, Specialty/SubContractors, Code Inspection, Commercial, Civil, Safety, Municipal, etc)
- Edmonds College has a program to assist graduates with job placement (Handshake)
- Graduates are invited to all college construction management events for networking and interacting with the current student body
- Graduates benefit from a very strong base of tech classes utilizing current industry standard software

Weaknesses
- While improving, current enrollments are less-than-perfect.
  Course cancellation is still a current risk. The college administration has been supportive, though, and has canceled very few classes to date.
- Two full-time and three part-time instructors.
  - 2 Part-time instructors have resigned in last year
  - One Full-time tenured instructor moved to Part-time and is leaving even Part-time after spring 2024.
  - The Department Head and Full-time instructor is slated to retire in four to five years approx.

Opportunities
- Expansion of student enrollment by marketing to students already enrolled at EDC
- Expansion of High School level students and recent grads.

Threats
- Non-Construction Programs
- Reduction in instruction quality due to instructor turnover

3. Strategic Plan Update

The Strategic Plan will be reviewed and updated as needed once a year.

The Strategic Plan will be reviewed by the CM Department Head and Teaching Staff. The team's findings will be presented to the IAB for discussion, added items, and approval. The final

3.1 Strategic Plan Update Report:

Will be organized in Appendix D

APPENDIX B

DEGREE PROGRAM ASSESSMENT IMPLEMENTATION PLAN
Construction Management

B. Degree program Assessment Implementation Plan

This requirement is identified in the ACCE documents in Section Nine, Standard 9. To meet this standard, the Degree Program shall present proof of the development, existence and use of an assessment Plan that includes the four segments:

1. Assessment of the ACCE SLOs using the appropriate mix of direct and indirect measurements
2. Assessment of the Degree Program objectives
3. Data gathering

4. Data interpretation

1.1 Assessment of the ACCE SLOs using the appropriate mix of direct and indirect measurements

Both Direct and indirect assessments are being used

1.2 Assessment of the Degree Program Objectives

The following table shows what course will be used for assessing each Degree Program objectives, the assessment, and the performance criterion.

Course-Embedded Assessment

- Student work in designated courses is collected and assessed in relation to the program learning outcomes, not just for the course grade. Products include exams, research reports, projects, papers, and so on. The assessment is conducted at specific points (e.g., introductory course and upper-level course) in the program.
- Time Frame: Continuous

Course Evaluations/Student Evaluation of Faculty

- On a college schedule, students are asked to evaluate each of their classes. The college makes these evaluations, plus their respective results, available online. See College Online Course Evaluations

Graduate Surveys

- The perspective that students have on their education may change significantly after time away from school. Additionally, alumni can provide the program with an insight into current practice. Alumni surveys are used to obtain input from alumni of the program.
- Time Frame: Periodically TC_ this is based on a periodic cycle-i.e. "yearly".

Industry Advisory Council Input

- During both the Fall and Spring semesters, the Industry Advisory Council provides insight into the current needs of the industry. Also at these meetings, the IAC meets with current construction management students. Thus, this input serves to keep the curriculum relevant to the industry.
- Time Frame: Fall IAC meeting and Spring IAC meeting

Employer Input

- Employers hire students who possess certain knowledge and skills. Employers who interact with the program are surveyed informally by the Department Head or Full-time Instructor. These assessments may range from basic information as hiring data to detailed surveys of the characteristics the employers perceive in program graduates. • Time Frame: Continuous

Faculty Self-Evaluations

- As per the college schedule,, each faculty member defines a set of goals for the current year. At the end of the Spring semester, the faculty member compiles a self-evaluation based on this set of goals.

Faculty Evaluation of Department Chair

- At the end of the Spring semester, each faculty member will evaluate the director.
The evaluation is done largely by the election of the Department Head for the following year

Department Chair Evaluation of the Faculty

- On an ongoing basis, the Director will assess each full-time faculty member. The faculty evaluation includes self-evaluation, student evaluation, and administrative evaluation. The Department Chair will meet with each faculty member to discuss their assessment and complete the recommendation as needed.

Dean Evaluation of Department Chair

- On an ongoing basis, the Director is evaluated by the Dean. The Department Chair evaluation includes self-evaluation, student evaluation, and administrative evaluation.

ACCE Academic Requirement

- Continuously, the Department Chair and faculty monitor the Construction Management program in those areas relating to the requirements of the accrediting body, the American Council for Construction Education.

