# Employer-Alumni Survey Results

## Fall 2016 to Spring 2019

**Position Title:**

| Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| --- | --- | --- | --- | --- | --- |
| Design City Manager | Manager & Inside Sales | Construction Manager | Project Manager | Chief Operating Officer | Senior Project Manager |
| Vice President | Division President | Estimating Coordinator | Project Engineer | Project Manager | Project Engineer  |
| Quality Control Manager | Vice President | Vice President | Executive Assistant | Project Engineer | Vice President |
| Vice President of Operations | Director of Construction | Project Manager |  | Sr. Project Manager | Project Manager |
| Director of Business Development | Warranty Service Representative | Director of Construction |  | Estimator |  |
| Project Manager | Assistant Project Manager | Assistant Project Manager |  |  |  |
| Senior Field Engineer | Jacksonville Area Manager |  |  |  |  |
| Corporate Recruiter | Project Manager |  |  |  |  |
| Project Engineer |  |  |  |  |  |
| Senior Marketing Coordinator |  |  |  |  |  |
| Director of Construction |  |  |  |  |  |

**Company Name:**

| Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| --- | --- | --- | --- | --- | --- |
| David Weekley Homes | Construction Specialties of North Florida | Paul Davis Restoration of North Florida | Danis Construction | Petticoat-Schmitt Civil Contractors | Charles Perry Partners Inc |
| Petticoat Schmitt Civil Contractors, Inc | Drees Homes of Florida | Marand Builders | Batson-Cook Company | International Management Company | Gulf Building  |
| VCC | Petticoat Schmitt Civil Contractors, Inc. | CORE Construction Services of Florida | Gilbane Building Company | Charles Perry Partners Inc.  | Kiewit Water Facilities South |
| Auld & White Constructors | The Haskell Company | Ivey’s Construction | Gulf Building LLC | Picerne Construction Corporation |  |
| The FaverGray Company | David Weekley Homes | Live Oak Contracting |  | Dana B Kenyon Company |  |
| Danis Construction | Allstate Construction, Inc. | Batson-Cook Company |  | Barton Malow |  |
| The Whiting-Turner Contracting Co | Construction Materials Inc. | Scherer Construction |  | Batson-Cook Construction |  |
| GL Homes | Miller Electric Company |  |  | Allstate Construction |  |
| Gilbane Building Co. |  |  |  | Danis Construction |  |
| Hensel Phelps |  |  |  | Schmidt Construction |  |
| Haskell |  |  |  |  |  |

**Our objective is to provide undergraduate students with the necessary foundation to become successful in the construction industry. We strive to have eleven abilities developed in our students. Please rate our eleven abilities with: 5-Strongly Agree; 4-Agree; 3 -Neutral; 2-Disagree; 1-Strongly Disagree; 0-N/A**

| Fall 2016 | 5 | 4 | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- | --- | --- |
| An ability to apply knowledge of mathematics, science, and applied sciences | 33% | 50% | 8% | 0% | 0% | 8% |
| An ability to design and conduct experiments, as well as analyze and interpret data | 17% | 75% | 0% | 0% | 0% | 8% |
| An ability to design a system, component, or process to meet desired needs (design refers to a construction management process such as safety plan, quality plan, etc). | 25% | 50% | 8% | 0% | 0% | 17% |
| An ability to function on multi-disciplinary teams | 42% | 50% | 0% | 0% | 0% | 8% |
| An ability to identify and solve applied science problems | 33% | 58% | 0% | 0% | 0% | 8% |
| An understanding of professional and ethical responsibilities | 42% | 42% | 8% | 0% | 0% | 8% |
| An ability to communicate effectively | 33% | 42% | 17% | 0% | 0% | 8% |
| The broad education necessary to understand the impact of solutions in a global and societal context | 8% | 67% | 17% | 0% | 0% | 8% |
| A recognition of the need for, and ability to engage in, lifelong learning | 25% | 67% | 0% | 0% | 0% | 8% |
| A knowledge of contemporary issues | 33% | 42% | 17% | 0% | 0% | 8% |
| An ability to use the techniques, skills, and modern scientific tools necessary for professional practice | 25% | 42% | 25% | 0% | 0% | 8% |

