The Following Three Integrated Program Variables Steer the Construction Management Program’s Assessment Platform in the Department of Civil & Architectural Engineering and Construction Management (CAECM) Department at the University of Wyoming.

1. Mission

The mission of the Department of Civil and Architectural Engineering and Construction Management at the University of Wyoming is:

To educate and prepare Civil and Architectural Engineering and Construction Management students to lead as designers, builders, project managers and entrepreneurs as it relates to the sustainable built and natural environments.

To develop technical solutions through research, innovation, and improved infrastructure to diversify and grow the economies that serve Wyoming and the world.

2. Program Educational Objectives:

Enhance the Civil and Architectural Engineering ABET-accredited undergraduate programs and develop an ACCE- Accredited Construction Management program.

Promote innovative teaching and learning methods.

Recruit and retain outstanding faculty and staff.

Increase the number of highly productive MS and PhD graduates in the Civil and Architectural Engineering programs. In the future, pursue a graduate program in Construction Management.

Sustain and enhance extension and outreach activities.

Involve professionals in our hands-on teaching, research, and workforce development activities.

Increase capacity to develop technical solutions to support infrastructure, industry, and individuals

Foster diversity within all our programs

3. Student Learning Outcomes


Program (Student) Learning Outcomes

Upon graduation from the Construction Management program at the University of Wyoming, a graduate shall be able to:

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.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze construction documents for planning and management of construction processes.
8. Analyze methods, materials, and equipment used to construct projects.
9. Apply construction management skills as a member of a multi-disciplinary team.
10. Apply electronic-based technology to manage the construction process.
11. Apply basic surveying techniques for construction layout and control.
12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
13. Understand construction risk management.
15. Understand construction quality assurance and control.
16. Understand construction project control processes.
17. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
18. Understand the basic principles of sustainable construction.
19. Understand the basic principles of structural behavior.
20. Understand the basic principles of mechanical, electrical and piping systems.
These Integrated Program Variables are measured on a Regular Basis through the Following Listed Program Assessment Measures.

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Assessment Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Graduates Survey</td>
<td>Assessment findings are based on a Likert Scale in support of ACCE SLO mastering.</td>
<td>Yearly</td>
</tr>
<tr>
<td>Focuses on program strengths, weaknesses, additional</td>
<td></td>
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<tr>
<td>suggestions, and program objectives.</td>
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</tr>
<tr>
<td>2 Senior Exit Interview</td>
<td>Assessment findings are drawn from a group interview based on open ended questions for</td>
<td>Yearly</td>
</tr>
<tr>
<td>Focuses on individual and group feedback in support</td>
<td>suggestions.</td>
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<tr>
<td>of student suggestions for improving the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Employer Survey (Internships)</td>
<td>Assessment findings are based on a Likert Scale in support of program objectives.</td>
<td>Yearly</td>
</tr>
<tr>
<td>Focuses on Program Objectives as viewed from an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employer’s platform.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Alumni Survey</td>
<td>Assessment survey will focus on the program objectives and how well students feel they</td>
<td>Yearly</td>
</tr>
<tr>
<td>Survey will be administered to graduates two years</td>
<td>were prepared for success in the field.</td>
<td>Spring 2024</td>
</tr>
<tr>
<td>after graduation. Will focus on how well they can</td>
<td></td>
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<tr>
<td>apply what they learned in their profession.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Pre/Post Course Evaluation</td>
<td>Assessment findings are based on the student learning outcomes for each class</td>
<td>Every Semester</td>
</tr>
<tr>
<td>Administered to students at the beginning of each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>course to determine their level of understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>before and after a course has been taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Student Work</td>
<td>Assessment findings are based on student work in all CM related courses.</td>
<td>Every Semester</td>
</tr>
<tr>
<td>Administered during every semester in the form of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments, Tests, Quizzes, Lab Reports, and Projects.</td>
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<td></td>
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<tr>
<td>Focuses on how well students comprehend course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 National AIC Exam</td>
<td>Assessment findings are based on the AIC exam, required for all senior students.</td>
<td>Yearly</td>
</tr>
<tr>
<td>The National AIC exam is a requirement for all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>senior students to take that focuses on ACCE SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>competencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Professional Certificates</td>
<td>Assessment is based on the acquiring of these certificates</td>
<td>Yearly</td>
</tr>
<tr>
<td>Multiple integrated industry certificates are required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by all CM students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Teaching with Industry (TWI)</td>
<td>Course input from practitioners is integrated by instructors of record every time a</td>
<td>Every Semester</td>
</tr>
<tr>
<td>Industry Practitioners are part of every CM course</td>
<td>course is taught.</td>
<td></td>
</tr>
<tr>
<td>offered in the program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10 Industry Advisory Board

