

SECTION FIVE: STUDENT POLICIES

STANDARD 5: Establish and implement student policies for the recruitment, retention, academic, and professional development that assures student success.

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

The Cal Poly Construction Management (CM) program has established comprehensive student policies aligned with institutional guidelines and ACCE standards to support student recruitment, retention, academic success, and professional development. These policies directly support the program's mission to build innovative leaders in the construction industry by integrating technical knowledge, engaging in life-long learning, and solving problems as highly effective managers through communication and collaboration.

Grounded in Cal Poly's "Learn by Doing" philosophy, the program integrates hands-on, experiential learning with structured academic and professional development opportunities. Student policies are continuously evaluated through systematic assessment processes, industry engagement, and student feedback to ensure alignment with program objectives and evolving industry needs. The program's strong advising structure, rigorous curriculum, high-impact experiential learning opportunities, and extensive industry connections collectively ensure that CM students are well prepared to succeed academically, contribute meaningfully to the construction profession, and develop into effective, collaborative leaders.

5. REQUIREMENTS

5.1. ACADEMIC POLICIES

- **Describe the existing written policies indicating required courses and acceptable elective courses that meet Degree Program objectives and the SLOs.**

The degree requirements for the CM program have been established to comply with Cal Poly University policies regarding undergraduate education. These policies are documented in the Academic Catalog at <https://catalog.calpoly.edu/>. The Academic Catalog contains specific degree requirements and course information. Course sequencing and example academic plans can also be accessed on the Department webpage.

CM Courses are listed in the Academic Catalog and have been reviewed and approved by the University. The specific courses required by the CM program have been selected by the faculty of the program to meet both the University requirements as well as the program objectives and outcomes.

CM Technical Electives are listed in the Undergraduate Catalog, in the table describing the degree requirements for the program (<https://catalog.calpoly.edu/previouscatalogs/2022-2026/collegesandprograms/collegeofarchitectureandenvironmentaldesign/constructionmanagement/>). The CM major has a degree flow chart and curriculum sheet that shows the recommended sequence of courses leading to the degree (<https://flowcharts.calpoly.edu/downloads/mymap/22-26.20CMBSU.pdf>).

- **Describe how these policies are developed with input from faculty, students and other stakeholders of the Degree Program.**

The majority of the undergraduate degree requirements are developed based on the policies that are defined by the University and the California State University System. If there is a need to develop program-specific policies and academic requirements, a proposed policy is drafted and presented to the CM faculty for discussion. The Construction Management Advisory Council (CMAC) also reviews the curriculum and provides recommendations for improvement. Faculty review the degree program assessment data annually to identify recommended changes and improvements.

Students have input into course content, structure, and assessment usually through the senior exit survey and the senior interviews with the professor. Alumni provide input to the program through the alumni survey and the CMAC.

Once the Department has created a policy, it is forwarded to the Dean of the College of Architecture and Environmental Design for comment. The Dean may approve, reject, send back for revision, or forward the policy to the Provost as appropriate.

5.2. TEACHING QUALITY

- **Describe the process used for ensuring quality of teaching by full-time and part-time faculty, consistent with the Degree Program's mission and objectives.**

Teaching quality is achieved through hiring qualified faculty, using student feedback to identify areas of improvement, evaluation of teaching performance by faculty peers and supervisors, mentoring of new faculty and faculty with new teaching assignments, and promoting professional development to maintain faculty competency. As described in Section 4.1.1, the CM faculty possess qualified educational background and rich professional experience.

All Cal Poly courses with enrollments of five or more students are evaluated utilizing an online course evaluation system. Courses with an enrollment of less than five students and independent study courses are not eligible for evaluation. The focus of the course evaluation system is to provide feedback for the continuous improvement of teaching and learning. The Academic Senate established the official procedure for online student evaluation of instruction (See the senate resolution at <https://digitalcommons.calpoly.edu/senateresolutions/824/>). As described in Section 4.1.6.1, the CM Department provides support for faculty to participate in various professional development opportunities. At the University level, Center for Teaching, Learning & Technology provide all Cal Poly educators with the support they need to develop the skills and knowledge to enhance teaching quality.

