American Council for Construction Education

California State University, Chico
Chico, California

Construction Management Department
October 13 – 16, 2012

Visiting Team

David R. Mattson, FAIC, CPC, Chairman
D. R. Mattson, Inc.
Tempe, Arizona

Gordon B. Marshall, MBA, CPA, CCIFP, Member
Tri-City Property Management
St. Charles, Illinois

Dr. Rebecca Mirsky, PhD, P.E., Member
Boise State University
Boise, Idaho

Lloyd A. Crask, P.E., Member-in-Training
California State University, Fresno
Fresno, California

Dr. Mark Russell, PhD, P.E., Member-in-Training
University of New Mexico
Albuquerque, New Mexico

This Visiting Team report remains the intellectual property of ACCE, is for the sole use of the institution. It is not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.
Visiting Team Report

Section I:  Introduction

1. Size, brief history, type, and purpose of the institution.

*California State University, Chico* has a current combined enrollment of over fifteen thousand undergraduate and graduate students. The student/faculty ratio for the campus is reported to be 20:1.

The Chico campus is the second oldest of the *California State University System’s* twenty-three campuses. It is located in Chico, California, approximately 90 miles north of Sacramento. In 1887, John Bidwell donated his eight-acre cherry orchard to secure the northern branch of the *State Normal School* for Chico.

In the one hundred twenty-five years since its founding, the *Institution* has grown from a teacher’s school to a university that grants a variety of baccalaureate and graduate degrees.

The *Institution* has operated under its present name since 1972.

The *California State University, Chico*’s purpose has been publically expressed in the Institution’s published Vision and Mission statements:

**Vision:**

"*California State University, Chico* sees its unique residential situation as an opportunity to create an intensive, high quality learning environment. We are able to create a vital and collaborative community of active and involved students. We have a well-respected and caring faculty, a superior support staff, and innovative leadership together with cutting-edge learning and information resources—all placed within a beautiful and engaging physical environment. In such an enriched community, we hope to stimulate intellectual rigor, moral development, and creative accomplishment and to evoke callings to imaginative citizenship in the world beyond the university. We aspire to be the University of Choice for all those seeking these strengths."

**Mission:**

"*California State University, Chico* is a comprehensive university serving Northern California and other regions of the state, as well as the nation and the world, through instruction, research, and public service.

Our first priority is the education of our students by creating and maintaining selected quality undergraduate and graduate programs. We will be known for the purposeful integration of liberal and applied learning that provides our students with the knowledge, skills, and moral and intellectual virtues that form the basis for life-long learning and contribution.

We affirm the importance of scholarship and public service. We support the exploration of the frontiers of knowledge, the integration of ideas, the connecting of thought to action, and the inspiring of students."
We make the results of these academic efforts available for public scrutiny by all our constituents. We will maintain extensive continuing education and public service programs that serve the needs of our varied constituencies.”

2. Institution organization and location of the construction unit.

The President is the Chief Executive Officer of the Chico campus of California State University. The President reports to the Chancellor of the California State University System and Board of Trustees.

Two Vice Presidents and the Provost and Vice President for Academic Affairs report to the President.

Five Vice Provosts, the Director of Undergraduate Education and General Studies, and nine Deans report to the Provost.

The Construction Management Department is one of five departments located in the College of Engineering, Computer Science, and Construction Management.

3. Size, number of faculty members, brief history, and purpose of the construction unit.

The Construction Management Department is the largest department in the College of Engineering, Computer Science, and Construction Management with over 540 students reported within the CM Program in the spring semester of 2011. Anecdotal evidence within the self study indicated that the Construction Management Program is the fourth largest department within the University.

The Department has nine tenured faculty, one tenure-track, two lecturers, one instructor and one full-time departmental secretary.

The Construction Management Program was established by the University in 1977 as an option under the Bachelor of Science Degree in Industrial Technology in the Department of Industrial Technology in the College of Engineering, Computer Science, and Technology. The first classes were offered to seven majors in 1978. In 1986 the California State University System approved the creation of the Department of Construction Management in the College of Engineering, Computer Science, and Technology.

The BSCM degree was accredited by ACCE in 1987. In Spring 2005, the College was renamed the College of Engineering, Computer Science, and Construction Management. Within the framework of the University mission, the purpose of the Construction Management Department is expressed in its mission statement:

“The Construction Management Program’s Mission is to prepare students to enter the construction industry at the management level, possessing a broad-scope understanding of the techniques of construction project and company management, and demonstrating the entry level skills appropriate to the U.S. construction industry.”

The Construction Management Department received an initial five year accreditation by ACCE in 1987. ACCE accreditation was renewed for six years in 1992, three years in 1998, and six years in 2001 and six years in 2007.

5. Degree title and credit hours required.

The degree granted is the Bachelor of Science in Construction Management. One hundred twenty six (126) semester hours are required for graduation.

6. Other degree programs administered by the construction unit.

None.

7. Name of regional accrediting agency of the institution.

The University is accredited by the Western Association of Schools and Colleges.