| IAB Board members engage in the strategic mission and vision of the program. | The IAB meets twice a year with direct feedback on trends in the industry as it relates to student learning outcomes. | Twice Yearly |

The Following Video Tutorial Provides a Brief Overview on a Software Program that was written to Support the CM Program in its Assessment Mission.

Programmable Assessment Matrix Video Link:

https://use.vg/xDsQog

The Following Listed Program Assessment Measures, Information Obtained from the Measures, and Action taken as a Result of the Collected Data is Represented Following:

| 1 Graduates Survey | Focuses on program strengths, weaknesses, additional suggestions, and program objectives. | Assessment findings are based on a Likert Scale in support of ACCE SLO mastering. | Yearly |

Access to the Graduate Survey can be obtained by scanning this QR code:
Information Obtained:

Below is a representation on student feedback, on how well they perceive their learned knowledge as it relates to the following program SLO’s.

### UNDERSTANDING SLO'S

<table>
<thead>
<tr>
<th>SLO</th>
<th>Level of Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Written Communications</td>
<td>87.28</td>
</tr>
<tr>
<td>Create Oral Presentation</td>
<td>89.48</td>
</tr>
<tr>
<td>Create Safety Plan</td>
<td>89.83</td>
</tr>
<tr>
<td>Create Cost Estimates</td>
<td>78.14</td>
</tr>
<tr>
<td>Create Project Schedules</td>
<td>76.14</td>
</tr>
</tbody>
</table>

### UNDERSTANDING SLO'S

<table>
<thead>
<tr>
<th>SLO</th>
<th>Level of Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply Surveying Techniques</td>
<td>83.45</td>
</tr>
<tr>
<td>Understand Different Methods</td>
<td>85.72</td>
</tr>
<tr>
<td>Understand Risk Management</td>
<td>83.03</td>
</tr>
<tr>
<td>Understand Accounting</td>
<td>79.97</td>
</tr>
<tr>
<td>Understand Quality Assurance</td>
<td>84.17</td>
</tr>
</tbody>
</table>
Action Taken as a Result of the Collected Data:

- Student feedback on the listed SLO’s are above the program’s Benchmark of “Students in the class should achieve a grade of 70% or higher”
- No needed action to be taken on SLO’s feedback from students at this time.
2 Senior Exit Interview

| Focuses on individual and group feedback in support of student suggestions for improving the program. | Assessment findings are drawn from a group interview based on open ended questions for suggestions. | Yearly |

Access to the Senior Exit Interview Survey can be obtained by clicking on this QR code:

Information Obtained:

How satisfied are you that the knowledge and skills you have learned in class are linked to your current job?

<table>
<thead>
<tr>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
Action Taken as a Result of the Collected Data:

The Senior Exit interview results supports a high level of student satisfaction as it relates to how well their learned knowledge aligns with their current job.

Survey Data further revealed the importance of scholarship support to students in the program; therefore, an emphasis will be placed to increase CM scholarship funding by working directly with the;

- University Foundation Office
- Companies Across the State of Wyoming, and
- To List State and National Grants (SEWBA, AGC, NAHB) on the CM program website.

### 3. Employer Survey (Internships)

Focuses on Program Objectives as viewed from an employer's platform.

