Construction Management Program

GEORGIA SOUTHERN UNIVERSITY

2017-2018

Information for the General Public
For Compliance with ACCE Accreditation

Figure 1. Faculty and Staff.

Building a Better Tomorrow through Experiential, Community-Service Learning
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1. Georgia Southern University Mission Statement

Georgia Southern University is a public, Carnegie Doctoral/Research university devoted to academic distinction in teaching, scholarship, and service. The University’s hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern’s nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University’s mission is the faculty’s dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

2. Construction Management Program Mission Statement

The Construction Management (CM) program supports the University Mission of bridging theory with practice, extending the learning environment beyond the classroom, and promoting student growth and life success. The mission of the CM program is to prepare graduates for professional employment and life-long learning in the construction profession. The faculty strives to accomplish this mission through a commitment to the continuous pursuit of academic excellence as evidenced by student-centric and application-based instruction, scholarship and service.

3. Construction Management Program Academic Quality Plan

The CM faculty and administration use information obtained through surveys and other program and course-level assessment mechanisms to continuously evaluate the appropriateness of the program curriculum and operations. Modifications are made only after careful consideration of data obtained from all constituencies, including students, employers, alumni, advisory board members, and faculty. The continuous improvement plan employed by the Georgia Southern CM program is outlined in Figure 2.
3.1 Construction Management Program Goals and Objectives

**GOAL 1:** Ensure Continuous Program Improvement.

**Objective 1:** Enhance the department’s quality assessment processes.

**Strategies:**
- a) Meet monthly to facilitate regular sharing of information between and among programs (all faculty);
- b) Host an annual faculty retreat for comprehensive review of program outcomes assessment and student success measures (all faculty); and
- c) Review the results of program outcomes assessment and student success measures annually (all faculty and Industry Advisory Boards).

**Measures:**
- a) Maintain Agendas and Minutes for all faculty meetings and retreats; and
- b) Publish the results of program outcomes assessment and student success measures annually (Annual Report).

**Objective 2:** Collect constituent feedback annually regarding student success.

**Strategies:**
- a) Survey students regarding program curricula and outcomes;
- b) Survey intern/coop employers regarding program curricula and outcomes;
- c) Survey alumni regarding program curricula and outcomes; and
- d) Collect data from national examination (AC – Level 1 Exam)

**Measures:**
- a) Review and publish survey results from constituents annually (Annual Report); and
- b) Review and publish results of student performance on the national exam (AC – Level 1 Exam) annually (Annual Report).
Objective 3: Implement program revisions based on quality assessment processes.

Strategies:
- a) Collect quality assessment data from faculty (SLO’s) annually;
- b) Collect constituent survey data (SLO’s) annually;
- c) Collect data from national examination annually;
- d) Compile and Review quality assessment data annually (Spring Faculty Retreat); and
- e) Implement and document proposed revisions (Fall Faculty Retreat).

Measures:
- a) Publish quality assessment results and subsequent program revisions annually (Annual Report).

GOAL 2: Facilitate Faculty and Student Development.

Objective 1: Continuously improve/enhance program curricula.

Strategies:
- a) Evaluate and modify program curricula to ensure that students have access to timely and relevant topics (all faculty); and
- b) Better employ on-campus resources to increase student access to modern technology (all faculty).

Measures:
- a) Track and publish student, alumni and employer survey data related to course offerings, course relevance and access to modern technology; and
- b) Implement a departmental “Outstanding Teacher of the Year” award.

Objective 2: Pursue supplemental funding in support of faculty and student participation in competitions, and other professional development opportunities.

Strategies:
- a) Pursue externally funded research opportunities (all faculty);
- b) Maintain and develop new relationships with industry partners (all faculty);
- c) Pursue supplemental financial support through private contributions.

Measures:
- a) Track and publish a listing of faculty grants and awards, annually (Annual Report);
- b) Track and publish faculty and student participation at fundraising events (Annual Report); and
- c) Track and publish foundation account balances and annual contributions (Annual Report).
GOAL 3: Enhance Program Recognition & Reputation.

