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**Concordance Document**

**102, 103, A-3**

**American Council for Construction**

**June 2018 Education**

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| **Outcomes Based Standards Worksheet**  **Concordance Document for Documents 102, 103 and Form A3**  Training, Accreditation, Standards, and Guidance (TASG) Task Force notes:   * Goal – Align Document 103 with Document 102 and Form A3. Use last column for training and comments. * Concordance Document is set up to be printed in Landscape mode on 11x17 legal paper. * Document 102 contains a stand-alone Supplement Information document (located at end of Doc 102; left column).   **Rev 1/4/16**   * Grey cells suggest Standards 103 not applicable for other documents; hence, no need to place anything on 102 or A-3. | | | |
| **Document 102 – Self Study** | **Document 103** | **Form A3 – Visiting Team Report Form** | **Comments/Training** |
| DOCUMENT 102  MANUAL FOR PREPARATION OF THE  SELF-EVALUATION STUDY  Submitted by:  Name of Educational Institution:  Name of Educational Unit:  Title of the Degree Program: |  | American Council for Construction Education  (Institution)  (Location of Institution)  (Title of Program Visited)  (Dates of the Visit)  Visiting Team  (Name), Chairman  (School or Company)  (City & State)  (Name), Member  (School or Company)  (City & State)  (Name), Member  (School or Company)  (City & State)  (Name), Member-in-Training  (School or Company)  (City & State)  (Name), Member-in-Training  (School or Company)  (City & State)  (Name), Industry Observer  (Company)  (City & State)  This Visiting Team report remains the intellectual property of ACCE and is for the sole use of the institution. It is not to be provided to or discussed with third parties not officially connected to the institution except with the express written permission of ACCE or unless required by law.  OBS Version |  |
| **1.0 INTRODUCTION** | STANDARD 1: INTRODUCTION  INTENT  The purpose of this document is to define the standards and criteria by which those construction education programs seeking accreditation or re-accreditation by the American Council for Construction Education (ACCE) shall be assessed. Assessment shall be by peer educators from other construction education programs in concert with construction practitioners, representatives of the construction industry associations and organizations, and society at large. Assessment shall include an on-site visit by a designated team following the procedures specified in ACCE Document 101. | **Section 1: INTRODUCTION** |  |
|  | Definitions   * **Assessment** – process used to identify, collect, and prepare data to evaluate the achievement of learning outcomes and degree program objectives.   **Direct Assessment** – Evidence of student learning is in the form of a student product or performance that can be evaluated.  **Indirect Assessment** - Evidence of student learning is the perception, opinion, or attitude of students (or others).   * **Degree Program** – ACCE accredits post-secondary degree programs. A degree program is an educational system with identified academic coursework, containing the body of knowledge necessary to obtain a college or university degree in that field of study. * **Degree Program Objectives** – statements describing desired degree program accomplishments in support of its mission. * **Educational Unit** – ACCE recognizes there are units at institutions of higher learning composed of faculty and staff capable of teaching or conducting research. These units typically offer degree programs with which they are affiliated. Operations may include budgets, faculty evaluations, promotion and tenure, scholarly activities, and determination of work assignments. * **Educational Institution** – an institution of higher learning authorized to grant advanced degrees while providing the facilities for instruction or research (e.g. a university or college). * **Evaluation** – a process of interpreting the meaning of the data accumulated through assessment practices. Evaluation determines the extent to which learning outcomes or degree program objectives are being achieved. * **Learning Outcomes**   **Course Learning Outcomes** (CLOs) - The set of knowledge, skills, and abilities to be attained by students upon completion of a single course.  **Student Learning Outcomes** (SLOs) - The set of knowledge, skills, and abilities to be attained by students prior to or upon graduation from an accredited degree program as defined by ACCE in Article 3.1.5, herein. The SLOs establish the minimum level of learning and the body of knowledge to be addressed by the degree program.  **Program Learning Outcomes** (PLOs) - The set of knowledge, skills, and abilities to be attained by students prior to or upon graduation as defined by the degree program. PLOs may differ from institution to institution as they may represent the individual character of the program and may place emphasis on specialized topical areas.   * **Performance Criteria** – measurable achievements identifying required performance to meet the learning outcome. * **Shall** – denotes a requirement that is mandatory. * **Should** – denotes a guideline or recommendation. * **Standards**– qualitative statements of minimum requirements upon which an accredited degree program shall be judged. |  |  |
| **Degree Program Name**  Formal degree title name: | Degree Program Name  It is preferred that the formal title of the degree program contains the word "construction". | **Degree Program Name** |  |
| **1.1 Requirements**  **1.1.1 Institution and Degree Program Eligibility**   * + - 1. The degree program is to be located in an educational institution of higher learning that is legally authorized under applicable laws to provide a degree program of education beyond that of the secondary level. Provide background information on the institution, educational unit and the degree program as it relates to history, mission, size, accreditation, etc.   1.1.1.2 The degree program is to be in operation for a sufficient time to have granted the degree for which accreditation is sought. Degree programs shall have at least one class of graduates. Describe the time of degree program operation and graduation rates by semester:  1.1.1.3 Describe the major emphasis of the degree program:  1.1.1.4 Who is the designated administrator responsible for the leadership and management functions of the degree program (include title and rank) | **1.1 REQUIREMENTS**  **1.1.1 Institution and Degree Program Eligibility**  To be considered for accreditation, a degree program in construction education shall:  1.1.1.1 Be located in an educational institution of higher learning that is legally authorized under applicable laws to provide a degree program of education beyond that of the secondary level.  Furthermore, in the case of those institutions in the United States, be accredited by the appropriate regional accrediting agency, and in the case of other countries, be accredited by the accrediting agency appropriate for its locale, if such exists.  1.1.1.2 Have been in operation for sufficient time to have at least one (1) class of graduates receiving the degree for which accreditation is sought.  1.1.1.3 Offer either a bachelor or associate degree program with a major emphasis on professional construction education.  1.1.1.4 Have a designated administrator responsible for the leadership and management functions for the degree program under review. | **1.1 REQUIREMENTS**   * **Size, brief history, type, and purpose of the institution.**   + **Institution organization and location of the construction unit.**   + **Size, number of faculty members, brief history, and purpose of the construction unit.**   + **Accreditation history – first accredited and reaccredited.**   + **Degree title and credit hours required.**   + **Other degree programs administered by the construction unit.**   + **Name of the regional accrediting agency of the institution.**   + **Name and position of persons interviewed during the visit. (Use titles – i.e. Dr. Professor, Mr. Ms)** * Institution Administration and Staff * Program Faculty and Staff * Industry Advisory Board Members * Students |  |
|  | 1.1.2 Annual Fees  A degree program accredited by ACCE shall pay the annual sustaining and other fees as required. |  |  |
| 2 GOVERNANCE AND ADMINISTRATION | STANDARD 2: GOVERNANCE AND ADMINISTRATION  INTENT  It is intended that the manner in which the degree program is administered supports the concept that it is a distinct professional degree program and has sufficient institutional support, authority, and resources to enable the achievement of the degree program’s stated mission, goals, and objectives. | Section 2: GOVERNANCE AND ADMINISTRATION |  |
| **2.1 REQUIREMENTS**  **2.1.1 Administration**    2.1.1.1 Institutional Organizational Structure   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.   B. Describe the degree program and its relationship to the overall organizational structure of the institution. Note how this documented, defined, and publicly made accessible. | **2.1 REQUIREMENTS**  **2.1.1 Administration**    2.1.1.1 Institutional Organizational Structure   1. The organizational structure of the educational institution shall provide a basis for establishing authority and responsibility, utilizing resources, and achieving the degree program’s mission, goals, and objectives. 2. The degree program and its relationship to the overall organizational structure of the institution shall be documented, well-defined, and publicly accessible. | **2.1 REQUIREMENTS**    **2.1.1 Administration**  2.1.1.1 Institutional Organizational Structure  A. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving the degree program’s mission, goals, and objectives.  B. The degree program and its relationship to the overall organizational structure of the institution are documented, well-defined, and accessible to the public |  |
| 2.1.1.2 Educational Unit Organizational Structure and Leadership   1. Describe the qualifications of the administrator that heads the degree program or educational unit along with that person’s institutional authority to accomplish the mission, goals, and objectives of the degree program. 2. Describe the Administrator’s authority to accomplish the mission, goals, and objectives of the Education Unit.   C. 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.  D. Detail how the educational unit and leadership structure is defined and publicly accessible  2.1.1.3 Educational Unit Autonomy and Governance  A. Detail how the educational unit is distinct and identifiable entity within the educational institution:  2.1.1.4 Faculty Participation  A. Explain how the faculty participates in the educational unit’s governance and administration in accordance with the educational institution’s guidelines.  B. Explain how the faculty participate in degree program maintenance and administration in accordance with the educational institution’s guidelines.  2.1.1.5 Contribution to the Institution  A. Detail how the educational unit and degree program contributes to the mission of the institution | 2.1.1.2 Educational Unit Organizational Structure and Leadership   1. The degree program or educational unit shall be headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.      1. The degree program or educational unit administrator is empowered by the educational institution with sufficient authority to accomplish the mission, goals, and objectives.   C. The organizational structure of the educational unit shall be designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.  D. The educational unit and leadership structure shall be well-defined and publicly accessible.   * + - 1. Educational Unit Autonomy and Governance   A. The educational unit shall be a distinct and identifiable entity within the educational institution.  2.1.1.4 Faculty Participation  A. The faculty shall participate in the educational unit’s governance and administration in accordance with the educational institution’s guidelines.  B. The faculty shall participate in degree program maintenance and administration in accordance with the educational institution’s guidelines.  2.1.1.5 Contribution to the Institution   * + 1. The educational unit and degree program shall contribute to the mission of the institution | * + - 1. Educational Unit Organizational Structure and Leadership     A The degree program or educational unit is headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.   * + 1. The degree program or educational unit administrator is empowered by the educational institution with sufficient authority to accomplish the degree program’s mission, goals, and objectives.   C. The organizational structure of the educational unit is designed to encourage communication, coordination, and interaction among administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.  D. The educational unit and the leadership structure are well-defined and accessible to the public.  2.1.1.3 Educational Unit Autonomy and Governance  The educational unit a distinct and identifiable entity within the educational institution.  2.1.1.4 Faculty Participation   1. Faculty members participate in the educational unit’s governance and administration in accordance with the educational institution’s guidelines.   B. Faculty members participate in degree program maintenance and administration in accordance with the educational institution’s guidelines.   * + - 1. Contribution to the Institution  1. The educational unit and degree program contribute to the mission of the institution. |  |
