

American Council for Construction Education

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March 5, 2012

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Dr. Daniel Bradley, President
Indiana State University
PH 208
Terre Haute, IN 47809

Dear Dr. Bradley,

At its February 2012 Mid Year Meeting, The American Council for Construction Education (ACCE) Board of Trustees reviewed the application for renewal of accreditation of the Construction Management Program at Indiana State University. The Board had available to it the reports of its Visiting Team under the Chairmanship of Dr. Kerry Slattery, and its Accreditation Committee under the Chairmanship of Dr. James Smith. This letter is to inform you that the Board has voted for a six-year accreditation from February 2012 through February 2018.

A renewal of accreditation visit at the end of this six-year period should be scheduled between September 1 and November 1, 2017. The self-evaluation study, in preparation for this visit, will be due in the ACCE national office no later than June 1, 2017.

The final report of the Visiting Team, as acted upon by the Board, is enclosed. This report, as do all ACCE accreditation reports, contains a delineation of perceived program strengths, weaknesses, concerns, and undeveloped potentials. It is the hope of ACCE that the cited weaknesses and concerns will be addressed in coming years, while maintaining program strengths and pursuing program potentials.

ACCE requires that you file a progress report at the end of the first year no later than December 1, 2012. Additionally, all programs are required to file a third year progress report, making your third year progress report due no later than December 1, 2014. If for any reason these dates need to be changed, we will notify you well in advance, and should it become necessary for you to ask for an extension, we request that you do the same.

The Board of Trustees looks forward to a First Year Progress Report containing documented progress toward correcting the Weaknesses and Concerns cited in the current Visiting Team Report. The Board's comments are summarized below:

The Board of Trustees supports the reaccreditation of the Indiana State University construction program for six years with Progress Reports required in the first and third years. The Board applauds the program on its accomplishments and on a solid Visiting Team Report. In the first year Progress Report, the Committee expects to see full documentation for the integration of oral and written communications and ethics in the curriculum. The Board also expects to be kept abreast of faculty recruiting efforts and results.



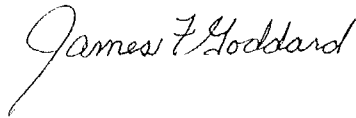


Dr. Daniel Bradley
Indiana State University
Page 2

The ACCE Board of Trustees extends congratulations on this accreditation, and asks that I express its appreciation for the many courtesies extended to our Visiting Team and for the positive way in which your faculty and staff responded throughout.

We wish you continued success with your Construction Management Program, and feel confident that your graduates, the building community, and the Nation are richer for your efforts.

Warmest regards,
American Council for Construction Education

A handwritten signature in cursive script that reads "James F. Goddard".

James Goddard, President

Cc: Dr. C. Jack Maynard, Provost and Vice President for Academic Affairs
Dr. Bradford Sims, Dean
Dr. Lee Ellingson, Program Coordinator
Dr. James Smith, Chair, ACCE Accreditation Committee



American Council for Construction Education

Indiana State University
Terre Haute, Indiana

Construction Management Program

October 22 – 25, 2011

Visiting Team

Dr. Kerry Slattery, Chairman
Missouri State University
Springfield, Missouri

Ms. Carla Sly, Member
NCCER
Alachua, Florida

Dr. David McCandless, Member
University of Central Missouri
Warrensburg, Missouri

Mr. Thomas Cole, Member-in-Training
Lydig Construction
Bellevue, Washington

Dr. Souhail Elhouar, Member-in-Training
Bradley University
Peoria, Illinois

Brennon Coble, Industry Observer
Shiloh Consultants & Constructors
Orlando, Florida

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Visiting Team Report

Section I: Introduction

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

Indiana State University was established in 1865 as the Indiana State Normal School for the Preparation of Teachers. The current mission includes a focus on community and public service. They are located on a 91-acre main campus in Terre Haute, Indiana with a total Fall 2010 enrollment of 11,494 undergraduate and graduate students served by 436 full-time faculty.

