

Reference ACCE Document 101, Section 6.0

Name of Institution: _____

Degree Program: _____

Report Date: _____ **Current Academic Year:** _____

Year Accredited: _____ **Accreditation Expires:** _____

Student Count: Full Time _____ Part Time _____

Number of Masters Degrees awarded in past academic year: _____

Number of FTE faculty teaching MD courses in current academic year: _____

Instructions for Preparation:

Section I: Program Data should include the most current information about the program. A box for Summary Comments is provided for your use as needed for overall comments of significance. Signatures must be original, not electronic.

Section II: Each Weakness and Concern from your most recent Visiting Team Report is listed as reported. For each item you will need to mark the box that is appropriate for the progress of its elimination – alleviated or in progress. If alleviated, indicate how this was accomplished. If in progress, describe what progress has been made and include a detailed plan to alleviate the Weakness or Concern. If attaching a plan, be sure to indicate you are doing so.

Section III: The final area provides space to discuss any changes within the program. If there are no significant changes, please check the box at the top of the page for No Significant Changes.

Summary Comments:

WEAKNESS# 1 Alleviated -No change, non-credit on-line research methods continues.
WEAKNESS# 2 Alleviated -No change, Public Information is on the Wentworth web page, on file, available for public inspection and on social media channels.
WEAKNESS# 3 Alleviated -No change, the Program uses a Student Learning Outcome (SLO) Matrix to measure adherence to ACCE Criteria and Standards and the CONM8000 Capstone Project is the final direct assessment.
WEAKNESS# 4 Wentworth's Academic Quality Plan (AQP) assesses and maps the 10 ACCE SLOs. Direct and indirect assessments are evaluated by faculty and staff annually and faculty/staff develop recommendations for continuous improvement, thereby "closing the loop".

Submitted by: _____

Name - Program Leader


Signature

Title

4/30/2021

Date

Approved: _____

Name - Dean


Signature

Title

Date

Approved: _____

Name – CEO / Provost


Signature

Title

4/30/2021

Date

Weakness # _____

Current status of progress: **Alleviated** **In Progress** **Correction plan attached**

First year report

Second year report

Third year report

Fourth year report

Weakness # _____

Fifth year report

Sixth year report

Alleviated in 2nd Year Report - No change, MSCM students take an on-line self-paced research methods course. (Spring 2021).

Weakness # _____

Current status of progress: **Alleviated** **In Progress** **Correction plan attached**

First year report

Second year report

Third year report

Fourth year report

Weakness # _____

Fifth year report

Sixth year report

Alleviated - Website has been updated but still contains the Master of Science in Construction Management (MSCM) program summary (<https://wit.edu/learning/school-management/construction-management-ms>). This web-page is available for public review/inspection and is regularly linked to Wentworth social media platforms, as well as within news feeds of various architecture/engineering/construction (AEC) professional trade associations and their related websites. Multiple graduate open houses were held virtually during the COVID-19 pandemic to further provide visibility into the program, despite the complications with on-site, campus visits. To reiterate, in 2020 Wentworth Institute of Technology rolled out a new brand identity: 'The University of Now', a fresh brand identity and a strategic plan that delineates a vision for the university's future. The brand reflects a strategic vision in which students, including MSCM students, from all backgrounds thrive through high-value, personalized and applied learning experiences, gaining competencies for work and life. Wentworth's strategic plan continues to center around four principles—inclusive excellence, high-value learning, a transformative student experience and next-generation partnerships.

Weakness # _____

Current status of progress: **Alleviated** **In Progress** **Correction plan attached**

First year report

Second year report

Third year report

Fourth year report

Weakness # _____

Fifth year report

Sixth year report

Alleviated- No change, as the MSCM Program continues to utilize a Student Learning Outcome (SLO) Matrix to measure adherence to ACCE Criteria and Standards. An MSCM rubric in each course syllabi assesses attainment of course learning outcomes and SLOs. The MSCM CONM 8000 Capstone Project remains as the final direct assessment in which presentation and final report rubrics are used to assess SLO attainment.