Objective 1: Enhance the visibility of the CM program to attract and retain the best and brightest students and faculty.

Strategies: a) Update recruitment literature annually, and ensure the department webpage content is current (all faculty); b) Support faculty participation at regional and national conferences as presenters and moderators; c) Develop and encourage faculty and student research opportunities; and d) Continue to participate with and attend recruiting events and career fairs.

Measures: a) Publish a comprehensive listing of faculty grants, awards, and scholarly activities annually (Annual Report); b) Implement a departmental “Outstanding Researcher of the Year” award; and c) Publish a comprehensive listing of faculty and student participation at recruiting events and career fairs (Annual Report).

Objective 2: Encourage the continued growth of student clubs/organizations.

Strategies: a) Promote and support student club/organization activities; b) Increase student participation at regional and national competitions; and c) Increase student participation on experiential service learning projects.

Measures: a) Monitor and annually publish evidence of student participation at regional and national competitions, on experiential service learning projects, and at recruiting events and career fairs (Annual Report); and b) Require an annual report from each student club, to include the number of members, total hours of community service for the year, a financial report, and number of professional development activities.

GOAL 4: Promote Program Innovations & Opportunities.

Objective 1: Work with the College of Business Administration (COBA) to create an MBA concentration in Construction Management.

Strategies: a) Initiate conversations with COBA faculty regarding this proposal; and b) Develop elective/graduate courses to contribute to the new concentration.

Measures: a) Survey CM students and alumni regarding potential interest; and b) Promote graduate school among Senior Project students.
3.2 Assessment Tools

3.2.1 Student Surveys

Each student is asked to complete a survey at the completion of the required internship that assesses their experiences in the program. These surveys are collected, responses compiled, and the results are published with the goal of improving courses and the program in general. Copies of the survey instruments, as employed during the 2016-2017 academic year are provided on the following pages. Summary data are also provided here in Section 3.3.

Construction Management Student Survey

Dear CM Senior,

We are proud of you and your accomplishments as an upcoming graduate of the Georgia Southern Construction Management program. In support of our efforts to improve, we ask that you please take a few minutes to read the below message and participate in our Spring 2016 senior survey at your earliest convenience. The survey may be accessed by clicking on the following link:

https://www.surveymonkey.com/s/7PCTCD9

Because a main objective of the Georgia Southern Construction Management (CM) Program is to prepare its students, at the entry level, for a successful management career in the highly challenging construction industry, it is imperative that the program include a feedback survey about the program effectiveness, and suggested improvements.

As a senior in the Georgia Southern CM program, we appreciate you taking the time to complete this on-line survey. The survey is anonymous, and covers program evaluation elements that deal with assessing to what degree the program has prepared you to enter the construction industry.

Again, thank you for taking the time to complete this survey.

Sincerely,

N. Mike Jackson, Ph.D., P.E., Chair and Professor
Department of Civil Engineering and Construction Management
Allen E. Paulson College of Engineering and Information Technology
Georgia Southern University
P.O. Box 8077
Bldg 232, Rm. 1120
Statesboro, GA 30460-7995
912-GSU-MIKE (phone)
904-307-0845 (cell)
nmjackson@georgiasouthern.edu
http://ceit.georgiasouthern.edu/ccem/
3.2.2 Industry Advisory Board
Continuous dialog with this professional advisory group provides regular input for the program and helps the program advance.

3.2.3 Course-level Evaluation
Each course delivered by the CM faculty is also evaluated by students and instructors. Each faculty member submits a course modification sheet for each course in which improvements are proposed and provides justification for such modifications. Course and curriculum revisions are made based on careful review of these and other constituency data collected.

