American Council for Construction Education
Tuskegee University
Tuskegee, Alabama
Construction Science and Management Program
March 18-21, 2017

Visiting Team

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Mounds, Illinois

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Mankato, Minnesota

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Visiting Team Report

Section 1: INTRODUCTION

1.1 Requirement

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

Tuskegee University, an independent and state-related institution of higher learning, was founded in 1881. Named Tuskegee Normal and Industrial Institute and later Tuskegee Institute, the institution attained university status in 1985. Tuskegee University is a Historically Black University that serves a student body that is racially, ethnically and religiously diverse. Tuskegee has historically been oriented toward disciplines in the sciences, professions, and technical disciplines. There are currently more than 3000 students with 900 faculty and support personnel. The University mission statement includes the assertion, "The most important of the people we serve are our students."

Institution organization and location of the construction unit.

The Construction Science and Management (CSM) Program is in the Department of Construction Science. The Department is in the Robert R. Taylor School of Architecture and Construction Science (TSACS). The Dean of the TSACS reports to the President.

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

The CSM Program currently has about 50 undergraduate students served by four full-time faculty. Construction education began at Tuskegee in 1883, two years after its founding, with a mission to build and maintain the campus facilities. At that time, courses included brickmaking, bricklaying and plastering. The Bachelor of Science in Building Construction was first offered in 1933. The architecture and construction science departments were moved from the College of Engineering, Architecture and Physical Science to the current Robert R. Taylor School of Architecture and Construction Science in 2010.

The purpose of the program is embedded in the program mission statement, "... to produce "Project Ready" construction professionals who are managers of people, finance, time and physical resources, and who are knowledgeable of the standards of quality and safety requirements for all trades employed during the construction process."

Accreditation history – first accredited and reaccredited.

This is an initial accreditation.
Degree title and credit hours required.

The degree of Bachelor of Science in Construction Science and Management requires 128 semester credit hours.

Other degree programs administered by the construction unit.

None.

Name of regional accrediting agency of the institution.

Southern Association of Colleges and Schools Commission on Colleges (SACS)

Name and position of persons interviewed during the visit.

Institution Administration and Staff
- Dr. Brian Johnson, President
- Dr. Carla Jackson Bell, Dean and Professor,
  - Robert R. Taylor School of Architecture and Construction Science
- Dr. Channa Prakash, Dean, College of Arts and Sciences
- Dr. Sherrell Price, Department Head, Accounting, Economics & Finance
- Dr. Iverson Gandy, Professor, Business Law/Ethics
- Ms. Regina Burden, Vice President for Student Affairs and Enrollment Management
- Mrs. Juanita Roberts, Director of Library Services
- Ms. Eunice Gail Samuel, Head of Reference Services
- Dr. Albert Russell, Associate Professor and Interim Head, Chemistry
- Ms. Tiombe Jones, Instructor and Academic Advisor,
  - Andrew F. Brimmer College of Business and Information Science
- Mr. Rodrick Fluker, Assistant Professor, Department of Architecture
- Mrs. Lisa Johnson, Assistant to the Dean & TSACS Administration

Program Faculty and Staff
- Mr. Rogers Hunt, Department Head and Assistant Professor, Department of Construction Science
- Ms. Kimberly Baylor Bivins, Assistant Professor, Department of Construction Science
- Dr. Joel Wao, Assistant Professor, Department of Construction Science
- Mr. William Lewis, Instructor, Department of Construction Science

Industry Advisory Board Members
- Mr. Charles Lewis, A.G. Gaston
- Mr. Christopher Swain, Monumental Contracting Service
- Mr. Frank May, Clayco
- Dr. Michael Hatcher, Sovereign Construction & Development
- Mr. Jeff Rodgers, AGC Alabama Construction Industry Services, Inc.
- Mr. Andrew Powell, The APOS Group
- Mr. Milton Davis, B.H. Harbert
- Ms. Gloria Samuel, Messer Construction Co.
- Mr. Donald Taylor, Encypro Corp.
- Mr. Anthony Dixon, H.J. Russell & Company
Mr. Norman Davis, Self Employed
Mr. Michael Bell, Birmingham Construction Industry Authority

Students
Steven Carlisle, Junior
Marlon Parnell, Junior
Leah Hines, Sophomore
Sherdrick Grant, Senior
DeAndre Howard, Junior
Aleeyah Sanders, Junior
Jibril Dandy, Junior
Allison Scott, Junior
Kassidy Gilliam, Junior
Jose Sanchez, Senior
Josh Matthews, Senior
Tahj Silas, Freshman
Brandon Andrews, Freshman
Jalynn Jones, Junior
Iman Clark, Junior
Ethan Roberts, Senior
Rochelle Richardson, Junior
Dominic Norton, Junior
Quinton Stewart, Junior
Cheryl Dixon, Senior
Toren Douglas, Senior
Jaime White, Senior

Section 2: Governance and Administration

2.1 Requirements

2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE

2.1.1.1. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving the degree program's mission, goals, and objectives.

