Assessment Records

Program: Construction and Building Science Technology **Assessment Period: 2021-2022**

Program or Department Mission:

The general mission of the construction program, as contained in the Mission of the College, is to offer programs and activities that reflect those characteristics that help define an educated person. These characteristics include a level of general education that enables the individual to understand his or her culture and environment; the development of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifelong member of society; the identification of a system of personal values based on accepted ethics that lead to civic and social responsibility; and the attainment of skills that enhance the development of leisure activities and a healthful lifestyle. These characteristics are attained not only through organized courses and programs, but also through a variety of social, cultural, civic and other educational activities that are offered based on the needs of the community.

Course Student Learning Outcomes & Assessment Plan
2021-2022

SLO 1: Be able to solve Construction management problems using mathematics, science, and problem-solving skills

SLO 2. Function effectively as a team member or as the leader of a team.

SLO 3. Possess an understanding of professional and ethical responsibilities present in construction management

SLO 4. Be able to communicate effectively using written and verbal assignments

SLO 5. Be able to plan, direct and coordinate construction projects

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Be able to solve Construction management problems using mathematics, science, and problem- solving skills	**CMT 205S** **Const. Management** **CMT 206S** **Const. Estimating** Students are given periodic tests and projects to evaluate their abilities in Construction Problem Solving. Instructor scores Students' **with a rubric from** 1 to 4.	***Successful outcome: 70% of Construction and Building Science Students complete this SLO with 70% or better*** Class outcome averages less than 3 will trigger changes in the course content or instruction prior to the next semester.	**CMT 205S:** **Total of number of students enrolled: 9** 8 out of 9 students completed the requirements in column 2. The average of the 8= 86.15%. ***88.89% of students completed this SLO with 70% or better outcome.*** The course student learning outcomes was greater than 3. Total number of students scoring 3 or better (Column 3) = 9 (100%) **Class average: 3.41** **CMT 206S:** **Total of number of students enrolled: 14** 13 out of 14 students completed the requirements in column 2. The average of 13 = 89.47%. ***92.86% of students completed this SLO with 70% or better outcome.*** The course student learning outcomes was greater than 3. Total number of students scoring 3 or better (Column 3) = 14 (100%) ***Class average: 3.20***	Objectives for **SLO 1** was met through **CMT 205S** and **CMT 102**. Students in **CMT 205S** did so well. Although Some of the students passed this course with lower grades, they still were able to complete the requirements of the course. *Additional projects will be assigned to students to have a better understand of various Construction Management topics.* Students in **CMT 206S** did very well. Although only one student passed this course with lower grades, All the students still were able to complete the requirements of the course. *Further class projects will be assigned for students to work on material Calculation. Therefore, the students will have a better knowledge of construction calculations*.

SLO 2. Function effectively as a team member or as the leader of a team.	**CDT 205 Fundamental of Surveying**. periodic field projects are performed by students in order to show their abilities to work as a team member and/or leader in a team. Instructor scores Students' **SLOs** from 1 to 4.	***Successful outcome: 70% of Construction and Building Science Students complete this SLO with 70% or better.*** Class outcome averages less than 3 will trigger changes in the course content prior to the next semester.	**CDT 205:** **Total of number of students enrolled: 13** 13 out of 13 students completed the requirements in column 2. The average of the 12 successful students is 83.46%. ***100% of students completed this SLO with 70% outcome or better.*** The course student learning outcomes was greater than 3. Total number of students scoring 3 or better =13 ***Class average: 3.80***	Objectives for **SLO 2** was met through **CDT 205.** Students in **CDT 205** did really well. 100% of students passed were able to complete the requirements of the course. *More Field Project will be assigned as additional work for students to work more effectively as a team in the field.*