1.3 Data gathering

The 'Data Gathering' segment of the assessment plan involves collecting relevant data to evaluate both ACCE Student Learning Outcomes (SLOs) and Degree Program objectives. This step ensures that information is gathered to inform decision-making and program improvement. The process is outlined as follows:

- Identify Data Sources: Begin by identifying relevant data sources. These may include student assessments, surveys, course evaluations, program records, and external data (if applicable).
- Collect Data: Gather data from the identified sources. Ensure that the data aligns with the assessment objectives. Use both direct measurements (such as exams, projects, or performance assessments) and indirect measurements (such as surveys or feedback) to capture a comprehensive view.
- Organize and Store Data: Organize the collected data systematically. Create a central repository or database where all assessment-related data can be stored securely.
- Analyze Data: Apply appropriate statistical or qualitative analysis techniques to interpret the data. Look for patterns, trends, and areas of strength or improvement.
- Evaluate Results: Compare the data against established benchmarks, standards, or goals. Determine whether the Degree Program is meeting its objectives and SLOs. Identify areas for

enhancement or modification.
- Document Findings: Prepare a summary report that includes the findings from the data analysis. Clearly present the results, including any significant insights or implications.

1.4 Data interpretation

The 'Data Interpretation' segment of the assessment plan involves analyzing collected data to draw meaningful conclusions. It aims to make informed decisions based on assessment results related to ACCE Student Learning Outcomes (SLOs) and Degree Program objectives. The process is outlined as follows:

- Analyze Collected Data: Review the data gathered from various sources (as discussed in the "Data Gathering" section). Apply statistical methods, qualitative analysis, or other appropriate techniques to interpret the data.
- Identify Trends and Patterns: Look for trends, patterns, and significant variations within the data.
- Compare Against Benchmarks: Compare the assessment results against established benchmarks, standards, or goals. Determine whether the Degree Program is meeting its objectives and SLOs. • Identify Strengths and Areas for Improvement: Highlight areas where the program excels (strengths) and areas that need improvement. Use evidence from the data to support your conclusions.
- Make Informed Decisions: Based on the data interpretation, make informed decisions about program enhancements, curriculum adjustments, or other necessary actions. Consider how the findings align with the program's mission and goals.
- Document Conclusions: Prepare a summary report that includes the key conclusions drawn from data interpretation. Clearly communicate the implications for program improvement.

APPENDIX C

DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES AND DEGREE PROGRAM OBJECTIVES

Construction Management

The Construction Management program is currently on the ongoing path to securing accreditation from the American Council for Construction Education (ACCE). Building upon the foundation laid out in our Vision, Mission, and Goals Assessment, the program has integrated the ACCE's Student Learning Outcomes (SLO) into our curriculum.

Courses will undergo a formal evaluation triannually, at minimum, with faculty members having the opportunity to adjust during the intervening years. The students' projects will be evaluated to ensure they meet the established baseline criteria set for each SLO. Documentation of the evaluation criteria is available in the appendix for reference. All finalized evaluations are stored securely on the Construction

Management program's shared drive.

1.1 Summary Report

The 'Summary Report' provides an overview of assessment-related information for Degree Program Objectives and Student Learning Outcomes (SLOs). It includes details on assessment methods, current evaluation results, previous evaluation findings, corrective actions taken, follow-up impact assessments, and any revisions made to assessment tools.

View the A-17 Summary Report of SLOs and DPOs on the EDC Construction Management website.

1.2 SLO Assessment Review

The section evaluates Student Learning Outcomes (SLOs) using a minimum of two assessment methods, with at least one being direct. The provided table identifies specific assessment methods for each SLO and their corresponding locations (e.g., courses or activities).

1.3 Authentic Assessment

This section requires providing evidence, including assessment tools, grading rubrics, and graded student work. This evidence demonstrates the applicability of assessment content to specified Student Learning Outcomes (SLOs) and evaluates individual student abilities based on Bloom's Taxonomy levels. Programs using third-party certifications must also provide comprehensive results for each SLO.

The Academic Assessment Plan documents the courses used to meet the prescribed SLOs and the assignments and/or tests that directly measure student performance. The courses, assignments, and/or tests vary from year-to-year contingent on changes in faculty composition and teaching responsibilities. The Assessment Plan therefore changes on a yearly basis to accurately reflect the assessment measures applied in each academic year. The Assessment Plan is a valuable tool to evaluate the quality, rigor, and coherence of the program.

The Assessment Implementation Plan aggregates the courses and assessment measures used in the Academic Assessment Plan into an Excel spreadsheet. The course and assessment measures are found in spreadsheet tabs that record individual student scores for each assignment. From these scores, an average score for the assignment is recorded and linked back to a Summary Matrix. The Summary Matrix shows the level of achievement on each assessment measure for each SLO on a year-by-year basis. This process provides an accurate method to evaluate student performance on each SLO and provides a record of how student performance varies on a yearly basis. Scores that fall below the 70% threshold indicate an area of weakness and remedial action is required.

