I. **Degree:** B.S Construction  
**Date of Review:** Spring 2009  
**Program Director:** Joe Wright  
**PRC Consultants:** Diane Klemme and Debra Homa

**Purpose of the Review:** This review is conducted in order to assess the program's quality as part of the on-going seven year review cycle required of all UW-Stout degree programs.

**Committee Findings:** The committee recommends continuation of this program for the ongoing seven-year cycle and implementation of the committee recommendations.

II. **Abstract:** The UW-Stout Construction program is designed to prepare individuals for a variety of responsible positions in the field of construction. The program is designed to produce leaders with the organizational, analytical, technical and communication abilities to direct the most complicated construction operations. The program focuses on understanding the construction process as well as the business and management components of construction; unlike other programs that focus on the engineering or technology component. Students take a minimum of 129 credits in management, business, communication, science, math, liberal studies, architecture, engineering, and construction courses. The program is accredited by the American Council for Construction Education (ACCE).

Since the last PRC review, the Construction program has become a stand alone department and is housed in the recently reorganized College of Science, Technology, Engineering, Math and Science. There are approximately 450 students currently in the Construction program.

III. **Process Followed for Current Review:**  
The PRC Chair met with the dean, program director and chair to discuss the review process. In addition, a PRC consultant corresponded with the program director to review the procedures and offer assistance if needed. A brief meeting occurred on January 26th to see if the program director had any questions regarding the PRC presentation. Data regarding the program were collect via surveying the Construction Advisory Committee members, current students, and key instructors in the program. In addition, BPA placement, graduate and employer follow-up data was reviewed. This data was provided to the program director and PRC members. Six of the 13 key instructors responded to the key instructor survey, 12
out of the 26 advisory committee members responded to advisory committee survey and 46 students out of 283 juniors and seniors in the program completed the student survey.

IV. Previous Review:
The previous PRC review of the Construction program was conducted during academic year 2001. The report was written by Howard Nelson and Dick Tyson. The committee recommendations as well as the applicable responses are submitted below.

1. Recommendations for the Program Director Consider drafting and making recommendations on faculty recruitment, retention and motivation to the Department Chair and the Dean so that faculty continuity for staffing this program is not lost during the time of transition that in imminent on this program’s near-term future. Senior faculty should be persuaded to mentor younger faculty members, and the junior members should be motivated to improve their skills and qualifications consistent with the future needs of the program. Workloads may need to be temporarily adjusted to reflect the necessity for free junior faculty members to participate in teaching seminars and mentoring programs.

Response: Recruitment, retention, and motivation of qualified faculty continue to be major problems that face the construction program, considering the projected senior faculty transition during the near-term future. Junior faculty do hold appropriate licenses and experience in their field of expertise; however, they tend not to hold advance degrees. Promotions and advancement at UW-Stout are depended upon advanced degrees. Senior faculty do not mentor the younger faculty members. It is recommended that the UW-Stout administration review, explore, support, and implement innovative ways of improving the education qualifications of junior faculty for the future needs of the construction program.

The construction program is currently cost effective as evidenced by faculty SCH (student credit hour) generation. If the program is to remain cost effective, continue production is required. Adjusting workloads to free junior faculty members would likely lead to an overall lower SCH production. We need to explore ways of maintaining or exceeding the current productions level.

Consultants’ summations (2008): Staffing continues to be a significant concern. The program has difficulty recruiting faculty with high academic qualifications combined with profession experiences in the field. Most faculty members have only Master’s degrees; efforts are being made to encourage current faculty to pursue doctoral-level training. The program depends on adjunct staff to tech many of the core courses.

2. Consider drafting and making recommendations to the Department Chair and the Dean regarding the updating of construction labs, computer facilities and the technical updating that surveys indicate are needed for some faculty members.
Response: the construction program directors and construction faculty make recommendations to the Technology Department Chair on a regular basis concerning the update ion of construction labs, computer facilities and faculty members. Data gathered from the surveys can and will be used for the justification of additional technical updating of faculty members.

Consultants’ Summation (2008): Student and key instructor surveys indicated that some improvement in the construction labs are needed.