- **Describe the systematic assessment mechanism with clear metrics that is in place for evaluating the quality of teaching within the Degree Program.**

The CM Department uses student course evaluations, senior exit surveys, alumni surveys, and program learning outcome data as the systematic assessment mechanism for evaluating teaching quality. Student course evaluations are collected at the end of each quarter, and the feedback is used by the instructor to improve the teaching. The evaluations are also used in the review process and provide the department with information regarding the instructor's performance. The course evaluations include both qualitative and quantitative questions with numerical scoring metrics. This provides a systematic assessment mechanism with clear metrics for evaluating the quality of teaching.

Senior exit interviews and surveys are conducted each year with students who will graduate during that academic year, and results are reviewed by the entire faculty during the fall retreat of each year.

Program Learning Outcome (PLO) data is collected each time a course is taught, and all of the Program Learning Outcomes are reviewed during the fall retreat of each year.

Faculty discussions regarding the data from the course evaluations, senior exit surveys, senior interviews, and PLO data are used to help make improvements and to define where and how changes may be made to improve the teaching process. One on one faculty discussions with the Department Head allow for more specific review and correction of any teaching issues that arise.

5.3. ADMISSIONS AND ENROLLMENT

- **Describe how the admission process for students enrolling in the Degree Program reflects students' potential for success in both academic studies and professional practice.**

Cal Poly San Luis Obispo uses a unique, objective Multi-Criteria Admission (MCA) process that evaluates students strictly by their intended major rather than as a general applicant pool. To be competitive for their specific program, students are scored based on a combination of their 9th grade–11th grade weighted GPA, the rigor of their coursework with extra points awarded for exceeding minimum requirements in subjects like math and lab science and their extracurricular involvements, including work experience and leadership roles. Since the COVID pandemic, Cal Poly has been a test-blind institution for undergraduate admissions, meaning SAT and ACT scores are not considered for admission. Applicants must submit their online application via Cal State Apply during the strictly enforced October 1 to December 1 filing period to be considered for Fall enrollment. Detailed selection criteria for first year freshmen are listed at <https://www.calpoly.edu/admissions/first-year-student/selection-criteria>.

Cal Poly's transfer admission process evaluates applicants based on a combination of academic performance and program readiness, including GPA, completion of required and major-specific coursework, number of transferable units, and progress in General Education requirements. Additional factors such as relevant work experience and extracurricular involvement may also be considered to assess a student's preparedness and commitment to their chosen field. The process is aligned with university-wide policies and is designed to admit students who demonstrate strong potential for success in a rigorous, hands-on academic environment and in their future professional careers. Detailed selection criteria for external transfer students are listed at <https://www.calpoly.edu/admissions/construction-management>.

For change-of-major students, the program incorporates additional measures to ensure readiness and alignment with program expectations. Prospective students meet with the Department Head or CAED advisors to review academic preparation, understand program rigor, and confirm their commitment to the field. This individualized advising process ensures that admitted students are academically prepared and have a clear understanding of the expectations associated with the CM program.

Through this comprehensive and holistic admissions approach, the CM program admits students who are well prepared to succeed in a demanding, hands-on academic environment and to develop into innovative, collaborative leaders in the construction industry.

- **Describe how the admission process for the Degree Program reflects Institution-wide policies as well as the program's mission, goals, and objectives, including the admission of internal and external transfer students.**

The admission process for the CM program is fully aligned with institution-wide policies established by California Polytechnic State University and the California State University (CSU) system. All undergraduate admissions, including first-time freshmen and transfer students, follow Cal Poly's multi-criteria admissions (MCA) evaluation framework, ensuring consistency, fairness, and academic rigor across all programs

This admissions framework supports the CM program's mission to build innovative leaders in the construction industry by selecting students who demonstrate strong academic preparation, initiative, and the potential to develop technical expertise, problem-solving skills, and effective communication abilities. The consideration of academic achievement, coursework completion, and extracurricular involvement aligns with the program's goals of producing graduates who are capable of integrating technical knowledge, collaborating in multidisciplinary environments, and engaging in lifelong learning.