SLO 3. Possess an understanding of professional and ethical responsibilities present in construction management	**CMT 156** **Contracting and Const. Law** periodic projects and exams are performed by students in order to show their abilities to understand and work in an Ethical Construction environment. Instructor scores Students' SLOs from 1 to 4.	**Successful outcome: 70% of Construction and Building Science Students complete this SLO with 70% or better.** Class outcome averages less than 3 will trigger changes in the course content prior to the next semester.	**CMT 156:** **Total of number of students enrolled: 14** 14 out of 14 students successfully completed the requirements in column 2. The average of the 14 successful students is 85.31%. **100 % of students completed this SLO with 70% outcome or better.** The course student learning outcomes was greater than 3. Total number of students scoring 3 or better (column 3) **Class average: 3.40**	Objectives for **SLO 3** was met through **CMT 156**. Students in **CMT 156** did very well. 100% of the students were able to complete the requirements for the course. Opportunities will be arranged for students in other construction course subjects to discuss Ethics in Construction Industry. Outside speakers may be invited to the class in order to familiarize students with ethics in construction in real world industry.

SLO 4. Be able to communicate effectively using written and verbal assignments	**CMT 161** **Introduction to Sustainable Construction** Term project is assigned that requires the students to turn in a written research project and to present it in front of the class. Instructor scores Students' SLOs from 1 to 4.	**Successful outcome: 70% of Construction and Building Science Students complete this SLO with 70% or better.** Class outcome averages less than 3 will trigger changes in the course content prior to the next semester.	**CMT 161:** **Total of number of students enrolled: 11** 10 out of 11 students successfully completed the requirements in column 2. The average of the 10 successful students is 88.62%. **90.91% of students completed this SLO with 70% outcome or better.** The course student learning outcomes was greater than 3. Total number of students scoring 3 or better (column 3) **Class average: 3.70**	Objectives for **SLO 4** was met through **CMT 161**. Students in **CMT 161** did very well. While only one student passed this course with lower grades, the entire class still were able to complete the requirements for the course. More visual aids will be required from students for their presentation projects. Similarly, additional time will be assigned to class presentations. Plans may also include inviting outside individuals to sit on students' presentations.

SLO 5. Be able to plan, direct and coordinate construction projects	**CMT 217** **Software Applications in Construction** Various project and exams are given by the instructor periodically throughout the course. Instructor scores Students' **SLOs** from 1 to 4.	***Successful outcome: 70% of Construction and Building Science Students complete this SLO with 70% or better.*** Class outcome averages less than 3 will trigger changes in the course content prior to the next semester.	**CMT 217:** **Total of number of students enrolled: 11** 11 out of 11 students successfully completed the requirements in column 2. The average of the 11= 86.10%. ***100% of students completed this SLO with 70% outcome or better.*** The course student learning outcomes was greater than 3 for this **SLOs**. Total number of students scoring 3 or better (column 3) **Class average: 3.52**	Objectives for **SLO 5** was met through **CMT 217.** Students in **CMT 217** had an exceptional outcome. 100% of students performed the requirements for the course. *Even though students did well in this class, plans may include inviting guests from local construction companies to critic students class projects.* *Also, allow these guests to relate the students' Construction Scheduling Projects to actual construction project schedules.*
Submission date: November 11, 2022		**Submitted by: Mike Safavi**		

SLO 1: Be able to solve construction management Problems using mathematics, science, and problem-solving Skills.

CMT 205S Tests and Projects

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

CMT 205s
Construction Management
Final Project, Spring 2022

All proposals must be type written and neatly presented in a folder.

You have graduated with a degree in Construction Management.
Congratulations!
***

Years down the road, as you love your field and working hard to succeed in your career. With your hard work, you are learning to be a great manager. After a few Real Estate transaction, you now have $320,000.00 cash in the bank. You are sure if you could have $1,000,000.00 in capital assets, you could use your work and managerial skills and establish a successful construction company. The industry is optimistic and you are competent in your abilities and goals. However, you need to present convincing answers to the following questions in order to promote your business idea to the interested parties:

1) You must have a name for your construction company.
2) What type of construction are you going to do (i.e., Single Family Residential, Multi-Family, Commercial, Industrial, Remodeling, etc.)?
3) What is the Business Plan for your company?
4) What cost range of projects will your company be performing?
5) Establish a Legal Structure for your company. Show the responsible key players and their hierarchy in your company.
6) List and explain all the solid advantages in choosing this specific legal structure versus other types.
7) Show tables, figures, salaries, or percentages which you recommend disbursing the monthly income of your company among the key player.
8) Your company requires equipment. List and describe what type of equipment you are going to purchase.
9) Since your company owns equipment; what method of depreciation are you going to use for these equipment. What are advantages for using this specific method vs. other methods?