| **2.1.2 Institutional Support**  2.1.2.1 Explain how the Institution provides sufficient resources to enable the program to achieve its mission, goals and objectives.  2.1.2.2 Detail how the educations unit and/or the degree program administrator(s) is empowered by the educational institution with sufficient resources and time to accomplish that program’s mission goals and objectives.  2.1.2.3 Demonstrate how the Institution provides status and recognition comparable to that of other programs of similar size and function within the institution. | **2.1.2 Institutional Support**  2.1.2.1 The Institution shall provide sufficient resources to enable the program to achieve its mission, goals and objectives.  2.1.2.2 The educations unit and/or the degree program administrator(s) is empowered by the educational institution with sufficient resources and time to accomplish that program’s mission goals and objectives.  2.1.2.3 The Institution shall provide status and recognition comparable to that of other programs of similar size and function within the institution. | 2.1.2 Institutional Support  2.1.2.1 The institution provides sufficient resources to enable the program to achieve its mission, goals and objectives.   * + - 1. The educational unit and/or the degree program administrator(s) is empowered by the educational institution with sufficient resources and time to accomplish the program’s mission goals and objectives.       2. The Institution provides status and recognition to the degree program that is comparable to that of other programs of similar size and function within the institution. |  |
|  |  | **2.2** General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report. |  |
| 3.0 CURRICULUM | STANDARD 3: CURRICULUM  INTENT  Purpose of the Curriculum  The purpose of curriculum is to ensure that each student upon graduation shall be able to fulfill minimum expectations in terms of learning outcomes specified for two and four year degree programs. These expectations are in addition to the institutional requirements based on respective institutional mission and policies. The goal of ACCE is to prepare graduates who can provide leadership roles in construction in addition to being a responsible member of society. The curriculum should be responsive to social, economic, and technical developments and should reflect the application of evolving knowledge in construction and in the behavioral and quantitative sciences.  General Guidelines  The ACCE recognizes the autonomy of educational institutions in the matter of curriculum development and the levels and designations of the degrees awarded upon completion of the various programs. It also recognizes the autonomy of educational institutions in establishing standards and policies pursuant to acceptance of transfer credits for educational courses from either accredited or non-accredited institutions.  Furthermore, no degree program—Bachelor or Associate degree level—can offer every course or experience that could be suggested for the education of a student. In addition, it may be desirable in some instances to develop curriculum in one or more areas of construction specialization. Such specialties may be developed as a stand-alone degree program or as part of a multi-option degree program. It is assumed that each educational unit will develop its own degree program goals, objectives, and particular emphasis and will prescribe the number of courses for graduation, sequencing of study, course numbers, and titles.  The ACCE encourages accredited degree programs to regularly evaluate current curriculum and develop new curriculum that reflect changing construction technologies and management trends. The curriculum should be designed to accommodate continually expanding requirements of the profession, advancements in knowledge, and the contributions of related disciplines. Degree programs seeking accreditation should strive to provide offerings that exceed the ACCE standards and criteria for accreditation. Curriculum planning flexibility in the following subject areas recognizes and encourages differing emphases by educational units.  Guidelines for General Education and Business and Management  The ACCE recognizes that the content and validity of courses taught outside the educational unit are established by the various specialty and regional accreditations of the institution. Such courses will be accepted by ACCE at face value as presented in course titles, descriptions, etc.  It is important that every student's education include appropriate courses in communications, social sciences, humanities, mathematics, and science.  Construction is concerned with people and their relationships. Thus, the ability to communicate, both orally and in writing are essential assets to the student.  It is essential that every student possess a well-developed concept of mathematics. Construction is in part a technical process that can be best controlled by applying the principles of mathematics and statistics.  An understanding of the behavior of the materials, equipment, and methods used in construction requires knowledge of the physical sciences.  To be an effective manager, the student should know how to manage the principal resources of the industry and the business environment in which construction occurs. | Section 3: CURRICULUM |  |
| **3.1 REQUIREMENTS**   * + 1. **Degree Programs**   3.1.1.1 Compare the teaching philosophy and purpose of the Degree Program, the Educational Unit, and the Institution:   * + - 1. Describe how the degree program curriculum is related to the needs of society and the construction profession.       2. List the semester hours required for the degree:   Semester hours \_\_\_\_or quarter hours\_\_\_\_\_ | 3.1 REQUIREMENTS  3.1.1 Degree Programs    It is the degree program’s responsibility to develop its own goals, objectives, and particular emphasis, and prescribe the number of courses for graduation, sequencing of study, course numbers, and titles. The degree program shall be consistent with the teaching philosophy and the purposes of both the educational unit and the institution. The degree program curriculum shall be related to the needs of society and the construction profession.  *Credit hour requirements for accreditation of degree programs in the United States:*  *Bachelor Degree programs: A minimum of 120 semester hours (180 quarter hours).*  *Associate Degree programs: A minimum of 60 semester hours (90 quarter hours).*  An equivalent minimum, as determined by ACCE, is required for accreditation of 2-year and 4-year degree programs outside of the United States. | * 1. **REQUIREMENTS**   **3.1.1 Degree Programs**  3.1.1.1 The professional program offered by the construction education unit consistent with the philosophy and the purposes of the institution.  3.1.1.2 The degree program curriculum relates to the needs of society and the construction profession   * + - 1. The degree program curriculum contains at least the required minimum number of credit hours.. |  |
| **3.1.2 General Education**  3.1.2.1 Communications: List the courses and course descriptions along with corresponding semester or quarter hours associated with Communication Core Subject Area (note the courses that are taught external to the construction unit):  3.1.2.2 Mathematics: List the courses and course descriptions along with corresponding semester or quarter hours associated with Mathematics Core Subject Area(note the courses that are taught external to the construction unit) :  3.1.2.3 Physical Science: List the courses and course descriptions along with corresponding semester or quarter hours associated with the Physical Science Core Subject Area (note the courses that are taught external to the construction unit) :  **3.1.3 Business and Management**  3.1.3.1 List the courses and course descriptions along with corresponding semester or quarter hours that are fundamental to the Core Subject Matter of Business and Management. These courses are intended as foundational knowledge for construction business practices (note the ones that are taught external to the construction unit):  3.1.3.2 Explain how these topics are taught as separate and distinct from the topics contained in the construction business and management topics found in 3.1.4.  **3.1.4 Construction**  3.1.4.1 List the courses and course descriptions along with corresponding semester or quarter hours associated with the Construction Core Subject Area and are used to address the construction-specific Student Learning Outcomes listed in section 3.1.5:  3.1.4.2 Explain how the curriculum covers both office and field activities (include the effective management of personnel, materials, equipment, costs, and time).  3.1.4.3 Explain how the topics address the student’s upcoming role as a member of a multi-disciplinary team, project risk, and alternate approaches to the Owner-Designer-Constructor team.  3.1.4.4 Explain how the course work examines the various roles and responsibilities of project participants throughout a project’s life cycle and the creative ways that project teams can be assembled.  3.1.4.5 Explain how the construction topics provide an appropriate combination of breadth and depth in current construction industry practice.  3.1.4.6 Explain how these topics develop skills, which will facilitate advancement of the individual in the construction profession.  3.1.4.7 Explain how the construction courses are presented in a manner that encourages problem definition and solution, creativity, communication, evaluation, and continuous learning.  3.1.4.8 Demonstrate how the knowledge, understanding, and skills gained from prerequisite courses shall be integrated and utilized in subsequent courses (tables, flow charts, etc.).  3.1.4.9 Explain how the curriculum content and technology reflects the contemporary industry requirements.  3.1.4.10 Demonstrate how the semester hours counted in the core subject area of construction are addressed in the construction-specific Student Learning Outcomes listed in section 3.1.5. | Additional credits to meet graduation may be required by the educational unit or the institution.  The curriculum shall include academic coverage of specific core subject areas that are essential for a graduate to function effectively in the construction environment. These core subject areas are general education and business and management as listed below.  *The following requirements of semester hours (quarter hours) in core subject areas shall serve as partial fulfillment of a minimum total of 33 semester hours (48 quarter hours) for Bachelor Degree programs and 18 semester hours (27 quarter hours) for Associate Degree programs. These minimum semester hours (quarter hours) shall be taught outside the educational unit to enhance the interdisciplinary nature of the degree program.