Tuskegee University follows a traditional academic organization model to establish authority and responsibility. Resources are channeled through the Robert R. Taylor School of Architecture and Construction Science and used effectively to achieve the CSM Program's mission, goals and objectives. The Department Head has a good working relationship with the Dean. The program is known and well respected at both the School and University levels.

2.1.1.2. The degree program and its relationship to the overall organizational structure of the institution are documented, well-defined, and accessible to the public.

The organizational structure, available through the University website, lists the Robert R. Taylor School of Architecture and Construction Science under the Colleges tab. The Department of Construction Science is listed under the School. The Bachelor of Science in Construction Science and Management degree is listed on the Department website.
2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP

2.1.2.1 The educational unit is a distinct and identifiable entity within the educational institution.

The Department of Construction Science is one of two departments in the Robert R. Taylor School of Architecture and Construction Science (TSACS). The Department has offices and dedicated classrooms located in the Willcox Complex.

2.1.2.2 The degree program or educational unit is headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.

The Department Head joined the faculty in 2012 after working 20 years in various roles in construction management. He recently completed the Master of Engineering degree in Construction Engineering. He is a qualified administrator with a high level of commitment to the discipline and is well respected by the students, faculty and administration.

2.1.2.3 The organizational structure of the educational unit is designed to encourage communication, coordination, and interaction among administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.

The Department of Construction Science is located in the Willcox Complex composed of five buildings with most activities concentrated in Buildings A and C. CSM Program faculty have access to the Department Head and the TSACS administrator in the Dean's office. The Department Head is the primary contact for students, but all faculty are accessible to students. Students provide feedback through regular meetings with the Department Head, course evaluations and exit surveys. Faculty interact with other disciplines on campus on service learning and research projects as well as committee activities. They interact with other educational institutions at professional meetings and conferences, Associated Schools of Construction (ASC) and American Council for Construction Education (ACCE) meetings, and regional and national student competitions.

2.1.2.4 The educational unit and the leadership structure are well-defined and accessible to the public.

CSM Program information can be easily accessed through the Academics link on the Tuskegee University home page. The Dean and Department Head are listed under the faculty and staff, and an organizational chart is available through the School webpage.
2.1.3 FACULTY PARTICIPATION

2.1.3.1 Faculty members participate in the educational unit’s governance and administration in accordance with the educational institution’s guidelines.
CSM Program faculty serve on various Departmental, School and University committees. They attend regular faculty meetings and an annual retreat of TSACS faculty. Faculty committees are involved in policy and strategic initiative development, academic issue oversight and budgetary input.

2.1.3.2 Faculty members participate in the degree program maintenance and administration in accordance with the educational institution’s guidelines.
CM faculty serve on the curriculum committee which is responsible for reviewing and revising the curriculum and assessment of student learning. Faculty is involved in the review and assessment of student learning outcomes for both the university-level, SACS, accreditation and the program-level, ACCE, accreditation.

2.1.4 CONTRIBUTION TO THE INSTITUTION

2.1.4.1 The educational unit and degree program contribute to the mission of the institution.

The CSM Program supports the mission of the institution. Their emphasis on a career-oriented, technical degree is consistent with the historical focus of the University.

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

None
Section 3: CURRICULUM

3.1 Requirements

3.1.1 DEGREE PROGRAMS

3.1.1.1 The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution.

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

3.1.1.2 The degree program curriculum contains at least the required minimum number of credit hours.

The degree program requires 128 semester credit hours. This exceeds the ACCE standard.

3.1.1.3 The degree program curriculum relates to the needs of society and the construction profession.

The curriculum is responsive to the evolution of knowledge in construction and related disciplines. The faculty maintains the currency of the curriculum through participation in professional activities. The industry advisory board is involved in reviewing the curriculum to ensure that it relates to the needs of society and the construction profession.

3.1.2 GENERAL EDUCATION

3.1.2.1 The curriculum meets the requirements for the Core Subject Area of Communications.

The curriculum requires two English composition courses and a Technical Writing course for a total of 9 credit hours in the area of communications. This meets the requirement for a minimum of 6 semester hours in the communications core subject area.

3.1.2.2 The curriculum meets the requirements for the Core Subject Area of Mathematics.

The CSM curriculum requires a 4 semester hour course in calculus after completing two semesters of college algebra and trigonometry. This meets the requirement for a minimum of 3 semester hours in the mathematics core subject area.
3.1.2.3 The curriculum meets the requirements for the Core Subject Area of Physical Science.

The curriculum requires two physics courses each with a laboratory component for a total of 8 semester hours of credit. This meets the requirement for a minimum of 6 semester hours in the physical sciences core subject area.

3.1.3 BUSINESS AND MANAGEMENT

3.1.3.1 The curriculum meets the requirements for the Core Subject Area of Business and Management.

The curriculum requires courses in accounting, economics, business ethics, principles of management, organizational behavior and business law for a total of 18 semester hours of credit. This meets the requirement for a minimum of 12 semester hours in the business and management core subject area.