Several measures have been taken resulting from the initial program assessment from ACCE. Program SLO requirements have been incorporated into each program syllabus and a tracking matrix created to facilitate the coordination of SLO requirements within individual courses. Course alignment with standards and definitions from the Construction Management Association of America (CMAA) and the American General Contractors (AGC) has been accomplished through the integration of relevant

program materials from each organization into the core CMGT courses. The IAB recommendations for increased industry outreach will be facilitated through an AEC-specific job fair and student CMAA chapter to expand student connections to industry.

3.3.1 Goals and Objectives

This section is formatted to be consistent with ACCE section 9.1.3.2,3 standard requirements and outlines Strategic Plan Goals. These Goals are evaluated every fall by the faculty to ensure that they encompass the needs of the school.

Appendix D
Strategic Plan Items & Updates

NOTE: A tracking system is being developed and planned to be implemented by June 2025

Primary Goal: Update/ Revise a Marketing & Outreach Plan to increase enrollment

Method: Identify the following:

- **Who we serve**
  - Persons currently employed within the construction industry seeking to improve or learn CM skills
    - May be self-funded
    - May be funded by the employer
  - Owner's Representatives
  - Injured const worker seeking to retrain via L&I funding
  - Employment Securities Commissioner approved retraining
  - Veterans funded by GI Bill
  - Persons seeking a career change
  - High School students
  - Who we should increase marketing to:
    - A & E firms
    - Cities, Counties, water and sewer districts
    - International students
    - ESL Students
    - Vocational Counseling Companies
    - Veteran Retraining organizations
- **What the audience needs to hear**
  - In demand Jobs
  - High-paying jobs with good benefits
  - Jobs available nationwide and internationally
- **The best way to reach and communicate**
  - Word of Mouth
  - Social Media
  - Facebook
  - Linked in
  - IAB involvement

- IAB to market program:
  - To subcontractors
  - At industry/association meetings
    - AGC
    - MBA
  - All others in "Who we serve" above?
- **Communication Schedule/Frequency**
  - On-line 24/7 at College Website
- **How to measure message effectiveness**
  - Monitor enrollments
  - Monitor advising appointments
  - Online "hits"
  - Ask new students "How did you hear about the program"
- **Our Product**
  - Value and credibility
  - Program longevity at 50 years plus
  - Creative outlook
  - Keywords

Sub-Goals:

Goal 1: Creation of:

- Database of Const Industry employers

- Database of employers of past graduates or employers contacting EDC CM seeking new employees

- Database of Vocational Counselors

Method: Excel-based spreadsheet

Measurement: Documentation of databases.

Progress: This task was completed, but needs seriously updated. New Admin assistant will be enlisted to help.

Goal 2: Market the program to potential students and potential employers

Method: Make sure the program has a solid web presence on the EdC website because many students get their first glance at a construction program on the web.

Measurement: Documentation of the website and its improvements.

Progress: Website updated 2025. New procedure in place with Admin staff allocated 2025

Goal 3: Host L&I Training Day at EDC.

Method: Host the event and distribute marketing materials at the event.

Measurement: Documentation of participation. EdC continues to host the event.

Progress: Event held annually.

Next Step: Contact & Collect mailing list from L&I

Goal 4: Market to and recruit students already attending EDC:

- Veterans
- International Students
- ESL Students
- SSD
- Testing Center
- Enrollment Services.
- Other?

Method: Distribute program information packets and/or fliers at these locations. Visit department Heads of these centers in person

Measurement: Documentation of participation. Increase of student enrollment in the construction program.

Goal 5: Increase involvement of the IAB, especially regarding program Weaknesses and Goals.

Method: Involve IAB in the Strategic Plan

Measurement: The documentation of formal and informal advisory committee meetings and minutes and completion of the Strategic Plan

Progress: IAB Meetings are updated with newer structure to assist participation & engagement. 2025

Goal 6: Increase the diversity of the IAB, especially regarding program Weaknesses and Goals.

Method: Existing IAB and EdCC staff to recruit broadened IAB members

Measurement: Document IAB meeting minutes. A new IAB Meeting Minutes form to assist in structuring the IAB meetings added 2025

Goal 7: Establish a working relationship with Homebuilders and/or General Contractor Associations.

Method: IAB Members to recruit professional organization board members to join EdCC CM IAB

Measurement: Documented student and faculty involvement with these groups.