ALL ABOVE QUESTIONS MUST BE SUPPORTED BY NUMBERS WHERE REQUIRED.

90/100

Josh Bowman
CMT 205s
Final Project

J'S Construction Services

We are a general contractor of Single-Family Residential homes.

- Nice Presentation

Business Plan

One of the top priorities is to generate leads. Stephanie graduated with a degree in accounting & has been in the construction industry in sales/accounting for years. She has a proven background for acquiring, retaining, and receiving referrals from clients since she started 3 years ago. She has done that by her incredibly knowledge of this industry but also by her consistent dedication of clearly explaining how business is done and how we can help the client make their dream a reality. When Stephanie has done her job on getting clients, that is handed off to Josh. Josh has grown up in a family of construction workers, from project managers to presidents of companies. Those years growing up working in the field, estimating office and spending some time with the executives, has given him a well-rounded knowledge of not only how the industry works, but how to navigate it to succeed. Josh is the estimator

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Test #2-Spring 2022

Name: _____ CMT205S - Construction Management

Date: _____ Instructor – Dr. Mike Safavi, AIC, CPC

This test has ONE hour time limitation

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

1. If your company wins a bid, when do you start your mobilization to that job site? (5 pts.)

2. Your next project is a remodel of a small old manor. As a 110-year-old structure, no plans or drawing exist. The owners of this residence have heard lots of positive and helpful reviews about your company and its quality workmanship. They are ready to sign a contract with your company. What type of a contract are you willing to sign regarding this remodel project? Explain why? (15 pts.)

Type of Contract:

Explain:

3. The owner desires to modify a few parts of the project prior to Bid Opening Day; What types of documentation should he present to you as the bidding contractor? (10 pts.)

4. The owner requires you to submit certifications for Payment Bond and Bid Bond. Clearly explain why the owner requires these bond certifications from you. (20 pts.)

Payment Bond:

Bid Bond:

5. As a Contractor, you have a General Partnership structure with a total asset of $200,000. You have won the bid on a $161,000 project. You are in the need of a credit line from your local bank to pay for all the initial costs of the project. Your bank is requiring you to show the following:

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Jefferson State Community College - CBST Department - Course Student Learning Outcomes (SLO)
Instructor Class Evaluation

CMT 205S - CONSTRUCTION MANAGEMENT

Mike Safavi, AIC, CPC Instructor Name Semester Course CRN Number Student Name	The student understands the construction management topics of project delivery methods, contract pricing, subcontracting, and material management.	The student understands the Bidding Process, submittals, project start-up, field questions, and progress payments.	The student understands the construction management topics of safety plans, change orders, and project delivary.	The student understands the different types of Legal Structure for a company. The studant is able to analyze the pros and cons for such legal structures.	The student understands equipment depreciation methods and is able to calculate equipment deprecaition.		Student Average	Final Grade (A,B,C,D,F)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
Average class SLO	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	

Use this chart to complete the student learning outcome evaluation for each of your students.

1=low comprehension 4=high comprehension

Please return this form to the Prgram Coordinator at the end of each semester

SLO 1: Be able to solve construction management Problems using mathematics, science, and problem-solving Skills.