Weakness # _____

Current status of progress: **Alleviated** **In Progress** **Correction plan attached**

First year report

Second year report

Third year report

Fourth year report

Weakness # _____

Fifth year report

Sixth year report

Wentworth's Academic Quality Plan (AQP) assesses and maps 10 ACCE SLOs. Direct or indirect assessments are evaluated annually, then faculty and staff develop recommendations for continuous improvement of the MSCM program, thereby "closing the loop". Beyond the annual review, Academic Quality Improvement efforts in 2020/2021 continued to include weekly Wentworth Graduate Programs People (GPP) meetings (a group comprised of WIT academic departments/schools with existing/planned graduate programs) who act as graduate advisors, focus on marketing plans and offer overall graduate enrollment/retention strategy. A Graduate Programs Committee (GPC) was created in July 2011, to review and make recommendations on all aspects of graduate study at Wentworth including the MSCM program. It was renamed the Graduate Program Council in September 2019. In cooperation with the Office of the Associate Provost, the recently constituted Graduate Programs Council (GPC) is responsible for implementing MSCM guidelines for graduate education and for developing policies and procedures concerning matters, such as, but not limited to, the following: criteria for MSCM admissions, retention of CM graduate students, courses for graduate credit, proposals relating to new and existing graduate programs, membership in the graduate faculty, evaluation of the quality of graduate education, and verification that MSCM students have met requirements for graduate degrees.

Weakness # _____

Current status of progress: **Alleviated** **In Progress** **Correction plan attached**

First year report

Second year report

Third year report

Fourth year report

Weakness # _____

Fifth year report

Sixth year report

The Academic Quality Plan (AQP) Plan guides the assessment process for evaluating the success and accreditation requirements for the MSCM program. Assessment data is reviewed at the end of each semester by graduate faculty and staff. Direct assessment is undertaken in the final course, CONM8000 Capstone Project. During this 2020/2021 reporting period, graduate faculty enacted several changes to improve the overall expectations, quality and performance of students registered for graduate courses within the MSCM program.

For example, faculty and staff investigated the creation and development of new CONM courses in 2021 and beyond. New stand alone graduate certificates continue to be considered to encourage students to continue their graduate studies at WIT, thereby creating an incentive for applicants to enroll in the MSCM program after certificate completion.

AQP actions in 2020/2021 included an annual review of Spring 2021 capstone course faculty responsibilities, as well as a review of required student capstone deliverables and presentation schedules, all efforts leading to the accurate compilation of MSCM capstone assessment data. The capstone course did also revert back to a 7 week schedule. MSCM AQP Plan improvements to course grading that occurred in 2019 when the Graduate Program Council (GPC) agreed with CM Department Faculty to expand the grading system for all graduate students to include C or C- are still in place. AQP changes to the capstone schedule (reverting back to 7 weeks) and the continued use of the grading system encourage students to focus solely on capstone deliverables during the second half of their final graduate semester. Additionally, the 7-week delivery allowed MSCM faculty advisors to begin/complete an expedited review of all student capstone activities and created an opportunity to conduct a comprehensive academic direct assessment of the CONM8000 Capstone Projects. As a final note, all presentations for 2021 were scheduled within a 3-day time window, in order to facilitate engagement of additional faculty and industry reviewer resources for input on final presentations and feedback regarding student learning outcomes.

Section 6.2 of Document 101MD -- Describe any substantial changes that have occurred during the previous year associated with each of the major sections of ACCE Standards for Master Degree Programs. This includes changes in administration, budget, curriculum, admission requirements, graduation requirements; faculty, facilities, relations with industry, and outcome assessment. Describe their cause and potential ramifications (positive or negative) to the master degree program. If the potential ramification is negative, describe the actions that are planned to make necessary improvements.

No significant changes to report _____

Describe change(s)

In the fall semester of 2020, Wentworth Institute of Technology consolidated all disciplinary Departments into five (5) separate schools. Within this structure, the former Department of Construction Management is now housed within the School of Management. This change has not impacted any curriculum-specific requirements or assessment protocols. During the 2020-2021 academic year, two new faculty members were introduced into the MSCM program: Fopefoluwa Bademosi and Hariharan Naganathan. Both faculty members possess research-focused backgrounds.

Describe cause of change(s)

These changes were deployed as part of President Thompson's strategic plan and align with the four focus areas of Inclusive Excellence, High-Value Learning, Transformative Student Experience and Next-Generation Partnerships. This strategic plan allows for additional opportunities to collaborate across disciplines, engage in more flexible course offerings and timing of student enrollment and provide the highest value education for each cohort.

Potential ramifications _____ **Positive** _____ **Negative** _____ **Action plan to correct attached**

The consolidation of academic departments into school structures has allowed for greater control of cross-disciplinary curriculum and course offerings. This structure encourages exposure to relevant courses outside of major-specific electives and engages faculty from multiple disciplines.