3.1.3.2 The business and management topics are taught outside of the degree program and are separate and distinct from construction business and management topics.

All business and management courses are taught outside the Construction Science and Management Program and are separate and distinct from construction business and management topics.

3.1.4 CONSTRUCTION

Tables 3.1 Summary of Category Credit Hour Requirements

Table 3.1.1 Bachelor Degree Programs

The curriculum Core Subject Area credit hour count is as follows:

<table>
<thead>
<tr>
<th>Core Subject Area</th>
<th>ACCE Minimum sh/qh*</th>
<th>Degree Program</th>
<th>Visiting Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>6/9</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3/4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6/9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Business and Management</td>
<td>12/18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Other Communications, Mathematics, Physical Science, or Business and Management</td>
<td>6/8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SUBTOTAL (External to Program)</td>
<td>33/48</td>
<td>34</td>
<td>39</td>
</tr>
<tr>
<td>Construction</td>
<td>50/75</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>37/57</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>TOTAL CREDIT HOURS</td>
<td>120/180</td>
<td>128</td>
<td>128</td>
</tr>
</tbody>
</table>

*semester hours/quarter hours
Table 3.1.2 Associate Degree Programs

The curriculum Core Subject Area credit hour count is as follows:

<table>
<thead>
<tr>
<th>Core Subject Area</th>
<th>ACCE Minimum sh/qh*</th>
<th>Degree Program</th>
<th>Visiting Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Management</td>
<td>3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Communications, Mathematics, Physical Science, or Management and Business</td>
<td>6/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL (External to Program)</td>
<td>18/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>33/48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>9/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td><strong>60/90</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*semester hours/quarter hours

3.1.4.1 Summary Comments.

The program meets the minimum required credit hours in all core subject areas. The Visiting Team assigned all credit hours in Communications, Mathematics, Physical Science, and Business and Management to the specific categories instead of the Other categories in Table 3.1.1. There is no disagreement with the Degree Program count of credit hours.

3.1.5 STUDENT LEARNING OUTCOMES
(3.1.5.1 & 3.1.5.2 not used)

3.1.5.3 Determination of Achievement of Student Learning Outcomes

The CSM Program has a well-developed system for collecting information about the achievement of student learning outcomes. Tuskegee University is using the Campus Labs – Compliance Assist software system to organize the information and make it available electronically. The instructor for each course enters information each semester. This includes the learning objectives, activities and measured behaviors used to assess student learning, findings and action plan based on the results, and links to student work and instructor summaries of the results.

A. For the individual course(s), have the outcomes been incorporated in the curriculum?

The 20 Student Learning Outcomes (SLOs) have been incorporated into various required construction courses across
the curriculum. These were identified in a detailed curriculum map. Evidence was provided to document that the identified SLOs were incorporated in the courses.

**B. A course syllabus was provided for each course used to support the Student Learning Outcomes.** Each syllabus met the following criteria. This includes any course offered by alternative forms of delivery. (Explain any findings of lack of full compliance following the table.)

<table>
<thead>
<tr>
<th>Course Syllabus Requirements</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contained a description of the Student Learning Outcomes included in the course</td>
<td>In compliance</td>
</tr>
<tr>
<td>Contained a description of the instructional methods used in the course</td>
<td>In compliance</td>
</tr>
<tr>
<td>Contained a topical outline</td>
<td>In compliance</td>
</tr>
<tr>
<td>Described the methods used to assess student learning of Course Learning Outcomes</td>
<td>Not in compliance</td>
</tr>
<tr>
<td>Described grade performance criteria</td>
<td>In compliance</td>
</tr>
</tbody>
</table>

**Description of any findings of lack of full compliance:**

While course documentation on the Compliance Assist system showed a clear plan for assessing course learning outcomes, the description of the methods used to assess Course Learning Outcomes was not provided in the course syllabi. This is a Weakness. [ACCE Document 103, Section 3.1.5]

**C. Evidence was provided that Student Learning Outcomes were included in the curriculum of each course assigned responsibility for addressing topics related to the outcomes.**

Evidence in the form of the topical outlines in the course syllabi and student work used to assess learning outcomes was provided to document that the SLOs assigned to each course were included in the curriculum for that course.

**D. Each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment.**

Each Student Learning Outcome is evaluated by at least two assessment methods at least one of which is direct. The program performed direct assessment of most SLOs in a couple of lower level courses, then assessed most SLOs in the capstone
course and with the American Institute of Constructors (AIC) Associate Constructor (AC) exam, when appropriate. They used employer, senior exit and alumni surveys as indirect assessments.

Some of the documentation of assessment for specific SLOs in lower level courses was incomplete, but all SLOs had one or more solid direct assessments. The capstone course was recently added to the curriculum. It includes some excellent assessment tools. The program is encouraged to continue to develop these.