| Spring 2017 | 5 | 4 | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- | --- | --- |
| An ability to apply knowledge of mathematics, science, and applied sciences | 50% | 38% | 13% | 0% | 0% | 0% |
| An ability to design and conduct experiments, as well as analyze and interpret data | 38% | 63% | 0% | 0% | 0% | 0% |
| An ability to design a system, component, or process to meet desired needs (design refers to a construction management process such as safety plan, quality plan, etc). | 38% | 38% | 25% | 0% | 0% | 0% |
| An ability to function on multi-disciplinary teams | 38% | 63% | 0% | 0% | 0% | 0% |
| An ability to identify and solve applied science problems | 50% | 25% | 25% | 0% | 0% | 0% |
| An understanding of professional and ethical responsibilities | 63% | 25% | 13% | 0% | 0% | 0% |
| An ability to communicate effectively | 50% | 38% | 0% | 13% | 0% | 0% |
| The broad education necessary to understand the impact of solutions in a global and societal context | 13% | 63% | 13% | 13% | 0% | 0% |
| A recognition of the need for, and ability to engage in, lifelong learning | 38% | 50% | 0% | 13% | 0% | 0% |
| A knowledge of contemporary issues | 13% | 50% | 25% | 13% | 0% | 0% |
| An ability to use the techniques, skills, and modern scientific tools necessary for professional practice | 25% | 63% | 12% | 0% | 0% | 0% |

| Fall 2017 | 5 | 4 | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- | --- | --- |
| An ability to apply knowledge of mathematics, science, and applied sciences | 63% | 38% | 0% | 0% | 0% | 0% |
| An ability to design and conduct experiments, as well as analyze and interpret data | 13% | 63% | 25% | 0% | 0% | 0% |
| An ability to design a system, component, or process to meet desired needs (design refers to a construction management process such as safety plan, quality plan, etc). | 38% | 63% | 0% | 0% | 0% | 0% |
| An ability to function on multi-disciplinary teams | 75% | 25% | 0% | 0% | 0% | 0% |
| An ability to identify and solve applied science problems | 25% | 63% | 13% | 0% | 0% | 0% |
| An understanding of professional and ethical responsibilities | 86% | 14% | 0% | 0% | 0% | 0% |
| An ability to communicate effectively | 63% | 25% | 13% | 0% | 0% | 0% |
| The broad education necessary to understand the impact of solutions in a global and societal context | 38% | 63% | 0% | 0% | 0% | 0% |
| A recognition of the need for, and ability to engage in, lifelong learning | 50% | 50% | 0% | 0% | 0% | 0% |
| A knowledge of contemporary issues | 25% | 50% | 25% | 0% | 0% | 0% |
| An ability to use the techniques, skills, and modern scientific tools necessary for professional practice | 63% | 38% | 0% | 0% | 0% | 0% |

| Spring 2018 | 5 | 4 | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- | --- | --- |
| An ability to apply knowledge of mathematics, science, and applied sciences | 40% | 60% | 0% | 0% | 0% | 0% |
| An ability to design and conduct experiments, as well as analyze and interpret data | 40% | 60% | 0% | 0% | 0% | 0% |
| An ability to design a system, component, or process to meet desired needs (design refers to a construction management process such as safety plan, quality plan, etc). | 60% | 40% | 0% | 0% | 0% | 0% |
| An ability to function on multi-disciplinary teams | 60% | 40% | 0% | 0% | 0% | 0% |
| An ability to identify and solve applied science problems | 20% | 60% | 20% | 0% | 0% | 0% |
| An understanding of professional and ethical responsibilities | 60% | 40% | 0% | 0% | 0% | 0% |
| An ability to communicate effectively | 60% | 40% | 0% | 0% | 0% | 0% |
| The broad education necessary to understand the impact of solutions in a global and societal context | 20% | 80% | 0% | 0% | 0% | 0% |
| A recognition of the need for, and ability to engage in, lifelong learning | 60% | 40% | 0% | 0% | 0% | 0% |
| A knowledge of contemporary issues | 20% | 80% | 0% | 0% | 0% | 0% |
| An ability to use the techniques, skills, and modern scientific tools necessary for professional practice | 20% | 80% | 0% | 0% | 0% | 0% |

| Fall 2018 | 5 | 4 | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- | --- | --- |
| An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline | 20% | 70% | 0% | 0% | 0% | 0% |
| An ability to formulate or design a system, process, procedure or program to meet desired needs | 40% | 50% | 0% | 0% | 0% | 0% |
| An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions | 20% | 40% | 20% | 0% | 0% | 0% |
| An ability to communicate effectively with a range of audiences | 60% | 30% | 10% | 0% | 0% | 0% |
| An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts | 30% | 70% | 0% | 0% | 0% | 0% |
| An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty | 70% | 30% | 0% | 0% | 0% | 0% |