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

CMT 206S Tests and Projects

CMT 206, Construction Estimating
Test #1 – Spring 2022
Instructor: Dr. Mike Safavi, AIC, CPC

Jefferson State Community College
Construction and Building Science Department

Name: _____ Date: _____

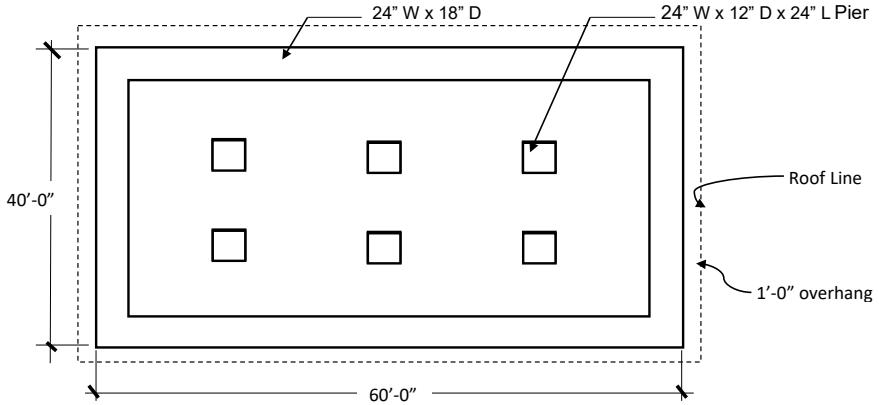
Please read every required calculation carefully, before start working.
You must record your answers in provided boxes.

Calculate the quantity of the required material for the attached storage shed.

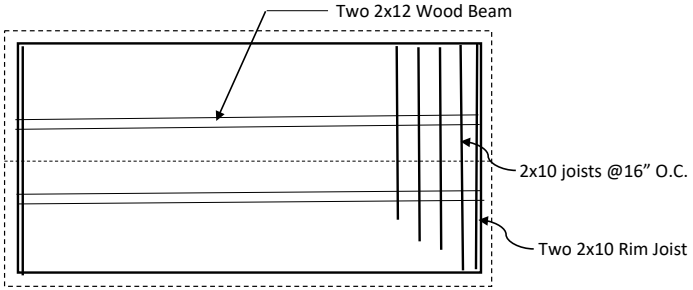
1. Cubic Yards of concrete need to be ordered for the entire Footings? (20 pts.)
2. Required Board Feet for 2x8 Pressure treated Sill Plate (on top of foundation wall and piers. Each pier requires 24" length Sill Plate).(15 pts.)
3. Required Linear Feet for 2x4 Bottom and Top Plates. (15 pts.)
4. Required Board Feet for Floor Joists and Beams. (25 pts.)
5. Required number of ¾" plywood subfloor. (10 pts.)
6. Required number of ½" OSB Roof Decking sheets? (15 pts.)

Answers with proper units:

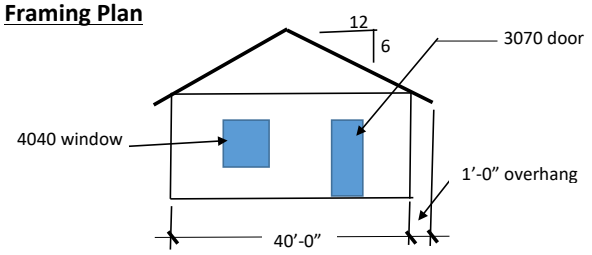
1.	***2.***
3.	***4.***
5.	***6.***



Foundation Plan



Framing Plan



Roof Section

Jefferson State Community College - CBST Department - Student Learning Outcomes - Instructor Class Evaluation

CMT 206s - CONSTRUCTION ESTIMATING

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

	Mike Safavi, AIC, CPC Instructor Name Semester Course CRN Number Student Name	The student understands the general methods and procedures that form the basis for an effective estimating system.	The student can make quantity surveys from working drawings and specifications.	The student can develop unit costs for specific segments of a building project.	The student understands how to include subcontractor costs in the overall project estimate.	The student understands the major considerations involved in the total pricing of a construction project.	Student Average	Final Grade (A,B,C,D,F)
1								
2								
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8								
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10								
11								
12								
13								
14								
15								
	Average class SLO	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Use this chart to complete the student learning outcome evaluation for each of your students.

