As part of the continuous assessment and improvement program, the Educational Outcomes are periodically assessed by different communities such as employers and alumni. For example, the Employers of the CM student Interns evaluate the job performance of the students per the Educational Outcomes.

In addition to self assessment instruments, BCM students are mandated to take one of various professional exams such as the Florida General Contractor's exam and the American Institute of Constructors (AIC) Constructor Qualification Examination (CPC) exam.

A multiplicity of formal and informal methods and techniques are employed to generate feedback and recommendations on the UNF BCM academic program. The methods and techniques used in the BCM Academic Quality Assessment are shown listed below.

Instructional Satisfaction Questionnaire
A formal student assessment is conducted of the instructor and the course each semester for every course.

Graduating Senior Survey
Feedback is solicited from graduating seniors each semester on various aspects of the academic program such as advising, curriculum, student clubs and facilities.

Industry Survey
Professional members of the regional construction companies are solicited for their feedback and views on the academic program. This is typically done twice per year.

The course surveys and the views of industry and the graduating seniors are key inputs to the CM continuous assessment and improvement process.

Internship Evaluations
Each student must participate in an Internship as part of his/her academic program. The employer is asked to evaluate the student's job performance. The evaluation parameters include the Expected Educational Outcomes for the CM program. In a sense, the Department has a

Program Mission Statement
The mission of the Department of Construction Management is to educate and develop construction professionals with a global perspective through a rigorous, relevant, and accredited degree program offered by faculty devoted to excellence in teaching, scholarly activities, service projects, community involvement and ethical standards. Students will experience an active working relationship with local industry and develop a global perspective through cooperative efforts and exchange programs with international universities and colleges in the framework of a culture of ethics, which are vital in the development of successful construction professionals and provides distinct characteristics for our graduates' pursuit of career development and professional opportunities.

Student Learning Outcomes
Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills
• Know and uphold ethical standards of the field.
• Be prepared for successful entry into the construction industry.

Communication Skills
• Communicate effectively, conduct oral presentations, write succinctly and generate professional reports.

Critical Thinking Skills
• The ability to understand and solve construction problems, think and reason logically and make sound economic decisions.

Assessment Approaches
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Informal Industry Feedback
Dean's Industry Advisory Committee:
The Dean has implemented an Industry Leadership Council for the college. Members of this committee include a number of senior executives from the regional construction companies. Feedback from the Dean is shared with the CM faculty.