

SECTION TWO: GOVERNANCE AND ADMINISTRATION

STANDARD 2: Be administered as a distinct professional degree program that has sufficient institutional support, authority, and resources to enable the achievement of the degree program's stated mission, goals, and objectives.

Briefly, describe how the Degree Program complies with the above standard.

The Construction Management (CM) program at California Polytechnic State University (Cal Poly) is administered as a distinct professional degree program within the College of Architecture and Environmental Design (CAED), with clearly defined leadership, authority, and institutional support necessary to achieve its mission, goals, and objectives. The program is led by the Department Head, who is responsible for academic planning, faculty affairs, resource allocation, and program development, ensuring effective administration and accountability.

The CM program benefits from strong institutional support through university governance structures, including the Provost's Office, CAED Dean's Office, and established faculty governance processes. Adequate resources are provided to support instruction, assessment, student success initiatives, and continuous program improvement.

The program maintains a high degree of autonomy in managing its curriculum, assessment processes, and industry engagement while remaining fully integrated within the university's academic framework. Strong connections with industry partners and advisory boards further enhance program relevance and resource availability.

Through its clearly defined organizational structure, shared governance model, and sustained institutional support, the CM program demonstrates full compliance with ACCE Standard 2 and effectively delivers a high-quality professional education aligned with its stated mission and objectives.

2. REQUIREMENTS

2.1. INSTITUTIONAL ORGANIZATIONAL STRUCTURE

2.1.1. Describe the organizational structure of the Educational Institution. Be sure to provide a basis for establishing authority and responsibility, utilizing resources, and achieving the degree program's mission, goals, and objectives.

Construction Management is one of the academic departments at Cal Poly and, as such, has authority and responsibility for budgeting, expenditures, and determining mission, goals, and objectives within the organizational structure outlined below.

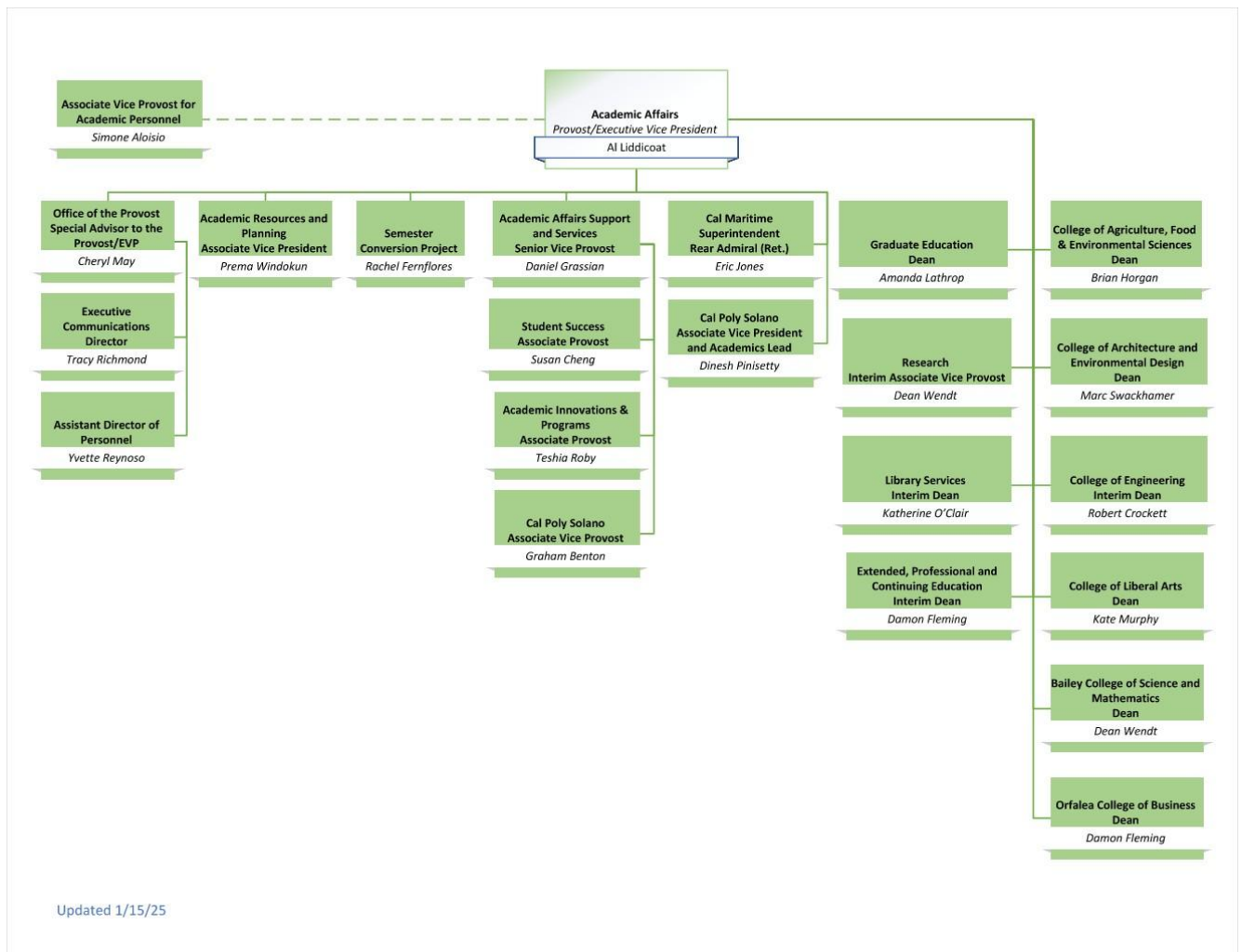
Cal Poly is part of the nation's largest university system, the California State University (CSU) system, with 22 campuses and seven off-campus centers, more than 461,000 students and a faculty and staff of 63,400. Including capital outlay, the CSU 2024 - 2025 budget totaled approximately \$8.58 billion to provide support for a projected 4,100 bachelor's and master's degree programs. The CSU system is administered by a Board of Trustees and a Chancellor. Each of the 22 campuses has its own President.