3.2.4 Third-Party Assessment (AC Exam)
A third-party assessment tool was approved by the CM program constituencies in 2014-2015, and was added to the curriculum requiring all CM students to take the American Institute of Constructors, Associate Constructor (Level 1) Exam prior to Graduation. This requirement will take effect beginning in the Fall semester of 2018. The results of this third-party exam will be collected and reviewed going forward.

3.3 Assessment Results

3.3.1 Student Survey Results
*Note: Detailed Student Survey results will be made available upon request. Please contact the department for more information. The summary results of the 2016-2017 Student Survey are provided on the following pages.*
### 2016-2017 CM Graduating Senior Student Survey Results

#### Program Feedback

#### Assessment of Specific Skills, Abilities and Attributes

<table>
<thead>
<tr>
<th>ACCE Student Learning outcomes</th>
<th>1 = Not At All</th>
<th>2 = Low</th>
<th>3 = Moderate</th>
<th>4 = High</th>
<th>5= Very High</th>
<th>NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1) Create written communications appropriate to the construction discipline</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>24</td>
<td>13</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>SLO 2) Create oral presentations appropriate to the construction discipline</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>24</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>SLO 3) Create a construction project safety plan</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>SLO 4) Create construction project cost estimates</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>18</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 5) Create construction project schedules</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>17</td>
<td>15</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 6) Analyze professional decisions based on ethical principles</td>
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<td>0</td>
<td>5</td>
<td>19</td>
<td>19</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 7) Analyze construction documents for planning and management of construction</td>
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<td>4</td>
<td>8</td>
<td>15</td>
<td>16</td>
<td>0</td>
<td>43</td>
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<tr>
<td>SLO 8) Analyze methods, materials, and equipment used to construct projects</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>18</td>
<td>23</td>
<td>0</td>
<td>43</td>
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<tr>
<td>SLO 9) Apply construction management skills as a member of multi-disciplinary team</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>15</td>
<td>23</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 10) Apply electronic-based technology to manage the construction process</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>20</td>
<td>15</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 11) Apply basic surveying techniques for construction layout and control</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>20</td>
<td>6</td>
<td>0</td>
<td>43</td>
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<tr>
<td>SLO 12) Understand different methods of project delivery and the roles and responsibilities of all constituencies</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>20</td>
<td>15</td>
<td>0</td>
<td>43</td>
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<tr>
<td>SLO 13) Understand construction risk management</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>21</td>
<td>15</td>
<td>0</td>
<td>43</td>
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<tr>
<td>SLO 14) Understand construction accounting and cost control</td>
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<td>1</td>
<td>10</td>
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<td>7</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 15) Understand construction quality assurance and control</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>22</td>
<td>15</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>SLO 16) Understand construction project control processes</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>21</td>
<td>11</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 17) Understand the legal implications of contract, common, and regulatory law to manage a construction</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>23</td>
<td>8</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>SLO 18) Understand the basics principles of sustainable behaviour</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>19</td>
<td>15</td>
<td>1</td>
<td>43</td>
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<tr>
<td>SLO 19) Understand the basic principles of structural behaviour</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>24</td>
<td>11</td>
<td>1</td>
<td>43</td>
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<tr>
<td>SLO 20) Understand the basic principles of mechanical, electrical and piping systems</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>23</td>
<td>10</td>
<td>1</td>
<td>43</td>
</tr>
</tbody>
</table>
(Part B) Please rate your perceived ability to employ the techniques, skills and modern tools necessary for construction management, as introduced in the following courses:

<table>
<thead>
<tr>
<th>Construction Management Program</th>
<th>1 = Not At All</th>
<th>2 = Low</th>
<th>3 = Moderate</th>
<th>4 = High</th>
<th>5 = Very High</th>
<th>NA</th>
<th>Total</th>
</tr>
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<tr>
<td>Building Materials and Systems (TCM 1133)</td>
<td>0</td>
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<td>2</td>
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<td>Intro. To Construction Management (TCM 1231)</td>
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<td>0</td>
<td>3</td>
<td>12</td>
<td>26</td>
<td>1</td>
<td>43</td>
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<td>Construction Graphics (TCM 1232)</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>3</td>
<td>43</td>
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<tr>
<td>Construction Surveying (TCM 2233)</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>22</td>
<td>5</td>
<td>1</td>
<td>43</td>
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<tr>
<td>Mech. And Elect. Equip. &amp; Systems (TCM 2234)</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>23</td>
<td>8</td>
<td>1</td>
<td>43</td>
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<td>Introduction to Structures (TCM 2240)</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>19</td>
<td>12</td>
<td>1</td>
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<tr>
<td>Construction Safety (TCM 2430)</td>
<td>0</td>
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<td>3</td>
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<td>Steel Structures (TCM 3231)</td>
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<td>Concrete and Masonry Structures (TCM 3232)</td>
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<td>0</td>
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<tr>
<td>Quantity Estimating (TCM 3330)</td>
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<td>4</td>
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<td>1</td>
<td>43</td>
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<td>Construction Finance (TCM 3331)</td>
<td>0</td>
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<td>14</td>
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<td>2</td>
<td>43</td>
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<tr>
<td>Const. Equipment Management (TCM 3332)</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>23</td>
<td>16</td>
<td>1</td>
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<td>Building Codes (TCM 3333)</td>
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<td>Construction Administration (TCM 4432)</td>
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<td>43</td>
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<tr>
<td>Soils and Foundations (TCM 4434)</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>18</td>
<td>14</td>
<td>2</td>
<td>43</td>
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<td>Senior Project (TCM 4530)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>25</td>
<td>2</td>
<td>43</td>
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<tr>
<td>Green Bldg. and Sust. Construction (TCM 5330)</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>19</td>
<td>18</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Construction Cost Estimating (TCM 5431)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Project Planning and Scheduling (TCM 5433)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>20</td>
<td>16</td>
<td>2</td>
<td>43</td>
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</tbody>
</table>

Building a Better Tomorrow through Experiential, Community-Service Learning
### 4 Student Achievement