*  3.1.2 General Education  3.1.2.1. Communications  *Requirements in the communications core subject area:*  *Bachelor Degree programs:*  *A minimum of 6 semester hours (9 quarter hours).*  *Associate Degree programs:*  *A minimum of 3 semester hours (4 quarter hours).*  3.1.2.2 Mathematics  Bachelor degree programs shall not use a college algebra course or trigonometry course for this requirement.  Associate degree programs shall incorporate topics in mathematics covering algebra, trigonometry, analytic geometry, pre-calculus, or statistics  *Requirements in the mathematics core subject area:*  *Bachelor Degree programs:*  *A minimum of 3 semester hours (4 quarter hours).*  *Associate Degree programs:*  *A minimum of 3 semester hours (4 quarter hours).*  3.1.2.3 Physical Science  Physical sciences shall be analytically based and not descriptive.  Requirements in the physical science core subject area:  *Bachelor Degree programs:*  *A minimum of 6 semester hours (9 quarter hours).*  *Associate Degree programs:*  *A minimum of 3 semester hours (4 quarter hours).*  3.1.3 Business and Management  Only general and fundamental business topics can be used for this requirement and are intended as foundational knowledge for construction business practices. These topics are typically taught outside of the educational unit. They shall be separate and distinct and are not to be confused or intermingled with the construction business and management topics.  Graduates of Bachelor Degree programs shall have an understanding of the fundamentals of:   * Accounting, and * Economics, and * Business law, and * Principles of management.   Graduates of Associate Degree programs shall have an understanding of the fundamentals of:   * Accounting, or * Economics, or * Business law, or * Principles of management.   *Requirements in the business and management core subject area:*  *Bachelor Degree programs:*   * *A minimum of 12 semester hours (18 quarter hours).* * *Associate Degree programs:* * *A minimum of 3 semester hours (4 quarter hours).*   3.1.4 Construction  It is essential that the student have a firm understanding of the role of and relationship with design professionals. As such, development of abilities to communicate, participate, and contribute as a team member in the planning and design phases of such project delivery methods as design-build and construction management, and continued participation through such approaches as integrated project delivery are crucial.  The curriculum shall cover both office and field activities and include the effective management of personnel, materials, equipment, costs, and time. Topics shall address the student’s upcoming role as a member of a multi-disciplinary team, project risk, and alternate approaches to the Owner-Designer-Constructor team. Course work shall examine the various roles and responsibilities of project participants throughout a project’s life cycle and the creative ways that project teams can be assembled.  Topics to provide an appropriate combination of breadth and depth in current construction industry practice shall be included. These topics shall develop skills, which will facilitate advancement of the individual in the construction profession.  Construction courses shall be presented in a manner that encourages problem definition and solution, creativity, communication, evaluation, and continuous learning. The knowledge, understanding, and skills gained from prerequisite courses shall be integrated and utilized in subsequent courses. Content and technology shall reflect the contemporary industry requirements.  Requirements in the construction core subject area:  *Bachelor Degree programs:*  *A minimum of 50 semester hours (75 quarter hours).*  *Associate Degree programs:*  *A minimum of 33 semester hours (48 quarter hours).*  Semester hours counted in the core subject area of construction shall address the construction-specific Student Learning Outcomes listed in section 3.1.5. | * + 1. **General Education**   3.1.2.1 The curriculum meets the requirements for the Core Subject Area of Communications.   * + - 1. The curriculum meets the requirements for the Core Subject Area of Mathematics.   3.1.2.3 The curriculum meets the requirements for the Core Subject Area of Physical Science.  **3.1.3 Business and Management**  3.1.3.1 The curriculum meets the requirements for the Core Subject Area of Business and Management.   * + - 1. The business and management topics are taught outside of the construction education unit and are separate and distinct from construction business and management topics.   **3.1.4 Construction**  3.1.4.1 Construction courses provide students with an understanding of the role of design professionals in the construction process and the ability to communicate, participate, and contribute during the planning and design phases of construction management, design-build, and integrated project delivery methods.  3.1.4.2. Construction courses cover both office and field activities and include the effective management of personnel, materials, equipment, cost, and time.  3.1.4.3 Construction course topics address the student’s upcoming role as a member of multi-disciplinary team, project risk, and alternate approaches to the Owner-Designer-Constructor team.  3.1.4.4 Construction course topics examine the various roles and responsibilities of project participants throughout a project’s life cycle and the creative ways that project teams can be assembled.  3.1.4.5 Adequate construction course topics are included in the curriculum to provide an appropriate combination of breadth and depth in current construction industry practice.  3.1.4.6 Construction courses develop student skills that facilitate the graduate’s advancement in the construction profession.  3.1.4.7 Construction courses encourage problem definition and solution, creativity, communication, evaluation, and continuous learning.  3.1.4.8 Construction courses are presented in a sequence such that the later courses build upon the skills and knowledge acquired in earlier prerequisite courses.  3.1.4.9 Construction course content and technology reflect the contemporary industry requirements. |  |
| **Tables 3.1 Summary of Category Semester (Quarter) Hour Requirement**  **Table 3.1.1 – Bachelor Degree**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Core Area | ACCE Min  sh/qh\* | | Degree Program | | | **3.1.2 General Education** |  | |  | | | A. Communications | 6/9 | |  | | | B. Mathematics:  - greater than algebra and trigonometry | 3/4 | |  | | | C. Science:  - analytical physical science | 6/9 | |  | | | **3.1.3 Business and Management**  Accounting, Economics,  Business law AND Principles of Management. | 12/18 | |  | | | Total combined A, B, C and 3.1.3 | 33/48 | |  | | | *Total External to the program* | *33/48* |  |  |  | | **Construction** | 50/75 | |  | | | **Other** | 37/57 | |  | | | **TOTAL SEMESTER HOURS** | 120/180 | |  | |   \*semester hours/quarter hours  List all Other courses along with course descriptions:  **Table 3.1.2 Summary of Category Semester (Quarter) Hour Requirement – Associate Degree:**  **:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Core Area | ACCE Min  sh/qh\* | | Degree Program | | | **3.1.2 General Education** |  | |  | | | A. Communications | 3/4 | |  | | | B. Mathematics:  - algebra, trigonometry, analytic geometry, pre-calculus, OR statistics | 3/4 | |  | | | C. Science:  - analytical physical science | 3/4 | |  | | | **3.1.3 Business and Management**  Accounting, Economics,  Business law OR Principles of Management. | 3/4 | |  | | | Total combined A, B, C and 3.1.3 | 18/27 | |  | | | *Total External to the program* | *18/27* |  |  |  | | **Construction** | 33/48 | |  | | | **Other** | 9/15 | |  | | | **TOTAL SEMESTER HOURS** | 60/90 | |  | |   \*semester hours/quarter hours  List all Other courses along with course descriptions: | **Tables 3.1**  Summary of Category Semester (Quarter) Hour Requirements   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Curriculum Categories** | **Minimum Academic Credit** | | | | | **Bachelor Degree** | | **Associate Degree** | | | Semester Hours | Quarter Hours | Semester Hours | Quarter Hours | | A Communications | 6 | 9 | 3 | 4 | | B Mathematics | 3 | 4 | 3 | 4 | | C Physical Science | 6 | 9 | 3 | 4 | | 3.1.3 Business & Management | 12 | 18 | 3 | 4 | | **Total Combined A, B, C, and 3.1.3** | 33 | 48 | 18 | 27 | | 3.1.4 Construction | 50 | 75 | 33 | 48 | | **Subtotal prescribed category credits** | 83 | 123 | 51 | 75 | | Other credits \*\* | 37 | 57 | 9 | 15 | | **Total ACCE Accreditation Requirements** | 120 | 180 | 60 | 90 |   \*The total shown for A, B, C, and 3.1.3 is 27 semester hours for Bachelor Degree or 12 semester hours for Associate Degree. These credit hours fulfill a portion of the Total Combined required minimum of 33 semester hours for Bachelor Degree or 18 semester hours for Associate Degree. Six additional credit hours are therefore necessary to meet the Total Combined hours for either a Bachelor Degree or Associate Degree and may come from any combination of courses within these core areas. All 33 required minimum semester hours for Bachelor Degree programs and 18 semester hours for Associate Degree programs generated within these core areas shall be taught outside the educational unit to enhance the interdisciplinary nature of the degree program.  \*\* These minimum semester (quarter) hours shall be used by the degree program in any way it desires to meet ACCE Student Learning Outcomes, degree program-specific focus or specialization, and other institutional requirements. | **Tables 3.1**  **Summary of Category Credit Hour Requirements**  **Table 3.1.1**  **Bachelor Degree Programs**  The curriculum Core Subject Area credit hour count is as follows:   |  |  |  |  | | --- | --- | --- | --- | | Core Subject Area | ACCE Min  sh/qh\* | Degree Program | Visiting Team | | **General Education** |  |  |  | | Communications | 6/9 |  |  | | Mathematics | 3/4 |  |  | | Physical Science | 6/9 |  |  | | **Business and Management** | 12/18 |  |  | | **Other Communications, Mathematics, Physical Science, or Business and Management** | 6/8 |  |  | | SUBTOTAL (External to Program) | 33/48 |  |  | | **Construction** | 50/75 |  |  | | **Other** | 37/57 |  |  | | **TOTAL CREDIT HOURS** | 120/180 |  |  |   \*semester hours/quarter hours  **Table 3.1.2**  **Associate Degree Programs**  The curriculum Core Subject Area credit hour count is as follows.   |  |  |  | | --- | --- | --- | | Core Subject Area | ACCE Min  sh/qh\* | Degree Program | | **General Education** |  |  | | Communications | 3/4 |  | | Mathematics: | 3/4 |  | | Physical Science: | 3/4 |  | | **Business and Management** | 3/4 |  | | **Other Communications, Mathematics, Physical Science, or Business and Management** | 6/11 |  | | SUBTOTAL (External to Program) | 18/27 |  | | **Construction** | 33/48 |  | | **Other** | 9/15 |  | | **TOTAL Credit HOURS** | 60/90 |  |   \*semester hours/quarter hours   * + - 1. **Summary Comments**: |  |