E. Copies of assessment tools were provided to demonstrate students’ ability to meet each Student Learning Outcome.

Copies of assessment tools used in courses were provided. The AC exam is used to assess all but the “Create” SLOs. The information on student performance provided by AIC is simply the percentage score for each student on questions related to the SLO. The program needs more information about the specific topics covered by these questions if they are to develop a proper approach to address inadequate performance. This is a Concern. [See ACCE Document 103, Section 3.1.5.3.E]

F. The results of the assessment of student achievement of Student Learning Outcomes were included in the program’s Quality Improvement Plan.

The results of the assessment of student achievement of SLOs were included in the program’s QIP. The results of direct assessments of Student Learning Outcomes in individual courses are reported, and follow-up actions are discussed. Raw data from indirect assessments were also reported. Evidence was not provided that results of all assessments for each individual SLOs, including indirect assessments, were reviewed as a whole and actions taken and followed up. This is a Concern. [See ACCE Document 103, Section 3.1.5.3.G]

3.2 Courses Delivered by Alternative Forms of Delivery

Courses offered via multiple forms of delivery with the same course number have consistent content and learning objectives.

No courses are offered via multiple forms of delivery.

3.3 Multiple Campus Program Delivery

- The degree program offers courses on multiple campuses and the accreditation may cover all campus locations if the following criteria
are met. (Explain any findings of lack of full compliance following the table.)

<table>
<thead>
<tr>
<th>Degree Program Requirements</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single institution is authorized to grant the degree.</td>
<td></td>
</tr>
<tr>
<td>The degree program is administered by a single qualified administrator.</td>
<td></td>
</tr>
<tr>
<td>Adequate faculty and staff are available to facilitate the degree program at each location.</td>
<td></td>
</tr>
<tr>
<td>A single curriculum is used on all campuses, and degree requirements are consistent.</td>
<td></td>
</tr>
<tr>
<td>Adequate faculty and staff are available to facilitate the degree program at each location.</td>
<td></td>
</tr>
</tbody>
</table>

Description of any findings of lack of full compliance:

- **Summary Comments**

  The degree program is offered on a single campus.

3.4 Dual or Second Degrees

Second degree programs and modified curriculum educational units accepting second or dual degree students into an ACCE accredited undergraduate degree program shall demonstrate that the modified degree path for those students fulfills the required curriculum standards.

The CSM Program has articulation agreements with two, two-year construction programs, but these are not considered to be a second or dual degree.

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

None
Section 4: FACULTY AND STAFF

4.1 Requirements

4.1.1 FACULTY QUALIFICATIONS

4.1.1.1 The faculty members possess appropriate academic qualifications, professional experience, and, where applicable, pursue scholarly and creative activities essential to the successful conduct of an academic degree program of construction and in compliance with regional accreditation requirements.

The faculty of the CSM Program possess appropriate qualifications and professional experience. They pursue creative activities through consulting that enhance the successful conduct of the degree program. Tenure-track faculty pursue scholarly activity as expected by the University.

4.1.1.2 The faculty members demonstrate expertise in the areas for which they have teaching responsibilities and possess adequate backgrounds in supporting disciplines.

Faculty members demonstrate expertise in the areas they teach and have broad experience in the construction industry that provides the necessary background in the supporting disciplines. Faculty take advantage of internships opportunities with construction companies, such as Kiewit, in the summer.

4.1.1.3 Evaluation of faculty member competence recognizes appropriate professional experience as being as important as formal educational background.

Faculty are expected to have at least five years of relevant professional experience. Tenure-track faculty are required to have an appropriate graduate degree but not, necessarily, the Ph.D. It is clear that the professional experience of faculty members is as important as formal educational background.

4.1.2 FACULTY SIZE

4.1.2.1 The size of the faculty is commensurate with the number of courses offered, the number of students, and the other responsibilities of the faculty.

The size of the faculty is appropriate. With the institution’s expectation that tenure-track faculty teach three courses each semester, they can offer all required courses every year. Classes generally have about a dozen students.
4.1.2.2 The faculty size is adequate for the type of instruction used in the program and is comparable to other academic programs within the institution.

The faculty size is appropriate to the type of instruction and in comparison to other programs in the institution.

4.1.3 FACULTY WORK LOAD

The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.

The faculty work load is distributed fairly. One member of the faculty is president of the faculty senate and receives one course release to provide time for those responsibilities.

4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT

The administrative and technical support is adequate and comparable to that received by degree programs of similar size and function within the institution.

Administrative support is primarily provided by the Assistant to the Dean. The Department also has work study students to staff their office part time. They have advertised a new position to provide administrative support to the two Departments in the School in addition to the Dean’s assistant. This should be filled before the next academic year.

The university-level Office of Information Technology provides technical support. While assistance is available, a need for more dedicated, specialized support to maintain hardware and software on both individual and laboratory computers at the School level was expressed by multiple individuals. Technology updates are being pursued to modernize the document management system.