8. Name and position of persons interviewed during the visit.

University Administrators and Staff

Dr. Belle Wei, Provost and Vice President for Academic Affairs
Dr. Michael Ward, Dean, College of Engineering, Computer Science, and Construction Management
Dr. Ben Juliano, Associate Dean, College of Engineering, Computer Science, and Construction Management
Ms. Kim Guanzon, Assistant Director, Office of Admissions
Ms. Megan Odom, Interim Director, Career Center
Ms. Laura Sederberg, Manager, Technology & Learning Program
Mr. William J. McGowan, Lecturer, Department of Finance & Marketing
Ms. Bonnie B. Persons, J. D., Lecturer, Department of Business Administration
Mr. James Tyler, M.A., Subject Librarian, Online Learning Center
Ms. Mary Poulin, Departmental Secretary

Program Faculty

Prof. Rovanne Younger, Chair, Construction Management Department
Dr. Joel Arthur, Construction Management faculty
Mr. Alan Bond, Lecturer, Construction Management faculty
Prof. Michael Borzage, Construction Management faculty
Prof. Lori Brown, Construction Management faculty
Prof. Denny Gier, Construction Management faculty
Dr. Richard Holman, Construction Management faculty
Prof. Willem Kymmell, Construction Management faculty
Mr. Mark Maybee, Instructor, Construction Management faculty
Dr. James O’Bannon, Construction Management faculty
Prof. John D. Schwartz, J. D., Construction Management faculty
Mr. David Shirah, Lecturer, Construction Management faculty
Prof. Chris Souder, Construction Management faculty

Program Alumni

Eight Construction Management alumni

Program Students

Twenty Six Construction Management Students

Section II: Organization and Administration

A. Institution

1. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving goals within the construction education unit. The institution administration also has a positive attitude and support for the construction education unit.

The Construction Management Department has the authority and responsibility for developing plans and procedures to achieve the goals of the Department. The CM Program is well known throughout the college and its faculty and students are well respected. The Construction Management Department has the active support of the college administration and university administration.

2. Institutional support of the administration of the construction education unit accords status within the institution comparable to that of other academic units of similar size and function with regard to finances, staffing, teaching loads, promotions in rank and salary, appointment to institution policy making committees, program priorities, and other academic affairs.

The Department Chair is reported to have 50% release time for department administrative work. Teaching loads are slightly higher than other departments within the College. The Student Faculty Ratio is 23.75 compared to 19 to 23 for the other 4 programs within the College.

3. The construction education program functions within the framework established for the institution and is consistent with the institutional mission and assessment procedures.

The Construction Program is well established and continues to achieve its goals within the institutional mission. The Dean and Associate Dean of the College of Engineering, Computer Science, and Construction Management reported to the Visiting Team that the Construction Management Department is not currently
meeting University assessment expectations. Outcome Assessment as required in ACCE Document 103, Section IX has been cited as a Weakness elsewhere within this Report.

B. Construction Unit

1. The construction education unit and/or program is headed by a qualified administrator who has sufficient authority, support, and time to accomplish the education program's goals and objectives.

The Chair of the Department is a highly respected member of the Construction Management Faculty. Professor Younger's assumption of the Department Chair position follows a three year assignment as Interim Chair of the Civil Engineering Department. The Chairmanship of the Construction Management Department is a repeat assignment.

Professor Younger is an effective leader who enjoys the confidence of his faculty peers and higher administration. His experience and institutional knowledge of the Program are excellent and his leadership is considered a Strength of the program. See ACCE Document 103, Section II.

2. The institution and the construction unit and/or program administrator insure that the total administrative work load is carefully controlled in relation to the total work load of the administrator.

The Chair indicated that he has sufficient time to carry out the administrative responsibilities of the position.

3. The administrator provides sufficient leadership and supervision to develop a strong academic program.

The program is being provided strong and effective leadership by the Department Chair.

4. The organization structure of the construction education unit is designed to encourage communication, coordination, and interaction between administrative officers, faculty, students and other disciplines.

The Visiting Team believes that a system of effective and consistent communications exists within the Department, and the communications between the Department and the Dean's Office were stated as being excellent by both sides. The Students reported that there communications with the Department administration and faculty were very good. The students were very supportive of the Faculty in general.

The Students also commented very favorably about an initiative of the Dean's Office which is intended to provide direct communication between the Dean and the Student Body within the College.
5. The administrative structure is sufficiently flexible to make the functional changes necessary to attain program objectives.

The Department has sufficient authority and control to effect changes deemed necessary to meet the Department's mission and objectives.

6. The administrator encourages professional development of faculty, and administrative policy insures that opportunities for professional development are made available and used by the faculty.

The Department faculty is encouraged in their professional development. Current faculty members are working on advanced academic degrees with the full support of the Program and the College. A number of the faculty members have true entrepreneurial activities outside their academic responsibilities, while others are engaged in research and professional consulting assignments.

7. The administrator and the faculty cooperate to develop a program of high quality and establish a structure to facilitate planning and evaluation for continuous improvement of the program.

The Visiting Team was able to identify general components of an Academic Quality Plan; however, no schedule for data collection was included nor were the measures tied to the program outcomes. Outcome Assessment as required in ACCE Document 103, Section IX has been cited as a Weakness elsewhere within this Report.

C. Budget

1. Within the institution, budget allocations are compatible with the size of the educational program with respect to students, faculty and staff.

The institutional funds allocated to each of the programs in the College are somewhat comparable on a $/FTES ratio. The salaries of faculty are dictated by a collective bargaining agreement and salary adjustments are limited by contract.

2. Budget support is adequate to enable the program to achieve its stated purposes.

The budget appears to be adequate and is supplemented by funds provided from outside sources. A significant portion of the Department's annual budget is derived from sources outside the University.