| Spring 2019 | 5 | 4 | 3 | 2 | 1 | 0 |
| --- | --- | --- | --- | --- | --- | --- |
| An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline | 60% | 0% | 0% | 0% | 0% | 0% |
| An ability to formulate or design a system, process, procedure or program to meet desired needs | 60% | 0% | 0% | 0% | 0% | 0% |
| An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions | 20% | 20% | 20% | 0% | 0% | 0% |
| An ability to communicate effectively with a range of audiences | 80% | 0% | 0% | 0% | 0% | 0% |
| An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts | 20% | 40% | 20% | 0% | 0% | 0% |
| An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty | 80% | 0% | 0% | 0% | 0% | 0% |

**Would you change, add to, or delete from our list of CM student abilities?**

|  |
| --- |
| Fall 2016 |
| Leadership and connecting with people. Also the ability to build would be helpful. |
| These abilities seemed to be geared more towards Engineers rather than Construction Managers, so possibly have ABET modify their criteria some more for CM. |
| Spring 2017 |
| Remove - An ability to design and conduct experiments. More of a design SLO rather than CM SLO, but understand it is ABET's criteria. |
| No |
| Fall 2017 |
| Student needs the ability to create cohesiveness between associates with extremely varying viewpoints (i.e.: subcontractors and contractors) |
| Knowledge of industry companies prior to career fair |
| Spring 2018  |
| Ability to delegate, ability to read and work with all types of people to achieve goal at hand |
| More real-world application |
| More field-based skills that come from previous generations (field terminology, techniques, methods, etc.) |
| Fall 2018 |
| No changes specifically, but possibly a redistribution of focuses could benefit the students |
| I would add technical abilities and familiarity with the latest technology |
| Ability to prioritize activities for a wide range of tasks in a fluid environment with multiple deadlines |
| Incorporate job site visits with companies active with the college |
| Ability to read, understand and work with various types of people |
| Add submittal, RFI, and pay application processes. Add permitting, NoC processes. Add NTO, lien releases. Add inspection processes.  |
| Spring 2019 |
| I recommend adding, in one or more of the abilities listed, an understanding of legal requirements and understanding of governmental entities (structure, roles, etc.) and the roles they play in construction projects/programs. |
| the six listed are spot on |
| Focus on trade based/on the job type knowledge |

**How many schools does your company recruit from annually?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| 5 or less | 50% | 63% | 50% | 60% | 70% | 40% |
| 6-10 | 8% | 25% | 50% | 20% | 10% | 20% |
| 11-15 | 0% | 0% | 0% | 0% | 20% | 20% |
| More than 15 | 42% | 13% | 0% | 20% | 0% | 20% |

**How would you rank UNF CM graduates in your recruiting pool?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Top 25% | 42% | 75% | 88% | 60% | 60% | 100% |
| Middle 50% | 58% | 25% | 13% | 40% | 40% | 0% |
| Bottom 25% | 0% | 0% | 0% | 0% | 0% | 0% |

**How do UNF CM graduates perform in your company relative to those from other schools?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Better | 33% | 37% | 50% | 40% | 60% | 80% |
| About the same | 67% | 63% | 50% | 60% | 40% | 20% |
| Not as well | 0% | 0% | 0% | 0% | 0% | 0% |

**How does your firm view the quality of the technical content of the UNF CM curriculum compared to other programs?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Top 25% | 33% | 38% | 75% | 40% | 60% | 40% |
| Middle 50% | 67% | 63% | 25% | 60% | 40% | 60% |
| Bottom 25% | 0% | 0% | 0% | 0% | 0% | 0% |

**How does your firm view the comprehensiveness of the technical content of the UNF CM curriculum compared to other programs?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Top 25% | 33% | 38% | 75% | 40% | 50% | 50% |
| Middle 50% | 58% | 63% | 25% | 60% | 50% | 50% |
| Bottom 25% | 8% | 0% | 0% | 0% | 0% | 0% |