| **3.1.5 Student Learning Outcomes**  Summarize the evidence used to show that graduates from your program have met the ACCE student learning outcomes listed in Document 103:  3.1.5.1 Student Learning Outcomes applicable to a 4-year degree program  Validate how a graduate from your degree program is able to:   1. *Create written communications appropriate to the construction discipline.* 2. *Create oral presentations appropriate to the construction discipline.* 3. *Create a construction project safety plan.* 4. *Create construction project cost estimates.* 5. *Create construction project schedules.* 6. *Analyze professional decisions based on ethical principles.* 7. *Analyze construction documents for planning and management of construction processes.* 8. *Analyze methods, materials, and equipment used to construct projects.* 9. *Apply construction management skills as a member of a multi-disciplinary team.* 10. *Apply electronic-based technology to manage the construction process.* 11. *Apply basic surveying techniques for construction layout and control.* 12. *Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.* 13. *Understand construction risk management.* 14. *Understand construction accounting and cost control.* 15. *Understand construction quality assurance and control.* 16. *Understand construction project control processes.* 17. *Understand the legal implications of contract, common, and regulatory law to manage a construction project.* 18. *Understand the basic principles of sustainable construction.* 19. *Understand the basic principles of structural behavior.* 20. *Understand the basic principles of mechanical, electrical and piping systems.*   3.1.5.2 Student Learning Outcomes applicable to a 2-year degree program  Validate how a graduate from your degree program is able to:   1. Demonstrate effective communication, both orally and in writing. 2. Demonstrate the ability to estimate quantities and costs for the bidding process in a construction project. 3. Demonstrate the ability to schedule a basic construction project. 4. Demonstrate the ability to use current technology related to the construction process. 5. Interpret construction documents (contracts, specifications, and drawings) used in managing a construction project. 6. Apply basic principles of construction accounting. 7. Use basic surveying techniques used in building layout. 8. Discuss basic principles of ethics in the construction industry. 9. Identify the fundamentals of contracts, codes, and regulations that govern a construction project. 10. Recognize basic construction methods, materials and equipment. 11. Recognize basic safety hazards on a construction site and standard prevention measures. 12. Recognize the basic principles of structural design. 13. Recognize the basic principles of mechanical, electrical and piping systems.   3.1.5.3 Determination of Achievement of Student Learning Outcomes   1. Identify the assessments methods used to evaluate each Student Learning Outcome. 2. Identify the individual courses where each of the Student Learning Outcomes have been included and provide evidence those outcomes have been incorporated in the curriculum of the course. 3. Identify the individual courses where each of the Student Learning Outcomes have been assessed and provide evidence those outcomes have been included in the formal assessment of the course. 4. Provide evidence that the results obtained from the formal assessment of the Student Learning Outcomes have been included as part of the construction unit’s quality improvement plan. 5. Provide an index, cross-tab, curriculum map, or other form of summary clearly relating Course Learning Outcomes to Program Learning Outcomes and, further, to the Student Learning Outcomes. 6. Provide course designation, number, catalog description, and complete syllabus. 7. Demonstrate the standardization and consistency of the syllabi for all courses within the degree program. 8. Provide a syllabus for each course used to support the Student Learning Outcomes that includes the Course Learning Outcomes in relation to the Student Learning Outcomes, instructional methods, a topical outline, the method of assessment, and performance criteria. 9. Provide copies of textbooks, laboratory manuals, course notes, handouts, and reference materials related to the Student Learning Outcomes. 10. Produce a record of any contact the students may have with research, community service, internship or similar professional experiences if it relates to the Student Learning Outcomes. 11. Provide a report of the method(s) of assessment for each Student Learning Outcome, and the most recent evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of each of these. 12. Produce evidence in the form of representative student work on course materials and assessments or third-party certifications to prove students’ ability to meet each Student Learning Outcome. | 3.1.5 Student Learning Outcomes  Student Learning Outcomes are statements that describe the level of student learning to be achieved prior to graduation and that support the degree program objectives. All degree programs shall provide evidence to show that graduates from the degree program have met the learning outcomes listed in the following sections:  3.1.5.1 Student Learning Outcomes applicable to 4-year degree programs  ***Note:*** In defining the learning outcomes for 4-year degree programs, the following verbs consistent with Bloom’s taxonomy are used:  ***Create:*** At the highest level, students are producing new ideas or products that integrate the knowledge they have gained. When students are involved in creating new artifacts, they are actively engaged in the subject matter.  ***Evaluate:*** At this stage, students are asked to judge an idea. This may involve predicting, experimenting, critiquing, or making an argument from evidence.    ***Analyze:*** Students begin to develop higher order thinking. They may be asked to compare and contrast or take a concept and break it into parts to explore the relationships present.  ***Apply:*** At this level, students begin to put the information they are learning into context. Here they are able to integrate ideas across multiple situations, or utilize the content in a new way.  ***Understand:*** Atthe next level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.  ***Remember:*** The lowest level of the taxonomy requires students to do very little with the information they are learning. They may be asked to recall, list, or name an idea or concept.  ***Upon graduation from an accredited ACCE 4-year degree program, a graduate shall be able to:***   1. *Create written communications appropriate to the construction discipline.* 2. *Create oral presentations appropriate to the construction discipline.* 3. *Create a construction project safety plan.* 4. *Create construction project cost estimates.* 5. *Create construction project schedules.* 6. *Analyze professional decisions based on ethical principles.* 7. *Analyze construction documents for planning and management of construction processes.* 8. *Analyze methods, materials, and equipment used to construct projects.* 9. *Apply construction management skills as a member of a multi-disciplinary team.* 10. *Apply electronic-based technology to manage the construction process.* 11. *Apply basic surveying techniques for construction layout and control.* 12. *Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.* 13. *Understand construction risk management.* 14. *Understand construction accounting and cost control.* 15. *Understand construction quality assurance and control.* 16. *Understand construction project control processes.* 17. *Understand the legal implications of contract, common, and regulatory law to manage a construction project.* 18. *Understand the basic principles of sustainable construction.* 19. *Understand the basic principles of structural behavior.* 20. *Understand the basic principles of mechanical, electrical and piping systems.*   3.1.5.2 Student Learning Outcomes applicable to 2-year degree programs    ***Note:*** In defining the learning outcomes for 2-year degree programs, the following verbs consistent with Bloom’s taxonomy are used:  ***Apply: (i.e., Demonstrate, Interpret, Use)***  At this level, students begin to put the information they are learning into context. Here they are able to interpret ideas across multiple situations, or utilize the content in a new way.  ***Understand: (i.e., Recognize, Discuss, Identify)***  At the next level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.  ***Remember:*** The lowest level of the taxonomy requires students to do very little with the information they are learning. They may be asked to recall, list, or name an idea or concept  ***Upon graduation from an accredited ACCE 2-year degree program, a graduate shall be able to:***   1. *Demonstrate effective communication, both orally and in writing.* 2. *Demonstrate the ability to estimate quantities and costs for the bidding process in a construction project.* 3. *Demonstrate the ability to schedule a basic construction project.* 4. *Demonstrate the ability to use current technology related to the construction process.* 5. *Interpret construction documents (contracts, specifications, and drawings) used in managing a construction project.* 6. *Apply basic principles of construction accounting.* 7. *Use basic surveying techniques used in building layout.* 8. *Discuss basic principles of ethics in the construction industry.* 9. *Identify the fundamentals of contracts, codes, and regulations that govern a construction project.* 10. *Recognize basic construction methods, materials and equipment.* 11. *Recognize basic safety hazards on a construction site and standard prevention measures.* 12. *Recognize the basic principles of structural design.* 13. *Recognize the basic principles of mechanical, electrical and piping systems.*   3.1.5.3 Determination of Achievement of Student Learning Outcomes  To accurately determine the inclusion of Student Learning Outcomes listed in 3.1.5.1 or 3.1.5.2 above, the educational unit shall:   1. Evaluate each Student Learning Outcome by a minimum of two assessment methods, at least one of which must be direct. 2. Identify the individual courses where each of the Student Learning Outcomes have been included and provide evidence those outcomes have been incorporated in the curriculum of the course. 3. Identify the individual courses where each of the Student Learning Outcomes have been assessed and provide evidence those outcomes have been included in the formal assessment of the course. 4. Provide evidence that the results obtained from the formal assessment of the Student Learning Outcomes have been included as part of the construction unit’s quality improvement plan. 5. Provide an index, cross-tab, curriculum map, or other form of summary clearly relating Course Learning Outcomes to Program Learning Outcomes and, further, to the Student Learning Outcomes. 6. Provide course designation, number, catalog description, and complete syllabus. 7. Provide syllabi in a format that is standard and consistent across the degree program for all courses in the educational unit. 8. Require a syllabus for each course used to support the Student Learning Outcomes that includes the Course Learning Outcomes in relation to the Student Learning Outcomes, instructional methods, a topical outline, the method of assessment, and performance criteria. 9. Provide copies of textbooks, laboratory manuals, course notes, handouts, and reference materials related to the Student Learning Outcomes. 10. Produce a record of any contact the students may have with research, community service, internship or similar professional experiences if it relates to the Student Learning Outcomes. 11. Provide a report of the method(s) of assessment for each Student Learning Outcome, and the most recent evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of each of these. 12. Produce evidence in the form of representative student work on course materials and assessments or third-party certifications to prove students’ ability to meet each Student Learning Outcome. | * + 1. **Student Learning Outcomes**  1. The degree program has identified assessment data to be collected to assess whether graduates from the program have met each of the required student learning outcomes.   B. Documentation was provided to demonstrate student achievement of each student learning outcome prior to graduation.  (3.1.5.1 & 3.1.5.2 not used)   * + - 1. Determination of Achievement of Student Learning Outcomes  1. Each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment. 2. For the individual course(s), have the outcomes been incorporated in the curriculum? 3. For the individual course(s), has the outcome been incorporated in the formal course assessment? 4. Formal assessment of student achievement of the Student Learning Outcomes is included in the degree program’s Quality Improvement Plan. 5. A clear relationship exists between the Course Learning Outcomes and the Student Learning Outcomes and between the Course Learning Outcomes and the Program Learning Outcomes. 6. The course designations, number, catalog description and syllabus all consistant. 7. A course syllabus was provided for each course used to support the Student Learning Outcomes. Each syllabus met the following criteria. This includes any course offered by alternative forms of delivery. (Explain any findings of lack of full compliance following the table.)  |  |  | | --- | --- | | Course Syllabus Requirements | Compliance Status | | Presented in a standardized and consistent format |  | | Contained a description of the Student Learning Outcomes included in the course |  | | Contained a description of the instructional methods used in the course |  | | Contained a topical outline |  | | Described the methods used to assess student learning |  | | Described performance criteria including formal assessment of the Student Learning Outcomes |  |   Description of any findings of lack of full compliance:   1. Copies of textbooks, laboratory manuals, course notes, handouts, and reference materials related to each Student Learning Outcome were provided. 2. Students engaged in research, community service, internships, or similar professional experiences related to any of the Student Learning Outcomes were identified. 3. The most recent evaluation of student achievement regarding each Student Learning Outcome was provided along with actions taken regarding any students who did not demonstrate achievement of the Student Learning Outcome. This includes any course offered by alternative forms of delivery. 4. Adequate student work was provided to demonstrate student learning and assessment of the students’ ability to meet each Student Learning Outcome. This includes any courses offered by alternative forms of delivery. |  |