4.1.5 EMPLOYMENT POLICIES

4.1.5.1 Faculty compensation is competitive with comparable positions within the institution.

Compensation is competitive with comparable positions within the institution. CSM faculty salaries are similar to faculty of equal rank in the Architecture Department.
4.1.5.2 Faculty members are provided with rank, status, salary, and benefits commensurate with their educational backgrounds and professional experiences.

The faculty have high morale and appear to be satisfied with their treatment and status. Their rank, salary and benefits are appropriate for that institution.

4.1.6 PROFESSIONAL DEVELOPMENT

4.1.6.1 Continuing professional opportunities are provided to faculty members.

Faculty are encouraged to participate in continuing education and conferences. The CSM Program’s goal is to provide travel funding for each faculty member to be able to attend one conference or course annually. Faculty are actively involved in numerous professional organizations.

4.1.6.2 Faculty members are encouraged to engage in consulting work when it does not conflict with normally assigned duties.

Faculty members are allowed to engage in consulting work. The CSM Program acknowledges the potential benefit of construction-related consulting to the academic program. All faculty have some on-going consulting activity.

4.1.7 FACULTY EVALUATIONS

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

Faculty evaluations are conducted annually by School Dean, Department Head and students in accordance with the TU Faculty Handbook.

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

None
Section 5: STUDENT POLICIES

5.1 Requirements

5.1.1 Academic Policies

Policies pertaining to academic requirements are in writing and are developed with input from faculty, students, and other program stakeholders. The policies indicate required courses and acceptable elective courses that meet degree program requirements.

The policies pertaining to academic requirements, including the list of required courses for the CSM degree, are provided in the Tuskegee University Undergraduate Catalog. Input is formally obtained from faculty in the process of evaluating student learning outcomes. Student input is solicited through regular course evaluations, senior exit surveys and once-per-semester meetings with the Department Head. The Tuskegee University Construction Science and Management Industry Advisory Board (CSMIAB) reviews the curriculum annually by topic area. Alumni are surveyed one and five years after graduation. Students are able to select several electives in completing their degree. Their academic advisor provides guidance on valuable elective choices.

5.1.2 Teaching Quality

Faculty evaluations include assessment of the quality of teaching by full-time and part-time faculty members, and a process has been implemented for establishing metrics to evaluate and improve the quality of teaching within the degree program.

Faculty are evaluated by student evaluation of teaching surveys for every course taught. These surveys are reviewed with each member during annual evaluations by the Department Head. The Department’s assessment program helps to identify areas for improvement which may include teaching quality. Students are very satisfied with the quality of instruction.

5.1.3 Admissions and Enrollment

The degree program’s entrance requirements reflect standards supportive of the student’s potential for success in studies and in professional practice, while reflecting institution-wide policies and the degree program’s mission, goals, and objectives.

The CSM Program enforces the same admission requirements as the University: 3.0 GPA and 1000 SAT or 21 ACT score. Applications are first reviewed by the University Admissions/Registrar Officer and then by the Department Head. Students applying for technical programs like CSM are expected to have taken four years of high school math and have significant
exposure to laboratory sciences. The need for many incoming students to improve their math skills for this and other programs at the University is recognized by the administration and faculty and is a focus of several initiatives.

5.1.4 Recruitment and Composition

5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.

Much of the recent growth in enrollment has come from current Tuskegee students transferring to the degree. The CSM Program is involved in a wide range of recruiting activities targeted at students from middle school to potential college transfers. Some of these activities are directed at students that have expressed an interest in technical disciplines. The program also has articulation agreements with two regional ACCE-accredited two-year programs: Jefferson State Community College and Gwinnett Technical College.

5.1.4.2 Recruitment programs are focused on individuals with high academic achievement.

The admissions standards for Tuskegee University – both required GPA and test scores and high school curriculum expectations – focus on recruiting individuals with high academic achievement.

5.1.4.3 Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.

Recruitment and publicity are similar to other programs within the institution.

5.1.5 ACADEMIC ADVISING AND MENTORING

The degree program has an organized system of academic advising, counseling, and professional guidance that is competent, continuous, and consistent.

The Department Head is the academic adviser for all CSM students. Incoming freshmen and transfer students must meet with the advisor prior to registration. All students are encouraged to meet with the advisor every semester. They must meet with their advisor prior to applying for graduation to review and sign the curriculum balance sheet. The Department Head is committed to the advising process. Students were very satisfied with the advice and mentoring they receive from both the Department Head and individual faculty.
5.1.6 COURSE SCHEDULING

Program courses are offered in formats and at times to ensure appropriate student access to them and timely completion of degree requirements.

Most courses are offered once per year. Students generally follow a prescribed four-year curriculum schedule. Students were satisfied with the advice they received when they deviate from the standard schedule.