3. Research the nature of the students’ continuing problem with the university’s diversity program; is it a matter of course selection (mostly “Cs”), construction culture, or something else? Based on this research develop a plan which might include changes in diversity course mix, supplemental efforts to the campus diversity requirements targeting construction students, or some other means to be more effective in achieving the objectives of the program.

Response: The issue of the quality of diverse experiences for student is really out of the control of the construction program director, faculty and deans’ office. Construction program students have limited choice in the selection of ethnic studies courses. Approved diversity courses are prescribed as part of the program requirements. Survey responses suggest the student appear not to embrace ethnic studies at a level expected by the university. The issue of the quality of their experiences is one that should be addressed to the university diversity committee. Therefore, as a first step, research is recommended. A graduate student needs to be identified to conduct this research. If research confirms that a problem exists, appropriate steps need to be taken to resolve the problem. Cooperation and input for the construction program director and others would be critical to resolve this concern.

Consultants’ Summation (2008): UW-Stout follow-up surveys of the programs’ graduates suggest that graduates do not find that the ethnic studies class requirements help them develop skills in this area. In addition, the program director also identified communication skills as a concern.

4. Consider what might be done to assure a reasonable advisement load for faculty if a significant number of call staff continue to be used.

Response: A construction discipline meeting was held in March 2001. Full- time faculty feel that a maximum advisement load of 50 is reasonable. Part-time faculty feel that a maximum advisement load of 25 is reasonable. Advisement loads range for 40-50 for full time and 20-25 for part-time faculty. Students (300 approximately) are currently advised by a total of eight faculty. All faculty loads are within the accepted range.

Consultants’ Summation (2008): Significant program growth (to approximately 470 students) and the shortage of full-time faculty create challenges to establishing manageable advising loads.
5. Consider increasing the standards for incoming freshmen and transfer students to possibly improve student retention rates

Response: The construction program complies with the UW-Stout admissions standard. It would be premature at this time to consider increasing standard for incoming freshmen and transfers. New construction majors as of September 20000 must each a minimum grade of “C” (2.0) in all prerequisite courses. As a result, minimal attrition can now be expected during the junior and senior years. Attrition will continue to be monitored. A self-study will be completed by UW-Stout in 2004 for re-accreditation by the American Council for Construction Educations (ACCE). Attrition data will be gathered and analyzed. Standard will be considered at that time if appropriate.

Consultants’ Summation (2008): The program continues to comply with admissions standards. C grade requirement limits attrition in junior and senior years. The current retention rate in the program is 68-70%, with most student dropouts occurring the freshmen year.

Recommendations for the Department Chair and Dean

1. Consider needs for faculty recruiting, motivation and retention on behalf of the Construction Program, and how faculty allocations might better keep pace with the potential for further future growth.

Response: The department chair, program director and associate dean will develop a plan that address these concern. Mentoring between senior and junior faculty is a prudent action to prepare for the imminent attrition that will occur in construction.

The faculty need to work together to identify potential recruits for future replacements as well. The dean’s office will assist by allowing and encouraging the participation in professional development conferences that would allow for interaction with potential college faculty.

Enrollment trends need to be continuously studied to determine the right size for the program. It appears that the 300-student enrollment target is one that can be serviced by existing faculty and staff.

Consultants’ Summation (2008): Recruitment and retention of faculty continue to be a concern especially since the program has grown to over 450 students since the last review.

2. Assist instructors’ participation in professional development activities using available campus resources, including the initiation and presentation of these activities.

Response: UW-Stout provides a variety of professional development activities for college faculty. Many of the construction faculty have participated in the annual College Teaching Seminar. This practice should be continued, and the faculty and department chair are encourage to leave the Friday morning schedules open during the fall semester to allow for
faculty attendance and participation in these (and not schedule department meetings at that time.)

Construction faculty are encouraged to participate in university initiatives that provide activities for faculty during the fall and spring professional development days.

See items 5 for further discussion of professional development.

Consultants' Summation (2008): Comments on student surveys indicate that some faculty members may benefit from further development of teaching skills, as well as updating their knowledge of current practices in the construction field.

3. Consider what temporary staffing adjustments might be possible to assist the Program Director to improve faculty recruitment, retention and motivation.

Response: The standard release time provide to program directors housed within the College of Technology, engineering and management is .25 allocations. The dean's office fully realizes this allocation does not represent the amount of work required for the many tasks of the program director.