2. Institution organization and location of the construction unit.

The major academic units of the university are: College of Arts and Sciences, Scott College of Business, Bayh College of Education, College of Nursing, Health and Human Services, and College of Technology.

The College of Technology consists of five academic departments: Built Environment, Human Resource Development and Performance Technologies, Applied Engineering and Technology Management, Aviation Technology, and Electronics and Computer Engineering Technology.

The Construction Management (CM) Program is in the Department of the Built Environment along with Interior Architecture Design, Safety Management and the Health and Safety Management M.S. programs.

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

The CM Program has consistent enrollments of about 140 students. They currently have 3 full-time faculty and two administrators (Dean and Department Chair) who teach courses in the program. Of the full-time faculty, one is tenured and the other two are instructors on multi-year contracts.

Construction Technology was approved as a bachelor degree in 1976 and joined the Associated Schools of Construction in 1978. The program and degree titles were changed to Construction Management in 2001. The mission is to provide the knowledge, skills and values to enable graduates to become leaders in the construction industry.

4. Accreditation history – first accredited and reaccredited.

The Construction Technology Program was first accredited by ACCE in 1992. The program was reaccredited in 1997, 2002 (as Construction Management) and 2008.

5. Degree title and credit hours required.

Bachelor of Science in Construction Management
Credit hours required for degree: 128

6. Other degree programs administered by the construction unit.

None

7. Name of regional accrediting agency of the institution.

North Central Association of Colleges and Secondary Schools

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

Administration:

Dr. C. Jack Maynard, Provost and Vice President for Academic Affairs
Dr. Susan Powers, Associate Vice President for Academic Affairs
Dr. Bradford L. Sims, Professor and Dean, College of Technology
Dr. Robert E. English, Associate Dean and Professor,
College of Technology
Dr. Richard Coble, Chair and Professor, Dept. of Built Environment

Faculty and Staff:

Dr. Lee A. Ellingson, Associate Professor of Construction Management,
Program Coordinator
Dr. Jerold D. Stegeman, Instructor
Mr. Donald McNabb, Instructor
Dr. David J. Malooley, Associate Professor, ECET
Dr. James Smallwood, Professor, AETM
Dr. Farman A. Moayed, Assistant Professor, Dept. of Built Environment
Mr. Rob Bundy, Adjunct Faculty
Ms. Elizabeth Wilkinson, Adjunct Faculty
Dr. Robert C. Guell, Professor, Economics
Ms. Ruth E. Cain, Assessment and Accreditation Coordinator
Dr. Kara Harris, Director of Academic Student Services
Dr. Karl E. Burgher, Chief Strategy Officer
Dr. Elizabeth Brown, Associate Dean, College of Arts and Sciences

Advisory Council and Alumni:

Mr. Rick J. Haruff, President, CDI, Inc.
Mr. Craig M. Koch, Project Manager, Shiel Sexton
Mr. Mike Peterson, Senior Project Manager, Thompson Thrift

Approximately 20 current 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 ISU organization follows traditional academic organization models. Lines of authority appear clear and conventional. The Provost, Associate Provost, and Dean are supportive of the CM Program.

- 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 CM Program appears to receive sufficient funding resources for operations, equipment, and supplies. While there has been significant faculty turnover, they appear to have the support and status afforded to comparable units.

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

The CM Program functions within the framework established for the institution. Its mission is consistent with that of the institution, and the program works within the institution's assessment process.

B. Construction Unit

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

After a recent reorganization of the College of Technology, the CM Program is in the Department of the Built Environment which is headed by a recently-hired Chair, Dr. Richard Coble, with significant experience in construction and construction education. He has limited teaching duties and devotes considerable time to the CM Program. The CM Program Coordinator, Dr. Lee Ellingson, handles many administrative tasks. He is supposed to be assigned a reduced teaching load, but with recent changes in the faculty he is responsible for a full-time (12 credit hour per semester) teaching load in Fall 2011 leaving less time for administrative tasks.