#### 4.1 Recent Student Placement Data

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Employer</th>
<th>Location</th>
<th>Job title</th>
<th>Starting salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>Winter Construction</td>
<td>Atlanta, GA</td>
<td>Project Engineer</td>
<td>55,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Winter Construction</td>
<td>Atlanta, GA</td>
<td>Project Engineer</td>
<td>54,500</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>R. B. Baker</td>
<td>Savannah, GA</td>
<td>Project Engineer</td>
<td>50,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Balfour Beatty Construction</td>
<td>Atlanta, GA</td>
<td>Field Project Engineer</td>
<td>58,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Westlake Inc. / Rivernorth Subdivision</td>
<td>Augusta, GA</td>
<td>Sale associate</td>
<td>40,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Fortune Johnson General Contracts</td>
<td>Atlanta, GA</td>
<td>Finish Superintendent</td>
<td>53,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>BMC</td>
<td>Vidalia, GA</td>
<td>Assistant PM</td>
<td>50,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Young Contractor</td>
<td>Atlanta, GA</td>
<td>Office Engineer</td>
<td>58,600</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Phillips Brothers Const.</td>
<td>Hartwell, GA</td>
<td>Project Superintendent</td>
<td>45,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Norfolk Southern</td>
<td>Somerset, KY</td>
<td>Management Trainee</td>
<td>64,000</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Balfour Beatty Construction</td>
<td>Atlanta, GA</td>
<td>Field Project Engineer</td>
<td>58,000</td>
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<td>Fall 2016</td>
<td>Parrish Construction</td>
<td>Roswell, GA</td>
<td>Project Engineer</td>
<td>52,000</td>
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<tr>
<td>Fall 2016</td>
<td>RTS Homes</td>
<td>Liberty County</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Fall 2016</td>
<td>Baker Concrete</td>
<td>Miami, FL</td>
<td>Project Engineer</td>
<td>65,000 + signing bonus</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>CDM Smith</td>
<td>Orlando, FL</td>
<td>Construction specialties</td>
<td>26/hr</td>
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<td>Venture Construction</td>
<td>Norcross, GA</td>
<td>Assistant PM</td>
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<td>Alfa Ce Inc</td>
<td>Savannah, GA</td>
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<td>Fall 2016</td>
<td>Metro Power</td>
<td>Hazlehurst, GA</td>
<td>Jr. Project Manager</td>
<td>25/hr</td>
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<td>Spring 2017</td>
<td>Gary L. McElmurray Construction</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Spring 2017</td>
<td>R.W. Allen</td>
<td>Augusta, GA</td>
<td>Project Estimator</td>
<td>55,000</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Norfolk Southern</td>
<td>Bluefield, WV</td>
<td>Operations Supervisor</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Balfour Beatty Construction</td>
<td>Atlanta, GA</td>
<td>Project Engineer</td>
<td>58,000</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>International City Builders</td>
<td>Macon, GA</td>
<td>Assistant Project Manager</td>
<td>51,000</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Winter Construction</td>
<td>Atlanta, GA</td>
<td>Project Engineer</td>
<td>55,000</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Hodge &amp; Hicks General Contractors, LLC</td>
<td>Roswell, GA</td>
<td>Field Engineer</td>
<td>57,000</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>New South Construction</td>
<td>N/A</td>
<td>Field Engineer</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Norfolk Southern</td>
<td>Chicago, IL</td>
<td>Management Trainee</td>
<td>64,000</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Norfolk Southern</td>
<td>Ohio</td>
<td>N/A</td>
<td>64,000</td>
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<td>EMC Engineering Services, Inc</td>
<td>Albany, GA</td>
<td>Design Engineer</td>
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<td>Georgia Department of Transportation</td>
<td>Tensille, GA</td>
<td>Civil Engineering</td>
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<td>Spring 2017</td>
<td>BM &amp;K Construction &amp; Engineering</td>
<td>Braselton, GA</td>
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<td>Spring 2017</td>
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<td>Marietta, GA</td>
<td>Distribution Engineer</td>
<td>63,600</td>
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<tr>
<td>Spring 2017</td>
<td>Jaron Inc</td>
<td>Savannah, GA</td>
<td>VP, Supervision of teams</td>
<td>26/hr</td>
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<td>Spring 2017</td>
<td>Speir and Associates Electrical Contractors, Inc</td>
<td>Macon, GA</td>
<td>Project Manager/Estimator</td>
<td>25/hr</td>
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</tbody>
</table>
4.2. Student Awards and Competitions

Construction Management students from Georgia Southern University participated in the ASC (Associated Schools of Construction) Region II competition in Atlanta Georgia in October, 2016.

The student team consisted of six (6) members who participated in the Shadow category of the competition - a unique category that requires teams to work with members from other schools of construction to find solutions to a Heavy Civil construction challenge and effectively present a solution within four hours of the problem statement.

Figure 3.
Georgia Southern CM Students and Faculty also Volunteered with several SkillsUSA outreach events throughout Georgia in 2016/17.
Figure 4. Georgia Southern CM Students and Faculty also Participated in Several Program Fundraisers in 2016/2017.
4.3. Student Scholarships

The CM program awards numerous scholarships annually. In the Fall semester of 2016, scholarships, totaling $22,550 were awarded to fourteen (14) CM students by the CM program Scholarship Committee. Scholarships awarded for the 2016-2017 academic year are summarized below.