1=low comprehension 4=high comprehension

Please return this form to the Program Coordinator at the end of each semester

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

SLO 2. Function effectively as a team member or as the leader of a team.

CDT 205 Tests and Projects

Students must work as teams to do this field project

Field Project

Jefferson State Community College
Construction and Building Science Technology

CDT 205 – Fundamental of Surveying

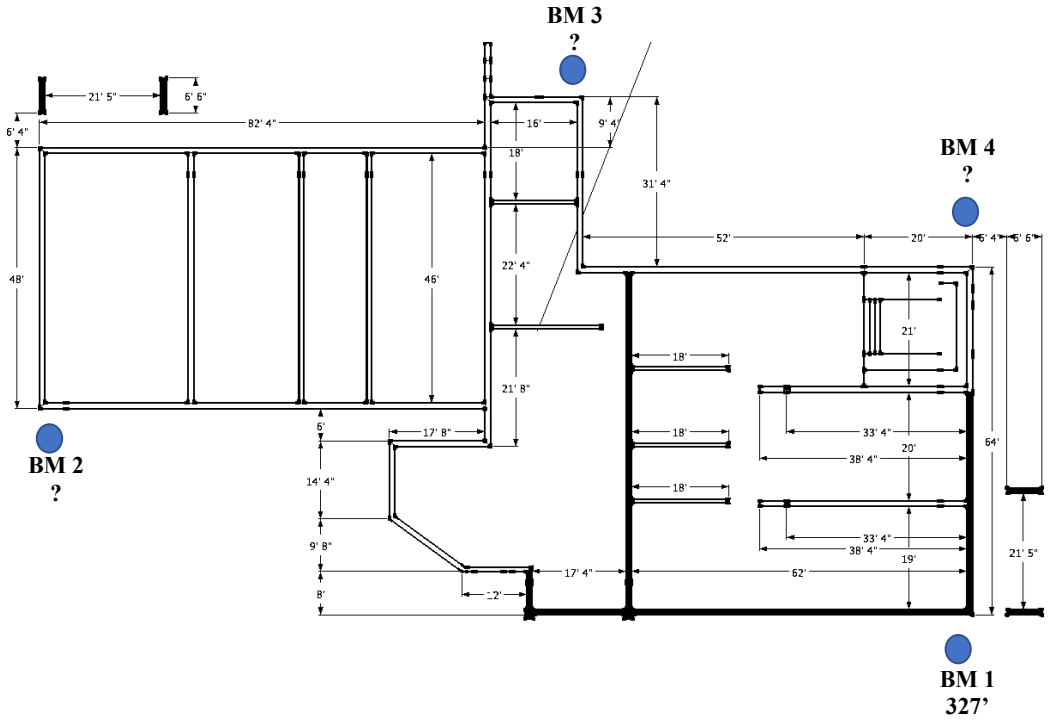
Instructor: Mike Safavi, AIC, CPC

Summer 2022
Due date: Wednesday, July 17, 2022

This project requires three team members working together

Name: _____

Use the Builder's Level Transit, attached information, and find the elevations for each Benchmarks. What is the differential elevation between BMT 1 and BM 4?



Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Building Layout Project (50 points)

Jefferson State Community College
Construction and Building Science Technology Department

CDT 205, Fundamental of Surveying
Instructor: Dr. Mike Safavi, AIC, CPC

Class Project #5

Name: _____

Due Date: Monday July 25, 2022 @ 5:05 p.m.

Please turn in the attached drawing along with your Field Book.

