

Assessment of Program Learning Outcomes Report Form A

Construction Science
(Instructional/Degree Program)

Undergraduate
(Degree Level)

2008-2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

1. Program Learning Outcome (What did your program want from your students?)

Completion of a **Construction Manager Certification Exam** and/or **the Leadership in Energy and Environment Design (LEED) exam**

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. With incoming freshman class in fall 2009 require that as part of their graduation process that they will take the CM Certification Exam and/or LEED certification exam.
2. Introduction to the exams to be done in CONS 1231 and CONS 1241 (freshman seminars). Use this time to promote the value of certification to their careers in construction.
3. Continuation of emphasis in CONS 4821 and CONS 4831 (senior seminars). Arrange for a 'pre-test' or practice exams as part of this class.
4. Complete follow up with graduates at 3 and 5 years out to see in they have obtained certifications.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Exams: Demonstration of knowledge and skills in freshman seminar courses through exams.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

Compare results of all seminar courses exams.

3c. Use of Results (How did you use the findings?)

Review findings to determine of awareness the freshman level regarding intent to take the exams carries through to senior level seminars and to actual plans to take the exams.

- 4a. Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Pre-tests: Use of practice tests to gauge potential performance on real exam and to determine if we need to strengthen teaching in specific subject areas.

- 4b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Evaluation of student test scores to determine impact or influence on career path and pursuing certification, and job placement.

- 4c. Use of Results** (How did you use the findings?)

Determine if classes introductions are attracting students interests in becoming certified.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above***

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Review findings to determine of a link at the freshman level regarding intent to take the exams carries through to actual taking the exams.

Obtaining certification through exams.

- 5b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Annual report on graduates that have obtained CM and/or LEED certification. Compare the totals and the time frames that it took to achieve.

- 5c. Use of Results** (How did you use the findings?)

Evaluate the number of certifications obtained by each graduate and compare/contrast with other ACCE institutions.

- 6. Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

All results are to be kept in the Director's office.

* May be repeated for means or measures over the three required.

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1. Program Learning Outcome (What did your program want from your students?)

Have knowledge and a professional vocabulary regarding **construction materials**.

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Connection with the professional workforce and hands on experience.
2. Mentorship and/or internships.
3. Learning Objectives clearly stated in ARCH 2273 Materials & Methods I and ARCH 3283 Materials & Methods II.
4. Repetition of key elements across CS curriculum (i.e., ARCH 3013 Estimating).

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

ARCH 2273 Materials & Methods I: Exams

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

ARCH 2273 Materials & Methods I: Evaluation of exam results

3c. Use of Results (How did you use the findings?)

Determine if deep learning of critical issues (i.e., the formula for concrete) is learned and retained over the course of the semester. Exams will have questions that carry forward from exam 1 to exam 2 and exam 3 to find out if cumulative and comprehensive information has been learned.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

ARCH 3283 Materials & Methods II.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

ARCH 3283 Materials & Methods II: Evaluation of exam results

4c. Use of Results (How did you use the findings?)

Determine if basic individual materials concepts tested in ARCH 2273 carry over to ARCH 3283 where individual materials are joined with others to form systems (such as curtain wall, structural systems, tec.)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

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Draft Cons Sci Learning Objecvie #1 Materials

Assessment of Program Learning Outcomes Report Form A

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Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

1. Program Learning Outcome (What did your program want from your students?)

Proficiency and knowledge of **software applications** related to major construction components (Estimating and Scheduling).

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Assessment of 'best practices' and software used by leading construction firms in major industry segments (Commercial, Residential, Highway/Heavy, and Facilities Management).
2. Use of current software from 2.1 above in ARCH 3013 (Estimating) and CONS 4753 (Scheduling & Mobilization)
3. Reinforcing the use of current software in capstone courses (CONS 4413 Residential; CONS 4423 Commercial; CONS 4433 Industrial; CONS 4443 Highway; CONS 4453 Facilities Mgmt.)

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

ARCH 3013 Estimating: Exams
CONS 4753 Scheduling & Mobilization: Exams and/or Project Assignments.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

ARCH 3013 Estimating: Evaluation of exam results and project assignments.
CONS 4753 Scheduling & Mobilization: Evaluation of exam results and project assignments.