**Do you see any major strengths in UNF's CM graduating seniors relative to other universities?**

|  |
| --- |
| Fall 2016 |
| Practical skills and relevant work experience, internships |
| No |
| Much more down to earth with more common sense than most which is extremely useful in the construction field. Also, the ability to get out from behind a computer and go into the field. |
| Many of them have been working students and not just a full-time college student, thus better prepared for life. |
| Spring 2017 |
| Level of industry participation in the program, vast majority of students have relevant work experience. |
| Most of them have better work experience since an internship is required, but also since class time frames allow them to work for a company during the semester as well. |
| graduates often come with some experience in the industry either via internships, guest lectures or site visits |
| Interpersonal skills |
| Students seem to be very excited about their future careers and have a strong desire to make an impact in the industry. |
| Fall 2017 |
| Seem very professional and look professional |
| Majority of the company is UNF CM so I don’t really get a good comparison |
| About the same |
| UNF seniors are typically eager and ready to go to work with an excitement for great possibilities in their future |
| Most of the students have more life skills and common sense than other programs on average |
| Field experience |
| Applied knowledge due to ability to work while in school |
| Spring 2018 |
| The focus of getting the students involved in internships early and public speaking is huge in our industry.  |
| They are work ready and already have some knowledge of local company systems. |
| UNF graduates enter the workplace with more field experience than students from other programs. This, not the classroom knowledge and research, is what makes UNF students more successful.  |
| Fall 2018 |
| So many of the UNF CM graduates have real work experiences, curriculum is relevant |
| Work Experience |
| Many of the CM grads have real world applicable experience that isn't as often taught in other programs. |
| Typically, UNF students have stronger business and communication abilities |
| UNF's graduates tend to have more experience than most students. |
| Practical previous experience. |
| Spring 2019 |
| I have not had enough contact with the graduates to comment. |
| UNF CM graduates have applicable, real world, experience over some other universities that focus more on technical knowledge only |
| The construction management includes infrastructure and not just building construction. |
| Local connection |

**Do you see any major weaknesses in UNF's CM graduating seniors relative to other universities?**

|  |
| --- |
| Fall 2016 |
| communication skills |
| Graduates are looking for jobs, not careers. |
| Majority of students want to either stay in the Jacksonville area and or work in the residential market. Unfortunately, the nature of the business involves travel and we have to cross students off of our list simply because they say they don’t want to travel. |
| UNF CM students often want to stay in and around Jacksonville and aren't willing to want to move. |
| Need to incorporate the Professional Writing as a pre-req if not already |
| Spring 2017 |
| Student competitions need to be built upon, reinforced and incorporated into the program, more so than extracurricular activity. |
| None |
| No |
| Fall 2017  |
| No |
| Weaknesses are typically more related to the individual themselves and typically not a development from any particular university.  |
| Need more real world experience/practice |
| Confidence and speaking abilities/presentations |
| Spring 2018 |
| None that I can think of |
| Financial outlook |
| The best professors are the ones with REAL construction experience and the knowledge. The program needs more professors and adjunct professors who bring experience and field knowledge to the curriculum. |
| Fall 2018 |
| Compared to other university I do not see any weakness, albeit communication skills thought is a weakness at UNF and other universities. |
| Lack of Admin Experience - Permitting, Inspections, etc. |
| Many of the CM grads do show a lesser knowledge of the financial and documentation aspects of the CM world. |
| Spring 2019 |
| I have not had enough contact with the graduates to comment. |
| Not specifically |
| No |

**What changes would you like to see in the UNF CM academic program?**

|  |
| --- |
| Fall 2016 |
| It appears not all students take core CM classes such as scheduling |
| Less emphasis on starting salary and more on company culture and individual’s strengths and talents. |
| More hands on and real-world experience. Local jobsite visits. |
| Hire teachers with real world construction experience. A career teacher’s knowledge of the industry is below par. They can teach the book just fine. The book is not reality. |
| Spring 2017 |
| Modernization of the surveying class(s) |
| None |
| More hands-on projects and involve creating and managing a schedule. |
| Fall 2017 |
| I feel like there were a few classes that could have been better and need to be reconstructed, mainly the building codes class |
| None |
| Program is producing good graduates and program leaders have indicated a desire to grow the program. I have no recommendations for changes. |
| More internships as a requirement, but most students work and got to school. UNF’s scheduling of classes allows students to work. To me this separates UNF from other programs for the better.  |
| Less block scheduling, more individual abilities (compared to group) |
| Spring 2018 |
| Addition of marketing and sales since they will be interacting with clients |
| More contractor related involvement |
| Professors and instructors with REAL construction experience, not just research and paper writing experience, are the most valuable component of the program. Utilizing the local knowledge of adjunct professors is crucial to the success of the program.  |
| Fall 2018 |
| Enrollment |
| Implement of COJ permitting processes |
| I would propose more studies in standard practices of cost tracking, project documentation, and project organization. |
| Not necessarily a change but an increase in applied practice courses to develop more hands-on experience |
| Basis of Construction Methods, Materials, Estimating, Specification Review, Drawing Review, Computer Programs, W.W. Gay & Miller involvement is systems |
| Incorporate negotiation and interpersonal communication classes. |
| Spring 2019 |
| Plan reading, submittals, RFI, site visits |
| I think requiring internships throughout the course of study will be very helpful. |
| I would like to see more interaction with areas of contracts and administrative duties associated with the CM field. |
| To help graduates understand there is a need for civil and mechanical engineers in construction, not only as a designer. |
| Residential track |