Refer to the attached drawing and do the following. All work must be in done in the Field Book:

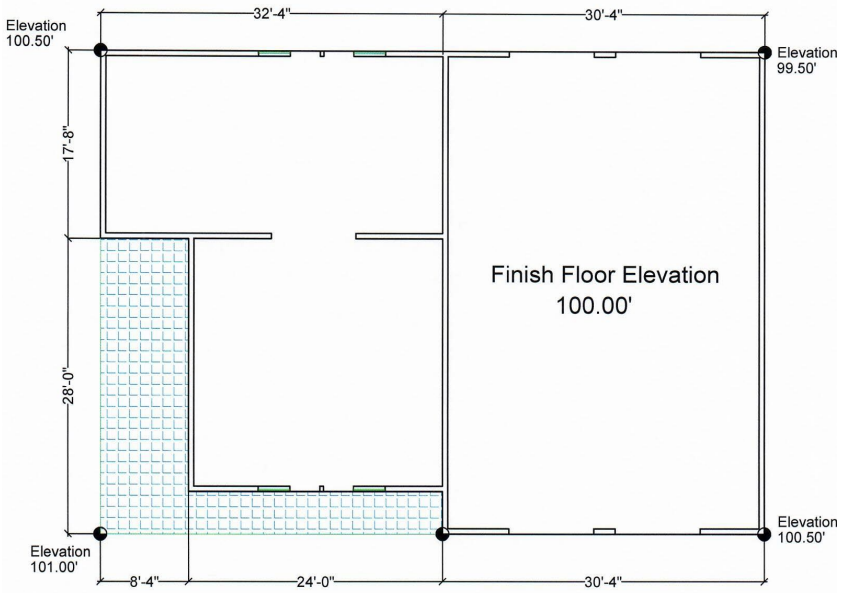
1. Identify the overall dimensions for the Batter Board Corners. The Batter Board are 4'-6" from edge of the slab.

2. In order for the building to be square, the diagonals for the building must be equal. Calculate the overall diagonals of the Building and the Batter Boards.

3. In order to accomplish the Finish Floor Elevation for the building, the site may be cut and/or filled. Calculate these cuts or fills for each corner of this building.

4. What are the average cuts and fills for these building?

CDT 205- Class Project #5
Differential Elevation and Layout Calculations



Floor Plan

Jefferson State Community College - CBST Department - Course Student Learning Outcomes (SLO)

CDT 205 - Fundaentals of Surveying

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Mike Safavi, AIC, CPC Instructor Name Semester Course CRN Number Student Name	The student is familiar with surveying instruments.	The student proficiently operates surveying equipment.	The student is knowledgeable of the correct manner for entering data in the field notebook.	The student understands the math. of surveying necessary to solve taping, transit, traverse and elevation calculations.	The student is able to layout a simple building using building dimensions and surveying notes.	The student is able to work as a team in a survey party.	Student Average	Final Grade (A,B,C,D,F)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
Class Average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Use this chart to complete the student learning outcome evaluation for each of your students.

Please give a score of 1 to 4

1=low comprehension 4=high comprehension

Please return this form to the Program Coordinator at the end of each semester

SLO 3. Possess an understanding of professional and ethical responsibilities present in Construction Management.

CMT 156 Tests and Projects

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Student Name: Aaron Sublett

$^{25}/_{25}$

CMT 156 ETHICS QUESTIONS AND SCENARIOS FOR DISCUSSION 02/18/2020

1. Near the end of the bidding process for the construction of a hotel, a project owner received a written inquiry from a prospective bidder regarding some missing information on the structural drawings. The owner consulted the structural engineer for the project to determine the requested information and provided the information to the prospective bidder. Not wishing to delay receipt of bids for the project, the project owner decided not to issue an addendum to the contract documents.

   ✔ a. Were the actions of the project owner ethical?
   Not from the perspective of the justice approach.

   ✔ b. How would you have handled this situation?
   I would have issued an addendum to make sure all bidders had the same information.

2. You are the estimator for Excel Mechanical Contractors and have received requests for quotation from five general contractors for the mechanical scope of work associated with the construction of a research facility. You evaluate the scope of work and your past experiences in working with each of the general contractors. You choose to submit different prices on each of the quotations provided to the general contractors. The reason for the different prices was your perceptions regarding how you would be treated by each of the general contractors.

   ✔ a. Was submitting different prices to each of the general contractors ethical? Why or why not?
   Yes. It is ethical because if one of the contractors made decisions that effected the cost of the work, Excel should charge them more to compensate for decisions that contractor might make again.