5.4. RECRUITMENT AND COMPOSITION

- **Describe the Degree Program's aspirations regarding student composition and how the program's recruitment and retention mechanisms support those aspirations.**

The Construction Management program is committed to increasing the number of students in the program as well as increasing the percentage of female, underrepresented minority, Pell-eligible, and first-generation students in the program. Recent trends show growth in female enrollment, underrepresented minority (URM) students, and Pell-eligible students, reflecting progress toward a more inclusive student body. As of Fall 2025, female students represented 26.7% of the student population, while 34.4% of students identified as underrepresented minorities (URM) and 24.3% were Pell-eligible.

Current recruitment efforts are outreach-based and include promoting the CM program to current Cal Poly students, prospective students, community college transfer students throughout California. CM faculty regularly participate in college fairs, visit high schools to deliver guest lectures and presentations, and host prospective student events that highlight the program's curriculum, career opportunities, and Learn by Doing philosophy. In addition, CM faculty and industry professionals collaborate to organize the ACE (Architecture, Construction, and Engineering) Mentor Program for high school students on California's Central Coast. This program introduces students to careers in the built environment through hands-on project experiences, industry mentorship, and exposure to architecture, engineering, and construction professions. These outreach activities help increase awareness of construction management as a career path and strengthen the pipeline of future students entering the program.

Many high school students are not aware of Construction Management as a major. By making students, both already in college and those getting ready to go to college, aware of the program's existence we have been able to increase our student population from 270 to 560 over the last six years. In supporting the academic success of these students and all students

in our program, a rigorous academic advising regime is provided by both the CAED Advising Center and our program's faculty advisors.

- **Compare the recruitment and publicity of the Degree Program to other programs in the Institution.**

Recruitment of students into the CM program has been fairly supported by the University and CAED compared to other programs. CM has experienced significant growth in applications, increasing from 377 FTF (First Time Freshman) applicants in Fall 2021 to 712 applicants in Fall 2025, while maintaining a highly selective admission rate around 27%.

Current news and activities related to the CM program are frequently featured at the CAED website (<http://www.caed.calpoly.edu/>) and Cal Poly Report (<https://calpolynews.calpoly.edu/cpreport/reportindex.html>). The University shares student achievement such as student competitions that help the CM program gain a great deal of publicity both on and off campus.

The CM program uses social media platforms such as Instagram and LinkedIn to actively promote the degree program and enhance its visibility to prospective students, industry partners, and alumni. Content highlights include student competition achievements, hands-on "Learn by Doing" activities, site visits, internships, career fairs, and alumni success stories. These platforms showcase the program's strong industry connections and student outcomes, reinforcing its reputation as a leading construction management program. Social media also serves as a recruitment tool by providing authentic insights into student experiences and career pathways, complementing traditional university marketing channels.

5.5. ACADEMIC ADVISING AND MENTORING

- **Describe the current academic advising process available to students in the Degree Program. Explain how this advising process includes competent, continuous, and consistent advising to the students in the Degree Program.**

Incoming freshmen and transfer students have multiple opportunities to receive academic counseling. At the University level, the Mustang Success Center provides an inclusive environment that supports first time freshmen students with their transition and integration into Cal Poly. The academic advisors in the Mustang Success Center support first-year students with degree progress, navigating and getting involved in campus life, referrals to student success support services such as career services, the health and wellness center, program directors and minor coordinators, and the CAED Advising Center. The Office of the Registrar implements Block Scheduling that enrolls freshmen into a full schedule of classes for the first fall quarter and a partial schedule for the following winter and spring quarters in order to ensure that first-year students have access to vital foundational courses that their degrees build from.

During the first week of the first fall quarter, as known as WOW (Week of Welcome), all incoming students are invited to attend various events with their peers. During this time, the students meet with advisors from the CM Department in small groups to orient them with the first-year curriculum. Students also are given guidance as to the proper Math, Science, and English classes they should take based on AP credit and placement test results.

During this Week of Welcome (WOW), students are given the opportunity to meet with faculty advisors and receive additional advising help. After the initial advising session, faculty members continue to serve as the primary advisors for the students. It is mandatory for all students to meet with assigned faculty advisors during the first 4 weeks of the fall

quarters. Students who fail to meet advisors during that time will be placed on a registration hold. The Department Head serves as the advisor for Change of Major and transfer students. All student resources for advising are provided at <https://construction.calpoly.edu/content/current/advising>.