Assessment findings are based on a Likert Scale in support of program objectives. | Yearly
Access to the Employer Survey (Internship) can be obtained by clicking on this QR code:

Information Obtained:

1. Student displayed effective writing skills appropriate to the construction discipline (SLO 1)

   ![Bar Chart](chart1.png)

<table>
<thead>
<tr>
<th>Value</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>62%</td>
<td>23%</td>
</tr>
</tbody>
</table>

2. Student demonstrated effective oral communication skills appropriate to the construction discipline

   ![Bar Chart](chart2.png)

<table>
<thead>
<tr>
<th>Value</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>38%</td>
<td>54%</td>
</tr>
</tbody>
</table>
1. Student worked well within a multi-disciplinary team setting (SLO 9)

2. Student demonstrated effective problem solving skills

3. Student displayed effective understanding of construction terms and concepts (SLO 8)
1. Student demonstrated the ability to complete tasks on time

2. Student could apply electronic-based technology to manage the construction process (SLO 10)

3. Student demonstrated the ability to acquire and process new information
1. Student demonstrated punctual behavior

![Graph showing punctual behavior](image)

2. Student demonstrated the ability to analyze construction documents

![Graph showing analysis ability](image)

**Action Taken as a Result of the Collected Data:**

Internship comments from employers demonstrated positive feedback at large, with the exception of a lower indication (8%) feedback on:

- Punctual Behavior
- Problem Solving Skills

This feedback (8%) can be linked to a few students only; however, the program accepts this feedback as constructive and will compare and evaluate the “Problem Solving” feedback to the National AIC data once received in June 2022.

This comparison will then determine if a need exists for greater teaching in these areas.
4. Alumni Survey

| Survey will be administered to graduates two years after graduation. Will focus on how well they can apply what they learned in their profession. | Assessment survey will focus on the program objectives and how well students feel they were prepared for success in the field. | Yearly Spring 2024 |

Access to the Alumni Survey can be obtained by clicking on this QR code:

![QR Code]

Information Obtained:

To be obtained in May 2025

Action Taken as a Result of the Collected Data:

- To be determined in May 2025

5 Pre/Post Course Evaluation

| Administered to students at the beginning of each course to determine their level of understanding before and after a course has been taught. | Assessment findings are based on the student learning outcomes for each class | Every Semester |

Information Obtained:

The following Indirect Pre and Post Survey data, help guide instructors on student learning perception. Pre and Post Surveys are administered every semester, in every CM course taught.

- **Purple** indicates a student’s understanding on a specific SLO before the beginning of a semester.
- **Green** indicates a student’s understanding on a specific SLO at the end of the semester.
- **Graph Headings** indicate in which course SLOs were measured.
SLO 1

"Create written communications appropriate to the construction discipline" in course (4900) "Capstone"

SLO 2

"Create oral presentations appropriate to the construction discipline" in course (4900) "Capstone"

SLO 3

"Create a construction project safety plan" in course (4900) "Capstone"
SLO 4

"Create construction project cost estimates" in course (3210) "Construction Cost Estimating"

SLO 5

"Create construction project schedules" in course (3100) "Construction Scheduling"

SLO 6

"Analyze professional decisions based on ethical principles" in course (4100) "Project Management"
SLO 7

"Analyze construction documents for planning and management of construction processes" in course (2600) "Construction Documents"

SLO 8

"Analyze methods, material, and equipment used to construct projects" in course (4140) "Heavy Construction Methods"

SLO 9

"Apply electronic-based technology to manage the construction process" in course (3180) "Evolving Technology in Construction Management"
**SLO 10**

"Apply basic surveying techniques for construction layout and control" in course (3278) "Engineering Surveying".

**SLO 11**

"Understand construction management skills as a member of a multi-disciplinary team" in course (4600) "Building Information Modeling (BIM)."

**SLO 12**

"Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process" in course (3160) "Construction Laws and Contracts."
SLO 13

*Understand construction risk management* in course (4100) "Project Management"

![Graph showing indirect assessments and direct assessments for Fall 2021.]

