

COSC Undergraduate Program  
Annual Report  
2015-2016 Academic Year

**1. Facts**

<i>Semester/Year</i>	<i>Number of Students</i>	<i>Percent Increase from 2014-2015 Academic Year</i>	<i>Number of Students Taught</i>	<i>Percent Increase from 2014-2015 Academic Year</i>	<i>SCH Generated</i>	<i>Percent Increase from 2014-2015 Academic Year</i>
<i>Fall 2015</i>	1,021	18.31%	3,235	8.34%	9,106	10.86%
<i>Spring 2016</i>	1,046	15.71%	2,907	.73%	9,209	10%
<i>Summer 2016</i>	526	38.42%	850	24.45%	2,373	26%
<b>Total</b>	<b>2,593</b>	<b>20.77%</b>	<b>6,992</b>	<b>6.67%</b>	<b>20,688</b>	<b>12.01%</b>

**2. Strategic Plan Progress**

In the fall of 2015 the undergraduate curriculum committee and department came up with a new Strategic Plan which became effective in February of 2016.

**Goal of Undergraduate Program**

We will maintain a strong general, relevant, current, comprehensive, and broad based undergraduate degree program, founded in construction fundamentals applicable to all sectors of the industry and responsive to the ever evolving industry and industry trends.

Goal 2, Objective 1: Introduce, encourage and support innovative uses of technology that enhance delivery methods and the educational experience.

- The department hosted a Technology in Construction day in February of 2016. A number of prominent companies, such as Flux and JBKnowledge were in attendance. They presented to faculty and students about various types of software and hardware being used in the construction industry.

Goal 2, Objective 2: Graduate more students in fewer semesters and enhance their focus on curricular progress and time to graduation.

- During the 2015-2016 Academic Year 208 students graduated with a Bachelor of Science degree in Construction Science, a 25% increase from last academic year.

Goal 2, Objective 3: Maintain accreditation by the American Council for Construction Education (ACCE) and/or other recognized agencies in the construction higher education field.

- The department has implemented the 20 ACCE student learning outcomes (SLO) assessment requirements. Data is currently being collected for the self-study which will be submitted in May of 2017.

Goal 2, Objective 4: Recruit a more diverse group of students and increase retention through better education, advising and mentoring.

- The department is working closely with GEAR Up and a number of construction companies to enhance our presence in locations with diverse populations. Seven camps were conducted in the summer of 2016. During these camps a faculty member travelled to Laredo to talk about our program. The students in these camps then had the opportunity to visit companies and job sites. At the end of the week the campers, along with family members, visited Texas A&M University and Francis Hall. Each camper was offered a \$1,000 scholarship if they attend Texas A&M and major in Construction Science.

Goal 2, Objective 5: Review of and restructure the undergraduate curriculum and classes in a way that addresses the Department's Centers of Excellence.

- The department will review the undergraduate curriculum once the re-accreditation team leaves in the fall of 2017.

Goal 2, Objective 6: Review the interest in the Facility Management Minor (in terms of industry support and student growth), and seek approval, implementation, and promotion of the Leadership in the Design and Construction Professions Minor.

- The University Curriculum Committee approved the Minor in Leadership in the Design and Construction Professions and we will begin offering courses in the fall of 2016. The minor is 15 credit hours, students must take 3 one hour courses and then select 12 hours from a variety of courses. The minor will enhance the leadership skills of students by educating them about different leadership techniques and skills that will help them grow personally in order to become effective leaders in the design and construction industries.
- The Facility Management Minor is still being offered by the Department of Construction Science and 57 students have declared the minor. During the 2015-2016 Academic Year, Dr. Sarel Lavy visited with the Construction Industry Advisory Council (CIAC) and encouraged

### **3. Academic Quality Plan**

The Academic Quality Plan (AQP) for the undergraduate program is a comprehensive plan for quality improvement of the program and its students through the development and assessment of educational objectives and student learning outcomes. The AQP was overhauled during the 2015 – 2016 academic year, to assist with this process and assessment the department hired an assessment coordinator.

The Assessment Program Coordinator met with individual faculty members to determine what measures they were using to assess student learning objectives. Faculty members also had input on how the department would define the 20 student learning objectives that the American Council for Construction Education has in place. Once input from faculty was collected, the Assessment Program Coordinator met with department administrators to review the draft. The AQP was presented to the faculty in September of 2016.

#### **4. Diversity Plan**

The department recruits at community colleges that have a high percentage of minority students. During the last year, the department has hosted numerous high school groups from the state and local community. These groups have been very diverse and included, Africa-Americans, Hispanics, and females. As discussed in Goal 2, Objective 4, the department worked closely with GEAR Up and a number of construction companies to enhance our presence in locations with diverse populations.

#### **5. Important changes needed in your unit during the next year and your suggestions on how to achieve them.**

Faculty should utilize technology to become more efficient in the classroom. Faculty should expose students to technology that is being used in the industry. It is the intention of the department to require a technology course for our students during the next curriculum revision or to incorporate more technology in existing courses.

The content being taught in the current curriculum needs to be more efficient. Sequential courses have content duplication. During the summer of 2016 new course groups were formed. The course groups met at the August faculty meeting to discuss the student learning objectives that would be taught within their course group. They will meet once a month to discuss the topics they are teaching to make sure that no one is teaching the same content. It is important that our courses do not repeat each other but rather build upon each other.

#### **6. Main concerns of your units' performance in the next year and how you plan to address them.**

The department has three major concerns, time to graduation, faculty workload, and department head search. The time it takes our students to graduate once they enter our program is important to our department and the university. Construction Science students fulfill the College of Architecture semester away requirement by interning with a construction or construction related company for a fall or spring semester. While this required semester away or internship slows time to graduation, it is extremely important to our curriculum and is a high impact learning experience. A majority of our undergraduate students receive full time job offers from the company they intern with. The department implemented accelerated sections of lower level courses with the intention of expediting time to graduation for our transfer students. As of right now we are evaluating whether or not the accelerated sections are helping with the time to graduation for our students.

The current department head will be retiring at the end of the 2016 – 2017 Academic Year after eight years of service. During this time period he has increased enrollment, increased fundraising, and moved the department to the forefront of the industry with its own building. The College of Architecture has posted the position, selected a committee, and anticipates having a new department head in place before the summer of 2017.