Progress: MasterBuilders relationship has been achieved. AGC tie-ins need to be pursued more aggressively in 2025

Goal 8: Develop and maintain a continual program improvement program that involves students, faculty, graduates, and employers

Method: Develop a direct outcome assessment-based Quality Improvement Plan that can be used for improving the program including course material and content.

Measurement: Documented QIP

Progress: QIP rebuilt 2025- needs improved tracking system still

Goal 9: Hire and Train a New Full-Time Tenure track position

Method: The current department head will meet with and train the new Tenure Track regarding Departmental administrative duties.

Measurement: Track Progress.

Progress: It was Completed in 2024

Goal 10: Transition new Part-Time Faculty into the Program

Method: The current department head will work with Department staff and the Division Dean to replace retiring P.T. instructors(s).

Measurement: Document the hiring of new PT instructors.

Progress: Ongoing

Appendix E

Quality Improvement Plan Items & Updates

NOTE: A tracking system is being developed and planned to be implemented by June 2025

Quality Improvement Action Items: (from 2019 to current)

2020 Grad Survey Results document

2019-2020 - OSHA 30/ OSHA 10 card integration in CM Program dropped. OSHA 30 structural requirements changed focus to 30-minute reporting intervals based on blue-collar worker education of work rules. The decision to drop the OSHA 30 program was based on IAB input that the program should continue to focus on management-level use of the WAC 296-155 and not on worker-level education now required under the OSHA 30 new reporting structure. Expansion on the rules-making/ rules translation aspects of the WAC 296-155 expanded

2019-CURRENT - Expanding outreach opportunities via professional organizations to be increased as per suggestion by the IAB. *(ongoing & completed)*

- Master Builders- coordination between the program and MasterBuilders to create the 'Emerging Professionals' group in which all student body members are included automatically-accomplished 2023
- Master Builders- Coordination Between the CMSA (Construction Management Student Association) to encourage CMSA officers to attend dinners, events, and meetings at no cost accomplished in 2023
- MasterBuilders- Coordination to provide all student membership in the NAHB (National Association of Home Builders) and all benefits at no cost for the students. accomplished in 2023

- AGC- attempts to make inroads in a relationship with the Association of General Contractors is ongoing. Conceptually, a MasterBuilders-type affiliation is desired. A former student contacted 2023 who works for AGC. Needs pursed and updated 2025

2019 - Present Additional Submittals training and Transmittals training are added in CONST 160 and CONST 260 after being identified as a need via previous student exit surveys. The program is considering making submittals a weekly item based on the CSI MasterFormat which is approached weekly in the class curriculum

2019- The additional use of the 'Construction Document Package' term (the term was not being used enough to identify the contract package) is increased in CONST 141, 160, 200, & 260 after the issue was identified by the previous student exit survey as not being taught enough. Analysis concluded it was being taught but the term was not being used enough. All instructors, in addition to those classes listed above, are encouraged to use the term more.

2020 - CONST 145 CIVIL CONSTRUCTION expanded to 5 credits to properly reflect the workload in the class due to student input. *(completed)*

2020- MEADOWDALE HALL ROOMS 221, 217, and 218 Become partially but primarily dedicated to the CM department after being vacated by Engineering moving to the new Hazel Miller Hall.

2020 to CURRENT- Female and non-traditional Construction Management students (traditional CM students being Construction experienced students) are being encouraged and expanded upon.

- The female student population continues to rise, often past 20% in many classes
- Instructors are using Professional Development funds to attend out-of-state (larger) and local women in Construction Conferences/ events
- PT Instructors are encouraged to, and are, attending local 'Women in Construction' social events and meetings
- The non-traditional CM student population is increasing. The economic advantages of the CM field are thought to be the reason but more study is needed.
- Terminology lists and education are increased in entry-level classes (CONST 141, 160, 200) to accommodate non-traditional and ESL students

2020 - CURRENT - A full change on all classes to an online format, partially online preferred (HYBRID), was outlined. This was partially fueled by the COVID issue but was started prior. The HYBRID model is tested and approved by the student body anecdotally and via instructor-conducted surveys. IAB approves of the move.

- ALL Classes are to be fully populated in CANVAS in preparation for HYBRID level presentation, at minimum. Asynchronous classes at maximum. Accomplished 2020
- Classes that integrate PANOPTO or equal online lecture platforms have become the norm for all classes. Typically backed by a PowerPoint-style presentation. Accomplished 2022
- the 2020 COVID response elevates the need for online instruction
  - The initial response was Asynchronous Online due to student and instructor tech limitations
  - Synchronous online classes become the norm by late 2020/ early 2021
  - The program moves to largely HYBRID as restrictions are lifted
  - Synchronous participation for remote students is allowed for approved distance learners only. This is to access remote learners not able to participate in the program prior. The strategy is approved by the Dean of Business and the IAB due to enrollment issues and competition from other CM programs- see below

2020 to CURRENT - Fully online students are needed & accepted in all classes to secure enrollments initially due to COVID Issues but retained to service remote accepted students post restriction.