3. Continental Constructors received a contract for the construction of a hospital. During the bidding process, Continental received quotations for the mechanical scope of work from six subcontractors. Five of the quotations were solicited, and the sixth was unsolicited. Continental selected the lowest quotation from among the five solicited quotations, because they had had a previous unsatisfactory experience with the subcontractor who submitted the unsolicited quotation. However, the unsolicited quotation was the lowest price.

   ✔ a. Was it unethical for Continental Constructors to not select the lowest price quotation?
   No.

   ✔ b. What would you have done in this situation?
   I would have done the same.

Jefferson State Community College - CBST Department - Course Student Learning Outcomes (SLO)
Instructor Class Evaluation

CMT 156 - CONTRACTING AND CONSTRUCTION LAW

Learning Outcome

Alan Duke Instructor Name Semester Course CRN Number Student Name		The student understands the basic principles of contracts and how they relate to the building process.	The student understands the basic principles of business organization and how they relate to the building process.	The student knows the major types of construction contracts and how they are formed.	The student understands selected issues related to construction contract performance.	The student understands the importance of Ethics related to construction contract performance.	Student Average	Final Grade (A,B,C,D,F)
1							#DIV/0!	
2							#DIV/0!	
3							#DIV/0!	
4							#DIV/0!	
5							#DIV/0!	
6							#DIV/0!	
7							#DIV/0!	
8							#DIV/0!	
9							#DIV/0!	
10							#DIV/0!	
11							#DIV/0!	
12							#DIV/0!	
13							#DIV/0!	
14							#DIV/0!	
15							#DIV/0!	
16							#DIV/0!	
	Class Average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Use this chart to complete the student learning outcome evaluation for each of your students.

Please give a score of 1 to 4

1=low comprehension 4=high comprehension

Please return this form to the Prgram Coordinator at the end of each semester

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

SLO 4. Be able to communicate effectively using written and verbal assignments.

CMT 161 Tests and Projects

CMT 161 - INTRODUCTION TO SUSTAINABLE CONSTRUCTION 2022

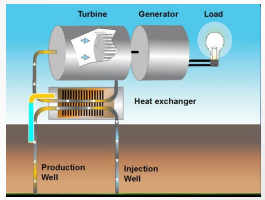
FINAL PROJECT
25% OF YOUR FINAL GRADE

Sustainable Building Technology

Building a new structure is of course a challenge and to build a sustainable home is extremely challenging. There is good news in the construction industry today! We are now aware of the need for better building practices and this need is being fueled by consumer demand. The public is more aware of these modern technologies and their benefits. As energy prices and pollution continue to rise, the demand for cheaper more energy efficient housing will also increase. Builders who utilize and learn from the flows of nature will leave a positive mark on the earth for many generations to enjoy.

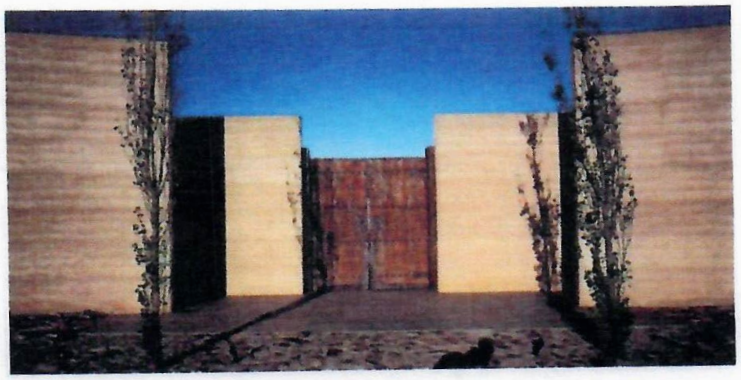
1. Write a two-page report (three pages with work cited) about any **sustainable** building technology or idea.
2. Article should contain a works cited page and be accompanied with pictures, diagrams, graphs, product samples or models.
3. Use MLA format with Times New Roman font (12pt) and 1" page margins
4. Please use the library and online resources provided by Jefferson State.
5. All reports and supporting material are due on ***Monday, 17, 2018*** at the beginning of the class period.
6. All your projects will be posted on the wall of CBST's foyer to be viewed by students. So, make your project well presentable.