The Department's creativity and success in obtaining and managing these funds, including donations, contributions from Contractor Associations, and California Contractors License Board – Construction Management Education Act funding has become essential to the Department's survival in an era of increased pressure on the level of institutional support and funding.
3. Non-budgeted funds are used to supplement institution funds allocated by the administration rather than to replace those funds.

The Visiting Team was unable to identify any specific evidence that outside funds were used to replace funds allocated by the University, but rather that the outside funding supplements funding by the University.

The funds were used for faculty development, travel, teaching assistants, and equipment enhancements over and above the stated program goals.

D. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

None.

Section III: Curriculum

A. Program Description

1. The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution and the goals as established.

According to the CSU Chico website (http://www.csuchico.edu/about/index.shtml), the mission and strategic priorities of the institution include development of a high quality learning environment, both inside and outside of the classroom. The Program of the Department of Construction Management was found to be consistent with, and in full support of the philosophy and purposes of the institution and the goals as published.

2. The curricular goals relate to the needs of society and the construction profession.

The curricular goals are not consistently identified between the self study sections and the program website. However, the overall mission statement, as provided in Section I. C of the self study, does relate well to the needs of society and the construction profession.

3. Recognizing the autonomy of educational institutions in the matter of curriculum development and the levels and designations of the degrees awarded, it is preferred that the word “Construction” be included in the name of the degree awarded.

The title of the degree awarded is Bachelor of Science Construction Management.
B. Curriculum

1. The construction education program develops its own program goals, objectives and particular emphasis, and prescribes the number of courses for graduation, sequencing of study, course numbers, and titles.

The CM Program has the autonomy necessary to establish program goals and objectives and to manage the curriculum. The requirement of 126 semester credit hours for the degree exceeds the stated minimum of 120 credits.

The state and the institution establish requirements for general education. There are no additional requirements established at the college level.

2. The total curriculum supports the goals and objectives of the construction education program, provides balanced content, and meets ACCE's minimum requirements for credit hours in the categories of General Education, Mathematics and Science, Construction Sciences, Business and Management, Construction, and Other requirements.

Most of the discrepancies in the curriculum category credit count were identified by the 2006 Visiting Team and were not addressed in the 2012 self study. These are noted specifically below. Despite the discrepancies, the program meets all of ACCE’s minimum requirements for credit hours in each category.

The curriculum category credit count is as follows:

<table>
<thead>
<tr>
<th>Curricula Category</th>
<th>ACCE Minimum</th>
<th>Program</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>15</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>18</td>
<td>22.5</td>
<td>21-24</td>
</tr>
<tr>
<td>Construction Science*</td>
<td>20*</td>
<td>20</td>
<td>23-26</td>
</tr>
<tr>
<td>Construction*</td>
<td>20*</td>
<td>31.5 (29.5)*</td>
<td>30-33</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>15 (14)*</td>
<td>15</td>
</tr>
<tr>
<td>Total*</td>
<td>120*</td>
<td>126 (123)*</td>
<td>126</td>
</tr>
</tbody>
</table>

* Numbers in parentheses show the totals reported in the self study that included math errors. Numbers outside of the parentheses in these columns show the totals corrected for math only.

*Minimum combined total Construction Science and Construction 50 Semester hours

In the self study report, CMGT 460 Legal Aspects of Construction was counted as 1.5 credits in Business & Management and 1.5 credits in Construction. The Visiting Team determined that all 3 credits should be in construction. This comment is identical to the observation made in the 2006 Visiting Team Report. Obviously it has not been addressed in the six years that have passed between visits.
The 3 credits for CMGT 110 Construction Graphics should be counted in the Construction Science category rather than Construction. Again, this comment is identical to the observation made in the 2006 Visiting Team Report.

The self study included a 3-credit elective in the Construction category restricted to the following choices: CMGT 200 Building Codes; CMGT 352 Electrical Construction Estimating; MGMT 303 Managing People / Business Processes; or MGMT 345 Negotiation Techniques. This 3-credit elective should be assigned as follows: if CMGT 200 is chosen, it should be assigned to Construction Science. If CMGT 352 is chosen, it should be assigned to Construction. If MGMT 303 or MGMT 345 is chosen, it should be assigned to Business & Management. Yet again, this comment is identical to the observation made in the 2006 Visiting Team Report.

It should be noted that under Section III.H Course Sequencing, and Section III.I Course Descriptions, there are actually 13 different courses included under the category of “Restricted Electives,” including courses in Accounting, Construction Management, Management, Marketing, Psychology, Finance, Management Information Systems, Real Estate, and Supply Chain Management. With the exception of Psychology, these credits can be assigned to either Construction or Business & Management. An elective in Psychology should be assigned to “Other.”

CMGT 120 Computer Aided CM, is not included in any category; however, a class identified as CMGT 320 Computer Aided CM is included with Math & Science. CMGT 120 should be correctly identified and assigned to the Construction category.

The self study shows 14 credits in the category of Other (Figure 10). However, the credits shown in Figure 10 only add up to 12. In addition, a 3-credit university option is not accounted for elsewhere so the Visiting Team has included it in “Other” making the total for this category 15 credits for both the Program and Team columns. As in the other instances already cited above, this comment is also identical to the observation made in the 2006 Visiting Team Report.

3. **General Education, Mathematics and Science, and Fundamental Business and Management curriculum provide the student with diverse exposure to disciplines outside of the construction unit.**

Students have good exposure to disciplines outside of the construction unit for all General Education, Mathematics & Science, and Business & Management classes.

