

The following SLOs for the **Construction Management Bachelor Program** were assessed during the 2017-18 Academic Year:

Year 1 - 2017-18	
1. Which SLO(s) to assess	SLO d - Ability to function in teams.
2. Assessment indicators	d-Capstone project rubric
3. Sample (courses/# of students)	d-CMGT 4620
4. Time (which quarter(s))	d-Spring 2017
5. Responsible person(s)	a-Prof. Shahbodaghlou
6. Ways of reporting (how, to who)	The results will be reported by faculty to the department chair via completion of the course Faculty Self-Assessment form.
7. Ways of closing the loop	Interaction between chair, faculty and industry advisory board

Assessment of SLO (7):

Outcome d was assessed in CMGT 4620 – Senior Project II, using the Team Project for the course. The purpose of this course is to use the RFP (Request for Proposal) for a real world project as a capstone project. This year the students prepared a response to the RFP for the “San Jose State University Recreation and Aquatic Center”. Students worked in teams of four and prepared the following as part of the project:

1. RFP proposal project Sustainability Score Sheet and proposal for Silver LEED Certification
2. Design-Build Project Experience of Proposer
3. Design-Build Project Experience of Architect
4. Project Organization, Personnel Experience and Qualifications
5. Staffing Levels
6. Proposed Project Approach
7. Project Schedule and Plan

8. Project Estimate
9. Site Layout Plan
10. Site Access Plan
11. DVBE Incentive Proposal
12. Exceptions and Clarifications
13. Technical Proposal Design Sketch

This project is the student's final academic experience with teamwork while developing hands on experience with all the various segments of their academic program. For many of these areas such as Estimating, Scheduling, Sustainability, Construction Management, BIM (Building Information Modeling), Risk Management, Contract Law, etc., the student take separate courses. In addition, elements of team work and team building is discussed in the first segment of the Senior Project course.

At the end of the Spring Quarter, the students submitted a complete written response to the above RFP and made an interview presentation to a panel of five Construction Industry professional, replicating a real world project proposal interview.

Both the written proposal and the interview presentation, based on a quarter long team effort, were evaluated by using the original RFP score sheet and by the industry panel members. This replicated the exact process in the industry by which the proposal is prepared (through teamwork) and rated by the industry panel. The proposal was scored on the basis of 483 points.

Assessment was achieved through direct method by evaluating the overall success of the team in the RFP presentation and interview and the quality of the proposal as achieved through teamwork. This project is a team effort and the teams are evaluated as a whole. This outcome is met when at least 70% of the teams attain a 70% or better score. This year 5 of the 7 teams attained a score of 70% or better for an average of 71%, therefore meeting the threshold. We propose to reduce the number of team members to three to improve the quality of the teamwork based on the instructor's feedback.