Solar Energy



CMT 161 student present her Final Project to the class

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5



Rammed Earth

THE ORIGINAL BUILDING MATERIAL

Karima Brown | Sustainable Construction | November 2021

Good Report
25/25

Concept to Conception

Rammed Earth, *Tapial* or *Pisé de terre* as it is so called by different regions is the process of taking damp soil and placing it in prebuilt structures using a specially designed tool to compact it layer by layer. The soil consists of a mixture of earth and clay and must be more earth than clay (approximately 70/30 mix) according to most experts. While the elements of the building process are the same the general make-up of the sand may differ by region as well as the additives by zoning requirements due to climate conditions in various regions. The sustainability and benefit of this form of building is overlooked by many green builders. According to an article from Chang Recavarren,G, Fiori, Christine, and Schexnayder, Cliff written in Practice Periodical on Structural Design and Construction "If engineers devoted attention to the environment and historical techniques they could build more sustainable structures. (Chang Recavarren, Fiori and Schexnayder)" Rammed earth is able to create a structure that stays cool in the summer and warm in the winter.

Rammed Earth construction dates back for thousands of years it's conceptual begging has not been fully determined but traces can be made back as far as 5000 B.C.E according to Josephine Campbell who published an article in the Salem Press Encyclopedia of Science. Although many civilizations around the world have used it one of the greatest visual proofs would be the Great Wall of China. According to Campbell the Rammed Earth process was spread across Europe by the Roman Empire and then later brought to the America.

> *"It was used widely in France and Germany, and immigrants from those countries took the skill to North America. German builders used rammed earth construction in New York and Pennsylvania. Monticello, the Virginia home of Thomas Jefferson, is a rammed earth home."* (Campbell)

The process of using rammed earth construction was popular in the 1920's and the Department of agriculture published a book on how to build using these methods. Campbell also goes on to discuss how "The Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) both played a part in President Franklin Roosevelt's (1882-1945) New Deal (Campbell 1)." A number of these projects were built in poor rural areas including Alabama which still stand today.

Jefferson State Community College - CBST Department - Course Student Learning Outcomes (SLO)

CMT 161 - INTRODUCTION TO SUSTAINABLE CONSTRUCTION

Learning Outcome

Return to SLO 1
Return to SLO 2
Return to SLO 3
Return to SLO 4
Return to SLO 5

Mike Safavi, AIC, CPC Instructor Name Semester Course CRN Number	The student is familiar with sustainable construction practices and related efficiency standards.	The student is knowledgeable about the building science behind green construction.	The student is able to communicate effectively through presentation of the semester research project to the class peers		Student Average	Final Grade (A,B,C,D,F)
Student Name						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
Class Average	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	

outcome evaluation for each of your students.

Please give a score of 1 to 4

1=low comprehension 4=high comprehension

Please return this form to the Prgram Coordinator at the end of each semester

Return to SLO 5

Jefferson State Community College - CBST Department - Student Learning Outcomes - Instructor Class Evaluation

CMT 217 - Software Applications in Construction

Learning Outcome

Mike Safavi, AIC, CPC Instructor Name Semester Course CRN Number Student Name	The student can Identify Activities and their dependencies involved in a typical construction project.	The student can use the list of activities to create a schedule and identify its critical path.	The student can revise a critical path schedule.	The student can use a CPM schedule to determine the required project duration and activity floats for a construction project.	The student can create a CPM schedule on paper and by Microsoft Project Scheduling computer software.	The student can create a CPM schedule for a small typical construction project from a set of construction documents.			Student Average	Final Grade (A,B,C,D,F)
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
Class Average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

students.

Please give a score of 1 to 4

1=low comprehension 4=high comprehension

Please return this form to the Prgram Coordinator at the end of each semester

Submission date: November 11, 2022	Submitted by: Mike Safavi