5.1.7 STUDENT PLACEMENT

5.1.7.1 Student placement services are available that can effectively assist students in entering the job market.

The Tuskegee University Career Development and Placement Services (CDPS) assists students in entering the job market as interns and full-time employees. The CDPS schedules bi-annual career fairs, on-campus interviews, resume books, and company information sessions. CDPS also emails job postings to students and alumni. The CSM Program also has an annual job fair.

5.1.7.2 Students are well informed about and have access to placement services and employment opportunities.

Students are satisfied with placement services for both internships and full-time employment. They have a high placement rate for seniors.

5.1.8 EXTRACURRICULAR ACTIVITIES

Students (including those participating through alternative delivery methods) are encouraged to participate in activities that complement their academic studies. Such activities include involvement with industry-based professional and trade organizations.

Students in the Materials and Structures courses are involved in service learning projects. Student organizations are affiliated with Associated Builders and Contractors, Inc., Associated General Contractors of America, National Association of Women in Construction, National Association of Home Builders, and United States Green Building Council. They also have a Sigma Lambda Chi chapter. Students are well aware of these activities and are encouraged to participate.
5.1.9 STUDENT FEEDBACK

There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.

The results of course evaluations are used as part of the assessment plan. The Senior Exit Survey is used as an indirect assessment measure.

5.1.10 FINANCIAL AID AND SCHOLARSHIPS

Students are informed of the availability of financial aid and scholarships and the criteria for award of financial aid and scholarships.

TSACS hosts a welcome reception for incoming students each semester at which scholarship opportunities to be awarded at the spring awards banquet are publicized. Information about University financial aid and scholarship opportunities is available online and through the Student Financial Aid office. Faculty and School/Department administrators email information about scholarships to students and assist them in the application process.

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

None

Section 6: PHYSICAL RESOURCES

6.1 Requirements

6.1.1 OFFICES, CLASSROOMS, AND LABORATORY SPACES

Physical facilities, such as offices, classrooms, laboratories, and associated equipment, are available and maintained to adequately support the degree program’s mission, goals, and objectives; to enable students to attain required learning outcomes; and to provide faculty and staff with adequate space.

The CSM Program has access to sufficient classroom and laboratory space in the Willcox Complex. Office space for faculty and staff is adequate. They have priority access to two classrooms and share two other classrooms with the Architecture Program. Computer laboratories are adequate.

One room with minimal equipment is available for a construction lab. The Department is working on a hands-on project in an outside space. Students expressed an interest in more exposure to hands-on laboratory experiences.
Available laboratories and equipment are not adequate to enable students to attain the required student learning outcome in surveying, “Apply basic surveying techniques for construction layout and control.” They have some equipment, but most are out-of-date and insufficient to run a laboratory experience for an entire class to assess students’ ability to demonstrate this skill. This is a Weakness. [See ACCE Document 103, Section 6.1.1]

6.1.2 LIBRARY RESOURCES

6.1.2.1 Adequate library services are provided to enable students to attain required learning outcomes.

The Architecture/Construction Science Library is located in the Wilcox Complex. The library has space for students to study and access reference materials. The central library provides extensive help finding and accessing information. Library services are adequate.

6.1.2.2 Adequate library services are provided to support the scholarly and professional activities of the faculty.

Library has appropriate holdings to serve the construction faculty. The library utilizes interlibrary loan to support faculty scholarly activities.

6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT

6.1.3.1 Adequate computer equipment and software are provided to enable students to attain required learning outcomes.

Computer labs are available to students in the Willcox Complex. Students have key card access outside normal work hours. Current construction software is incorporated into appropriate classes.

6.1.3.2 Adequate computer equipment and software are provided to support the scholarly and professional activities of the faculty.

Faculty are provided with appropriate equipment and have access to software. The Department Head, Dean and President are aware that the faculty need better access to the latest technology in their areas of expertise. Computer support is often provided by faculty colleagues. The current response of institutional support resources frequently fails to meet expectations.

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

None
Section 7: FINANCIAL RESOURCES

7.1 Requirements

7.1.1 BUDGETED FUNDS

7.1.1.1 The construction education unit is accorded status comparable to other educational units of similar size and function within the institution with regard to funding.

Funding for the Department of Construction Science is comparable to similar units within the institution. Financial data for the Architecture Program demonstrated that funding was comparable given the number of students in each program. Faculty salaries are also comparable.

7.1.1.2 Sufficient funds are provided to support competitive faculty and staff salaries as well as educational materials, supplies, and equipment that are necessary for the degree program to achieve its mission, goals, and objectives and to enable students to attain the required learning outcomes.

Sufficient funds are provided to recruit and retain qualified faculty and staff. The program is developing approaches to ensure the attainment of required learning outcomes without large capital expenditures. Money is available for supplies and other necessary educational materials. The University President and Construction Science and Management Industry Advisory Board appear to have a clear understanding of the requirements and a commitment to finding the necessary resources.

7.1.1.3 Budgeted financial resources are adequate to enable the degree program to achieve its planned growth, future goals, and objectives.