3c. Use of Results (How did you use the findings?)

Determine if critical issues are learned. Exams will have questions that carry forward from exam 1 to exam 2 and exam 3 to find out if cumulative and comprehensive information has been learned.

Project assignments should demonstrate incorporation of software use in final analysis/presentation.

- 4a. Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Capstone Course: Use and application of estimating and/or scheduling software in capstone courses.

- 4b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Evaluation of project assignments or presentations results. Review with learning objectives of ARCH 3013 and CONS 4753.

- 4c. Use of Results** (How did you use the findings?)

Determine if basic knowledge of computer software is demonstrated.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

1. Survey of alumni to determine use of course learning objectives in their jobs and the actual use of the software and exposure to and use of new industry innovations such as "SqFt" programs and bid plan rooms that is transforming our industry.
2. Survey of Employers (both those that hire our graduates and those that are potential employers that have participated in PVAMU career fairs.

- 5b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Annual report on survey results.

- 5c. Use of Results** (How did you use the findings?)

Correlate use of software in industry versus that used in courses noted above. We need to continually challenge ourselves to make sure that we are using the best and most widely used programs. This is critical as our graduates seek full-time employment.

- 6. Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

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Draft Cons Sci Learning Objective #2

Assessment of Program Learning Outcomes Report Form A

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Undergraduate
(Degree Level)

2008-2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

1. Program Learning Outcome (What did your program want from your students?)

Proficiency and knowledge of key concepts in **management techniques** related to the construction industry.

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Review of course content for all courses in management, marketing, finance and business law to ensure that it complies with accreditation agency (ACCE: American Council for Construction Education)
2. Incorporation of courses listed in 2.1 above in appropriate CONS courses (primarily capstone courses).
3. Use of 'real life scenario' and 'role playing' to emphasize techniques.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Demonstration of knowledge and skills in capstone course.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

Compare reviews of all capstone courses (residential, commercial highway, industrial and facilities management) for use of management, marketing, finance and legal knowledge.

3c. Use of Results (How did you use the findings?)

Determine if courses in the College of Business are addressing the ACCE requirements and those issues as identified by major employers of our graduates.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Capstone Course: Use and application of 'real life scenarios' that require use of management techniques learned in course identified in 'Strategies' section.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Evaluation of student performance in capstone classes.

4c. Use of Results (How did you use the findings?)

Determine if basic knowledge of management techniques is demonstrated.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Use of team projects in capstone projects (with rotation so that a major management concept is emphasized in several subject areas).

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Annual report on "End of Course Summary" forms.

5c. Use of Results (How did you use the findings?)

Re-evaluate the emphasis on techniques in capstone courses.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

All results are to be kept in the Director's office.

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Assessment of Program Learning Outcomes Report Form A

Construction Science
(Instructional/Degree Program)

Undergraduate
(Degree Level)

2008-2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

1. Program Learning Outcome (What did your program want from your students?)

Completion of a **capstone course** in construction program (residential, commercial, highway, industrial, or facilities management)

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Introduction to construction careers in CONS 1231 (freshman seminar).
2. Continuation of introduction in CONS 1241 (freshman seminar).
3. Emphasis and advisement of CS majors on career options in their junior year before deciding on capstone class to be taken as a senior. (CONS 4413 Residential; CONS 4423 Commercial; CONS 4433 Industrial; CONS 4443 Highway; CONS 4453 Facilities Mgmt.)
4. Assign faculty as advisors to students based upon their career/teaching focus.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Exams: Demonstration of knowledge and skills in seminar courses through exams.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

Compare results of all seminar courses results.

3c. Use of Results (How did you use the findings?)

Review findings to determine of a link at the freshman level regarding career intent carries through to capstone enrollment (residential, commercial highway, industrial and facilities management).

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Capstone Course: Use of guest lecturers from the appropriate industries to reinforce the career paths open to CS graduates combined with surveys on presentations.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Evaluation of student surveys to determine impact or influence on career path performance in capstone classes.

4c. Use of Results (How did you use the findings?)

Determine if capstone classes are attracting students based upon interest or just for degree hours.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Use of internships as required by ACCE.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Annual report on "List of Knowledge and Skills" listing of all items that the student competed as an intern.