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

The Program Coordinator is teaching 3 undergraduate and one graduate course. This may have become necessary due to a last-minute resignation by a full-time faculty member. The coordinator's workload must be controlled in the future to ensure adequate time to perform administrative duties.

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

The administrators provide strong leadership and direction to maintain a strong academic program. The Department Chair and Program Coordinator meet regularly with faculty and are fully cognizant of issues that might affect the quality and direction of the program.

- 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 faculty meets weekly at both the program and department level. Communication, coordination and interaction among all parties were strong. This will be further enhanced when building renovations are completed and faculty offices are consolidated in one area.

- 5. The administrative structure is sufficiently flexible to make the functional changes necessary to attain program objectives.**

The administrative structure appears to be very responsive to needed changes. For example, recent changes in the status of instructors to allow multi-year contracts and provide benefits has improved the morale and ability to recruit qualified personnel to teach classes.

- 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 professional development of faculty is encouraged. While funding for faculty travel is limited, money has been allocated for CM faculty to receive software training. Money is allocated by the Dean to the departments based on student enrollment.

- 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 total program.**

There is no doubt that the administrator and faculty are working to develop a high quality program. They regularly review curriculum and feedback in order to implement necessary changes.

8. The construction unit has clear and concise policies relative to curriculum, faculty, students, and facilities.

The construction unit largely follows University policies that are clear and concise.

C. Budget

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

Budget allocations are controlled by the College of Technology. Policies and procedures are closely tied to the size and special needs of each department.

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

Budget support is adequate; however, funding for additional tenure track faculty should enable the program to reduce faculty turnover.

3. Non-budgeted funds are used to supplement institution funds allocated by the administration rather than to replace those funds.

Limited non-budgeted funds are available. These are not used to replace funds for items that are generally provided by the institution.

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 curriculum is responsive to social, economic, and technical developments and reflects the application of evolving knowledge in construction and in the behavioral and quantitative sciences.

The curriculum is responsive to the evolution of knowledge in construction and related disciplines. Recent changes have been made to improve the program. The Foundational Studies (general education) requirements limit the number of credit hours available for technical courses. This inhibits the program's ability to offer electives and add breadth to the curriculum while ensuring compliance with ACCE requirements.

- 2. 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.**

The CM Program is consistent with the mission of the institution.

- 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 Bachelor of Science degree is awarded in Construction Management.

B. Curriculum

- 1. The construction education unit 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 appears to have an appropriate level of autonomy over the design and implementation of the curriculum.

- 2. The curriculum is designed to accommodate continually expanding requirements of the profession, advancements in knowledge, and the contributions of related disciplines.**

The curriculum is regularly discussed at faculty meetings and changes are made to accommodate the expanding requirements of the profession. For example, the program is adding Building Information Modeling content to appropriate courses.

- 3. The construction education unit strives to provide curriculum offerings beyond the minimum requirements of the ACCE Standards and Criteria for Accreditation.**

Because there appears to be little flexibility in meeting the foundational studies requirements for the institution, the CM Program can offer little more than the required number of credit hours in each curriculum category. While the number of hours required for general education at ISU is typical, professional programs at many institutions are able to meet general education requirements with courses that also count toward other degree requirements. The program may be able to expand its curriculum offerings by pursuing further opportunities in this area.

4. **The total curriculum supports the goals and objectives of the construction education unit, 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.**

The total curriculum supports the goals and objectives of the CM Program, provides balanced content and meets the ACCE minimum requirements for credit hours in the five categories.

The curriculum category credit count is as follows:

Curricula Category	ACCE Minimum	Program	Team
General Education	15	42	40
Math & Science	15	17	16
Business & Management	18	18	18
Construction Science*	20*	25	25
Construction*	20*	26	26
Other	22	0	3
Total*	120*	128	128

*Minimum combined total Construction Science and Construction 50 Semester hours **(continue to type additional comments her for #4.)**

The Team found only 40 credit hours in General Education. The 2 credit hour Fitness for Life requirement is usually met with a Physical Education course, much of which is activity based, or the completion of military basic training. These do not qualify as General Education. The CM Program has surplus hours in this category.