**Are there other new areas important to you? Please comment:**

|  |
| --- |
| Fall 2016 |
| The use of BIM software |
| Spring 2017 |
| Business writing skills, other than email correspondence. |
| None |
| Developing a realistic schedule using subcontractor input and maintaining that schedule is a very important still to learn in Construction. |
| Fall 2017 |
| In today’s marketplace, public speaking is essential to getting and keeping work |
| Scheduling, Drawing/Submittal/RFI review |
| Spring 2018 |
| None |
| Fall 2018 |
| integrating BIM practices and coordination into the preconstruction phases. |
| Just keeping up with the latest technology as we rely heavily on that input from the students |
| Spring 2019 |
| I think students should be presented with, if not already, sequencing of construction trades, facility systems (HVAC, mechanical, electrical), and utility systems. |
| Understanding the threshold of value versus wasted effort in regard to BIM and prefabrication processes as it stands now. |
| Stress the needs in the infrastructure market |

**Any additional thoughts or comments on the CM curriculum and student performance?**

|  |
| --- |
| Fall 2016 |
| No Responses |
| Spring 2017 |
| Works out well with local companies (and the students) to have students working for them during the semesters. |
| The students graduating from the UNF BCM program are well equipped to enter the work force and are highly sought after. Please keep up the good work. |
| Fall 2017 |
| It’s a great program |
| Spring 2018 |
| Public speaking and technical writing are two major points for getting thoughts and points across to different individuals on project teams |
| The career fair and associated events continue to be a huge hit for local employers and students. Keep up the great work! |
| Fall 2018 |
| Overall the students seem to be strong but there are some vital areas in which they could use a little more technical knowledge. |
| Site Visits |
| Spring 2019 |
| None |

**Are you an alum of the UNF Construction Management Department?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Yes | 25% | 50% | 63% | 80% | 80% | 40% |
| No | 75% | 50% | 37% | 20% | 20% | 60% |

**What year did you graduate?**

|  |
| --- |
| Fall 2016 – No Responses |
| Spring 2017 Responses: 2010, 2009 |
| Fall 2017 Responses: 2017,2007,2009,2006 |
| Spring 2018 Responses: 2003, 2006, 2009 |
| Fall 2018 Responses: 2005,2008,2009,2011,2016,2017 |
| Spring 2019 Responses: 2017, 2005 |

**What clubs and competitions did you participate in during your years at UNF?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| ABC Student Club | 33% | 0% | 20% | 33% | 62% | 25% |
| ABC Student Competition | 0% | 0% | 10% | 11% | 13% | 0% |
| NAHB Student Club | 33% | 25% | 30% | 22% | 25% | 25% |
| NAHB Student Competition | 33% | 25% | 0% | 11% | 13% | 0% |
| Sigma Lambda Chi | 0% | 25% | 10% | 11% | 25% | 50% |
| USGBC Student Club | 0% | 0% | 0% | 0% | 0% | 0% |
| AGC Student Club | 0% | 0% | 10% | 11% | 50% | 0% |
| DBIA Student Club | 33% | 0% | 0% | 0% | 13% | 0% |
| CMA Student Club | 0% | 0% | 0% | 0% | 25% | 0% |
| Other | 0% | 50% | 20% | 0% | 0% | 0% |
| I did not participate in clubs or competitions | 33% | 0% | 0% | 0% | 0% | 0% |

**Did you pursue a post-grad degree?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Yes | 0% | 0% | 0% | 25% | 0% | 50% |
| No | 100% | 100% | 100% | 75% | 100% | 50% |

**If so, what degree?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| MBA | 0% | 0% | 0% | 33% | 0% | 50% |
| MS in Construction | 0% | 0% | 0% | 0% | 0% | 0% |
| MS in Engineering | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% |
| I did not pursue a post-grad degree | 100% | 100% | 100% | 67% | 100% | 50% |