Financial resources are adequate to maintain the program at its current level. They have relatively small classes and can support a growing student population with few additional resources.

7.1.2 Nonrecurring Funds

Nonrecurring funds have been identified and recorded and are used to supplement budgeted funds rather than replace budgeted funds.

Nonrecurring funds are used for student scholarships and student travel.
7.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

None

Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS

8.1 Requirements

8.1.1 SUPPORT FROM INDUSTRY

8.1.1.1 The educational unit or the degree program has organized a construction industry advisory committee representative of potential employers of graduates of the degree program.

The CSM Program is served by an enthusiastic construction industry advisory board. The members are representative of potential employers and include graduates of the program.

8.1.1.2 The committee meets at least once per year to advise and assist the development and enhancement of the degree program, and minutes of the meetings are recorded.

The CSMIAB meets twice per year and minutes are recorded. They participate in the capstone presentations and advise on curriculum to ensure that it addresses current issues in construction. They are supportive of internship and co-op programs.

8.1.1.3 Minutes of such meetings shall be kept on file.

Minutes for meetings since April 2015 were provided with the self study and are kept on file.

8.1.2 SUPPORT FOR INDUSTRY

Faculty members actively participate in professional associations and organizations maintain liaison with various constituencies and to serve the construction industry.

CSM Program faculty are active in over a dozen professional organizations and are involved in consulting activities in the construction industry. For example, Professor Bivins is the liaison to the Associated Builders and Contractors and coordinates assistance for preparing students for competitions. Professor Hunt coordinates activities with the Associated General Contractors. Professor Wao is active with the Quantity Surveyors International and the Society of American Value Engineers.
8.1.3 Student-Industry Relations

8.1.3.1 The degree program encourages and facilitates student participation in construction-related organizations, internships, and cooperative education programs.

Students are encouraged to participate in the five student organizations which provide numerous opportunities to interact with the construction industry. They have nine credit hours of electives in the degree program that may be used for co-op experiences. The Department Head, faculty and CSMIAB strongly encourage students to take advantage of co-op/internship opportunities.

8.1.3.2 All students (on-campus or distance learning) have access to information about internships, cooperative education programs, and activities of construction-related organizations in their local area.

All students have access to information about internships, cooperative education programs and activities of construction-related organizations.

8.1.4 ALUMNI RELATIONS AND FEEDBACK

8.1.4.1 The degree program maintains a current registry of alumni and solicits feedback from them as part of the degree program’s Quality Improvement Plan.

The CSM Program coordinates with the University Alumni Association as well as the Tuskegee Architecture and Construction Alumni Association (TACAA) for access to alumni records. The Department Head interacts with alumni through biannual conference calls coordinated by TACAA. Formal alumni surveys are used as one indirect assessment method.

8.1.4.2 Alumni are engaged in such activities as membership in the construction industry advisory committee, student career advising, curriculum review and development, fund raising, and continuing education.

Several members of the CSMIAB are alumni and participate in these board functions. The CSM Alumni committee of the CSMIAB is tasked to contact and solicit the support of CSM Alumni.
8.1.5 PUBLIC DISCLOSURES

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. (Explain any findings of lack of full compliance following the table.)

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

Description of any findings of lack of full compliance:

Some of the required public disclosure information is available through the Department website; however, the information is incomplete and difficult to access. This is a Weakness. [See ACCE Document 103, Section 8.1.5] The Department website has a link to the Quality Improvement Plan which refers to the program objectives in several places, but a formal list of objectives was not available to the public. Tuskegee University admission requirements are available through the TU website but not easily accessed through the program web site. The last four items could not be found in a publically-accessible format.

8.1.6 GENERAL COMMENTS OF THE VISITING TEAM, IF ANY, NOT INCLUDED IN THE PRECEDING DISCUSSION IN THIS SECTION OF THE REPORT

None
Section 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT

9.1 Requirements

9.1.1 CONTINUOUS IMPROVEMENT

The educational unit has a Quality Improvement Plan (QIP) that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

<table>
<thead>
<tr>
<th>Educational Unit</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan for the educational unit</td>
<td>In compliance</td>
</tr>
<tr>
<td>Assessment Plan for degree program</td>
<td>In compliance</td>
</tr>
<tr>
<td>Assessment Implementation Plan for degree program</td>
<td>In compliance</td>
</tr>
</tbody>
</table>

Description of any findings of lack of full compliance:

None

9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN

The Educational Unit has a Strategic Plan that is updated periodically and includes: (Explain any findings of lack of full compliance following the table.)