| **3.2 Courses Delivered by Alternate Forms of Delivery**  If the program offers courses by alternate means, list each course and indicate how each course meets the following conditions:  **3.2.1** The alternative courses will be accepted for transfer credit as reviewed and accepted by the accredited university programs.  **3.2.2** The program standing for initial accreditation or renewal of accreditation shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a conventionally offered classroom lecture or laboratory course. Online course materials, including examples of student work, may be presented for review in online format as long as they are readily accessible to the Visiting Team and are accurately identified with course number and semester (or quarter).  **3.2.3** Construction specific courses shall be evaluated for content as per Document 103, regardless of delivery format.  **3.2.4** Programs that offer the same course via different delivery methods (i.e., live classroom and online) shall demonstrate that courses with the same course number have consistent content and learning objectives | 3.2 Courses Delivered by Alternative Forms of Delivery  Courses delivered by alternative forms of delivery to the traditional face-to-face classroom (e.g., distance learning or online courses via synchronous or asynchronous delivery) may be incorporated in an accredited degree program’s curriculum under the following conditions:  **3.2.1** The alternative courses will be accepted for transfer credit as reviewed and accepted by the accredited educational institution programs.  **3.2.2** The degree program shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a traditionally offered classroom lecture or laboratory course. Online course materials, including examples of student work, may be presented for review in online format as long as they are readily accessible to the Visiting Team and are accurately identified with course number and semester (or quarter).  **3.2.3** Construction-specific courses shall be evaluated for content as set forth in this document, regardless of delivery format.  **3.2.4** Programs that offer the same course via two or more forms of delivery (e.g., live classroom and online) shall demonstrate that courses with the same course number have consistent content and course learning outcomes. | * 1. **Courses Delivered by Alternative Forms of Delivery**   Courses offered via multiple forms of delivery with the same course numbers have consistent content and learning objectives. |  |
| **3.3 Multiple Campus Degree Program Delivery**  If the degree program is offered on another campus, indicate how the program meets the following conditions:  **3.3.1** There is a single institution authorized to grant the degree. The institution is to provide evidence through student diplomas and transcripts from all campuses.     * + 1. The degree program is led by a single qualified administrator from the home campus.   **3.3.3** The degree program administrator has sufficient authority and experience to be able to provide the required leadership and supervision that allows the development of a strong academic degree program.  **3.3.4** There are adequate faculty and staff to successfully facilitate the degree program at different geographic campus locations.  **3.3.5** Degree program curriculum, Student Learning Outcomes, and the degree requirements are the same on all campuses.   * + 1. If multiple educational units are involved to support the degree program,   3.3.6.1 They shall use only one academic quality plan identifying the process used for the continuous improvement of the degree program.   * + - 1. In addition, the goals and objectives of the educational units need to be aligned to facilitate the success of the degree program and its continual improvement.   **3.3.7** One educational unit shall be identified as the home for the degree program. This unit shall be responsible for the successful delivery of the degree program and is the geographical base for degree program operations.  **3.3.8**  If your split (dual) programs is not meeting all of these conditions, explain why the degree programs are not being accredited independently as required by ACCE Standards Document 103. | **3.3 Multiple Campus Degree Program Delivery**  It is possible for split or dual institutional campuses to be accredited as a single degree program as long as the following conditions exist:   * + 1. There is a single institution authorized to grant the degree. The institution is to provide evidence through student diplomas and transcripts from all campuses.      * + 1. The degree program is led by a single qualified administrator from the home campus.     2. The degree program administrator has sufficient authority and experience to be able to provide the required leadership and supervision that allows the development of a strong academic degree program.     3. There are adequate faculty and staff to successfully facilitate the degree program at different geographic campus locations.     4. Degree program curriculum, Student Learning Outcomes, and the degree requirements are the same on all campuses.     5. If multiple educational units are involved to support the degree program:        1. If multiple educational units are involved to support the degree program, they shall use only one academic quality plan identifying the process used for the continuous improvement of the degree program.      * + - 1. In addition, the goals and objectives of the educational units need to be aligned to facilitate the success of the degree program and its continual improvement.     1. One educational unit shall be identified as the home for the degree program. This unit shall be responsible for the successful delivery of the degree program and is the geographical base for degree program operations.     2. Dual programs not meeting all of these conditions shall be accredited independently. | **3.3 Multiple Campus Program Delivery**   * The degree program offers courses on multiple campuses and the accreditation may cover all campus locations if the following criteria are met. (Explain any findings of lack of full compliance following the table.)  |  |  | | --- | --- | | Degree Program Requirements | Compliance Status | | A single institution is authorized to grant the degree. |  | | The degree program is administered by a single qualified administrator. |  | | Adequate faculty and staff are available to facilitate the degree program at each location. |  | | A single curriculum is used on all campuses, and degree requirements are consistent. |  | | Adequate faculty and staff are available to facilitate the degree program at each location. |  |     Description of any finding of lack of full compliance:   * Summary Comments. |  |
| **3.4 Dual or Second Degrees**  If there is a second degree programs or modified curricula educational units accepting second or dual degree students into an ACCE accredited undergraduate construction program, indicate how the modified degree path for those students fulfills the required curriculum standards. | 3.4 Dual or Second Degrees  Second degree programs and modified curriculum educational units accepting second or dual degree students into an ACCE accredited undergraduate degree program shall demonstrate that the modified degree path for those students fulfills the required curriculum standards. The degree program shall meet all stated requirements regardless of whether the degree earned is first, second, or a subsequent bachelor’s degree. This also applies to existing, accredited degree programs that modify the curriculum for specific tracks or areas of specialization or emphasis. Modified degree paths that do not meet ACCE standards shall be specifically identified within their marketing materials (e.g., website, brochures, etc.) that they are not included in the ACCE accreditation. | **3.4. Dual or Second Degrees**  Second degree programs and modified curriculum educational units accepting second or dual degree students into an ACCE accredited undergraduate degree program shall demonstrate that the modified degree path for those students fulfills the required curriculum standards |  |
|  |  | **3.5 General comments of the Visiting Team, if any, not included in the preceding discussion of this section of the report.** |  |
| **4. FACULTY AND STAFF** | STANDARD 4: FACULTY AND STAFF  INTENT  This section describes the requirements that degree programs need to establish for the recruitment, retention, promotion, and development of qualified faculty conducting teaching, research and creative activity, and service for the degree program. | **Section 4: FACULTY AND STAFF** |  |
| 4.1 REQUIREMENTS   * + 1. **Faculty Qualifications**   4.1.1.1 Describe the academic qualifications, professional experience, and scholarly/creative activities of the faculty and provide curricula vitae for all faculty members in the program in Appendix A. If applicable, describe the regional accreditation organization’s requirements for faculty assignment and how the program complies with them.  4.1.1.2 Describe the process of how faculty are assigned teaching responsibilities, including how they have demonstrated expertise and adequate background in the areas assigned.  4.1.1.3 Evaluation of faculty competence shall recognize appropriate professional experience as being equally as important as formal educational background   * + 1. Faculty Size   4.1.2.1 List the teaching, administrative, research, and other assignments for each faculty member for the past academic year. Include course, list type (lecture, online, lab, etc.), number of lecture hours, number of laboratory hours, number of separate preparations, class size, and availability of teaching assistants. Also include faculty member’s counseling activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.   * + - 1. Describe the process used to determine when new or additional faculty members are needed and how other responsibilities and services are used in the determination of faculty needs.       2. Compare the program’s faculty size to that of comparable academic programs within the institution, including number of faculty member, number of courses offered, number of students enrolled, and type of instruction.     1. Faculty Work Load        1. Describe the process by which the faculty workload is distributed.   4.1.3.2 Describe how number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling and advising activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities are considered when assigning workload.   * + 1. Administrative and Technical Staff Support   4.1.4.1 List the administrative and technical support for the program, then list the current support staff of the construction educational unit and their assignments. Include clerical staff, technicians, and non-teaching graduate assistants. Indicate the percentage of full time employment.   * + - 1. Compare the program’s support to that of educational units of similar size and function within the institution?     1. Employment Policies   4.1.5.1 Provide construction faculty salaries and comparable faculty salaries within like educational units within the institution for the current year. Data that would reveal individual salaries may be omitted and provided directly to the visiting team. Indicate the average 9 month salaries by rank. Convert all 12 month salaries to 9 month salaries. Indicate the conversion factor from 12-month to 9-month salaries.   * + - 1. List the current faculty of the construction educational unit, including part-time and graduate instructors. List the full-time faculty first, grouped alphabetically within rank. Indicate the rank at the head of each group. Show the full-time equivalence (FTE) for each part-time faculty member (i.e., .25 for quarter-time). Indicate years on staff as of the end of the current academic year. Indicate tenure status and whether an academic year (9 mo.) or fiscal year (12 mo.) appointment.     1. Professional Development   4.1.6.1 Provide the administrative plan for professional development of faculty to maintain professional competence then describe how opportunities are made available, and how faculty are encouraged to participate.   * + - 1. Describe consulting work conducted by faculty members and the process for balancing consulting and assigned duties and responsibilities.       2. Describe the participation of faculty in professional development activities.       3. Describe faculty involvement in professional organizations and community services.     1. Faculty Evaluation   4.1.7.1 Describe the process used in faculty evaluation and how this is used to maintain high quality instruction. Include samples of any instruments or forms used.   * + - 1. Define the educational institution’s faculty evaluation cycle. | 4.1 REQUIREMENTS  In determining the qualitative and quantitative adequacy of the construction education unit’s faculty and staff, various criteria are applied. Significant emphasis is placed on the qualifications and responsibilities of the construction faculty.  **4.1.1 Faculty Qualifications**  4.1.1.1 The faculty shall possess appropriate academic qualifications, professional experience, and where applicable pursue scholarly and creative activities essential to the successful conduct of an academic degree program of construction, and in compliance with the regional accreditation organizations.  4.1.1.2 The faculty shall have demonstrated expertise in the areas for which they have teaching responsibilities and possess adequate background in the supporting disciplines from which their area of specialty draws major concepts and principles.   * + - 1. Evaluation of faculty competence shall recognize appropriate professional experience as being equally as important as formal educational background.     1. **Faculty Size**        1. The size of the construction faculty shall be commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty.        2. The faculty size shall be appropriate to the type of instruction (face-to-face vs. online, lab vs. lecture, studio, etc.) and comparable to that of the other academic programs of similar size and function within the institution.        3. The institution is to recognize the total professional responsibilities and services (in addition to the teaching assignments) of each faculty member in allocating faculty lines to the construction program.     2. Faculty Work Load        1. Faculty workload shall be distributed fairly.   4.1.3.2 It is recognized that workload assignment is a difficult process and requires the qualitative judgment of the administrator. The following factors shall be considered in the determination of a work load: number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling and advising activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.  4.1.4 Administrative and Technical Staff Support  Administrative and technical staff support shall be adequate to sustain fulfillment of the educational unit’s mission and be consistent with the level of support enjoyed by other educational units of similar size and function within the institution.  4.1.5 Employment Policies  4.1.5.1 Faculty compensation shall be competitive with comparable positions within the institution to ensure that quality faculty and high morale exist.   * + - 1. To ensure that the construction unit is competitive in seeking faculty members, the educational institution shall provide the faculty with rank, status, salary, and benefits commensurate with their educational background and professional experience.   4.1.6 Professional Development  4.1.6.1 The educational unit shall have a clearly defined plan for professional development of faculty to maintain their high level of professional competence.  4.1.6.2 The educational unit shall have a policy encouraging faculty participation in professional organizations and community services.   * + - 1. Consulting work is desirable and shall be encouraged, provided such activities do not conflict with normally assigned duties and responsibilities of the faculty member.       2. Continuing professional growth of the faculty is a prerequisite to effective teaching. Administrative policy shall ensure that opportunities for professional development are made available to faculty.   .  4.1.7 Faculty Evaluation  4.1.7.1 The educational unit shall have a clearly defined program of faculty evaluation, in compliance with the educational institution’s general policy and practices, to assure the maintenance of high quality instruction.   * + - 1. These evaluations shall be made on a cycle determined appropriate by the educational institution, and may include student, peer, or administrator evaluations. | **4.1 REQUIREMENTS**   * + 1. **Faculty Qualifications**   4.1.1.1 The faculty members possess appropriate academic qualifications, professional experience, and, where applicable, pursue scholarly and creative activities essential to the successful conduct of an academic degree program of construction and in compliance with regional accreditation requirements.  4.1.1.2 The faculty members demonstrate expertise in the areas for which they have teaching responsibilities and possess adequate backgrounds in supporting disciplines.  4.1.1.3 Evaluation of faculty member competence recognizes appropriate professional experience as being as important as formal educational background.   * + 1. **Faculty Size**        1. The size of the faculty is commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty.        2. The faculty size is adequate for the type of instruction used in the program and is it comparable to other academic programs within the institution.   4.1.2.3 The institution is to recognize the total professional responsibilities and services (in addition to the teaching assignments) of each faculty member in allocating faculty lines to the construction program.  4.1.3 Faculty Work Load  The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.  **4.1.4 Administrative and Technical Staff Support**  The administrative and technical support is adequate and comparable to that received by educational units of similar size and function within the institution.   * + 1. Employment Policies        1. Faculty compensation is competitive with comparable positions within the institution.        2. Faculty members are provided with rank, status, salary, and benefits commensurate with their educational backgrounds and professional experience.     2. Professional Development        1. The educational unit has a clearly defined plan for faculty professional development that recognizes the value of consulting work and allows faculty to maintain their high level of professional competence.        2. The educational unit has a policy encouraging faculty to participate in professional and community service organizations.   4.1.7 Faculty Evaluation  A clearly defined program of faculty evaluation is in place and may include student, peer, and/or administrator evaluations.  **4.2 General comments of the Visiting Team, if any, not included in the preceding discussion of this section of the report.** |  |
| **5. STUDENT POLICIES**   * 1. **REQUIREMENTS**      1. **Academic Policies**   5.1.1.1 Describe the existing written policies indicating required courses and acceptable elective courses that meet degree program objectives and the Student learning Outcomes.   * + - 1. Describe how these policies are developed with input from faculty, student and other stakeholders of the degree program.     1. **Teaching Quality**   5.1.2.1 Explain the process which exists in the degree program for ensuring quality of teaching by full-time and part-time faculty that is consistent with the degree program’s mission and objectives.   * + - 1. Describe the systematic assessment mechanism with clear metrics that is in place for evaluating the quality of teaching within the degree program.     1. **Admissions and Enrollment**   5.1.3.1 Demonstrate how the admission process for students enrolling in the degree program reflects students’ potential for success in both academic studies and professional practice.   * + - 1. 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.     1. **Recruitment and Composition**   5.1.4.1 Describe the degree program’s aspirations regarding student composition and how the program’s recruitment and retention mechanisms support those aspirations.   * + - 1. Explain how the degree program’s recruitment is directed towards individuals with high academic achievement and community involvement as well as those with defined career goals in construction.       2. Compare the recruitment and publicity of the degree program to other programs in the institution.     1. **Academic Advising and Mentoring**   5.1.5.1 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.   * + - 1. Explain how students are well informed about and have adequate access to placement services and opportunities that are or may be available to them.     1. **Course Scheduling**   5.1.6.1 Describe how courses within the degree program are offered in formats and times to ensure appropriate student access to them and timely completion of degree program requirements. In the table below list the required construction courses in the degree program with the number of sections and average enrollment for the most recent academic year.  **Table 5.1.6 Required Construction Courses – Sections and Enrollments**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Required Courses | | Number of Sections | | | | Average  Enrollment | | Course # | Title | Fall | Winter | Spring | Summer | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  * + 1. **Student Placement**   5.1.7.1 Describe how the degree program or institution provides a student placement service that can effectively assist students in entering the job market.   * + - 1. Provide the job titles and construction sector (residential, commercial, etc.) for all graduates in the most recent year. Provide the number of students where data is not available, who are not employed in the construction sector, and who have continued their education     1. **Extracurricular Activities**   5.1.8.1 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.   * + - 1. List specific industry-based professional and trade organizations that students in the degree program are involved with.       2. State the extent of participation by students in extracurricular activities.     1. **Student Feedback**   5.1.9.1 Describe how the degree program’s assessment process systematically uses student feedback as input in the continuous improvement process.   * + 1. **Financial Aid and Scholarship**   5.1.10.1Explain the mechanism by which the educational unit or institution keeps students informed about the availability of financial aid and scholarship   * + - 1. Describe how the educational unit or institution has published criteria for the allocation of financial aid and scholarships. | STANDARD 5: STUDENT POLICIES  INTENT  This section describes the requirements that degree programs need to establish for recruitment, admission, and academic and professional development of students as well as their capabilities and motivation for entering the degree program. Qualifications of students admitted to the degree program are appropriate to the respective institution, motivation, and career orientation to ensure students’ successful completion of the curriculum.  **5.1 REQUIREMENTS**  5.1.1 Academic Policies  Policies pertaining to academic requirements shall be in writing and shall be developed with input from faculty, students, and other degree program stakeholders.  Such policies shall clearly indicate required courses and acceptable elective courses that meet degree program objectives and the Student Learning Outcomes.  5.1.2 Teaching Quality  The degree program shall have a clearly established process for ensuring quality of teaching by full-time and part-time faculty that is consistent with the degree program’s mission and objectives.  A mechanism shall be in place through which there is a systematic assessment and clear set of metrics to verify improvement of the quality of teaching within the degree program.  5.1.3 Admissions and Enrollment  The degree program’s requirements for admission shall reflect standards supportive of students’ potential for success in studies and in professional practice, while also reflecting institution-wide policies and the degree program’s mission, goals and objectives.  5.1.4 Recruitment and Composition  The degree program shall undertake creative and appropriate recruitment and retention mechanisms to achieve its aspirations regarding student composition.  Recruitment shall be directed toward those individuals with high academic achievement and community involvement as well as those with defined career goals in construction.  Recruitment and publicity for the degree program shall be comparable to other programs of the institution.  5.1.5 Academic Advising and Mentoring  The degree program shall make available to students an organized system of academic advising and counseling and professional guidance.  The process shall be clearly outlined and include competent, continuous, and consistent program advising, progress appraisal, and career guidance.    5.1.6 Course Scheduling  Courses shall be offered in formats and times to ensure appropriate student access to them and timely completion of degree program requirements.  5.1.7 Student Placement  The degree program or its institution shall provide a student placement service that can effectively assist students in entering the job market. The degree program shall ensure that students are well informed about and have adequate access to placement services and opportunities that are or may be available to them.  5.1.8 Extracurricular Activities  Extracurricular activities provide valuable interpersonal and leadership experience. Thus, students shall be encouraged to participate in activities that complement their academic studies. Such activities shall include involvement with industry-based professional and trade organizations. Students who are participating in courses via alternative delivery methods and who are not able to participate in campus-centered extracurricular activities shall be encouraged to become involved with industry-based professional and trade organizations and other related volunteer activities in their local area. The extent of participation by students in extracurricular activities is an indication of the unity of the student body and promotes interest in citizenship and professional societies after graduation.  5.1.9 Student Feedback  The degree program shall use an assessment strategy that systematically uses student feedback and input as an integral part of the decision making and continuous improvement processes.  5.1.10 Financial Aid and Scholarships  The educational unit or institution shall keep students informed about the availability of financial aid and scholarships and shall have published criteria for their allocation. | **Section 5: STUDENT POLICIES**   * 1. **REQUIREMENTS**   **5.1.1 Academic Policies**  Policies pertaining to academic requirements are in writing and are developed with input from faculty, students, and other program stakeholders. The policies indicate required courses and acceptable elective courses that meet degree program requirements   * + 1. **Teaching Quality**   Faculty evaluations include assessment of the quality of teaching by full-time and part-time faculty members, and a process has been implemented for establishing metrics to evaluate and improve the quality of teaching within the degree program.  **5.1.3 Admissions and Enrollment**  The degree program’s entrance requirements reflect standards supportive of the student’s potential for success in studies and in professional practice, while reflecting institution-wide policies and the degree program’s mission, goals, and objectives.   * + 1. **Recruitment and Composition**   5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.   * + - 1. Recruitment programs are focused on individuals with high academic achievement.       2. Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.   **5.1.5 Academic Advising and Mentoring**  The degree program has an organized system of academic advising, counseling, and professional guidance that is competent, continuous, and consistent.  **5.1.6 Course Scheduling**  Program courses are offered in formats and at times to ensure appropriate student access to them and timely completion of degree requirements.   * + 1. **Student Placement**        1. Student placement services are available that can effectively assist students in entering the job market.        2. Students are well informed about and have access to placement services and employment opportunities.   **5.1.8 Extracurricular Activities**  Students (including those participating through alternative delivery methods) are encouraged to participate in activities that complement their academic studies. Such activities include involvement with industry-based professional and trade organizations.  **5.1.9 Student Feedback**  There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.  **5.1.10 Financial Aid and Scholarship**  Students are informed of the availability of financial aid and scholarships and the criteria for award of financial aid and scholarships.  **5.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.** |  |
| 6. PHYSICAL RESOURCES  **6.1 REQUIREMENTS**  If a split (dual) campus structure exists in the Construction unit, the responses and charts of this section are to be separated and identified by campus location.  **6.1.1. Offices, Classrooms and Laboratory Spaces**  6.1.1.1 Classrooms  A . List the classrooms used for courses taught by the construction educational unit. Indicate the seating capacity, furnishings (i.e., fixed seats, tablet arm chairs), and environmental problems (i.e., lighting, cooling, noise, sun control).  Table 6.1.1.1 Classrooms Used For Construction **Courses**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Bldg. | Room  No. | Approx.  Area | Capacity | Furnishings | Environmental Problems | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  |   B. Discuss whether the space is shared with other academic units and who controls the assignment of the space.  6.1.1.2 Laboratories  A. List the laboratories used for courses taught by the construction unit. Briefly describe the space, including furnishings and equipment. List the construction courses that use the space on a scheduled basis.  **Table 6.1.1.2 Laboratories Used For Construction Courses**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Bldg. | Room  No. | Approx.  Area | Laboratory Name | Description | Courses | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  |   B. Discuss whether the space is shared with other academic units and who controls the assignment of the space.  6.1.1.3 Offices  A. List the faculty and staff offices.  Table 6.1.1.3 Faculty and Staff Offices   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Bldg. | Room  No. | Approx.  Area | Occupant | Furnishings | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   **6.1.2 Library Resources**  6.1.2.1 Indicate how books, periodicals, and other reference materials may be obtained by the construction educational unit (i.e., central library, departmental library, interlibrary loan program, internet, intranet, etc.).  6.1.2.2 Describe where the books and periodicals related to construction are located (e.g., central library, departmental library, electronic holdings, etc.).  6.1.2.3 Describe how the budget for the purchase of library materials for the construction educational unit is established and how new acquisitions are selected.  6.1.2.4 Identify the courses taught by the construction unit that make use of library reference materials, and discuss the utilization.   * + 1. **Information Systems and Technological Equipment**        1. Audiovisual Services  1. Describe the audiovisual services of the institution. 2. Describe the audiovisual resources and the visual aids of the construction educational unit.   C. Describe the usage of visual aids in the courses taught by the construction educational unit.   * + - 1. Computer Facilities  1. Describe the computer facilities of the institution and the procedure for obtaining time on the computer.   B. Describe the computer facilities of the construction educational unit.  C. Describe the usage of the computers by the construction educational unit and the students.   * + - 1. For courses delivered by alternate methods, describe the type of technical support given the students. | STANDARD 6: PHYSICAL RESOURCES  INTENT  The intent of this section is to ensure the availability of safe and appropriate facilities (on and off-campus), equipment, and services necessary to accommodate all activities in support of the degree program’s mission, goals, and objectives.  6.1 REQUIREMENTS  **6.1.1. Offices, Classrooms and Laboratory Spaces**  Physical facilities, such as offices, classrooms, laboratories, and associated equipment, shall be available and maintained to adequately support the degree program’s mission, goals, and objectives; to enable students to attain required learning outcomes; and provide faculty and staff with adequate space.  6.1.2. Library Resources  The educational unit or university shall provide adequate library services to enable students to attain required learning outcomes and support the scholarly and professional activities of the faculty.  **6.1.3 Information Systems and Technological Equipment**  The educational unit shall provide to students and faculty access to adequate computational equipment and software to enable students to attain required learning outcomes and support the scholarly and professional activities of the faculty. | Section 6: PHYSICAL RESOURCES  **6.1 REQUIREMENTS**  **6.1.1. Offices, Classrooms and Laboratory Spaces**  Physical facilities, such as offices, classrooms, laboratories, and associated equipment, are available and maintained to adequately support the degree program’s mission, goals, and objectives; to enable students to attain required learning outcomes; and to provide faculty and staff with adequate space.   * + 1. **Library Resources**        1. Adequate library services are provided to enable students to attain required learning objectives.        2. Adequate library services are provided to support the scholarly and professional activities of the faculty.     2. **Information Systems and Technological Equipment**   6.1.3.1 Adequate computer equipment and software are provided to enable students to attain required learning outcomes.   * + - 1. Adequate computer equipment and software are provided to support the scholarly and professional activities of the faculty.   1. **General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.** |  |