Math 123, Analytic Geometry and Trigonometry, is a required course counted under the Math & Science category. The trigonometry component, which is approximately 1 credit hour, does not meet ACCE standards for this category. The program also requires 3 hours of statistics which also meets the math requirements. The Team found 16 hours in Math & Science. This meets minimum requirements.

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

The total curriculum meets all minimum requirements for core subject matter; however, the course documentation was not always consistent with where these hours were located in the matrix. Ethics and oral/written communication content should be more carefully documented and accounted for as it was not possible for the Visiting Team to account for all required hours in the course notebooks. All students take a Foundational Studies course in Ethics and Social Responsibility that provides the required additional hours along with the across the board coverage in the CM Program. Many course notebooks were incomplete. Insufficient samples of student work were provided in many classes. Some courses were being taught for the first time by the current instructor and no records were retained from previous semesters.

6. The total curriculum contains all required curriculum topical content.

The total curriculum contains all required curriculum topical content.

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

None.

Section IV: Faculty

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.**

The faculty of the CM Program possess appropriate qualifications and professional experience. As the only tenured/tenure track faculty also have administrative responsibilities, scholarly activity was not widespread. The Department Chair is involved in scholarly and creative activities.

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

The institution provides the faculty with appropriate rank, status, salary and benefits. The institution recently implemented changes to the status of instructors. Instructors can be hired on multi-year contracts and receive full benefits. The CM Program currently relies on two full-time instructors. The institution recently implemented a program to increase faculty salaries to bring them in line with national averages based on the CIP code.

- 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.**

The faculty has the proper education and background to teach their assigned courses.

- 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.**

The faculty brings a combination of professional experience and formal education that supports effective teaching.

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

One instructor is involved with the Home Builders Association.

- 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 program has three full-time faculty members one of whom is tenured and none are tenure-track. They are able to teach the required courses using part time faculty. The addition of a tenure track faculty member would allow the Program Coordinator more time for administrative duties, energize scholarly activity and provide additional stability to the program.

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, counseling activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities

Faculty workload assignment is appropriate. The institution and College are planning to develop a more formal and flexible program to evaluate workload.

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 program units within the parent institution.

The Department of the Built Environment currently has a temporary administrative assistant. Academic Student Services handles course planning and scheduling for students in the program. They also provide scholarship information, tutoring, and recruitment and retention services.

D. Employment Policies

Faculty compensation is competitive with comparable positions in other institutions to insure that quality faculty and high morale exist.

Faculty compensation is appropriate. The institution recently increased salaries based on national averages for each faculty category.

E. Professional Development

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

Consulting activities are permitted. One instructor is involved in some construction activities outside of his assigned duties.

F. Faculty Evaluation

A clearly defined program of annual faculty evaluation is in place and may include student, peer, and/or administrator evaluations.

There is an annual faculty review process in place for tenure-track faculty. The two instructors in the program were not sure how this applied in their case. Instructors are evaluated by students.

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 unit are comparable with those of students in other areas of the institution and appropriate to the requirements for construction education.**

There are no special requirements for admission to the CM Program other than those of the University.

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

There are no specific admission requirements for the CM Program.

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

Recruitment and publicity are comparable to other programs of the institution. The Department is working to increase transfer enrollment by improving articulation agreements with community colleges.

B. Academic Progress

1. An organized system of counseling and professional guidance 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.

The students are assigned a faculty advisor to provide professional guidance, but Academic Student Services meets with students for course planning and scheduling. A single staff person is responsible for all CM students. Academic Student Services also monitors the progress of at-risk students and intervenes when required.

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

There is a dedicated comprehensive electronic system (Degree Audit Reporting System - DARS) for controlling and monitoring the progress of each student through graduation. It is available to all students as part of the on-line enrollment system. Students spoke highly of the quality of advisement.

C. Extracurricular Activities

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

The Construction Club schedules regular meetings and field trips. Students participate in NAHB national competitions and ASC regional competitions. The program has an active Sigma Lambda Chi chapter.