The Board of Trustees, most of who are appointed by the governor and serve with faculty and student representatives, govern the system. The CSU Chancellor is the chief executive officer, reporting to the Board. The campus presidents serve as the campus-level chief executive officers. The Trustees, Chancellor and Presidents develop systemwide educational

policy. The Presidents, in consultation with the Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

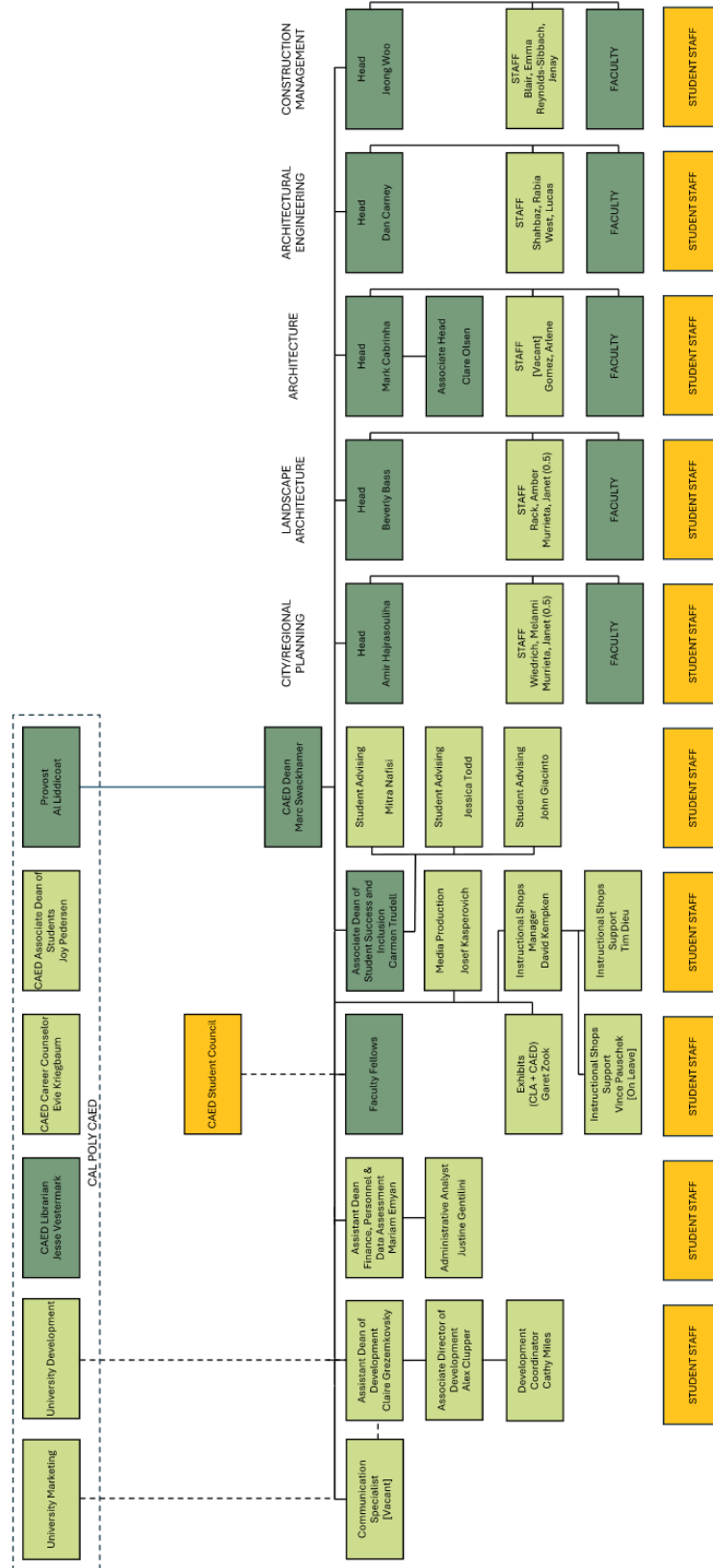
The President is supported by several Vice Presidents who oversee the major administrative divisions of the university. The Provost and Executive Vice President for Academic Affairs serves as the university's chief academic officer and provides leadership for Academic Affairs. Reporting within the Academic Affairs organization are units such as the Office of Research, Academic Resources and Planning, Academic Personnel, and International Programs. The Vice President for Strategic Enrollment Management and Student Affairs is a member of the President's Cabinet and reports directly to the President rather than to the Provost. The organization chart of Academic Affairs is shown in Figure 2.1.1a.

Figure 2.1.1a Cal Poly Academic Affairs Organization Chart



For the College of Architecture and Environmental Design, all the department heads (5 total within the college), as well as the Associate Dean of Student Success and Inclusion, the Assistant Dean of Finance, Personnel and Data Assessment, the Assistant Dean of Development report to the Dean for the College of Architecture and Environmental Design, who reports to the Provost. The organization chart of Academic Affairs is shown in Figure 2.1.1b.

Figure 2.1.1b CAED Organization Chart



2.1.2. Describe the Degree Program and its relationship to the overall organizational structure of the Institution. Note how this is documented, defined, and made publicly accessible.

The BSCM program is housed in the CM Department, which is an academic unit of the CAED, which is one of six colleges at Cal Poly. Cal Poly's organizational structure of Academic Affairs (Figure 2.1.1a) is publicly accessible at <https://provost.calpoly.edu/provost-office-directory>.

2.2. EDUCATIONAL UNIT AUTONOMY, STRUCTURE AND LEADERSHIP

2.2.1. Describe how the Educational Unit is distinct and an identifiable entity within the Educational Institution.

Construction Management is one of five distinct departments within the CAED as shown on the CAED website at <https://caed.calpoly.edu>.