SLO 14

*Understand construction accounting and cost control* in course (3210) "Construction Cost Estimating"

![Graph showing indirect assessments and direct assessments for Fall 2020 and Fall 2021.]

SLO 15

*Understand construction quality assurance and control* in course (3220) "Soils and Concrete"

![Graph showing indirect assessments and direct assessments for Fall 2020 and Fall 2021.]

**SLO 19**

*Understand the basic principles of structural behavior* in course (3200) "Statics & Structural Systems"

**Pre and Post survey data demonstrates a constant positive delta between what students know at the beginning of a semester and their knowledge interpretation/perception towards the end of the semester.**

Pre-Survey data is shared with instructors during the second week of the semester in helping them understand what the knowledge base of students in their class is. No needed action to be taken.

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**SLO 20**

*Understand the basic principles of mechanical, electrical, and piping systems* in course (2400) "MEP Systems"

**Action Taken as a Result of the Collected Data:**
6 Student Work

| Administered during every semester in the form of Assignments, Tests, Quizzes, Lab Reports, and Projects. Focused on how well students comprehend course material. | Assessment findings are based on student work in all CM related courses | Every Semester |

The CM program conducts assessment in every course that is offered each semester. A Programmable Matrix was created to support assessment on a semester continuum.

Matrix Video Link:

https://use.vg/xDsQog

The Course Benchmark in every CM course is:

- 75% of students in the class should achieve a grade of 70% (C) or higher.

This Benchmark in the form of Assignments, Tests, Quizzes, Lab Reports, and Projects, focuses on how well students comprehend the course material across CM classes where specific SLO’s are measured.

Information Obtained:

The Following break demonstrates how many students were enrolled per class, the average class grade, and the specific SLO measured.
CM 2120
Construction Materials and Methods

Students Enrolled in Class: 56
Average Grade in Class: 84.8%
Average Grade on SLO 8 (80.4%), SLO 15 (84.9%), SLO 18 (87.2%)%

75% of Students Received 70% and higher on SLO 8 as shown below

SLO 8 - Grade Distribution

75% of Students Received 70% and higher on SLO 15 as shown below

SLO 15 - Grade Distribution

75% of Students Received 70% and higher on SLO 18 as shown below

SLO 18 - Grade Distribution
CE 2070  
Engineering Surveying

Students Enrolled in Class: 46  
Average Grade in Class: 87.4%  
Average Grade on SLO 10 for CM students only: 75.7%

75% of Students Received 70% and higher on SLO 10 as shown below

CM 2300  
Construction Safety

Students Enrolled in Class: 58  
Average Grade in Class: 87.43  
Average Grade on SLO 1: 95%  
Average Grade on SLO 3: 89.3

75% of Students Received 70% and higher on SLO 1 as shown below

75% of Students Received 70% and higher on SLO 3 as shown below
CM 2400
Mechanical Electrical and Plumbing

Students Enrolled in Class: 41
Average Grade in Class: 79.8%
Average Grade on SLO 20: 81

More than 75% of Students Received 70% and higher on SLO 20 as shown below

CM 2600
Construction Documents

Students Enrolled in Class: 58
Average Grade in Class: 91.9%
Average Grade on SLO 7: 84.8%
Average Grade on SLO 10: 84

75% of Students Received 70% and higher on SLO 7 as shown below

75% of Students Received 70% and higher on SLO 10 as shown below
CM 3210
Construction Cost Estimating

Students Enrolled in Class: 49
Average Grade in Class: 86.7%
Average Grade on SLO 8: 78.9%
75% of Students Received 70% and higher on SLO 4 as shown below

CM 3220
Soils & Concrete

Students Enrolled in Class: 39
Average Grade in Class: 80.5%
Average Grade on SLO 15: 78%
71% of Students Received 70% and higher on SLO 15 as shown below