D. Graduates

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

The Construction Program Coordinator maintains a database of alumni. Alumni are contacted to assist with outcome assessment. The Department is developing a newsletter to communicate with industry and alumni.

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

Students need to be taught the value of knowledge, even that for which they see no practical applications. CM faculty could help by showing the connections between subjects like chemistry and physics and work tasks.

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 program is in the process of moving to renovated facilities. Classrooms and computer labs are equipped with current technology. Space is adequate for necessary activities.

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

A large laboratory space is available. It needs to be organized, and testing equipment must be repaired or replaced to use in soils and concrete labs.

B. Library

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

Library holdings are adequate. Many construction-related periodicals are available both in hard copy and on-line. The Library has significant holdings in Construction, Architecture and Management. Students and faculty also have borrowing privileges at nearby institutions.

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

Students access library materials and other resources on line. No courses currently require students to physically go to the library to access information.

C. Other Services

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

There are appropriate services on campus to support the program and students. CM students are utilizing the Networking and Etiquette Series offered by Career Services which includes Appropriate Business Conversations, Business Cards and Handshakes, Interviewing, and Dressing for Success. They also participate in a Career Bootcamp consisting of 50-minute workshops offered throughout the day and a networking lunch.

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

Support for the program from Career Services has been limited in the past. It appears that recent increased use of their services in required courses will improve this relationship.

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.**

Membership in the CM Advisory Board has been increased and diversified by the new Department Chair with the addition of members involved in "support services" such as law and insurance; however, it is still largely composed of general contractors from the region. Members provide many internship opportunities to current students and help fund travel for teams at regional competitions.

- 2. The committee meets on a regular basis for the purpose of advising and assisting the development and enhancement of the program. The committee is representative of the potential employers of the graduates of the program.**

The CM Advisory Board meets once each semester and is primarily composed of general contractors. It does not represent the full range of potential employers for program graduates. The Board gives advice on curriculum content and supports the internship program.

B. Support for Industry

The construction program maintains continuous liaison with the various associations to determine needs of the construction community for the purpose of establishing educational and professional development activities for the construction industry.

There was little evidence of support for industry.

C. Student-Industry Relations

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

Field trips are conducted in classes and as club activities. Guest lecturers are used in several classes and at club meetings.

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

While the CM Advisory Board represents the core sector of potential employers, it is suggested the committee be expanded to include other elements of the contracting sector such as major subcontractors, suppliers and developers.

Section VIII: Relations with the General Public

A. The program broadly and accurately publishes the objectives of the program, admission requirements, program assessment measures employed and the information obtained through these assessment measures, student achievement, the rate and types of employment of graduates, and any data supporting qualitative claims made by the program.

These are available in a document posted on the Department web site; however, the link should be easier to find.

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

None.

Section IX: Program Quality and Outcome Assessment

- A. The program has a well defined mission statement with established goals and specific objectives for achieving each goal that reflect ACCE Criteria and Standards.**

The program's mission, goals and objectives are well defined and reflect ACCE Criteria and Standards. They support the Institution's mission to prepare productive citizens who can serve the public.

- B. Program goals and objectives are realistic and attainable.**

The goals and objectives are realistic; however, it is difficult to measure and, therefore, determine if objectives that require that "The student will be familiar with ..." are attained.

- C. The construction education unit's plan forms the basis for assessing outcomes of the program. Assessment input is obtained from all program constituencies, such as students, graduates, benefactors, employers, industry, faculty, and administration.**

Data utilized in the assessment program primarily consists of surveys of seniors, alumni and employers. The results are reviewed by the faculty and actions taken to improve the program and curriculum are documented.

- D. The planning and evaluation process is incorporated into the program plan in such a manner as to foster enhanced student achievement with respect to the construction education degree program as it relates to student learning, research, and service.**

A clear objective of the assessment plan is to foster enhanced student achievement. Most of the "Actions Taken" based on program assessments involved curriculum changes designed to ensure that courses covered critical topics.