4. **The total curriculum meets all minimum requirements for core subject matter at the minimum required level of academic credit.**

The Visiting Team could find no evidence of ethics integrated throughout a minimum of five Construction / Construction Science courses. Ethics was included in the syllabus or course materials for three courses (CMGT 210, CMGT 450, and CMGT 455) but there was no evidence of ethics in student work.

In all other categories, the total curriculum meets all minimum requirements for core subject matter at the minimum required level of academic credit.
Evidence of ethics integrated throughout the curriculum and lack of student work as required in *ACCE Document 103, Section III* were both cited as a Weaknesses elsewhere within this Report.

5. **The total curriculum contains all required curriculum topical content.**

The total curriculum appears to meet all required topical content. There were many formula errors in the matrix that made it difficult for the Visiting Team to assess every value. However, all spot checks confirmed the curriculum was complete.

6. **Each course demonstrates alignment of specific and measurable learning outcomes to required topical content and program learning outcomes.**

Course syllabi list one or more general objectives for each course, but do not list specific or measurable learning outcomes. There are no specific or measurable learning outcomes aligned with the topical content.

Lack of specific or measurable learning outcomes aligned with the topical content in course syllabi as required in *ACCE Document 103, Section III* has been cited as a Weakness elsewhere within this Report.

C. **General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

Based on interviews with faculty, the Visiting Team believes that the curriculum adequately covers all required topical content. However, the documentation of that coverage was generally not well organized and therefore difficult to verify.

Insufficient emphasis on student learning outcomes throughout the curriculum also makes it difficult for the program to assess and report on quality.

Examples of student work are insufficient or were missing for most courses. Course binders did not include representative copies of graded examinations, quizzes, laboratory reports, or assignments. Some student work provided was several years old. This is contrary to the requirements of *ACCE Document 103, Section III* and is cited as a Weakness elsewhere within this Report.

Course syllabi for Construction/Construction Science courses were inconsistent between what was included in the self study and what was provided in the course binders. Course descriptions on the syllabi do not consistently match the course descriptions in the online catalog, and course names varied between the syllabi and the program flow chart. This is contrary to the requirements of *ACCE Document 103, Section III* and is cited as a Weakness elsewhere within this Report.

The Visiting Team also noted that the format of the course syllabi do not appear to conform to University requirements.
Section IV: Faculty and Staff

A. Qualifications

1. The faculty possess appropriate academic qualifications, professional experience, and pursue scholarly and creative activities essential to the successful conduct of an associate/a baccalaureate level academic program of construction.

All full-time faculty possess appropriate academic qualifications for conducting a baccalaureate level academic program. One full-time faculty member holds a Bachelors degree, but has taken graduate-level course work and has the appropriate qualifications to teach the lower division courses that are assigned. One part-time lecturer also holds a Bachelors degree and is currently pursuing an MBA.

All current members of the faculty have substantial professional experience, and are engaged either in scholarship, consulting, or community service. The faculty has demonstrated significant dedication to student involvement and community service. The faculty have organized and implemented many community activities that engage students across the university.

2. The institution provides the faculty with rank, status, salary, and benefits commensurate with their educational background and professional experience.

Faculty has rank, status, salary, and benefits consistent with other departments in the College. There are six full professors and four associate professors. Nine full/associate professors are tenured and one associate professor is on the tenure track. There are three non-tenure track lecturers; two full-time and one half-time.

3. The educational preparation of each faculty member includes study in the areas for which he/she has teaching responsibility and includes adequate background in the supporting disciplines from which his/her area of specialty draws major concepts and principles.

All faculty have appropriate educational preparation in Construction Management or related fields (Engineering, Architecture, Construction Law, and Industrial Education) and are teaching within their areas of expertise.

4. Evaluation of faculty competence recognizes appropriate professional experience as being equally as important as formal educational background and that continuing professional growth of the faculty is a prerequisite to effective teaching.

Professional experience is highly valued and recognized within the program and the College, and the continued professional growth of the individual faculty is clearly encouraged. Four areas of evaluation are considered at all review levels in making recommendations on retention, tenure and promotion: (1) instruction; (2) professional growth and achievement; (3) contributions to the University and community; and (4) contribution to strategic plans and goals of the department,
college, and university. Various skills and levels of achievement are recognized, and faculty are not expected to excel in all four areas in order to be tenured or promoted.

5. The faculty actively participate in professional organizations and community services, and in interpreting construction education to other professions and to the general public.

Faculty are active in a number of professional organizations, including DBIA, ASCE, NECA, USGBC, AIA, AACE, and others. They are also actively engaged in providing continuing education opportunities to industry.

6. The size of the construction faculty is commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty and is appropriate to the type of instruction and comparable to that of the faculty of other comparable academic programs of the institution.

The size of the construction faculty is appropriate to the type of instruction and comparable to that of the faculty of other comparable academic programs of the institution.

B. Faculty Workload

Faculty workload assignment takes into consideration the number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, advising activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.

Faculty workload assignments are in accordance with the Collective Bargaining Agreement with the California Faculty Association. The normal workload for a full-time tenured or tenure-track faculty member consists of 12 weighted teaching units of direct instructional assignments during a semester.

Weighted teaching units are calculated by a formula that considers the level of activity / supervision required (e.g., lecture, lab, discussion, etc.). There are additional expectations regarding office hours, advising, campus committee work, and scholarship.

Full-time temporary faculty are assigned a normal instructional load of 15 weighted teaching units per semester, with minimal expectation for scholarship.
C. Administrative and Technical Staff Support

Administrative and technical staff support are adequate to sustain fulfillment of the construction program's mission and are consistent with the level of support enjoyed by other programs within the institution.