<table>
<thead>
<tr>
<th>Educational Unit</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A formal documented QIP containing</td>
<td></td>
</tr>
<tr>
<td>Systematic and sustained effort to enable the degree program to achieve its mission</td>
<td>In compliance</td>
</tr>
<tr>
<td>Assessment of available resources and external factors that may influence the degree program</td>
<td>In compliance</td>
</tr>
<tr>
<td>Input from degree program constituencies when plan is updated</td>
<td>In compliance</td>
</tr>
</tbody>
</table>

Description of any findings of lack of full compliance:

None
9.1.3 DEGREE PROGRAM ASSESSMENT PLAN

The degree program has an Assessment Plan that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission statement</td>
<td>In compliance</td>
</tr>
<tr>
<td>Degree program objectives</td>
<td>In compliance</td>
</tr>
<tr>
<td>Degree program learning outcomes</td>
<td>In compliance</td>
</tr>
<tr>
<td>Assessment tools and frequency of use</td>
<td>In compliance</td>
</tr>
<tr>
<td>Performance criteria</td>
<td>In compliance</td>
</tr>
<tr>
<td>Evaluation methodology</td>
<td>In compliance</td>
</tr>
</tbody>
</table>

Description of any findings of lack of full compliance:

None

9.1.4 Assessment Plan Implementation

The degree program has an Assessment Implementation Plan that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Compliance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of the results of each assessment cycle  (Data collection must occur at least annually)</td>
<td>In compliance</td>
</tr>
<tr>
<td>Documentation of the analysis of the data collected in each assessment cycle (Data assessment cycle is not to exceed three years)</td>
<td>In compliance</td>
</tr>
<tr>
<td>Documentation of any program revisions made as a consequence of analysis made at end of each assessment cycle</td>
<td>In compliance</td>
</tr>
</tbody>
</table>

Description of any findings of lack of full compliance:

The CSM Program is early in their implementation of outcomes based assessment. All of the parts are in place and functioning. They should ensure that they evaluate all assessment data for each SLO across the curriculum and document curriculum-wide revisions to address shortcomings – not just individual course revisions to address issues found in one course.
9.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

None

Section 10: REVIEW OF LAST VISITING TEAM'S WEAKNESSES AND CONCERNS

This is an initial accreditation.

Section 11: STRENGTH, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL

11.1 List Strengths.

11.1.1 The Department Head’s substantial contribution to inspiring the development and growth of the CSM Program was highlighted by students and the industry advisory board. This is a Strength.

11.1.2 The faculty’s commitment to mentoring students through their academic pursuits leading to careers in construction management is a Strength.

11.1.3 The interest in and support for the program from the administration at the School and University level is a Strength.

11.1.4 Student’s passion for their chosen major, enhanced through their interaction with the faculty, is a Strength.

11.2 List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section 10. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section 10.)

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 citing a lack of full and complete compliance with the standard 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.

11.2.1 Course Syllabi. (See Section 3.1.5.3.B of this Report.) Course syllabi do not
include a description of the methods used to assess the Course Learning
Outcomes. This is a Weakness. [See ACCE Document 103, Section
3.1.5.3.B.]

11.2.2 Laboratories. (See Section 6.1 of this Report.) Available laboratories and
equipment are not adequate to enable students to attain the required
student learning outcome in surveying, “Apply basic surveying techniques
for construction layout and control.” This is a Weakness. [See ACCE
Document 103, Section 6.1.1.]

11.2.3 Public Disclosures. (See Section 8.1 of this Report.) Some of the required
public disclosure information is available through the Department
website; however, the information is incomplete and difficult to access.
This is a Weakness. [See ACCE Document 103, Section 8.1.5.]

11.3 List Concerns. (Include and identify as such any Concern(s)
remaining from previous Visiting Team reports, as discussed in
Section 10. 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 10.)

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:

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

For each Concern listed, the basis for the concern 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.

11.3.1 Direct Assessment. (See Section 3.1.5.3.E of this Report.) The American
Institute of Constructors, Associate Constructor Exam is used as a direct
assessment for most SLOs. The results from AIC are an average of all
questions pertaining to an individual SLO. More detail is required concerning the topics covered by the questions that students performed poorly on in order for the program to formulate and implement an appropriate response. This is a Concern. [See ACCE Document 103, Section 3.1.5.3.E.]

11.3.2 SLO Assessment. (See Section 3.1.5.3.F of this Report.) The results of direct assessments of Student Learning Outcomes in individual courses are reported, and follow-up actions are discussed. Evidence was not provided that results of all assessments for individual SLOs, including indirect assessments, were reviewed and actions taken and followed up. This is a Concern. [See ACCE Document 103, Section 3.1.5.3.G.]

11.4 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.

11.4.1 The close relationship between the CSM and Architecture Programs within the School could be exploited to provide valuable experiences working as members of multidisciplinary teams.

11.4.2 The recently-formed Construction Science and Management Industry Advisory Board exhibits a high level of enthusiasm for providing support to the Department of Construction Science. The program could continue to work closely with the CSMIAB as they implement their strategic plan.

11.4.3 The tradition of “hands-on” education at Tuskegee University is still relevant today. Existing buildings could be renovated or new facilities constructed and outfitted with the proper equipment and technology to provide enhanced laboratory experiences in courses across the curriculum.