CM 3200
Statics & Structural Systems

Students Enrolled in Class: 32
Average Grade in Class: 84.2%
Average Grade on SLO 19: 80.33%
Changed course from a 3 to a 4 credit course in support of program improvement

75% of Students Received 70% and higher on SLO 8 as shown below
CM 3100
Construction Scheduling

Students Enrolled in Class: 34
Average Grade in Class: 83.8%
Average Grade on SLO 2: 81%
Average Grade on SLO 5: 91%

75% of Students Received 70% and higher on SLO 2 as shown below
Maximum Score 50 pts

SLO 2 Grade Distribution

- [0, 27] students
- [27, 54] students
- [54, 81] students
- [81, 108] students
Students Enrolled in Class: 36
Average Grade in Class: 92%
Average Grade on SLO 12: 92%

75% of Students Received 70% and higher on SLO 12 as shown below
SLO 12 project counted out of 480

Students Enrolled In Class: 36
Average Grade in Class: 72%
Average Grade on SLO 17: 72%

75% of Students Received 70% and higher on SLO 17 as shown below
SLO 17 project counted out of 20
CM 3180
Evolving Technologies in CM

Students Enrolled in Class: 43
Average Grade in Class: 83.7%
Average Grade on SLO 9: 81.5%
Average Grade on SLO 18: 83%

75% of Students Received 70% and higher on SLO 9 as shown below

CM 4100
Project Management

Students Enrolled in Class: 35
Average Grade in Class: 94.7%
Average Grade on SLO 6: 89

92% of Students Received 70% and higher on SLO 6 as shown below
CM 4140
Heavy Construction Methods

Students Enrolled in Class: 29
Average Grade in Class: 81.44%
Average Grade on SLO 8: 78%

75% of Students Received 70% and higher on SLO 8 as shown below

CM 4600
Building Information Modeling

Students Enrolled in Class: 34
Average Grade in Class: 89%
Average Grade on SLO 9 (2 projects): 90.5

Benchmark met: All students scored 70% and higher on SLO 9 as shown below
Action Taken as a Result of the Collected Data:

The following actions have been taken and implemented as a result of accurate tracking of student performance in every CM class. Tracking of student performance in every class is to ensure that the course and program Benchmark is met:

➢ **75% of students in the class should achieve a grade of 70% (C) or higher.**

**Action 1.**

The benchmark for SLO 10 in CM 2600 (Construction Documents) were not met. The instructor noted that as such to ensure more time will be given on the final exam for students to perform better on this specific SLO.

**Action 2.**
The benchmark for SLO 19 was met; however, the instructor felt that not enough teaching time was available to the instructor based on the level of where students were in his class. This request prompted to change the course from a 3 credit to a 4 credit course in the Fall of 2021, which has also been indicated in the catalog.

<table>
<thead>
<tr>
<th>7 National AIC Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National AIC exam is a requirement for all senior students to take that focuses on ACCE SLO competencies.</td>
</tr>
<tr>
<td>Assessment findings are based on the AIC exam, required for all senior students.</td>
</tr>
<tr>
<td>Yearly</td>
</tr>
</tbody>
</table>

The National AIC Exam is a mandatory Capstone requirement that counts for 40% towards the capstone grade. The distribution table below represents the grade scale of the 29 students who took the exam in the spring of 2022.

**Information Obtained:**

**CAPSTONE AIC EXAM DISTRIBUTION = 74.5 %**

**Action Taken as a Result of the Collected Data:**
The AIC average of students in the program was 74.5%, above that of the national average. The AIC exam is an embed element of the capstone course, where 40% of the capstone grade is linked to a student’s AIC exam grade. Spring 2022 was the first time students in the program took the AIC exam. A recommended action is to help students prepare for the exam by providing in class AIC study sessions during the first few weeks of the capstone course. Also, to link AIC categories to specific CM courses to ensure instructors across the program will integrate AIC content as part of their course learning platform.

| 8 Professional Certificates | Multiple integrated industry certificates are required by all CM students | Assessment is based on the acquiring of these certificates | Yearly |

The following professional certificates are integrated across the following 5 CM courses. These certificates are connected to a student’s grade in these courses. Not passing a certificate will not necessary fail a student, however, it will affect his/her grade points standing. The program enjoys a 95% and higher passing rate on these professional certificates.