The Program, the Program Chair, the Department Faculty and the students benefit from the institutional knowledge and expertise offered by Ms. Mary Poulin, Departmental Secretary.

Ms. Poulin is a long-time University employee whose service pre-dates the establishment of the program within the College. She is recognized across campus by the administration, the faculty and the students as a resource; a counselor; and most importantly as a professional.

Ms. Poulin's expertise and her adroit application of her skill set are considered a significant strength of the Program and are cited elsewhere within this Report. See ACCE Document 103, Section IV.

D. Employment Policies

Faculty compensation is competitive with comparable positions within the institution to insure that quality faculty and high morale exist.

Faculty compensation is competitive and was not mentioned as a point of contention nor was compensation mentioned as an issue by the individual faculty members that were interviewed by the Visiting Team.

E. Professional Development

Consulting work is encouraged, provided such activities do not conflict with normal assigned duties and responsibilities of the faculty member.

Faculty are encouraged to engage in outside interests that may include consulting, providing continuing education, participating in conferences or professional development opportunities, scholarship, or community service. Teaching schedules are limited to four days per week to allow faculty time to pursue and schedule non-teaching activities.

F. Faculty Evaluation

A clearly defined program of annual faculty evaluation is in place and may include student, peer, and/or administrator evaluations. Faculty evaluation includes both full-time and part-time faculty.

The Department follows University guidelines for faculty evaluations.
G. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

None.

Section V: Students

A. Admissions and Enrollment

1. Qualifications of students admitted to the construction education program are comparable with those of students in other programs within the institution and appropriate to the requirements for construction education.

Students admitted to the Department must meet the University’s admission requirements as stipulated by the California State University system. Requirements for admission include:

   a. High school graduation or equivalent (as defined);
   b. Meet scholarship and test requirements;
   c. Have earned a C or better in college preparatory subjects.

University admissions requirements include a higher Eligibility Index test score for students who are outside of the “local admission area” as defined. More than 80% of Construction Management students are from outside of the “local admission area.”

2. Admission policies, where applicable, are directed toward students with the ability and credentials for successful completion of the curriculum.

Admission requirements are controlled by the California State University system. The Construction Management Department offers orientation and advising sessions to all new students.

3. Recruitment and publicity for the construction program are comparable to other programs of the institution.

The Construction Management Program is included in the University’s website and related public materials.

The program has the added benefits of publicity from the student body’s volunteer projects and employers’ and alumni recruiting visits throughout the school year. Although enrollment is currently down due to the impact of the recession, the Construction Management Program had the largest enrollment in the College during the 2010-2011 school year.
B. Academic Progress

1. An organized system of advising is available to all students in the construction education program so that their needs, interests, and abilities are considered in preparing and implementing a plan of study.

Students have access to campus-wide counseling services. In addition, each student in the program is assigned a Construction Management faculty member as an advisor.

Entering CM students are also encouraged to participate in available one- and two-day orientation and advising sessions. Lecture time in course CMGT 100 is devoted to reviewing academic planning materials.

The program also provides the CM Major flowchart which students uniformly praised as very accurate and helpful.

The students had high praise for the department secretary, Ms. Mary Poulin, who is able to explain and resolve any remaining questions. Ms. Poulin’s presence on the staff is considered a significant Strength of the Program. See ACCE Document 103, Section IV.

2. A record system exists that keeps both the student and advisor informed regarding the students’ progress toward completion of degree requirements.

The CMS system, which maintains the student’s transcript record and major audit, is available to the individual student and faculty advisors online. A Construction Management Program objective is that a student be competent to develop and manage his/her own academic plan. If any problems are encountered the student and advisor are able to contact the Advising and Orientation Office for clarification/resolution.

C. Extracurricular Activities

Students are encouraged to participate in activities in addition to their academic studies. Such activities include involvement with industry-based professional and other organizations.

Students are encouraged to participate in activities in addition to their academic studies. Such activities include involvement with industry-based professional and other organizations.

Construction Management students have taken leadership roles in several campus-wide volunteer projects. “Blitz-Build” has become the most prominent and deserves special mention because of its positive community impact (homes built for worthy beneficiaries), substantial participation (last year’s project involved over 11,000 volunteer hours) and visibility (the University President and Provost both were interviewed in archival video made during the event).
The students volunteer for other local projects and out-of-town disaster relief projects as well. CM students also regularly join in and hold leadership roles in several other campus-wide activities.

As many as eleven student teams have participated in the annual Western Region ASC Competition and teams have won in several divisions.

D. Graduates

There is an established plan for communication with alumni and periodic follow up of graduates.

The program asks graduating seniors to return an “Alumni Information Form” which contains contact and employment information. Responses have come back from about one-third of those polled. An annual golf outing attracts alumni. On-campus recruiting has involved a many as 70 employers, who often have program graduates serve as interviewers/recruiters. The program has not conducted an alumni survey in several years.

E. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

Students have high praise for the CM Program and the alumni that the Visiting Team met with were enthusiastic regarding their support and respect for the program.

Numerous employers have provided speakers and also host information sessions to introduce their firms throughout the school year. The program encourages local employers to offer internship opportunities and students are thus consistently able to find relevant positions between school terms.

Section VI: Facilities and Services

A. Physical Facilities

1. Physical facilities are well maintained and organized to accommodate academic activities such as lectures, discussions, seminars, conferences, laboratory work, and research.