5c. Use of Results (How did you use the findings?)

Evaluate the number of tasks completed by each student and compare similarities and differences in career fields (residential versus commercial, versus highway, etc.).

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

All results are to be kept in the Director's office.

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**Assessment of Program Learning Outcomes (6/16/09)
Report Form A**

Community Development Graduate Program
(Instructional/Degree Program)

Masters
(Degree Level)

Fall 2008– Fall 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 1:

The MCD program educates post-graduate students for professional practice as a preparation for employment or advancement in four fields in which the knowledge and skills of Empirical Reasoning, Social and Economic strategies, Design, Development and Planning and Entrepreneurship are valued. MCD graduate students will demonstrate the knowledge and skills required to identify, evaluate and assess the growth and development of urban and rural communities, design and planning trends within the four fields of community development.

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. At the beginning of each academic year a student orientation seminar is convened to introduce students to course expectations.
2. MCD faculty meet in a one-day retreat; focus groups discuss learning objectives along with an evaluation of the prior period teaching assessment.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test). Briefly explain the means or measure and how you determined achievement.

First Direct Measure: Course Embedded Papers and Exam Questions:

1. Students are evaluated based on written and verbal presentation and written research assignments throughout the semester; each assignment is graded according to the desired learning objective(s) rubric.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

Using final grades as a direct measurement:

1. 80% of the students successfully completed the Course Embedded Papers and Exam Questions verbal and written assignments/projects.
2. 80% of the written presentations were found to meet the learning objectives.

3c. Use of Results (How did you use the findings?)

1. Actual course context used for assessment of learning objectives will vary depending on the timing of courses offered.
2. Faculty will develop a rubric to improve outcomes to specific course papers and exam questions for each data collection cycle.

4a. Second Direct Measure or Means of Assessment for Outcome above (.). Briefly explain the means or measure and how you determined achievement.

Practicum I & II and Internship:

1. Learning Objectives are assessed in guided professional Internship in CODE 5406 and CODE 5043 Practicum I and CODE 5063 Practicum II. Learning Objectives are assessed in the following ways, Community Building, Community Planning, Community Economic Development, Project Administration and Community Social Development.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

1. 80% of the student interns contributed to the daily activities of the host company.
2. 70% of the interns were later employed in similar or comparable positions

4c. Use of Results (How did you use the findings?)

1. Alumni survey currently under development.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above (Indirect: .). Briefly explain the means or measure and how you determined achievement.

At the close of each semester, all students in the program are provided with the opportunity to provide feedback on their learning outcomes in a public forum with faculty members and invited professionals.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Overall, 80% of the students were able to communicate issues and solutions in an effective manner. This finding is based on a summary of the work documented for the most recent each semester course offerings.

5c. Use of Results (How did you use the findings?)

1. Faculty used this information to assess and evaluate the program and course objectives.
2. Program and course delivery are modified based on these results to “close the loop”.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Physical copies of course projects that demonstrate documented outcomes of Empirical Reasoning, Social and Economic strategies, Design, Development and Planning and Entrepreneurship are kept on file in the school of Architecture Room 260 contact: Dr. Akel Kahera

Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

MCD
(Instructional/Degree Program)

Graduate
(Degree Level)

Fall 2008- Fall 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program-learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

The following student learning outcome for the graduate students in the Program is assessed and revised periodically by the faculty and is designed to reflect the MCD mission statement and academic program objectives.

1. Students will demonstrate knowledge of the broad principles of Design (Land Use/Planning) Development.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

To achieve competency in the area of (Land Use/Planning) Development students will follow a pedagogy and several rigorous assignments that test the key components of (Land Use/Planning) Development; students are assessed using the rubric developed by the course instructor.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct:etc.).

Determined achievement is evaluated using a rubric that include the following assessment of learning objectives:

1. Identify the correct process that explains quantifiable (Land Use/Planning) Development concepts. Example: New Urbanism, Sustainability etc.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

1. 75% of the students were able to analyze data related to Entrepreneurship.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

1. Students need more practice with interpreting social and economic trends that suggest variables related to (Land Use/Planning) Development..