**Information Obtained:**

<table>
<thead>
<tr>
<th>CM 2600</th>
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</table>

<table>
<thead>
<tr>
<th>CM 2300</th>
</tr>
</thead>
</table>

| CM 3180 |
**CM 3140 (Elective)**

**CM 4900**

**Action Taken as a Result of the Collected Data:**

Positive feedback has been received from industry on the value of these certificates. The program anticipates to add/integrate an additional certificate (DBIA) to the list during the 2022/23 academic year, as two professors in the program are qualified to teach and administer the DBIA certificate.

| 9 Teaching with Industry (TWI) | |
|---|---|---|
| Industry Practitioners are part of every CM course offered in the program. | Course input from practitioners is integrated by instructors of record every time a course is taught. | Every Semester |

Teaching with Industry (TWI), is a teaching methodology adopted across all courses in the CM program, where an instructor of record list a minimum of two industry practitioners on the syllabus as co-instructors, with the intent to bridge the gap between information acquired in the classroom and the skills and competencies required in the industry. Below is an example of a syllabus cover page in support of TWI integration across 15 CM courses.
Information Obtained:

The program administers a TWI survey once a year in CM 2300, a mandatory course that all students have to take in support of TWI practitioner feedback. Below are the results on the student’s impression about the relevance of practitioners as co-instructors in the program.

![Survey Results Graph](chart.png)

Action Taken as a Result of the Collected Data:

The program anticipates to continue to expand the TWI platform with the help and support of the Wyoming AGC, through financial support from the AGC to CM instructors who commit to aligned TWI co-teaching with industry practitioners, as early as the fall of 2022.
10 Industry Advisory Board

| IAB Board members engage in the strategic mission and vision of the program. | The IAB meets twice a year with direct feedback on trends in the industry as it relates to student learning outcomes. | Twice Yearly |

**Information Obtained:**

The Departmental Advisory Board has been very active in supporting the Construction Management program since efforts to create the program began in 2016. The Advisory Board generally consists of 15 members from the professions of Civil Engineering, Architectural Engineering, and Construction Management. It is self-governing in terms of membership, with four-year terms of service. The Advisory Board has a two-day meeting on campus each semester (2x/year).

**Action Taken as a Result of the Collected Data:**

Here are some key contributions of the Advisory Board with regard to the Construction Management program since its inception:

2016: Several Advisory Board members wrote letters of support for the Program Proposal
2017: One Advisory Board member gave substantial financial gift
2017-18: All Advisory Board members participated in:
- Identifying peer CM programs and studying their curricula. 8 peer programs were identified and an analysis of common coursework was conducted (see image below).
  - Identifying areas of distinction for UW CM program
  - Reviewing drafts of CM Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Several Advisory Board members lobbied directly with UW Administrators and Trustees for approval of the CM Program</td>
</tr>
<tr>
<td>2019-22</td>
<td>Several Advisory Board members participated in recruiting process for CM faculty hires</td>
</tr>
<tr>
<td>2020</td>
<td>(Advisory Board did not meet due to Covid)</td>
</tr>
<tr>
<td>2020</td>
<td>(by email) All Advisory Board members endorsed Department name change, from ‘Civil &amp; Architectural Engineering’ to ‘Civil and Architectural Engineering and Construction Management’.</td>
</tr>
<tr>
<td>2021</td>
<td>All Advisory Board members reviewed CM Curriculum changes</td>
</tr>
<tr>
<td>2021-22</td>
<td>One Advisory Board member participated heavily in ACCE accreditation visit</td>
</tr>
<tr>
<td></td>
<td>Some other Advisory Board members participated lightly in ACCE accreditation visit</td>
</tr>
</tbody>
</table>