The Construction Management Department appears to have sufficient classroom space, well appointed with tables, chairs and instruction-appropriate IT and A/V equipment. The program also has adequate access to shared instructional spaces where larger lecture scenarios are encountered.

The Department uses outside funds to outfit classrooms it controls with projectors, computer monitors, and software. Similarly it uses outside funds to arrange for an IT support person for its hardware and for certain software such as Blackboard.

Likewise it funds its own classroom cleaning program. The result is that the Construction Management’s physical plant were found to be in exceptionally good
condition: clean, no wear marks on walls, chairs and tables and other equipment all had good to excellent appearance.

The Visiting Team noted that non-CM rooms in the same buildings did show some signs of wear and generally were not as orderly in appearance.

Faculty members each have their own offices. These are either in or close to the classroom buildings. The program office is readily accessible to students and faculty alike.

2. **There are laboratory facilities for the teaching of construction principles and practices (such as estimating and scheduling), and facilities for office oriented activities with adequate storage space for multiple copies of plans and specifications, and facilities for field-oriented activities.**

The Concrete and Soils Lab is in the same building as several of the program's classrooms. The lab is shared with other programs in the College. It appears to be well equipped. When needed, storage space is available in an adjacent ConEx box.

Students have access to several computer labs on campus including one CM-dedicated lab in the same building. This lab is well kept, the computers have the software packages needed by the students and the lab is used throughout the day and evening by students. Access can be arranged 24/7.

### B. Information and Research Gathering System

1. **The program has adequate access to holdings related to the general and professional components in the various fields of construction, design, and management.**

The Library is located in the same area of the campus as the classroom buildings used by the CM Program. The Library system has access to a substantial range of periodicals and references. The system is designed to respond promptly to requests, most of which can be fulfilled on-the-spot or by email.

2. **There is evidence of both adequacy and use in the selection of library or other materials and responsibility for their effective use by students.**

A librarian is assigned to the Construction Management Department to assist with new acquisitions and research; principally a benefit to faculty. A pre-built web-based portal is already in place for access by construction students.

The information desk is close to the main entrance and adjoins one of the primary study areas in the building. Copiers are readily available when desired. Students often rely on the Internet for research.

The library offers training in the effective use of library resources in addition to consultation on an as-needed basis.
C. Other Services

Appropriate services on campus are effectively used, including the computer center, audiovisual, placement, student services, and financial aids.

Construction Management students seldom use the University’s placement services largely because the program itself has such effective and extensive contacts with employers.

Although the Construction Management Program has developed a very successful program for working with industry to recruit students as interns and new hires, they do not provide the results of these programs to the University Career Service Center. Due to the lack of this information, the Career Service Center is unable to provide reliable and accurate information to prospective students and family members on the hiring and salaries of graduates of the CM Program. Failure to provide this information may impact the recruitment of new students and impact the quality of students within the Program. Reference ACCE Document 103, Section VI.

Seventy construction-specific employers made recruiting visits to the campus during the prior year. Employers also visit campus to provide classroom lectures and sponsor other activities.

The University’s student services including placement and financial aid office are readily accessible in person or via the University’s website.

D. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

None.

Section VII: Relations with Industry

A. Support from Industry

1. An industrial advisory committee, consisting of representatives from the construction industry, is actively involved in an advisory role for the construction program.

The Team found no evidence of an “actively involved” Industry Advisory Committee within the documentation provided by the Program. This is contrary to the requirements of ACCE Document 103, Section VII, and has been cited as a Weakness elsewhere in this Report.
2. The committee meets at least annually for the purpose of advising and assisting the development and enhancement of the program.

The Team found no evidence of an “actively involved” Industry Advisory Committee within the documentation provided by the Program. The only evidence available indicated the Industry Advisory Committee last met in 2009. This is contrary to the requirements of *ACCE Document 103, Section VII*, and has been cited as a Weakness elsewhere in this Report.

B. Support for Industry

The construction program has an active program of continuing education and research directly applicable to and in support of the construction industry.

The Construction faculty frequently conducts seminars for industry on a wide variety of topics including estimating, construction software training, business practices, and materials and methods.

C. Student-Industry Relations

There is well-documented evidence of industry involvement such as field trips and speakers for student clubs.

The CM Program regularly conducts field trips throughout the academic year. Faculty attend each trip, as well as a large group of students.

In the past year, the Program also hosted guest industry speakers who addressed students in specific classroom settings as well as providing specific informational session related to industry recruitment sessions.

D. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

None.
Section VIII: Relations with the General Public

A. The program manifests accountable behavior by providing the information listed in the following table in a manner that it is current and accessible to the general public.

<table>
<thead>
<tr>
<th>Public Information Requirements</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of the Program</td>
<td>Compliant</td>
</tr>
<tr>
<td>Program Admission Requirements</td>
<td>Compliant</td>
</tr>
<tr>
<td>Program Quality Improvement Plan</td>
<td>Not Compliant</td>
</tr>
<tr>
<td>Program Assessment Measures</td>
<td>Not Compliant</td>
</tr>
<tr>
<td>Information Obtained from Assessment Measures</td>
<td>Not Compliant</td>
</tr>
<tr>
<td>Actions Taken as Result of Assessment Data Collected</td>
<td>Not Compliant</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Compliant</td>
</tr>
<tr>
<td>Rate and Types of Employment of Graduates</td>
<td>Not Compliant</td>
</tr>
<tr>
<td>Data to Support Qualitative Claims made by the Program</td>
<td>Not Compliant</td>
</tr>
</tbody>
</table>

The Construction Management Department has its own section on the University’s website. Shown there are program-specific objectives; admission requirements; course descriptions; scholarships; a partial listing of assessment measures; a list of student achievements, activities and community projects; contact information for officers of student organizations; partial information regarding employment of graduates; the recruiting calendar; a page regarding ACCE accreditation plus a page with links to other programs within the College of ECC.

B. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

The previous Visiting Team could find no evidence that the assessment measures, student achievements, and rates and types of employment of graduates for the Construction Management Department were broadly and accurately published. This was noted as a Weakness in the previous Visiting Team Report.

Although the Program has provided information related to rates and types of employment of its graduates on the Program website, the Visiting Team did not find sufficient additional evidence to conclude that this condition has been alleviated. This is contrary to the requirements stipulated in ACCE Document 103, Section VIII and as a consequence is cited as a Weaknesses elsewhere within this Report.
Section IX: Program Quality and Outcome Assessment

A. The construction education program has an Academic Quality Plan that is used for continuous improvement of the program. The plan includes all of the elements listed in the following table.

<table>
<thead>
<tr>
<th>Academic Quality Plan Requirements</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program goals</td>
<td>The program goals are not clearly or consistently defined. The program goals listed in the self study in Section IX are different than those stated in Section I, and those that are listed on the Department website and made available to the public.</td>
</tr>
<tr>
<td>Metrics used to measure progress toward achievement of program goals</td>
<td>There are no metrics provided to measure progress toward the achievement of program goals. The only data presented were for a single year graduating senior survey. The data presented were not adequately labeled and did not represent all the program's constituencies (students, graduates, employers, benefactors, the construction industry, faculty, staff, and administrators).</td>
</tr>
<tr>
<td>Systematic means of collecting, quantifying, and analyzing data collected relative to program assessment metrics</td>
<td>There is no schedule or means provided for collecting, quantifying or analyzing data.</td>
</tr>
<tr>
<td>Conclusions made after analysis of program assessment data collected</td>
<td>The conclusions that were made based on the single graduating senior survey were broadly applied to program performance with no means or basis for correlation.</td>
</tr>
<tr>
<td>Record of program revisions made as consequence of analysis of program assessment data collected</td>
<td>There is no record of program revisions made as a consequence of program analysis.</td>
</tr>
<tr>
<td>Adequacy of resources to enable implementation of the academic quality plan</td>
<td>There is no plan or documentation to show how available resources might be allocated to the implementation of an academic quality plan.</td>
</tr>
</tbody>
</table>

B. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

The lack of an adequate Academic Quality Plan is a continuing issue for this program, and was reported by the 2006 Visiting Team. Outcomes Assessment as required by ACCE Document 103, Section IX has been Weakness elsewhere within this Report.
Section X Review of Last Visiting Team’s Weaknesses and Concerns

A. List last Visiting Team’s noted Weaknesses and actions taken by the institution.

1. The Team found no evidence that the assessment measures, student achievements, and rates and types of employment of graduates for the Construction Management Department are broadly and accurately published. Reference ACCE Document 103, Section 8.

Although the program has provided information related to rates and types of employment of its graduates on the Program website, the Visiting Team did not find sufficient additional evidence to conclude that this condition has been alleviated, and is therefore considered to be a hold-over Weakness. ACCE Document 103, Section VIII.

B. List last Visiting Team’s noted Concerns and actions taken by the institution.

1. The current resources in faculty, funds and facilities will not allow the Department to maintain current levels of service if the enrollment growth trend continues as expected. Plans need to be made to hire additional qualified faculty as Program growth occurs. Reference ACCE Document 103, Section 2.3.

Enrollment growth has slowed dramatically since 2006, and although the Department’s resources both in terms of personnel and fiscal are still stretched, the current financial crisis within the State of California realistically will not afford any relief to the University, College or Program in the near term horizon.

Section XI: Strengths, Weaknesses, Concerns, and Undeveloped Potentials

A. List Strengths.

1. The CM Student Body. The students are well prepared to enter into productive roles in the construction industry and the level of participation in non-academic public service projects as well as their success in industry sponsored competitions is emblematic of the culture that has developed within the program.

2. Professor Younger is an effective leader. His experience and institutional knowledge of the Program are excellent and his leadership is considered a Strength of the Program.

3. Ms. Poulin is recognized across campus by the administration, the faculty and the students as a resource; a counselor; and most importantly as a professional. Ms. Poulin’s expertise and her adroit application of her skill set are considered a significant Strength of the Program.
4. The Faculty. The strong industry experience, coupled with a sincere dedication to lead and teach the students by example as the Program serves the public has brought considerable favorable attention to the Institution, the College and the Program.

5. The CM Program’s internally organized and managed student placement service provides a genuine service to the industry and the student body, providing a true win-win situation.

6. 

B. List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section X. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section X.)

Weaknesses of the program must be related to a lack of full and complete compliance with an ACCE standard or criteria as prescribed in Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs.Weaknesses may be based either on evidence of non-compliance with or lack of evidence of compliance with ACCE requirements. For each Weakness, specifically cite the appropriate ACCE standard or criteria that forms the basis for the Weakness.

For each Weakness listed, the reasons for a lack of full and complete compliance with the standard cited must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.