- A 'With instructor permission' policy is outlined after COVID restrictions are lifted in 2021
- Permissions granted largely due to declared COVID sensitivity issues or remote/ distance from campus issues
- Dual delivery for all students is being explored as of 2023

- 2025- A dual delivery (with permission for online) is adopted 2023

2020 to CURRENT - Full integration of BlueBeam and Procore is achieved in CONST 266 'Advanced Computers in Construction'. Procore use and training are expanded in CONST 260 'Project Management'. Procore use is being reviewed for possible expansion into entry-level classes. This may be possible as our student body becomes more comfortable with computers prior to starting the program. As of 2025 integration into lower-level classes is still being reviewed.

2021 to CURRENT - CTCLink is mandated for College use by the WA State legislature for Edmonds College. Interaction issues with CTCLink need to be addressed by all full and Part-time instructors and advising instructors

2022 to CURRENT - Dave Jacobson, former department Head and full-time instructor is retiring in 2023. Preparations for class turnover and advising for students commence. *Accomplished 2024*

2023 to CURRENT- New instructors and updating to CONST 145 Surveying commences due to the instructor retiring. *Accomplished 2024*

2023 to CURRENT- New instructor and updating to CONST 270 Structural Design commences due to instructor retiring. *Accomplished 2024*

2024 - Edmonds College CM Program requires a new Tenure Track Faculty position due to a former tenured professor retiring.

- The new position will be announced in Feb 2024 by the administration
- Position to be posted for hiring in April 2024
- Training as needed for the new instructor to commence in 2024

- *Accomplished 2024*

2024 to CURRENT- Admin support for Department Head duties increases

- Task listing base meetings are held once a month or more as needed
- Admin staff dedicated to assisting with tasks as needed
- Admin staff dedicated to assisting with the ACCE Accreditation Process

2022 Grad Survey Results document

Future Goals:

2025 to Ongoing- Creation of a 'plans reading room' in MDL 217

- Industry input and financial support needed
- College support needed for computer infrastructure

2024 to Ongoing- Review SLO #5 for Student Preparedness

"Interpret Construction Documents (Contracts, Specifications, and Drawings) used in managing a construction project"

- A score of 3.67 on the student survey for completeness vs. a score of 3.71 for need in the workplace. A Variance of 0.04
- CONST 141 Blueprint Reading to focus more on blueprint reading exercises
- CONST 160 Materials and Methods to integrate more specification research exercises in the weekly homework
- Integrate the SLO into more classes to tie it into the subject matter

2024 to Ongoing- Review SLO #8 for Student Preparedness

"Discuss basic principles of ethics in the construction industry"

- A score of 3.50 on the student survey for completeness vs. a score of 3.63 for need in the workplace. A Variance of 0.13
- Expand provided Materials and testing in CONST 200 Basic Estimating
- Expand Provided Materials and testing in CONST 260 Project Management
- Integrate the SLO into more classes to tie it into the subject matter

2024 to Ongoing- Review SLO #9 for Student Preparedness

"Identify the fundamentals of contracts, codes, and regulations that govern a construction project"

- A score of 3.33 on the student survey for completeness vs. a score of 3.54 for need in the workplace. A Variance of 0.21
- Review construct module in CONST 141 Blueprint Reading
- Review Contract module in CONST 260 Project Management
- Integrate the different kinds of contracts into other classes as possible and appropriate
- Review possible upgrades to the Codes instruction in, CONST 280 Building Codes and CONST 183 IRC, Codes classes
- Integrate the SLO into more classes to tie it into the subject matter

2022 to Ongoing- Dual delivery training and methods for full-time instructors achieved which is step one. Begin work on dual delivery (OWL Tech) for PT instructors is encouraged and desired to be fully implemented over time. No timeline is attached on this due to college OWL availability, etc. Most PT instructors are delivering using ZOOM or other means already.

2023 to present- A New Codes instructor is needed as the present codes instructor, Jeanne Vaughn, has been wanting to retire for years. The search was begun with the assistance of the IAB and a WABO certified graduate. The search was completed in 2024. Training of the new instructor to start June 2024 for the Summer quarter CONST 183 IRC class. *Accomplished 2024*