

# 2015-2016 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)  
or [contact us](#) for more help.

Report:

## Question 1: Program Learning Outcomes

### Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

### Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A

5. Other, specify:

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.**

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

**Q1.6.**

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember:** Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

In our engineering course tracks, where students take 6 design courses, we are able to assess their performance in solving complex real-life problems related to design and construction of structures. These problems are provided to students in 3 phases - lecture, homework, and exams. Their performance on the homeworks and exams is an assessment of how well they are learning the material in the lectures.

**Q2.2.**

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know

4. N/A

**Q2.3.**

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

We have two types of rubric in our program, depending on the instructor as follows:

Type 1:

Scale of 1 to 5, with 5 being the highest. We consider a 3 or higher as our target grade. If we have 75% of the students earning a 3 or higher, we consider the PLO met. If we are below 75% for 3 or higher, then we evaluate the course content and make adjustments in lectures to teach that PLO more closely the next round.

Type 2:

Traditional 100-90-80-70-60-50 scale. We consider a 70 or higher as our target grade. Our goal is to have 75% of the students with 70 or higher.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

CM 30, 130, 140 - test results on specific problems

(Remember: Save your progress)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

**Q3.3.2.**

Please **explain** and **attach** the direct measure you used to collect data:

PLO - problem solving - collected exams, graded exams, and documented the results of specific problems for assessment purposes

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**Q3.4.**

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [Check all that apply]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:  (skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

All 5 of our fulltime faculty, and

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

The 5 fulltime faculty only

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

exams and assignments

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

All student in one class section, no bias.

**Q3.6.2.**

How many students were in the class or program?

average of 35 students/class, or

**Q3.6.3.**

How many samples of student work did you evaluated?

2 samples

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember:** Save your progress)

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews

7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

We have both alumni surveys sent out periodically to graduates, and every senior is required to have a 30-min exit interview with the department chair.



**Senior Exit Interviews - Spring 2014.docx**  
64.14 KB



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**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

Alumni - up to 3 years after graduation

Seniors - all seniors for exit interviews

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, what was the response rate?

25% on alumni

## Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams

- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

**Q3.8.2.**

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

Results of national student competitions - peer assessment, over 50 awards since 2008  
Employment rates - 100% for many years

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## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:


Our program has experienced a significant change in accreditation standards from our accrediting body...American Council for Construction Education (ACCE) as of 2016. We have not closed the loop on assessment, as we have been working hard at how we are evaluating our student learning outcomes to meet the new ACCE standards. Our plans have us closing the loop on assessment over the next year as we collect data from 20 student learning outcomes (mapped to PLO's) for evaluation and conclusions.

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**Q4.2.**

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, especially when reviewing our indirect measures - job placement rates and academic competitions.

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**Q4.3.**

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard



- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

## Question 4A: Alignment and Quality

### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

### Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

#### Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Our changes to the program lies with accountability of all faculty to collect data, evaluate the data, and implement changes at their course level reviews. At our past several faculty retreats, this has been to hot topic as we approved a standard template for collecting and reporting this course level data.

#### Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

### Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

(Remember: Save your progress)

## Additional Assessment Activities

**Q6.**

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

We meet with our industry advisory board every 2-4 weeks to discuss support, student first, events, scholarships, curriculum review, etc.

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 No file attached

**Q7.**

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:

- a.
- b.
- c.

**Q8.** Please attach any additional files here:

- 
- 
- 
- 

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

Senior Exit Interviews

## Program Information (Required)

**P1.**

Program/Concentration Name(s): [by degree]

BS Construction Management

**P1.1.**

Program/Concentration Name(s): [by department]

Select...

**P2.**

Report Author(s):

Mikael Anderson

**P2.1.**

Department Chair/Program Director:

Mikael Anderson

**P2.2.**

Assessment Coordinator:

Mikael Anderson

**P3.**

Department/Division/Program of Academic Unit

Construction Mgmt.

**P4.**

College:

College of Engineering and Computer Science

**P5.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

220

**P6.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

**P7.** Number of **undergraduate degree programs** the academic unit has?

1

**P7.1.** List all the names:

BS Construction Management

with Minor in Business Administration

**P7.2.** How many concentrations appear on the diploma for this undergraduate program?

Don't know

**P8.** Number of **master's degree programs** the academic unit has?

0

**P8.1.** List all the names:

**P8.2.** How many concentrations appear on the diploma for this master's program?

Don't know

**P9.** Number of **credential programs** the academic unit has?

Don't know

**P9.1.** List all the names:

**P10.** Number of **doctorate degree programs** the academic unit has?

N/A

**P10.1.** List all the names:

When was your <b>assessment plan</b> ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
<b>P11.</b> developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>P11.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**P11.3.**

Please attach your latest **assessment plan**:



**CM Dept Vision Statement, Missions, Program Objectives, and Learning Outcomes.docx**  
209.64 KB

**P12.**

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

**P12.1.**

Please attach your latest **curriculum map**:



**ACCE Student Learning Outcomes - mapped to curriculum - Fall 2014.docx**  
16.21 KB

**P13.**

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

**P14.**

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

**P14.1.**

Does your program have **any** capstone project?