**Cap Mallard Scholarship (3208)**
Criteria: Awarded to the rising senior majoring in Construction Management with the highest grade point average.
$550.00 one award

**Home Builders Association of Statesboro Scholarship (3219)**
Criteria: Applicants must demonstrate a genuine vocational or professional interest in the building construction industry, preferably the residential sector. Applicants must be majoring in Construction Management, Home Furnishing and Interior Design or Industrial Arts. The recipient must be enrolled full time and is required to maintain a 3.0 GPA in major subjects and at least an overall GPA of 2.5. Financial need is also considered.
$4,000.00 five awards at $800.00 each

**William Jones Lane, Sr. Scholarship (3262)**
Criteria: Applicants must be pursuing a construction management degree. Students must have taken at least 12 semester hours or three courses within the program with a C or better. Recipients must also be enrolled full time at the time they receive the award and maintain full time enrollment throughout the award period. Students must be of high moral character and must be considered leaders among their peers. Selection will be made without regard to age, race, gender, area of residency, marital status or religious preference. Should all other factors be considered equal, financial need will be the determining factor.
$1,100.00 one award

**Claude A. Howard Building Construction and Contracting Scholarship (3338)**
Criteria: Applicants must be rising seniors in Construction Management with a minimum cumulative GPA of 2.5. First preference shall be given to applicants from Statesboro and the surrounding region and/or sons or daughters of local contractors. When selecting recipients, emphasis will be placed on the applicant’s business ability, such as their desire to enter the construction field, work experience, salesmanship, well rounded personality, and desire to remain in the local area.
$2,050.00 two awards at $1,025.00 each
Ray M. Wright Scholarship Fund of the Home Builders Association of Columbus (3381)
Criteria: Applicants must be majoring in Construction Management and must demonstrate a genuine vocational or professional interest in the building construction industry preferably the residential sector. Applicants must have at least a 2.75 cumulative GPA and must submit 2 letters of recommendation as well as a brief statement of his/her commitment to the industry. Financial need must be demonstrated and the student must be enrolled full time when the scholarship is received and throughout the award period. The scholarship may be renewable.
$6,850.00 seven (7) awards at $978.57 each

Golden Hammer Scholarship (3502)
Criteria: Available to students majoring in Construction Management. Students must have a minimum cumulative GPA of 2.0 and may be at any class level. Students must have completed 3 CM courses with a C or better.
$1,150.00 one award

Construction Management Alumni Scholarship (3522)
Criteria: Available to full time freshman or sophomores who have declared a major in Construction Management. Students must have a minimum cumulative high school GPA of 2.5 or a minimum transferring college or state university GPA of 2.5. Funds are awarded after completion of one semester at Georgia Southern while maintaining a GPA of 2.0 as a full time student.
$2,150.00 two awards at $1,075.00 each

Alex Futch Memorial Scholarship (0434)
Criteria: The recipient must have a minimum overall non-adjusted GPA of 3.0. Funds shall be applicable for any purpose the student deems necessary for pursuing their Construction Management degree. The student must have completed a minimum of 12 semester hours of Construction Management courses.
$500.00 one award

Gary L. Duncan Memorial Scholarship for Excellence (0767)
Criteria: Available to Construction Management students who demonstrate a genuine vocational or professional interest in the residential or commercial construction industry. Recipient must be a rising junior or senior with a minimum GPA of 3.0.
$1,200.00 one award
Construction Management Associates Council (0938)

Criteria: Students applying for this scholarship must be majoring in Construction Management and must have completed at least 12 semester hours or three courses in the Construction Management curriculum. No minimum GPA has been established for this scholarship. Consideration will be given to students with a balance of classroom and out-of-the-classroom performance. Students must be enrolled full time at the time they receive the award and maintain full time enrollment throughout the award period. Students will be evaluated based upon the following criteria: Construction Management Guild participation; Competition team participation; Associates council event participation; Internship and/or industry experience; and classroom performance (GPA). Applications not including an autobiographical sketch/essay will not be considered.

$3,000.00 two awards at $1,500.00
4.4. Student Organizations

4.4.1. Sigma Lambda Chi – ETA IV Chapter

The Construction Management Program at Georgia Southern University hosts and supports the Eta IV Chapter of Sigma Lambda Chi. This student organization is the International Honor Society for Construction. Sigma Lambda Chi is the society that offers students the opportunity to be recognized locally and internationally for their academic accomplishments as a Construction Management major. The fundamental purpose of this honor society is to:
1. Recognize outstanding students in construction;
2. Render service to the field of construction;
3. Develop good relations between academia, industry, and the public and
4. Recognize outstanding professionals in construction and allied fields.