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Direct Means of Assessment:

1. Apply (Land Use/Planning) Development concepts and principles to analyze a case study.
2. Collaborative development studies that exhibit qualitative, quantitative and direct evidence of achievement of the project criteria.
3. At least 75 % of the Students scored 80% or above on this exercise.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. Students were most successful at identifying social and economic problems of a given case study.
2. Students were less successful at analyzing data that suggest (Land Use/Planning) Development solutions.

4c. Use of Results (How did you use the findings?)

1. Re-Designed course objectives to implement a practicum to improve and assess (Land Use/Planning) Development concepts.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement.

Direct:

1. Students were evaluated on their ability to develop a project related to (Land Use/Planning) Development.
2. Final (Land Use/Planning) Development projects are evaluated by faculty and professional jurors; projects are evaluated based on originality, etc., and client input.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. The MCD curriculum requires that the area of (Land Use/Planning) Development would always be an assessment instrument.
2. 80% of students would need to develop a final project as an applied Design (Land Use) Development exercise judged by a jury in similar fashion to a thesis.

5c. Use of Results (How did you use the findings?)

1. To close the loop more emphasis will be placed course related projects that explore Design (Land Use) Development.

6. Documentation (What is the evidence and where is it located?)

A number of studies that demonstrate proficiency in the area of Design (Land Use) Development are located in the office of Dr. Akel Kahera, Interim Department Head; are on file in hard copy in electronic format in Room 260 School of architecture.

Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

MCD
(Instructional/Degree Program)

Graduate
(Degree Level)

Fall 2008- Fall 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program-learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

The following student learning outcome for the graduate students in the Program is assessed and revised periodically by the faculty and is designed to reflect the MCD mission statement and academic program objectives.

1. Students will demonstrate knowledge of the broad principles of Entrepreneurship.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

To achieve competency in the area of Entrepreneurship students will follow a pedagogy and several rigorous assignments that test the key components of Entrepreneurship; students are assessed using the rubric developed by the course instructor.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct:etc.).

Determined achievement is evaluated using a rubric that includes the following assessment of learning objectives:

1. Identify the correct process that explains quantifiable Entrepreneurship concepts.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

1. 75% of the students were able to analyze data related to Entrepreneurship.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

1. Students need more practice with interpreting social and economic trends that suggest variables related to Entrepreneurship.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Direct Means of Assessment:

1. Apply entrepreneurship concepts and principles to analyze a case study.
2. Collaborative development studies that exhibit qualitative, quantitative and direct evidence of achievement of the project criteria.
3. At least 75 % of the Students scored 80% or above on this exercise.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. Students were most successful at identifying social and economic problems of a given case study.
2. Students were less successful at analyzing data that suggest Entrepreneurship solutions.

4c. Use of Results (How did you use the findings?)

1. Re-Designed course objectives to implement a practicum to improve and assess Entrepreneurship concepts.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement.

Direct:

1. Students were evaluated on their ability to develop a project related to Entrepreneurship.
2. Final projects are evaluated by faculty and professional jurors; projects are evaluated based on originality, etc., and client input.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. The MCD curriculum requires that the area of Entrepreneurship would always be an assessment instrument.
2. 80% of students would need to develop a final project as an applied Design (Land Use) Development exercise judged by a jury in similar fashion to a thesis.

5c. Use of Results (How did you use the findings?)

1. To close the loop more emphasis will be placed course related projects that explore Design (Land Use) Development.

6. Documentation (What is the evidence and where is it located?)

A total number of studies that demonstrate proficiency in the area of Design (Land Use) Development are located in the office of Dr. Akel Kahera, Interim Department Head; are on file in hard copy in electronic format in Room 260 School of architecture.

Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

MCD
(Instructional/Degree Program)

Graduate
(Degree Level)

Fall 2008- Fall 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program-learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

The following student learning outcomes and competencies for the graduate students in the Program are assessed and revised periodically by the faculty and are designed to reflect our mission statement and academic goals for MCD graduate students.

1. Students will demonstrate principles of Empirical reasoning and problem solving critical thinking and research skills.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

1. For each of these two competencies students will be given a research assignment that summarizes key findings from an empirical research.
2. They will be asked to identify the key components of the social, political or economic process; students are assessed using the rubric developed by the course instructor.
3. Students are taught the use of literary data base (eg. EBSCO) by PVAMU reference librarians

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct:etc.).