- E. Adequate resources are available so that the program may structure a mission statement, program goals, and measurable objectives which will serve to ensure continual improvement of the program. Resources support a systematic means for collecting, quantifying, and analyzing data relative to the program objectives, and formulation of conclusions based on this data and appropriate program modifications.**

The University is providing training and support for assessment utilization. It is a priority for the future. Most of the responsibility for collecting data falls on the Program Coordinator. Additional support from Department or University level staff would be desirable.

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

None.

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 leadership of the Construction program does not meet the standards of ACCE [ACCE Form 103, Section II, 2.2]

The Program Coordinator is given one course release each semester to provide time for administrative duties; however, he is teaching four courses in the current semester possibly due to a last-minute faculty resignation. The new Department Chair is very involved in the administration and instruction in the program. While this Weakness is considered to be alleviated, the Department must ensure that the Program Coordinator is not required to continue to teach a full course load.

2. The supporting documentation for multiple areas of the curriculum did not meet ACCE Standards [ACCE Form 103, Section III, 3.2]

Notebooks were available for all required courses; however, many were incomplete.

This Weakness continues.

3. The Mathematics and Science curriculum category is still one credit hour short of ACCE requirements [ACCE Form 103, Section II, 3.3.2(2)]

Math 123, Analytic Geometry and Trigonometry, is now a required course of which 2 credit hours meet the ACCE requirements in the Mathematics and Science curriculum category. The CM Program also requires statistics. The program has 16 credit hours in this category.

This Weakness is considered to be alleviated.

4. The curriculum categories remain deficient in several required topics [ACCE Form 103, Section III, 3.3.3]

Some instruction was documented in all topical content areas.

This Weakness is considered to be alleviated.

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

- 1. Curriculum prerequisite enforcement remains a concern; however, anecdotal statements by students suggest this has begun to change. [ACCE Form 103, Section III, 3.2]**

All students in the CM Program see one person in Academic Student Services to schedule classes. This person is fully aware of course prerequisites. The implementation of the DARS system checks to ensure that prerequisites have been completed.

This is no longer a Concern.

- 2. Recent turn-over of faculty is a concern. [ACCE Form 103, Section IV, 4.1]**

While the program has hired new faculty, some have left, so retention is still a Concern.

- 3. The temporary, full-time faculty member has only a Bachelor's degree. [ACCE Form 103, Section IV, 4.1]**

That faculty member returned to industry. This is no longer a Concern.

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

A. List Strengths.

1. The interest in and support for the program from the administration at the Department, College and University level
2. Faculty concern for and dedication to ensuring student success in their studies and careers
3. Student Services in the College of Technology including scheduling, tutoring and focus on high-risk students

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. Supporting documentation in many of the course notebooks was incomplete. [ACCE Document 103, Section III, 3.2] See III.B.5.

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. Faculty turn-over, especially given the small number of faculty in the program and that the only tenured and tenure-track members also fulfill administrative roles, is a concern. [ACCE Document 103, Section IV, 4.1] The recurring weakness involving the course notebooks is, at least partially, caused by faculty turnover. It is difficult to ensure that course content is meeting ACCE requirements when instructors change frequently.
2. The documentation for integration of oral and written communication and ethics in the matrix did not identify where the required content was located in the curriculum. [ACCE Form 103, Section III, 3.2]

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 addition of a course in equipment/heavy construction would enhance the breadth of the curriculum and satisfy student interest in this construction field.
2. The new Soils Laboratory course (CNST 111L) can provide valuable experience to students. The laboratory space is adequate for this course; however, much of the available test equipment needs repair, and additional equipment is required to realize the full potential.
3. The CM Program should work with the Career Center to increase construction industry participation in the career fair and student utilization of all of their services.
4. The Advisory Board has been recently expanded and diversified. Members are excited about the program's potential. Members should be organized and consulted to provide input on how they can support program goals. New members representing other elements of the contracting sector such as major subcontractors, suppliers and developers should be sought.