The faculty advisors for 2016-2017 were Dr. Celine Manoosingh and Dr. John Dryden. During the two major semesters of the 2016-17 academic year, Fall 2016 and Spring 2017, the Eta IV Chapter of Sigma Lambda Chi met on a monthly basis to plan and organize their activities. A summary of the major activities of the Georgia Southern SLC Chapter for 2014-2015 follows.

4.4.1.1 SLC Activities: Fall 2016
Recruiting Selected New Members
At the beginning of the Fall semester, eight new members were inducted for the next academic year, 2016-17. The ceremony was attended by new inductees and SLC officers, but also by Dr. Mike Jackson, Dr. Roger Purcell, Dr. Celine Manoosingh and Dr. John Dryden.

4.4.2 CMMA – Construction Management Association of America

CMAA seeks activities and presentations that highlight new industry trends and technology in the construction management and Civil Engineering fields. The activities of CMMA during the 2016-2017 academic year are summarized below and on the following pages.

4.4.2.1 CMAA Activities

The first event CMAA hosted a job-site tour of the new Georgia Southern Military Sciences Building with Brasfield-Gorrie Construction Company with an attendance of roughly 30 students.

The Second event CMAA hosted as a presentation on Lean Construction with JE Dunn Construction Company on October 26.
CMAA president Blake Stalnaker attended the Associated General Contractor’s Construction Leadership Council Conference in Atlanta Georgia as the recipient of the 2016 AGC CLC Scholarship.

4.4.3 - Women in Construction Management and Engineering (WICME) Activities

- Invited Speaker with ASCE: Brenda Morris - “How to network as a professional”
- Mock Interview with SLC
- Invited Panelists with CMM: Keely Nesmith Fennell and Elizabeth Sonnedecker - “Panel Discussion” about transition from a student to a professional, women’s challenges advantages and strategies in male dominated professionals

5. Program Revisions

Based on feedback from all constituencies, including: students, faculty, employers, and alumni; the Construction Management program at Georgia Southern has implemented the following program revisions:

- The CM program changes TCM 2333 BIM for Construction Management and TCM 5330 Green Building and Sustainable Construction to electives from required courses. These courses can be offered as an undergraduate elective in the CM program because the students in the CM program can expect to earn credits from COOP 4090z.

- The revised Matrix, correlating the new ACCE SLO’s with specific CM courses is also attached on the following pages. Again, these revisions to the CM program curriculum are based on feedback from all constituencies, including: students, faculty, employers, and alumni.
5.1 Revised Construction Management (CM) Program Curriculum Sheet

### CONSTRUCTION MANAGEMENT (CM) PROGRAM CURRICULUM SHEET

#### Georgia Southern University

#### Allen E. Paulson College of Engineering and Information Technology

#### Department of Civil Engineering and Construction Management

#### Construction Management (CM) Program

Completion of all requirements and a minimum of 2.0 GPA are required for graduation.

### FALL 1st Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Sem</th>
<th>Hrs</th>
<th>Gr</th>
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<td>MATH 1111</td>
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<tr>
<td>ENGL 1101</td>
<td>Composition I</td>
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<td>HIST 2110</td>
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<td>3</td>
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<td>TCM 1231</td>
<td>Intro to Constr. Mgmt.</td>
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<td>TCM 2430</td>
<td>Construction Safety</td>
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<td>FYE 1220</td>
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### 2nd Year