- 1. Yes
- 2. No
- 3. Don't know

**(Remember: Save your progress)**



## **CRITIQUE of the Construction Management Program**

### **Curriculum**

1. What is your overall opinion of the classes in the Construction Management Program?
  
2. Was there enough emphasis and teaching of technology in the undergraduate courses?
  - a. What new technology would you like to see in the classroom, and which classes?
  
  - b. What software are you currently using or expected to know how to use in your job?
  
3. Which of the classes would you change or eliminate entirely (or combine), if any, and why?
  
4. Is there a new course that we do not currently offer that you think would be beneficial to the CM undergraduate education?
  
5. Do you feel the department's mandatory advising was useful in your time to graduate?
  - a. What can we do better in helping students to graduate in a more timely manner?



**Program Related Opportunities**

1. Did you have any CM internships while in the program?
  - a. If so, which company?
  - b. If not, did you have opportunities to intern?
  - c. Did your internship lead to a full-time job offer upon graduation?
  
2. Student Extracurricular Activities:
  - a. Were you an officer on a student club, if so which club and position?
  - b. Did you participate on a student competition, if so which teams and what years?
  - c. Do you feel that these extracurricular activities are too much burden on student's time to effectively pass their courses, why/why not?
  - d. Do you feel students should receive college unit credits for participating in student competitions, even if it doesn't count towards the major?

**Administration**

- 1.) Do you feel the department effectively communicating information for events and scholarships?

How can we communicate more effectively to the student body (social media, texts, emails)?

- 2.) What administrative policies or procedures would you like to see changed?





**Employment**

Have you come to an agreement with an employer? Name: \_\_\_\_\_

What is your job title, and what are your duties?

What financial arrangements have you negotiated with your employer (this information will be shared only with Cici Mattiuzzi and visiting accreditation teams).

Salary Information

\$35-\$40K _____	\$40-\$45K _____
\$45-\$50K _____	\$50-\$55K _____
\$55-\$60K _____	\$60-\$65K _____
\$65-\$70K _____	\$70-\$75K _____

Benefits?

Profit Sharing?

Auto, or auto allowance?

---

**Future Career Plans**

Short Term Goals (2 – 3 years):

Long Term Goals (more than 5 years):

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**CONTACT Information (If you prefer to remain anonymous due to comments above, than please email me your contact info separately)**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

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**VISION STATEMENT:** The CSUS Construction Management Program faculty and staff will consistently attain the highest standards in the development of practical construction excellence and entrepreneurship

**MISSION OF THE CM PROGRAM**

**M1:** To continue fostering the development of individuals who are qualified upon graduation to perform ethically, responsibly and productively in management positions with construction contractors.

**M2:** Maintaining a construction management program that is vibrant, relevant, and responsive to the students and industry it serves will fulfill the mission.

