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Academic Quality Improvement Plan (QIP)

Building Construction Science Program

College of Architecture, Art, and Design

Mississippi State University

April 30, 2021

Purpose

The QIP will be the basis for continuous improvement of the Building Construction Science four-year bachelor degree program. The QIP plan provides a systematic and sustainable process to enable the BCS Program to fulfill its mission. An annual report of progress in achieving program goals and objectives is generated. The Plan has three major components:

1. A strategic plan for the BCS program
2. An assessment plan
3. An assessment implementation plan

Strategic Plan

The strategic plan provides the basis

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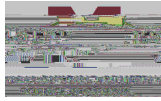
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Educational Unit (Program) Mission: By means of a problem-based learning andragogy that uses case studies, precedents, and the integration of multiple subject areas, the Building Construction Science program will arm graduates with a clearly defined management skill set as they prepare for careers in construction or construction-related fields where effective decision making, problem solving, and multiple forms and levels of management are required.

Goals:

The program mission statement supports both the University and College missions through an emphasis on economic development and student advancement. The goal for students enrolled in the BCS program is a rewarding career in the construction industry.

2. CONSTRUCTION MANAGEMENT PROGRAM EDUCATIONAL OBJECTIVES

The following program educational learning (PLOs) describe the expected accomplishments of graduates during the first several years following graduation from the BCS program at Mississippi State University.

- 1.! Demonstrate an understanding of professional behavior and standards and a readiness to perform in the construction industry.
2. Demonstrate an ability to apply problem-solving skills and integrated technical knowledge within an interdisciplinary team environment.
3. Demonstrate an ability to communicate effectively.
4. Demonstrate a propensity for lifelong learning.

3. STUDENT LEARNING OUTCOMES

The student learning outcomes used to assess the BCS program are: (ACCE Student Learning Outcomes, SLOs).

- 1.! Create written communications appropriate to the construction discipline.
- 2.! Create oral presentations appropriate to the construction discipline.
- 3.! Create a construction project safety plan.
- 4.! Create construction project cost estimates.

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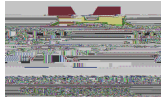
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! indicator of the overall effectiveness of the BCS program in starting MSU's BCS graduates' careers.

Senior Exit Interviews

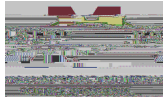
The Program Director meets at the close of each academic year with all graduating students. As mentioned previously the senior BCS students complete an online exit survey, and the results are used to evaluate the BCS program on an annual basis. This meeting and survey allow graduating seniors to express their thoughts about the program. The results of this meeting are shared and discussed with faculty usually at faculty meetings. Changes to courses are influenced by information gathered through these exit interviews.

Employer Surveys

BCS Employer surveys will be conducted by the department every five years. Data will be collected, summarized and reviewed by the BCS faculty and Program Director. It should be noted that assessment data from all sources, including surveys, is shared and discussed with the BCS IAB (Industry Advisory Board).

Annual Faculty Evaluations

Another key element of the quality control program is the annual Faculty Evaluation Process. This process involves an evaluation of faculty strengths, weaknesses, and opportunities in the areas of teaching, service, scholarly/creative activity and professional development, and is the responsibility of the Program Director. During annual reviews, faculty members have an opportunity to discuss student evaluations and any problems in course delivery and student



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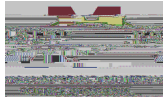
require a reduced teaching load, a sabbatical, physical space and funding. The annual evaluation process also affords the faculty member and Director an opportunity to identify service opportunities that will benefit the BCS program and strengthen pedagogy. Opportunities that have been identified in the past include service on Departmental and institutional committees, as well as those of professional organizations such as ASC and ACCE. Additionally, service to BCS student activities and group chapters are highly encouraged.

Summary

Data is collected from the above sources for assessment purposes. This data is evaluated periodically in relation to the course and program's goals and learning objectives. Issues raised by these surveys are discussed by the entire department as soon as they are identified. Changes,

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Freshman Year Semester 1

BCS 1116 Building Construction Studio A

PH 1113 General Physics I w/lab

MA1613 Calculus for Business

Freshman Year Semester 2

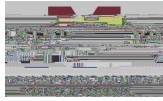
BCS 1126 Building Construction Studio B

PH-1123 General Physics II w/lab

BCS-2313 Virtual Design

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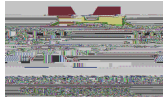
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|---|-----------------------------------------------------------------------------|---|-----------------------------|
| 5 | Sufficient institutional support to achieve mission, goals, and objectives? | y | |
| 6 | Degree program well defined and publicly accessible? | y | On-line website, curriculum |
| 7 | Program head qualified and knowledgeable in construction? | y | professionally registered |
| 8 | | | |

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|---|--------------------------------------------------------------------------------------------------------------------|--|--|
| ! | 47 17. Understand the legal implications of contract, common, and regulatory law to manage a construction project? | | |
| | 48 18. Understand the basic principles of sustainable construction? | | |

