COLLIN COLLEGE

ASSOCIATE OF APPLIED SCIENCE
CONSTRUCTION MANAGEMENT

TECHNICAL CAMPUS
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DIRECT ASSESSMENT RESULT AND ANALYSIS SUMMARY

AAS CONSTRUCTION MANAGEMENT

ACCE SLO #	COURSE	SEMESTER	ASSESSMENT DESCRIPTION	CLASS AVERAGE (%)	CLASS PASSING (%)	ANALYSIS
1	CNBT 1346	Spring 22	Final Project and Presentation	83.76	82	Met performance goal.
2	CNBT 1346	Spring 22	Project	80.35	82	Met Performance goal.
3	CNBT 1359	Spring 22	Final Project	87.2	95	Met Performance goal.
4	CNBT 1359	Spring 22	Final Project	85.5	95	Met Performance goal.
5	CNBT 1300	Spring 22	Final Exam	83.3	76	Met Performance goal.
6	CNBT 2344	Fall 21	Income and Expense Project	75.86	86	Met Performance goal.
7	CNBT 1315	Spring 22	Midterm Exam	79.49	85.71	Met Performance goal.
8	CNBT 1342	Spring 22	Midterm Exam	79.44	87	Met Performance goal.
9	CNBT 1342	Spring 22	Final Presentation	85.73	87	Met Performance goal.
10	CNBT 1311	Spring 22	Final Exam	84.67	88	Met Performance goal.
11	OSHT 1305	Spring 22	NCCER Mod 1 Exam	83.07	85	Met Performance goal.
12	CNBT 1311	Spring 22	Quiz	80.23	88	Met Performance goal.
13	CNBT 2340	Fall 21	Test #2	77.84	80	Met Performance goal.

PLAN OF ACTION

The data obtained and the analysis given in previous section are used to improve student attainment of the required goals through a change in course design and delivery.

To further improve teaching and learning as well as delivery of the course materials the following are being taken into consideration:

1. Class presentation using PowerPoint, videos, or supplementary documents must continue to be available to students through Canvas for easy access, so students can read the materials and prepare prior to attending class.
2. The laboratory activities and exercises, major exams, and solutions must need to be constantly updated to reflect relevant current trends and innovations in the construction industry.
3. Continue to provide and present real-world application of illustrative problems in the lecture and in the laboratory component of the course to stimulate and encourage students' interest.
4. Encourage students to become members of the construction managements student association to create networking and camaraderie with other construction students that promote group learning and tutoring.
5. Involve students with local or state professional organizations to expose them with the construction industry through symposium, seminars, trainings, or competition.
6. Encourage students to utilize faculty office hours and open lab time to ask guidance, help, or advising.
7. Continue to develop laboratory workbooks and high-quality print sets for classes with laboratory components to provide simulation and application of the gain knowledge in the lecture session.
8. Continue to provide review of mathematics for classes that require prior knowledge in math and methods/materials construction courses to close the gaps in the assessments.
9. Separate the CAD students from the Construction Management students in different sections of Print Reading classes so attention can be paid to prior knowledge.

STRATEGIES

1. Identify students who need additional instructional support and refer them to various college resources.
2. Support students via mentors, tutoring, peer support, networks, and role models.
3. Consider varied effective strategies to instruct diverse learning such as class team/collaborative work, buddy system, student centered/focus class discussion, student engage activities, etc.
4. Provide clear expectation and information about the class at the beginning of the semester.