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<td>TCM 2233</td>
<td>Construction Surveying</td>
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<td>HLTH 1520</td>
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<td>STAT 2231</td>
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<td>KINS 221</td>
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<td>TCM 3322</td>
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<td>** ENGL 211**</td>
<td>World Literature I or II</td>
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<td>HIST 1112</td>
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<td>*** ECOL 3100</td>
<td>Environmental Science w/ lab</td>
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<td>TCM 4710</td>
<td>Minimum of 400 hours of Internship</td>
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** ** ENGL 2111 or 2121; *** ECOL 3100, 3110, GEOG 1140, PHYS 1140 or CHEM 1040

### 4th Year

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<td>TCM 5433</td>
<td>Project Planning &amp; Scheduling</td>
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<td>TCM 4432</td>
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<td>TCM 5431</td>
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<td>TCM 5330</td>
<td>Green Bldg. &amp; Sustainable Construction</td>
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<td>*** - Business Elective I</td>
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<td>TCM 4518</td>
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### SPRING

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<td>ENGL 1102</td>
<td>Composition II</td>
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<td>COMM 1110**</td>
<td>Public Speaking</td>
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<td>TCM 1231</td>
<td>Building Materials &amp; Systems</td>
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<tr>
<td>TCM 1232</td>
<td>Construction Graphics</td>
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<tr>
<td>FYE 1220</td>
<td>Global Citizens</td>
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</table>

*Area C Elective: COMM 1119 (Prerequisite for TCM 4530)

### Notes:

The required minimum passing grade for all TCM courses is C;

Students must take the American Institute of Constructors, Associate Constructor (Level I) Exam prior to Graduation;

and 100 hours of Approved Community Service must be completed prior to Graduation.

Refer to Georgia Southern catalog for official document

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Building a Better Tomorrow through Experiential, Community-Service Learning

Fall 2017
5.2 Revised Matrix Correlating the New ACCE Student Learning Outcomes with Specific CM Courses

<table>
<thead>
<tr>
<th>New ACCE Student Learning Outcomes</th>
<th>TCM 1231</th>
<th>TCM 1235</th>
<th>TCM 2234</th>
<th>TCM 2235</th>
<th>TCM 2236</th>
<th>TCM 2237</th>
<th>TCM 2238</th>
<th>TCM 2239</th>
<th>TCM 3232</th>
<th>TCM 3233</th>
<th>TCM 3234</th>
<th>TCM 3235</th>
<th>TCM 3236</th>
<th>TCM 3237</th>
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<tbody>
<tr>
<td>1. Create written communications appropriate to the construction disciplines.</td>
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<tr>
<td>2. Create oral presentations appropriate to the construction disciplines.</td>
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<td>3. Create a construction project safety plan.</td>
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<td>4. Create construction project cost estimates.</td>
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<td>5. Create construction project schedules.</td>
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<td>6. Analyze professional decisions based on ethical principles.</td>
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<td>7. Integrate construction documents for planning and management of construction processes.</td>
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<td>8. Analyze methods, materials, and equipment used in construction projects.</td>
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<tr>
<td>9. Apply construction management skills as a member of a multidisciplinary team.</td>
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<td>10. Apply on-line and/or internet technology to manage the construction process.</td>
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<td>11. Apply on-site surveying techniques for construction layout and control.</td>
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<td>12. Understand different methods of project delivery and the roles and responsibilities of all stakeholders related to design and construction processes.</td>
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<td>13. Understand the importance of project delivery and the roles and responsibilities of all stakeholders related to design and construction processes.</td>
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<td>15. Understand construction quality assurance and control.</td>
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<td>16. Understand construction project control processes.</td>
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<tr>
<td>17. Understand the importance of project delivery and the roles and responsibilities of all stakeholders related to design and construction processes.</td>
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<td>18. Understand the basic principles of structural behavior.</td>
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<td>19. Understand the basic principles of mechanics, electricity, and piping systems.</td>
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6. Student Enrollment and Graduation Data

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Sources:
1) Georgia Southern University's "Banner" Enrollment Management System which provides current enrollment data that has not yet been published to the University Fact Book
2) Georgia Southern University Fact Book 2015-2016