2.2.2. Describe the qualifications of the administrator that heads the Degree Program or Educational Unit.

The current Department Head, Jeong H. Woo, carries the rank of tenured Professor and has extensive construction management teaching, administration, research, consulting, and industry experience. Dr. Woo is an active researcher and educator in Design-Build, Building Information Modeling (BIM), Virtual Design and Construction (VDC), building energy efficiency, and construction information technologies. His teaching area includes BIM/VDC, design-build studio, construction estimating, construction scheduling, project management, and construction methods. He received the Associated Schools of Construction (ASC) Teaching Excellence Award in 2013 and the ASC National Outstanding Researcher Award in 2015. He received his Ph.D. in Architecture and M.S. in Construction Management at Texas A&M University.

2.2.3. Explain how the organizational structure of the Educational Unit is designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students involved with the Degree Program, other disciplines, and other Educational Institutions.

The Construction Management Department has the resources and procedures necessary to ensure communication and coordination among stakeholders and external entities.

The CM Department Head is a member of the CAED Administrative Council, which includes the five CAED department heads, the Assistant and Associate Deans, and the Dean. The Department Head also attends the IDHC (Institutional Department Heads and Chairs) meetings held monthly, where he interacts with the President and Provost as well as other department heads and chairs from across the University. Other university administrators are frequently invited to this meeting to discuss current matters. The CM Department holds bi-monthly faculty meetings to discuss current items of interest and to pass on information to the rest of the faculty and staff from both upper administration and from students. Faculty serve on departmental committees, creating multiple opportunities for collaboration in academic planning, assessment, resource allocation, and strategic initiatives. Many CM tenure-line and

one lecturer serve on college-wide or university-wide committees, where cross-department and cross-division communication occurs. The faculty are also encouraged to participate in external organizations, such as the ASC and the American Society of Engineering Education (ASEE), which allow them to interact with other institutions.

Student interaction with faculty and administrators occurs through student organization meetings, senior exit interviews, and informal engagement opportunities. The department head frequently attends meetings of the Associated Students of Construction Management (ASCM) and meets with CM student club leaderships to share departmental updates, discuss curriculum and program initiatives, gather student feedback, and address student concerns.

2.2.4. Describe how the educational unit and leadership structure is well-defined and publicly accessible.

The Construction Management program and its leadership structure is defined and publicly accessible at <https://construction.calpoly.edu/>.

In accordance with the University Faculty Personnel Policies (UFPP) of Cal Poly, the appointment of heads and chairs are made by the dean after consultation with the faculty, the Provost, and the President. For more information, find the UFPP at https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/criteria_university.pdf.

Both department heads and chairs serve at the pleasure of the dean. A great deal of administrative and service work is carried out by department heads and chairs throughout the campus. Some deans determine that a department head, with an indefinite appointment, best suits the needs of a particular department, while in other cases, the three-year, rotating department chair appointment best suits the needs of the department. The CAED uses the head model of leadership for all departments. Heads tend to serve longer and provide greater continuity of leadership.

2.3. FACULTY PARTICIPATION

2.3.1. Explain how the faculty participates in the Educational Unit's governance and administration in accordance with the Educational Institution's guidelines.

Construction Management faculty participate in the unit's governance and administration of the Educational Unit (the Construction Management Department) in accordance with Cal Poly's shared governance model and established institutional guidelines. Faculty engagement is structured through formal committees, regular departmental meetings, and participation in college and university governance bodies.

At the department level, faculty serve on key committees such as the Curriculum Committee and the Outcomes Assessment Committee, which are responsible for curriculum development, program assessment, and continuous improvement. Faculty members also contribute to strategic planning initiatives, review assessment data, and make recommendations for program enhancements. These activities are conducted in

alignment with university policies and procedures governing academic programs and faculty responsibilities. There are several standing committees that support the CM department's governance and administration. When the need arises, the faculty will form ad-hoc committees to address an issue under consideration. For instance, when making hiring decisions, a committee is formed to guide the hiring process. A list of departmental committees is available on the ACCE OneDrive folder.