**Since graduation, how many years have you been employed in a construction field?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Less than 1 | 33% | 0% | 40% | 25% | 13% | 0% |
| 1-2 | 0% | 0% | 0% | 0% | 0 | 50% |
| 3-4 | 33% | 0% | 0% | 0% | 13% | 0% |
| 5-6 | 33% | 0% | 0% | 0% | 0 | 0% |
| 7-8 | 0% | 25% | 20% | 25% | 25% | 0% |
| 9-10 | 0% | 50% | 0% | 0% | 13% | 0% |
| More than 10 years | 0% | 25% | 40% | 50% | 38% | 50% |

**What types of positions have you held since graduation?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Project Manager | 33% | 75% | 20% | 27% | 65% | 25% |
| Assistant Project Manager | 33% | 75% | 27% | 27% | 88% | 25% |
| Estimator | 33% | 50% | 0% | 9% | 25% | 25% |
| Field Engineer | 67% | 25% | 20% | 18% | 13% | 0% |
| Owner | 0% | 0% | 0% | 0% | 0% | 0% |
| Superintendent | 33% | 25% | 13% | 9% | 0% | 25% |
| President | 0% | 0% | 0% | 0% | 0% | 0% |
| Vice President | 0% | 25% | 0% | 0% | 0% | 0% |
| Other | 0% | 75% | 20% | 9% | 38% | 0% |

|  |
| --- |
| Other: |
| Fall 2016 – No Responses |
| Spring 2017 – Tech Coach, Business Analyst, Design Manager, Project Engineer |
| Fall 2017 – Estimating Coordinator, Project Engineer |
| Spring 2018 – Construction Manager, Estimating Department Manager |
| Fall 2018 – Project Engineer, Construction Manager |
| Spring 2019 – No Responses |

**What is your current position?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| Project Manager | 0% | 50% | 60% | 75% | 63% | 50% |
| Assistant Project Manager | 0% | 0% | 20% | 0% | 0% | 50% |
| Estimator | 0% | 25% | 0% | 0% | 13% | 0% |
| Field Engineer | 33% | 0% | 0% | 0% | 0% | 0% |
| Owner | 0% | 0% | 0% | 0% | 0% | 0% |
| Superintendent | 33% | 0% | 0% | 0% | 0% | 0% |
| President | 0% | 0% | 0% | 0% | 0% | 0% |
| Vice President | 0% | 0% | 0% | 25% | 0% | 0% |
| Other | 33% | 25% | 20% | 0% | 25% | 0% |

|  |
| --- |
| Other: |
| Fall 2016 – No Responses |
| Spring 2017 – Warranty Service Representative |
| Fall 2017 – Estimating Coordinator |
| Spring 2018 – No Response |
| Fall 2018 – Project Engineer, Senior Project Manager |
| Spring 2019 – No Response |

**In what areas of community involvement are you involved?**

|  |
| --- |
| Fall 2016 – Habitat for Humanity, St. Jude 5K and Miles for Moffit 5k |
| Spring 2017 – United Way giving, One-Blood donations, volunteering |
| Fall 2017 – Hartfelt Ramp Builds, ABC, church |
| Spring 2018 – Ronald McDonald House volunteer, youth sports coach, ABC Chapter, local Catholic parish |
| Fall 2018 – Commercial Property Development, Habijax, ABC |
| Spring 2019 – Habijax, Jacksonville Human Society, VCOM Appalachian Outreach, Company CARE Program |

**Using the 5-0 scale, how important is ethics in your career? 5-Strongly Agree; 4-Agree; 3 -Neutral; 2-Disagree; 1-Strongly Disagree; 0-Not Applicable**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| 5 | 100% | 100% | 80% | 100% | 90% | 100% |
| 4 | 0% | 0% | 20% | 0% | 10% | 0% |
| 3 | 0% | 0% | 0% | 0% | 0% | 0% |
| 2 | 0% | 0% | 0% | 0% | 0% | 0% |
| 1 | 0% | 0% | 0% | 0% | 0% | 0% |
| 0 | 0% | 0% | 0% | 0% | 0% | 0% |