Determined achievement is evaluated using a rubric that include the following assessment of learning objectives:

1. Identify the correct process the craft of research using MLA/APA standards.
2. Develop a research hypothesis in the research paper, that identifies quantifiable social, economic, political and cultural variables.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

1. 75% of the students were able to analyze data and primary documents or scholarly research.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

1. Students need more practice with interpreting data and looking for trends that suggest the answer to the hypothesis.
2. Students need more practice with the design of their own research topics which are similar to studies done by cohorts in the humanities and urban planning disciplines.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Direct Means of Assessment:

1. Apply design concepts and principles to analyze a social situation.
2. Collaborative development studies/ drawings, models and design studies that exhibit Qualitative, quantitative and direct evidence of achievement of the project criteria. Example CD 5093 (required course)
3. At least 75 % of the Students scored 80% or above on this exercise.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. Students were most successful at identifying the design concepts and principles to analyze a social situation.
2. Students were less successful at identifying the experimental land use and zoning controls.

4c. Use of Results (How did you use the findings?)

1. Designed course objectives and begun to implement a practicum, and guided internship to improve and assess critical thinking and research skills.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g.,

Direct:

1. Students were evaluated on their ability to develop a comprehensive research project.
2. Final projects are evaluated by faculty and professional jurors; projects are evaluated based on originality, etc., and client input.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. The MCD curriculum requires that the area of Empirical reasoning would always be a research based assessment instrument.
2. 80% of students would need to develop a final project as an applied research exercise judged by a jury in similar fashion to a thesis.

5c. Use of Results (How did you use the findings?)

1. To close the loop more emphasis will be placed on research skills and the support of students to attend and present papers at symposia to improve their professional presentation skills.

6. Documentation (What is the evidence and where is it located?)

A total number of written and graphic studies that demonstrate proficiency in the MCD concentration area of critical thinking and research skills are located in the office of Dr. Akel Kahera, Department Head; are on file in hard copy in electronic format in Room 260 School of architecture.

Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

MCD
(Instructional/Degree Program)

Graduate
(Degree Level)

Fall 2008- Fall 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program-learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

The following student learning outcome for the graduate students in the Program is assessed and revised periodically by the faculty and is designed to reflect the MCD mission statement and academic program objectives.

1. Students will demonstrate knowledge of the broad principles of Social and Economic development.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

To achieve competency in the area of Social and Economic development students will follow a pedagogy and several assignments that test the key components of Social and Economic development; students are assessed using the rubric developed by the course instructor.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct:etc.).

Determined achievement is evaluated using a rubric that include the following assessment of learning objectives:

1. Identify the correct process that explains quantifiable social and economic variables.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

1. 75% of the students were able to analyze data related to Social and Economic variables.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

1. Students need more practice with interpreting data and looking for trends that suggest variables related to social and economic development.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Direct Means of Assessment:

1. Apply design concepts and principles to analyze a social situation.
2. Collaborative development studies/ drawings, models and design studies that exhibit Qualitative, quantitative and direct evidence of achievement of the project criteria. Example CD 5093; CD 5343 (required courses)
3. At least 75 % of the Students scored 80% or above on this exercise.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. Students were most successful at identifying the Social and Economic problems of a given case study.
2. Students were less successful at analyzing the social and economic data.

4c. Use of Results (How did you use the findings?)

1. Re-Designed course objectives to implement a practicum to improve and assess Social and Economic development.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g.,

Direct:

1. Students were evaluated on their ability to develop a project related to Social and Economic development..
2. Final projects are evaluated by faculty and professional jurors; projects are evaluated based on originality, etc., and client input.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

1. The MCD curriculum requires that the area of Social and Economic development would always be an assessment instrument.
2. 80% of students would need to develop a final project as an applied research exercise judged by a jury in similar fashion to a thesis.

5c. Use of Results (How did you use the findings?)

1. To close the loop more emphasis will be placed on course-related projects that explore Social and Economic development.

6. Documentation (What is the evidence and where is it located?)

A total number of studies that demonstrate proficiency in the area of Social and Economic development are located in the office of Dr. Akel Kahera, Interim Department Head; are on file in hard copy in electronic format in Room 260 School of Architecture.