Faculty governance is further supported through regular department meetings and annual retreats, where faculty collectively review Program Learning Outcome (PLO) assessment results, discuss program performance, and establish action plans for improvement. This collaborative process ensures that faculty play a central role in decision-making.

In addition to departmental governance, faculty participate in college-level and university-level committees, contributing to broader institutional decision-making processes. Faculty involvement in these governance structures ensures that the CM program remains aligned with institutional priorities while maintaining its professional focus.

Overall, faculty participation in governance and administration is systematic, transparent, and aligned with Cal Poly's institutional framework, ensuring that the program benefits from collective expertise, continuous evaluation, and shared responsibility for achieving its mission and objectives.

2.3.2. Explain how the faculty participate in Degree Program maintenance and administration in accordance with the Educational Institution's guidelines.

Construction Management faculty participate in degree program maintenance and administration through their participation in outcomes assessment, curriculum review and approval, and appropriate committees. Through these committees the faculty and department head regularly discuss the state of the program and provide input on the overall curriculum. Program maintenance also occurs informally among faculty through team teaching, new faculty mentoring, and sharing of course materials as part of continuous course improvement.

The establishment of learning objectives, curriculum development, and implementation is the central role of the departmental faculty as a whole. There is nothing more critical to the success of the department and its graduates than the maintenance of a curriculum that is rigorous, current with professional practice, and compliant with ACCE curriculum requirements.

Because of this importance, all departmental faculty participate vigorously in curricular discussions; fundamental changes to course offerings and requirements reflect the input from all faculty members. While faculty committees and the department head expedite the process of curriculum change and course scheduling, all faculty are asked for input into required learning objectives and the curriculum updating process.

This faculty input starts at the Fall Retreat and then continues at regularly scheduled faculty meetings attended by all full-time faculty and many part-time lecturers.

Curriculum direction and policy are established at these meetings. The Outcomes Assessment Committee is responsible for establishing and maintaining the current list of learning objectives for all CM courses. The Curriculum Committee, along with other ad-hoc committees of interested faculty and the department head, work on details of curriculum proposals resulting from faculty input. All proposals are brought back to the entire faculty for discussion and approval. The Department Head analyzes all proposals in view of compliance with ACCE's and Cal Poly's curriculum requirements and ensures that all standards are met.

2.4. CONTRIBUTION TO THE INSTITUTION

Explain how the Educational Unit and Degree Program contribute to the mission of the Institution.

The Cal Poly Mission Statement reads as follows:

Cal Poly fosters teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

The Cal Poly CM program builds innovative leaders in the construction industry by integrating technical knowledge, engaging in life-long learning, and solving problems as a highly effective manager through communication and collaboration.

The Construction Management program contributes to the University's mission by offering educational and professional opportunities to advance the profession of construction management and encourage innovation, creativity, community engagement, and lifelong learning as part of the educational process.

The CM Department utilizes an assessment strategy that assesses not only the attainment of ACCE Student Learning Outcomes (SLOs) but also the achievement of the institutional missions. In addition to the SLOs specified by ACCE, the following PLOs were adopted by the CM Department to meet or exceed the needs of society and the construction profession and to align with the University philosophy:

- PLO 18: SOCIETY - Understand the role construction managers play in enhancing the needs of society.
- PLO 19: LIFELONG LEARNING - Understand the importance of creating and planning for continuing education and lifelong learning.
- PLO 20: LEADERSHIP - Understand the key leadership characteristics that are successful in building and strengthening construction management teams.
- PLO 21: CULTURE - Understand the importance of recognizing culture differences and role culture plays on influencing project success for a construction team.

- PLO 22: DIVERSITY - Understand the benefits of respecting the unique and diverse backgrounds individuals bring to a construction team.

When this Section is complete, upload it to the appropriate sub-folder within your institution's folder on the ACCE internet-accessible file space:

Semester - Institution - Self-Study Documents / Section 2 - Governance and Administration