**What professional development on the topic of safety have you completed in your career?**

|  |
| --- |
| Fall 2016 |
| OSHA 30 Hour |
| OSHA Courses |
| Spring 2017 |
| OSHA 8 hour |
| OSHA 30 Hour |
| OSHA 30 |
| Fall 2017 |
| Completed multiple equipment safety training along with 10hr and 30hr OSHA training along with first aid and CPR training |
| OSHA 30 |
| Spring 2018  |
| OSHA 30 |
| I conducted weekly safety meetings, maintained and executed the corporate program and maintained a zero incident jobsite for a $30+ million project within 5 months of graduating.  |
| Fall 2018 |
| OSHA 30 |
| Internal safety educational programs |
| OSHA 10 Card |
| LEED |
| Spring 2019  |
| Internal training and OSHA 30 |
| OSHA 10 |

**Using the same 5-0 scale, how important is safety in your career?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
| 5 | 100% | 100% | 100% | 100% | 100% | 100% |
| 4 | 0% | 0% | 0% | 0% | 0% | 0% |
| 3 | 0% | 0% | 0% | 0% | 0% | 0% |
| 2 | 0% | 0% | 0% | 0% | 0% | 0% |
| 1 | 0% | 0% | 0% | 0% | 0% | 0% |
| 0 | 0% | 0% | 0% | 0% | 0% | 0% |

**What other continuing education or professional development have you participated in since graduation?**

|  |
| --- |
| Fall 2016 |
| Asbestos Certification, LEED, Green Globes, FDEP Inspector |
| Spring 2017  |
| LEED AP BD+C, Building Contractor's License Exam |
| I take continuing education classes throughout the year over a variety of subjects: communication, time management, estimating, etc. |
| Fall 2017  |
| Storm Water Pollution Prevention, AHCA State of Florida work |
| Spring 2018  |
| Harvard School of Business Professional Project Management yearlong training |
| Equipment Certifications from equipment rental companies, STEP Safety programming via ABC Chapter |
| Fall 2018 |
| CGC Licensing |
| Internal project management educational programs |
| Obtained my Part 107 for flying drones |
| SWPPP Certification |
| Building Contractor License, LEED AP BD+C |
| Spring 2019 |
| LEED |

**What courses best prepared you for your construction career?**

|  |
| --- |
| Fall 2016 |
| Commercial Construction |
| Any Course Woodson or Crowley taught |
| Spring 2017 |
| Estimating, Scheduling and Commercial Construction |
| Drawings, Estimating, Codes & Safety |
| Fall 2017 |
| Internship best prepared me |
| The program as a whole provided the necessary preparation for entry into the construction industry more so than one particular course. The emphasis on acquiring internships while completing coursework definitely provided an excellent opportunity to experience the industry prior to graduation. |
| Internship, Surveying, Business classes |
| Construction Law, Construction Contracts, Structures |
| Spring 2018  |
| Contracts, Project Management, Accounting, Estimating, Risk Management |
| Estimating, Scheduling, Techniques, Docs & Contracts |
| Fall 2018 |
| scheduling |
| estimating, scheduling, contracts and docs, admin and economics |
| Contracts, Business Courses, Capstone |
| Commercial Construction  |
| Contracts, Risk Management, Estimating |
| Spring 2019 |
| Contracts and Documents, Construction Admin, Construction Drawings, and Scheduling |
| estimating/scheduling |

**In what areas were you least prepared to enter the construction industry?**

|  |
| --- |
| Fall 2016 |
| Scheduling and Estimating |
| Processes, submittals, RFI's, (All management entry level knowledge) |
| Spring 2017 |
| Actual Construction Knowledge |
| Business law |
| Fall 2017 |
| I felt overall prepared after working for 9 months in the industry before entering full time. |
| Scheduling |
| General Knowledge of the industry |
| Surveying and Scheduling |
| Spring 2018  |
| Scheduling – too much focus on software program than the process of how to schedule a building |
| Foreign language – being fluent in Spanish would be enormously helpful on a daily basis |
| Fall 2018  |
| permitting admin |
| I believe that there should have been more focus on cost controlling, tracking, and administration |
| Hands on experience |
| Estimating & Surveying |
| On the job training. |
| Spring 2019 |
| Construction techniques |
| construction computing |