The dean's office is currently revelation the release allocations for program directors and considering program enrollments as quantifiable rationale for making adjustments to release times. The enrollment of 300+ students in construction presents a strong argument for addition releaser time. The office is examining how to reallocate limited resources to provide .50 release for the construction program director.

Consultants' Summation (2008): Current ly the PD is .25. This continues to be a concern.

4. Consider what grants or lab Modification funding might become available to improve the technical capacity of the labs in the Construction Program.

Response: Based on discussions with faculty, the construction labs are currently in excellent condition. Plans to maintain and improve those labs occur each year through the lab modification process.

Consultants' Summation (2008): Results of student and key instructor survey suggest that improvement in construction labs may be needed.

5. Assist and encourage faculty development opportunities to update their skills and knowledge to be current with practices in the construction industry.

Response: Keeping up-to-date on technical fields is a challenge for many faculty. Between the department and deans' office, there are means for facilitation professional development activities for faculty. In addition, construction faculty will be encouraged to apply for
professional development grants and sabbaticals that allow for industry experiences, including externships and visiting professorships.

For all of the issued identified by the PRC, resources are required to comply with the university foundation to secure outside funding sources to provide for an endowed chair, release time and means to attend profession development activities. The dean’s office will provide assistance to meet this charge.

**Consultants’ Summation (2008):** Opportunities for faculty development are available. Faculty members are involved in scholarly activities, such as a partnership between UW-Stout and the construction industry (Construction Risk Control Partnership) and conservation/sustainability awareness. Faculty are involved in professional organizations.

### V. Current Program Review

**Program Strengths**

<table>
<thead>
<tr>
<th>Source</th>
<th>1. Program reputation</th>
<th>Considered program with rigor and hands-on experiences</th>
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<tbody>
<tr>
<td></td>
<td>2. Industry involvement</td>
<td>Well-established links to the construction industry</td>
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<td></td>
<td>3. Faculty knowledge, and work experience</td>
<td>Some faculty have strong industry backgrounds</td>
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<td></td>
<td>4. Variety of courses provide well-rounded graduates</td>
<td>Program includes theory and hand-on opportunities</td>
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<td>5. Hands-on experiences in program – internship required</td>
<td>Internship required in the program</td>
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<td>6. Future career opportunities</td>
<td>Placement rates continue to be high</td>
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**Issue of Concern**

<table>
<thead>
<tr>
<th>Source</th>
<th>1. Scheduling courses/ can’t complete program in 4 year</th>
<th>Lack of sections reduce students ability to enroll in required course</th>
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<tr>
<td></td>
<td>2. More faculty needed to address program growth</td>
<td>Need additional faculty resources</td>
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<td></td>
<td>3. Lab space /dated equipment</td>
<td>Students and faculty suggested updates needed</td>
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<td>4. Dated curriculum/revised curriculum to enhance students’ communication skills</td>
<td>Need knowledge of current trends</td>
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<td>5. Student s’ negative perception of some gen ed courses</td>
<td>Students express some concerns regarding ethnic studies</td>
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|        | student surveys , PD |
|        | PD, students , instructors, Advisory committee |
|        | students , instructors |
|        | student surveys , PD |
|        | student surveys |

6
Recommendations for the Program Director:

1. Continue working with the Chair and Dean to provide enough course sections so students can complete the program in 4 years or work with program faculty and staff to reduce number of credits.
2. Work with Chair and Dean to manage course enrollment based on staffing and facilities.
3. Review current construction labs, facilities, and equipment; work with the Chair and Dean to update and enhance facilities/ labs and equipment as needed. Apply for lab modernization grants as they become available.
4. Work with faculty to revise curriculum to address need for students to improve their written and oral communication skills.
5. Work with faculty to up-date curriculum in the program.
6. Articulate to undergraduate students the benefits of general education courses

Recommendations for the Chair

1. Work with PD and Dean to address concerns about numbers of sections offered and to ensure effective enrollment management and /or adequate staffing. Consider advocating for enrollment caps until faculty positions are filled.
2. Work with PD and Dean to update and enhance facilities as needed.

Recommendations for the Dean

1. Work with PD and Chair to ensure effective enrollment management and /or adequate staffing.
2. Work with PD and Chair to update and enhance facilities as needed.