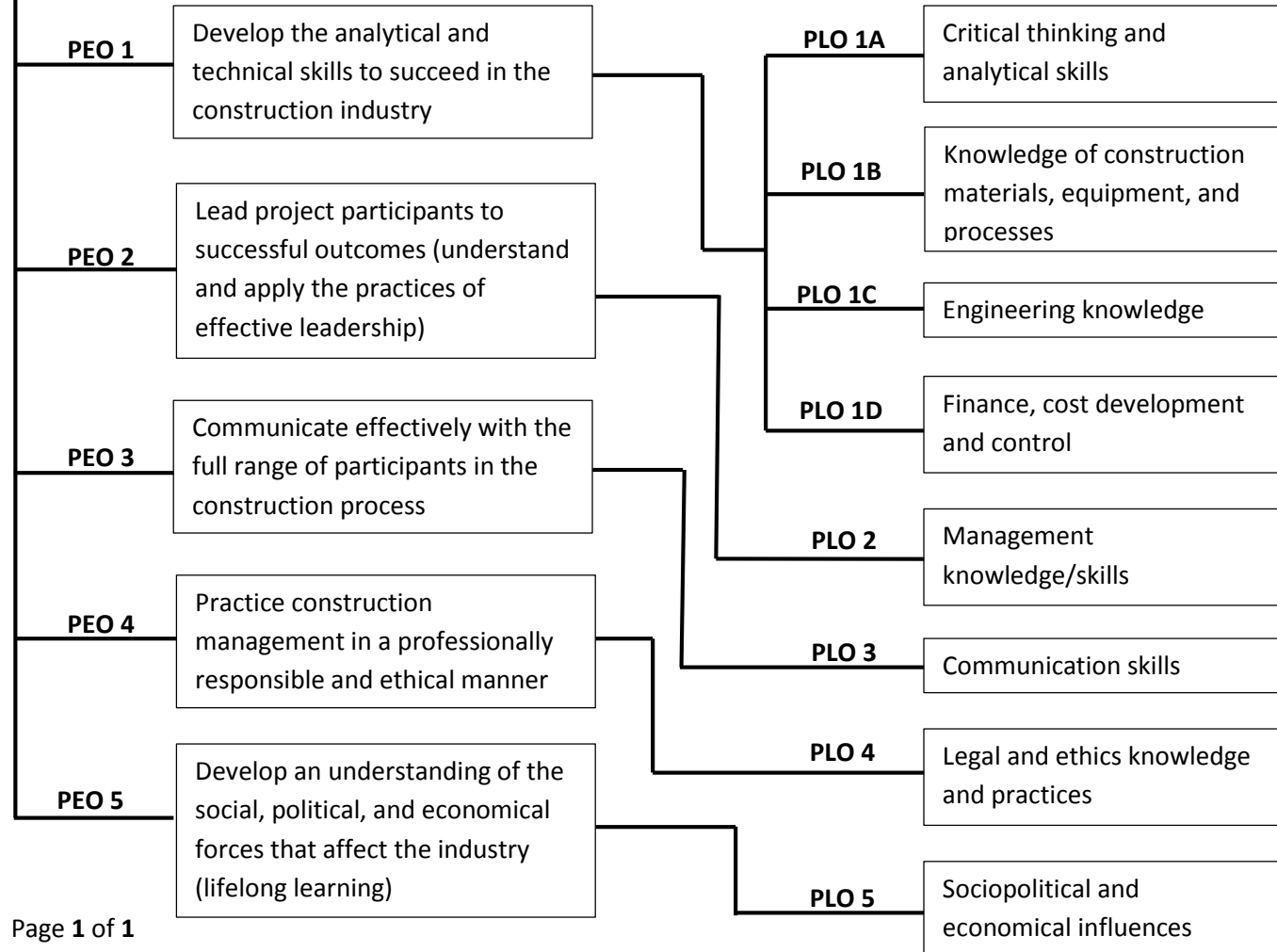
**M3:** Broad-based fundamental technical and management skill, an understanding of the political, economic, and social issues influencing the industry, sensitivity to moral and ethical issues involving the profession, and effective communication and teamwork skills characterize the CSUS Construction Management Program graduate.

**M4:** Faculty will continue to encourage their students to think like business owners, to independently explore and discover, to recognize education as a life-long endeavor, and to be thoughtful, responsible citizens

**PROGRAM EDUCATIONAL OBJECTIVES (PEO):**  
A set of expectations that the Program establishes for students to be able to achieve after they graduate

**PROGRAM LEARNING OUTCOMES (PLO):**  
A set of objectives that the students are expected to accomplish as they go through the program

**COURSE LEVEL LEARNING OUTCOMES:**  
Standardized Course Syllabus lists the Course Objectives and Specific Educational Outcomes



**COURSE MAPPING**

PLO	Construction Unit Course																					
	CM 9	CM 10	CM 20	CM 21	CM 22	CM 30	CM 40	CM 110	CM 111	CM 120	CM 121	CM 124	CM 125	CM 126	CM 127	CM 129	CM 130	CM 135	CM 136	CM 140	CM 150	
1A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1B			X	X	X		X			X	X	X	X	X	X	X						
1C						X	X			X							X	X	X	X	X	
1D										X	X	X	X	X	X	X						
2		X	X	X	X			X	X	X	X	X	X	X	X	X						
3	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X				
4		X			X			X	X	X	X	X	X	X		X						
5					X				X				X	X		X						

**SECONDARY MISSION:**  
CM Program to serve as a source of education, training, and research for organizations performing construction services, when resources permit and demand exists.

**TOPICS UNDER CONSIDERATION**

- OSHA 10/30 Training
- DBIA Courses
- LEED Certification
- Construction Certificate Program for Civil Engineers