In addition, students can contact the CAED Advising Center for additional advising, particularly in regards to General Education requirements. The CAED Advising Center, in conjunction with the Dean, monitors student academic performance each quarter. Students who are not maintaining a minimum 2.0 GPA are put onto academic probation and must meet with their CM faculty advisor and submit an academic action plan to the Advising Center.

5.6. COURSE SCHEDULING

- **Describe how courses within the Degree Program are offered in formats and times to ensure appropriate student access and timely completion of Degree Program requirements.**

Courses in the CM program are strategically offered considering course demand to help students make academic progress efficiently and complete degree requirements on time. Multiple sections of the required CM courses are offered each quarter to accommodate enrollment needs.

Course scheduling is informed by enrollment trends and forecasting tools, allowing the department to proactively address bottlenecks and maintain access to critical path courses. Classes are scheduled across a range of times to maximize student access, and additional strategies such as summer offerings and close coordination with academic advising further support timely degree completion. A list of required construction courses in the CM program with the number of sections and average enrollment for AY 2025-2026 is provided in Table 5.6.

Table 5.6 Required Construction Courses – Sections and Enrollments

Required Courses		Number of Sections				Average
Course #	Title	F	W	S	SU	Enroll/ Section
CM 102 (2 lec)	Intro to CM	2	3	2		40
CM 113 (2 lec)	Const. Materials (Lecture)	2	3	2		40
CM 114 (2 lab)	Const. Materials (Lab)	3	3	4		16
CM 115 (4 lab/2 act)	Fundamentals of CM	4	3	3		24
CM 214 (3 lab/2 act)	Residential CM	2	2	2		24
CM 232 (3 lec)	Evaluations of Cost Alt.	3	3	2		36
CM 280 (2 act)	BIM	4	4	4	1	24
CM 313 (3 lab/2 act)	Commercial CM	2	2	2		24
CM 314 (3 lab/2 act)	Heavy/Civil CM	2	2	2		24
CM 317 (4 lec)-GE B	Sustainability	3	3	4	4	40
CM 318 (4 lec) – GE D	Housing and Communities	3	3	3	4	30
CM 334 (2 act)	Construction Law	2	2	2		24
CM 335 (2 act)	Construction Accounting	2	2	2	1	32
CM 411 (3 lab/2 act)	Specialty Contracting CM	2	2	2		24
CM 413 (3 lab/2 act)	Jobsite CM	2	2	2	1	24

Required Courses		Number of Sections				Average
Course #	Title	F	W	S	SU	Enroll/ Section
CM 443 (3 act)	Mgmt. of the Const. Firm	2	2	2		24
CM 450 (3 lab/2 act)	Integrated PDPM	2	2	2	1	24
CM 460 (2 lec)	Senior Proj. Methodology	1	1	1		48
CM 461 (Ind)	Senior Project I	1	1	1		48
CM 462 (Ind)	Senior Project II	15	15	15		40

5.7. STUDENT PLACEMENT

- **Describe how the Degree Program or Institution provides a student placement service that can effectively assist students in entering the job market.**

The CM Department and Cal Poly provide a wide range of student placement services that effectively connect students with employment opportunities. The most commonly used source of placement information is California Center for Construction Education (CCCE). The Center manages all industry relations for the CM department and has established a network of contacts at many companies, both regionally and nationally. The students receive weekly updates on recruiting events in the CM department.

Dr. Kelsey Ginori, CCCE Program Manager, coordinates company info sessions with student ambassadors throughout the year. In AY 2025-2026, CCCE hosted more than 120 company info session events. According to the senior exit survey in AY 2025-2026, 95% of survey correspondences attended company info sessions.

The second, and highly interactive placement opportunities are the Career Fairs. There are two semi-annual Construction Management Career Fairs coordinated by the CCCE, and one college-wide Architecture and Environmental Design (CAED) Career Fair coordinated by Cal Poly Career Services. The CM Career Fair in the fall consistently attracts 180+ employers who want to hire CM majors at Cal Poly. The winter CM Career Fair typically host 100+ employers.