**The Construction Management Department list five program educational objectives for graduates of our program. Please rate our program educational objectives with: 5-Strongly Agree; 4-Agree; 3 -Neutral; 2-Disagree; 1-Strongly Disagree; 0-Not Applicable**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fall 2016 | 5 | 4 | 3 | 2 | 1 | 0 |
| Achieve prominent positions in the industry, continue education in related post-grad degrees and latest software technology trends, or successfully maintain entrepreneur endeavors | 67% | 33% | 0% | 0% | 0% | 0% |
| Maintain active involvement in the surrounding community and UNF alumni affairs | 33% | 67% | 0% | 0% | 0% | 0% |
| Consistently demonstrate ethical standards | 67% | 33% | 0% | 0% | 0% | 0% |
| Consistently consider safety as a prime importance factor in work decisions | 67% | 33% | 0% | 0% | 0% | 0% |
| Continually seek quality improvement | 67% | 33% | 0% | 0% | 0% | 0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Spring 2017 | 5 | 4 | 3 | 2 | 1 | 0 |
| Achieve prominent positions in the industry, continue education in related post-grad degrees and latest software technology trends, or successfully maintain entrepreneur endeavors | 50% | 50% | 0% | 0% | 0% | 0% |
| Maintain active involvement in the surrounding community and UNF alumni affairs | 50% | 25% | 25% | 0% | 0% | 0% |
| Consistently demonstrate ethical standards | 75% | 25% | 0% | 0% | 0% | 0% |
| Consistently consider safety as a prime importance factor in work decisions | 75% | 25% | 0% | 0% | 0% | 0% |
| Continually seek quality improvement | 75% | 25% | 0% | 0% | 0% | 0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fall 2017 | 5 | 4 | 3 | 2 | 1 | 0 |
| Achieve prominent positions in the industry, continue education in related post-grad degrees and latest software technology trends, or successfully maintain entrepreneur endeavors | 60% | 20% | 0% | 20% | 0% | 0% |
| Maintain active involvement in the surrounding community and UNF alumni affairs | 60% | 20% | 0% | 20% | 0% | 0% |
| Consistently demonstrate ethical standards | 60% | 40% | 0% | 0% | 0% | 0% |
| Consistently consider safety as a prime importance factor in work decisions | 60% | 40% | 0% | 0% | 0% | 0% |
| Continually seek quality improvement | 60% | 20% | 20% | 0% | 0% | 0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Spring 2018 | 5 | 4 | 3 | 2 | 1 | 0 |
| Achieve prominent positions in the industry, continue education in related post-grad degrees and latest software technology trends, or successfully maintain entrepreneur endeavors | 33% | 67% | 0% | 0% | 0% | 0% |
| Maintain active involvement in the surrounding community and UNF alumni affairs | 33% | 33% | 33% | 0% | 0% | 0% |
| Consistently demonstrate ethical standards | 67% | 33% | 0% | 0% | 0% | 0% |
| Consistently consider safety as a prime importance factor in work decisions | 67% | 33% | 0% | 0% | 0% | 0% |
| Continually seek quality improvement | 67% | 33% | 0% | 0% | 0% | 0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fall 2018 | 5 | 4 | 3 | 2 | 1 | 0 |
| Achieve prominent positions in the industry, continue education in related post-grad degrees and latest software technology trends, or successfully maintain entrepreneur endeavors | 29% | 71% | 0% | 0% | 0% | 0% |
| Maintain active involvement in the surrounding community and UNF alumni affairs | 38% | 50% | 0% | 0% | 13% | 0% |
| Consistently demonstrate ethical standards | 57% | 43% | 0% | 0% | 0% | 0% |
| Consistently consider safety as a prime importance factor in work decisions | 71% | 29% | 0% | 0% | 0% | 0% |
| Continually seek quality improvement | 57% | 43% | 0% | 0% | 0% | 0% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Spring 2019 | 5 | 4 | 3 | 2 | 1 | 0 |
| Achieve prominent positions in the industry, continue education in related post-grad degrees and latest software technology trends, or successfully maintain entrepreneur endeavors | 100% | 0% | 0% | 0% | 0% | 0% |
| Maintain active involvement in the surrounding community and UNF alumni affairs | 50% | 50% | 0% | 0% | 0% | 0% |
| Consistently demonstrate ethical standards | 100% | 0% | 0% | 0% | 0% | 0% |
| Consistently consider safety as a prime importance factor in work decisions | 100% | 0% | 0% | 0% | 0% | 0% |
| Continually seek quality improvement | 100% | 0% | 0% | 0% | 0% | 0% |

**Would you change, add to, or delete from our list of program educational objectives?**

|  |
| --- |
| Fall 2016 – No Responses |
| Spring 2017 – None, Nothing |
| Fall 2017 – None, Have Safety class include OSHA certification |
| Spring 2018 – No Responses |
| Fall 2018 – No Responses |
| Spring 2019 – No Responses |