

**Faculty Course Assessment Report**  
**North Dakota State University**  
**Department of Construction Management and Engineering**  
**CME 200 – (sections 01 and 02) – 3 credits**  
**Fall 2010 – Keith W. Johnson**

**Catalog Description:**

This course provides an introduction to construction working drawings; methods and materials of construction; and building codes. The student must be a Construction Management major to take this course.

**Grade Distribution:**

A	B	C	D	F	W	Total
37	17	2	1	1		58

**Modifications Made to Course:**

The students are required to complete worksheets each week on the lecture topic. After each semester I “re-evaluate” the questions and responses to the questions. I update the worksheets to clarify the questions, create more challenging questions. I also use the question responses to clarify lecture points, lectures are also updated following each semester. During the fall 2010 semester, I asked more questions of the students during my lectures to help me determine the students understanding.

**Course Outcomes Assessment ACCE: (matrix content)**

- 4.3 Construction Methods & Materials
- 4.32 Terminology & Units of Measure
- 4.33 Standard designations, sizes & graduations
- 4.39 Building Codes & Standards
- 4.4 Construction Graphics
- 4.43 Detail hierarchies, scale, content
- 4.44 Notes and specifications, reference conventions

**Course Outcomes Assessment (ABET):**

**Communications Component:**

The students are required to communicate with each other as they work in groups. The students are required to answer questions provided on weekly worksheets. The students must solve conflicts that may arise during the exercise and agree on an answer. The group discussion often leads the students into a more concentrated review of the plans and specifications

**Ethics Component:**

An ethics component is not directly defined for CME 200. The students must conform to the honesty requirements established by the university and the college.

**Contemporary Issues Component:**

Contemporary issues informally discussed during the course (CME 200) include green construction, environmental issues that must be considered during construction and how they are addressed in the plans and specifications

**Student Feedback:**

See enclosed documents

- Student SROI's – Spring 2010
- Extra questions for student comments

**Advisory Board or Industry Feedback:**

An observation was scheduled for this course (CME 200), fall semester 2010. The industry representative was not able to adjust his schedule and was therefore unable to complete the observation. He did contact the department and indicated his intention to complete the observation during the spring 2011 semester.

**Reflection:**

In CME 200 the students work in groups. I like that the groups create conversation, conflict, resolution and peer teaching. The groups create questions that I use as a teaching topic for the whole class. The question raised by one group often creates a discussion between several groups, generating more questions. A common problem with groups is that not all students share the workload. I need to improve and create more frequent individual assessment.

**Proposed Actions for Course Improvement:**

We will continue to use the group worksheets in the class, but I intend to incorporate frequent short quizzes. The short quizzes cannot be answered as a group. The questions on the quizzes will be random to discourage "sharing"

We work with a set of plans that were used for the construction of a building on the NDSU campus. I would like to conduct a field trip to the building at the end of the semester, maybe the week before our final. Visiting the building at the end of the semester might help the students related the end product to the plans and specifications. I am investigating a on site "scavenger-hunt" – asking the students to identify components on at the site as located by the plans