The third placement service is a job board published on the CM website (<https://construction.calpoly.edu/content/opportunities/job-board>). These job opportunities are directly sent to the Department. The job posting is regularly updated by CM Administrative Coordinator I and CCCE Program Manager. Together, these services provide comprehensive and highly effective support for student career placement.

- **Describe how the students are informed about and have access to placement services.**

Students in the CM program are consistently informed about and have broad access to placement services through multiple coordinated communication channels. The CCCE serves as the primary hub, providing weekly email updates that include job postings, company information sessions, career fairs, and recruiting events. In addition, opportunities are shared through faculty announcements, course communications, and digital platforms such as Handshake and the CM department job board, ensuring timely and widespread dissemination of information.

Career Services further supports students with resume reviews, interview preparation, and career counseling.

To further enhance access and communication, the CM program recently launched PolyCM Connect, a dedicated mobile platform designed to centralize career opportunities, event

announcements, and industry engagement in one place. The app allows students to receive real-time notifications about recruiting events, track company interactions, and easily access job postings, creating a more streamlined and user-friendly experience.

5.8. EXTRACURRICULAR ACTIVITIES

- **Describe how students are encouraged to participate in activities that complement their academic studies, including students that are pursuing their education via alternative delivery methods.**

As a predominantly full-time, residential campus, students participate in many activities in the department, college, and university. There are many outlets for developing professional leadership skills and these are strongly encouraged by the faculty and administration. Leadership in these student organizations is considered very favorably by industry recruiters searching for top graduates from the department.

From the beginning of their academic life in the CM program, students are encouraged to participate in our umbrella student organization, the Associated Students of Construction Management (ASCM), and other student clubs. Most of these clubs are associated with professional organizations in the construction industry. CM students are required to fill out the Professional Advancement for Construction Students (PACS) form to verify their participation in the student clubs and organizations in the CM Department. Faculty advisors need to review and sign on the form.

The student clubs in the CM Department offer various extracurricular activities, including competitions, field trips, community projects, and professional meetings. A full list of CM student clubs is available at <https://construction.calpoly.edu/content/current/student-clubs>.

These opportunities are discussed in our introductory courses, and are available to students majoring in Construction Management. CCCE and CMAC oftentimes support student activities and projects by providing monetary donations, workshops, and field trip opportunities.

- **List specific industry-based professional and trade organizations with whom the students in the Degree Program are involved.**

Associated General Contractors (AGC)

The Cal Poly AGC Student Chapter is one of the largest and most active student organizations in the department. The chapter hosts regular meetings featuring industry speakers, organizes job site visits and networking events, participates in community service activities, and facilitates interactions between students and construction professionals. AGC also supports student participation in regional and national conferences and serves as a key connection between students and employers seeking interns and full-time hires

Design Build Institute of America Student Chapter (DBIA)

The DBIA Student Chapter has approximately 25 members from several disciplines including Construction Management, Architecture, Architectural Engineering, and Civil Engineering.

This is an organization specifically oriented toward students with a career interest in the area of design build project delivery systems. The club hosts guest speakers and promotes collaborative learning among disciplines through the DBIA national student competition.

National Association of Home Builders Student Chapter (NAHB)

The NAHB Student Chapter has approximately 15 members who have a career interest in residential construction. The club's main activity during the year is participation in the NAHB student competition. Thirty-four schools compete in this national competition. Cal Poly's NAHB team took first place in 2005 and 2006. Cal Poly has consistently placed in the top three spots in the annual competition.

Sigma Lambda Chi Chapter

Sigma Lambda Chi is a national honorary construction society of approximately 35 students at Cal Poly that recognizes academic excellence in construction students. Eligibility for membership is determined by GPA. Only CM students in the top 20% of their class are invited to participate in the SLX initiation each fall. Objectives for SLX include rendering service to the field of construction; the development of good relations among academia, industry, and the public; and the recognition of outstanding professionals in construction and allied fields.

Mechanical Contractors Association of America Student Chapter (MCAA)

The MCAA Student Chapter has approximately 10 members and gives students the opportunity to learn about the industry by attending regular meetings with their MCAA local affiliate sponsors, taking field trips to a variety of jobsites and facilities, working together on volunteer projects, and participating in fundraising events. In addition, Cal Poly's MCAA students participate each year in the national competition. In the past four years, Cal Poly has been placed the national top four for four consecutive years.