All Weaknesses listed in the report must have been discussed with the administration of the institution during the exit interview. Any Weakness not so discussed must be brought to the attention of the Program Administrator and his/her next higher administrative unit by the Visiting Team Chair prior to being included in the report.

1. Relations with the General Public [See Section VIII.B of this report]. Although the Program now provides information related to rates and types of employment of its graduates on the Program website, the Visiting Team was unable to identify evidence that the assessment measures or student achievements for the Construction Management Department are broadly and accurately published. [Reference ACCE Document 103, Section VIII].

2. Relations with Industry [See Section VII.A.1 of this report]. The Team found no evidence of an “actively involved” Industry Advisory Committee within the documentation provided by the Program. The only evidence available indicated the Industry Advisory Committee last met in 2009. [Reference ACCE Document 103, Section VII].

24
3. Curriculum [See Section III.C of this report]. Course syllabi for
Construction/Construction Science courses were provided in individual binders.
Course syllabi were inconsistent between what was included in the self study and
what was provided in the course binders. Course descriptions on the syllabi do not
consistently match the course descriptions in the online catalog, and course names
varied between the syllabi and the program flow chart. [Reference ACCE Document
103, Section III].

4. Curriculum [See Section III, C of this report]. Examples of student work are
insufficient or missing for most courses. Course binders did not include
representative copies of graded examinations, quizzes, laboratory reports, or
assignments. Some student work provided was several years old. [Reference ACCE
Document 103, Section III.]

5. Curriculum [See Section III.B.6 of this report]. Course syllabi list one or more
general objectives for each course, but do not list specific or measurable learning
outcomes. Course objectives are not related to program goals. There are no specific
or measurable learning outcomes aligned with the topical content. [Reference ACCE
Document 103, Section III].

6. Curriculum [See Section III.B.2 of the report]. There was limited evidence of
integration of ethics into the curriculum. The mention of ethics was found in two
course syllabi (CMGT 210 and CMGT 455); however, there was no documentation of
ethics in any examples of student work. [Reference ACCE Document 103, Section
III].

7. Program Quality and Outcome Assessment (See Section IX.B of this report]. The
Visiting Team was able to identify some general components of an Academic Quality
Plan; however, no schedule for data collection was included nor were the measures
tied to the program outcomes. The only data presented is for a single year graduating
senior survey. The data presented is not adequately labeled to indicate the year of the
survey, nor the number of responses. The data reported does not represent all the
program's constituencies (students, graduates, employers, benefactors, the
construction industry, faculty, staff, and administrators). The program goals listed in
the self study in Section IX are different than those that are listed on the Department
website and made available to the public, and there are no measures or
measurement schedule for any of the published goals and objectives of the program.
[Reference ACCE Document 103, Section IX].

C. List Concerns. (Include and identify as such any Concern(s) remaining
from previous Visiting Team reports, as discussed in Section X. Also,
include and identify as such any Weaknesses remaining from previous
Visiting Team reports that while corrected to some extent have now become
Concerns, as discussed in Section X.)

Concerns may or may not be specifically related to Document 103. A
Concern relates to circumstances, situations, or issues that either have or
could in the future have an adverse impact on the construction program
and/or could become a Weakness if not addressed. For each Concern, specifically cite as appropriate:

a. Its adverse impact or potential adverse impact; and/or
b. That part of Document 103 that forms the basis for the Concern; and/or
c. State how the Concern could become a Weakness.

1. Curriculum [See Section III.B.2 of this report]. In the 2006 ACCE Visiting Team Report, Section III: Curriculum, Item #4, several notes were made concerning the credit hour distribution by curricula category. None of these comments are incorporated into the 2012 self study and all comments still apply.

The 2012 Visiting Team has a significant concern that these corrections were not acknowledged nor corrected and the same issues were incorporated into the 2012 self study. The Team believes that there are ample reasons to state its concern that curricular information has not been updated since the 2006 self study. For example, in the list of course requirements by semester (Section III.C.2), note #5 in the table refers to the 2005-2007 catalog. [Reference ACCE Document 103, Section III].

2. Curriculum [See Section III.B.5 of this report]. There were errors in the matrix formulas such that the instructional hours provided in the matrix could not be verified. Curricular content was verified using Figures 5 through 10 in Section III.D of the self study, cross-checked with the topical content indicated in the matrix and the contents of the course binders. [Reference ACCE Document 103, Section III].

3. Students [See Section V.D of this report]. There is evidence of a plan for communication with alumni, but no data were provided showing that any communication had occurred. [Reference ACCE Document 103, Section V].

4. Although the Construction Management Program has developed a very successful program for working with industry to recruit students as interns and new hires, they do not provide the results of these programs to the University Career Service Center. Due to the lack of this information, the Career Service Center is unable to provide reliable and accurate information to prospective students and family members on the hiring and salaries of graduates of the CM Program. Failure to provide this information may impact the recruitment of new students and impact the quality of students within the program. [Reference ACCE Document 103, Section VI.]

D. List Undeveloped Potentials.

Undeveloped Potentials are those areas that in the opinion of the Visiting Team might be explored for the potential enhancement of the program.

1. The University Career Service Center has started programs that use social media such as Facebook and Linkedin to stay in touch with students and Alumni. The interim director for the Career Service Center has explained that social media has
become their primary source for staying in touch and getting information on the employment history of graduates.

In an environment where social media has become such an integral part of the lives of so many college age individuals and recent graduates, the CM Department is failing to recognize and capitalize on the full potential of these programs by making the choice to not participate with the *University Career Service Center* in developing appropriate social media websites.