National Electrical Contractors Association (NECA)

Student chapters are intended to introduce young members to the world of electrical contracting by exposing students to industry-related educational programs and helping arrange internships with local NECA-member contractors and field trips to NECA contractor's office and work sites. Cal Poly NECA Chapter regularly receives grants for international service projects through ELECTRI International.

Women in Construction (WIC)

Cal Poly Women in Construction (CPWIC) is a club dedicated to empowering and encouraging women through mentorship, youth outreach, and industry support. The club is open to both men and women with this common goal.

- **Describe the extent of participation by students in extracurricular activities.**

CM students participate in a number of college- and campus-wide activities related to their studies. These activities include Habitat for Humanity, service projects in the local community, construction projects in Poly Canyon (the college's outdoor site for experimental structures), the Bank of America Low Income Housing Challenge, the Solar Decathlon, and Homecoming and Open House activities. In addition, many students are members and officers in social and service clubs on campus.

Associated Students of Construction Management (ASCM) organizes a lot of extracurricular activities for CM students. ASCM offers students the opportunity to learn and be involved in the construction management profession, to network and develop relationships with potential employers, and to meet fellow students. There are approximately 170 members currently in ASCM. It also provides opportunities for social interaction among the students and faculty members of the department. It is responsible for organizing the CM Department golf tournaments, barbecues, intramural sports activities, and various other events.

5.9. STUDENT FEEDBACK

- **Describe how the Degree Program's assessment process systematically uses student feedback as input in the continuous improvement process.**

The most prominent sources of student feedback are the senior exit survey and senior exit interviews that are conducted in the spring quarter. The survey and interview results are captured in the PLO packages in SLO folder in the visiting team shared folder. Indirect feedback is obtained through the results of the course evaluations. The feedback from the Senior Exit Survey is tabulated and released to the faculty at the Fall Retreat at the beginning of the fall semester. The faculty review the results and discuss any areas of concern that are present. Out of this discussion, adjustments may be made to a course or the program in general. Once these changes have been implemented, student feedback is again reviewed the next cycle to determine if the issue has been resolved, needs to be monitored further, or if additional corrections are needed.

All Cal Poly courses with enrollments of five or more students are evaluated utilizing an online course evaluation system. Courses with an enrollment of less than five students and independent study courses are not eligible for evaluation. The Academic Senate established the official procedure for online student evaluation of instruction (See the senate resolution at <https://digitalcommons.calpoly.edu/senateresolutions/824/>).

Students are invited to fill out an online evaluation form that covers a wide range of questions concerning the course and the instructor's performance. The form has a combination of multiple-choice questions and short answer questions. Evaluations are conducted sometime during the last week of instruction. The portion of the evaluation containing the written student comments is given back to the faculty once final grades are submitted. The results are given back to the professor and the CAED Dean's Office.

5.10. FINANCIAL AID AND SCHOLARSHIP

- **Describe the mechanism by which the Institution keeps students informed about the availability of financial aid.**

A variety of financial aid programs are offered at Cal Poly including scholarships, grants, federal work-study, loans, and special program aid. Scholarships are awarded each year and are based on criteria such as financial need, scholastic achievement, participation in school activities, community service, honors, organizational affiliations, and educational objectives. Students can apply for various financial aid programs at the Cal Poly Financial Aid Office website at <https://www.calpoly.edu/financial-aid>. It also provides counseling services and online resources such as Net Price Calculator. The Financial Aid Office offers special aid

programs that includes aid for study abroad and domestic study programs, athletic grants-in-aid, and emergency loans.

- **Describe how the Degree Program informs students of scholarship opportunities.**

Students can learn about scholarships by either visiting the Financial Aid Office website or by visiting the CM Department website where a list of scholarships that are offered directly through the CM Department (visit <https://construction.calpoly.edu/content/opportunities/cm-scholarships>). The Scholarship Committee also sends out emails to inform CM students of external scholarship opportunities.

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 5 - Student Policies