| 7. FINANCIAL RESOURCES  **7.1 REQUIREMENTS**  **7.1.1. Budgeted Funds**   * + - 1. Indicate the amount and percentage of operating revenue and expenditures for the construction educational unit and units within the institution that are comparable to the construction educational unit. In addition, explain how these units are similar in size and function.   **Table 7.1.1.1 Construction Educational Unit and Comparable Units Operating Revenue and Expenditures for the Prior Fiscal Year\*** \*duplicate as needed   |  |  |  | | --- | --- | --- | | **Revenue Source** | **Revenue Amount $** | **% of Total** | | Institutional Funds |  |  | | Other (specify each; exclude non-recurring funds) |  |  | |  |  |  | |  |  |  | | **TOTAL REVENUE** |  | **100%** | |  |  |  | | **Expenditure Type** | **Expenditure Amount $** | **% of Total** | | Salaries |  |  | | Faculty |  |  | | Staff |  |  | | Other (specify each) |  |  | | *Subtotal Salaries* |  |  | |  |  |  | | Operating |  |  | | Supplies |  |  | | Educational Materials |  |  | | Telephone/Internet |  |  | | Equipment |  |  | | Student Assistance |  |  | | Travel |  |  | | Other Expenses (specify each) |  |  | | *Subtotal Operating* |  |  | |  |  |  | | **TOTAL EXPENDITURES** |  | **100%** | |  |  |  |  * + - 1. Indicate the amount and percentage of operating revenue and expenditures allocated for the construction degree program and, if applicable, other degree program contained within the educational unit.   **Table 7.1.1.2 Degree Programs Operating Revenue and Expenditures for the Prior Fiscal Year\*** \*duplicate as needed   |  |  |  | | --- | --- | --- | | **Revenue Source** | **Revenue Amount $** | **% of Total** | | Institutional Funds |  |  | | Other (specify each; exclude non- recurring funds) |  |  | |  |  |  | |  |  |  | | **TOTAL REVENUE** |  | **100%** | |  |  |  | | **Expenditure Type** | **Expenditure Amount $** | **% of Total** | | Salaries |  |  | | Faculty |  |  | | Staff |  |  | | Other (specify each) |  |  | | *Subtotal Salaries* |  |  | |  |  |  | | Operating |  |  | | Supplies |  |  | | Educational Materials |  |  | | Telephone/Internet |  |  | | Equipment |  |  | | Student Assistance |  |  | | Travel |  |  | | Other Expenses (specify each) |  |  | | *Subtotal Operating* |  |  | |  |  |  | | **TOTAL EXPENDITURES** |  | **100%** | |  |  |  |  * + - 1. Detail how projected resources will be adequate to ensure the capacity of the degree program to achieve its planned growth, future goals, and objectives.     1. **Nonrecurring Funds**   7.1.2.1 Identify the source, amount, and use of nonrecurring funds (soft monies, annual gifts, donations, etc.) for the degree program.   * + - 1. Detail how any nonrecurring funds have been used in the last three fiscal years. | STANDARD 7: FINANCIAL RESOURCES  INTENT  Financing for the degree program is an indication of administrative support for the degree program. Sufficient funding from recurring accounts is paramount to the success of any educational degree program.  **7.1 REQUIREMENTS**  7.1.1 Budgeted Funds  7.1.1.1 Adequate funding of the degree program is an important indicator of institutional support. The construction educational unit shall be accorded status comparable to other educational units of similar size and function within the institution with regard to finance. If the educational unit administers other degree programs, the construction degree program shall be accorded status comparable to other degree programs of similar size and function within the educational unit with regard to finance.   * + - 1. Sufficient funds shall be budgeted for the following items: competitive salaries for faculty and support staff, educational materials and supplies, and equipment that are necessary for the program to achieve its stated mission, goals, and objectives and enable students to attain the required learning outcome.       2. Projected resources shall be adequate to ensure the capacity of the degree program to achieve its planned growth, future goals, and objectives.   7.1.2 Nonrecurring Funds   * + - 1. The source, amount, and use of nonrecurring funds (soft monies, annual gifts, donations, etc.) for the degree program shall be identified and recorded.       2. Nonrecurring funds shall be used to supplement budgeted funds allocated by the administration rather than to replace those funds described in 7.2.1.2, above. | **Section 7: FINANCIAL RESOURCES**  **7.1 REQUIREMENTS**   * + 1. **Budgeted Funds**   7.1.1.1 The construction education unit is accorded status comparable to other educational units of similar size and function within the institution with regard to funding.   * + - 1. Sufficient funds are provided to support competitive faculty and staff salaries as well as educational materials, supplies, and equipment that are necessary for the degree program to achieve its mission, goals, and objectives and to enable students to attain the required learning outcomes.       2. Budgeted financial resources are adequate to enable the degree program to achieve its planned growth, future goals, and objectives.   7.1.2 Nonrecurring Funds  Nonrecurring funds have been identified and recorded and are used to supplement budgeted funds rather than replace budgeted funds.  **7.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.** |  |
| 8. INDUSTRY, ALUMNI AND PUBLIC RELATIONS  **8.1 REQUIREMENTS**  **8.1.1 Support from Industry**  8.1.1.1 Provide evidence that the construction industry advisory committee is representative of potential employers of graduates of the degree program and other industry professionals.  8.1.1.2. Provide evidence that the construction industry advisory committee meets at least once a year for the purpose of advising and assisting the development and enhancement of the degree program.   * + - 1. Provide minutes of each construction industry advisory committee meeting.     1. **Support for Industry**   8.1.2.1 Demonstrate that the educational unit maintains continuous liaison with the various constituencies it serves via active participation by faculty in associations and other professional organizations for the purpose of establishing educational and professional development activities for the construction industry.   * + - 1. Provide evidence that the educational unit has a policy on faculty roles in continuing education appropriate to its goals and objectives, local market, and other factors.       2. Demonstrate that the educational unit takes appropriate responsibility for helping to improve the skills and knowledge of industry practitioners.   8.1.3 Student-Industry Relations  8.1.3.1 Demonstrate that the educational unit actively encourages and facilitates participation of students in activities of construction-related organizations, internships, and cooperative education programs.  8.1.3.2 Demonstrate that all students (traditional and distance education) have access to information about internships and cooperative education programs and activities of construction-related organizations in their local area.  **8.1.4 Alumni Relations and Feedback**  8.1.4.1 Demonstrate that the educational unit maintains a current registry of alumni and contact with them to seek feedback in its improvement process.   * + - 1. Demonstrate that the educational unit engages the alumni in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, and continuing education.     1. **Public Disclosures**   8.1.5.1 Demonstrate that the Institution broadly and accurately publishes the objectives of the degree program, admission requirements, degree program assessment measures employed, the information obtained through these assessment measures and actions taken as a result of the feedback, student achievement, the rate and types of employment of graduates, and any data supporting the qualitative claims made by the degree program.  8.1.5.2 If accreditation status is published, demonstrate that there has been no release of the degree program’s term or period of accreditation. | STANDARD 8: INDUSTRY, ALUMNI AND PUBLIC RELATIONS  INTENT  Construction is a practice-oriented profession. Therefore, the educational unit should establish an effective relationship with the industry and its alumni to provide a source of internships for students, scholarly development for faculty, and professional guidance and financial support for the degree program. These interactions advance faculty competence, maintain the currency of faculty and students relative to construction practice, and provide continuing education opportunities for industry practitioners.  8.1 REQUIREMENTS  8.1.1 Support from Industry  An advisory committee with representation from the construction industry shall be utilized to periodically review the degree program curriculum and advise the educational unit on the establishment, review, and revision of its degree program educational objectives.   * + - 1. The composition of the committee shall be representative of the potential employers of the graduates of the degree program and other industry professionals.       2. The committee shall meet at least once a year for the purpose of advising and assisting the development and enhancement of the degree program.       3. Minutes of such meetings shall be kept on record.   8.1.2 Support for Industry  The educational unit shall maintain continuous liaison with the various constituencies it serves via active participation by faculty in associations and other professional organizations for the purpose of establishing educational and professional development activities for the construction industry. It shall have a policy on faculty roles in continuing education appropriate to its goals and objectives, local market, and other factors. It shall take appropriate responsibility for helping to improve the skills and knowledge of industry practitioners.  8.1.3 Student-Industry Relations  The educational unit shall actively encourage and facilitate participation of students in activities of construction related organizations, internships, and cooperative education programs.  Construction-related work experience is equally important for students who are enrolled in online classes or are participating in the program via distance education. These students shall have access to information about internships and cooperative education programs and activities of construction related organizations in their local area.  8.1.4 Alumni Relations and Feedback  The educational unit shall maintain a current registry of alumni and contact with them to seek feedback in its improvement process. It shall engage the alumni in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, and continuing education.  8.1.5 Public Disclosures  The educational unit shall demonstrate accountable behavior by providing information about its accredited degree programs to the general public.   * + - 1. Institutions shall broadly and accurately publish the objectives of the degree program, admission requirements, degree program assessment measures employed, the information obtained through these assessment measures and actions taken as a result of the feedback, student achievement, the rate and types of employment of graduates, and any data supporting the qualitative claims made by the degree program.       2. No ranking shall be implied through linkage to ACCE accreditation. Indication of accreditation status is authorized during any defined term of accreditation. | Section 8: INDUSTRY, ALUMNI AND PUBLIC RELATIONS  **8.1 REQUIREMENTS**  **8.1.1 Support from Industry**   * + - 1. The educational unit or the degree program has organized a construction industry advisory committee representative of potential employers of graduates of the degree program.       2. The committee meets at least once per year to advise and assist the development and enhancement of the degree program, and minutes of the meetings are recorded.       3. Minutes of such meetings shall be kept on record     1. **Support for Industry**        1. Faculty members actively participate in professional associations and organizations to establish educational and professional development activities for the construction industry.        2. The educational unit has a policy regarding faculty involvement in continuing education programs, and faculty members participate in these programs.   8.1.3 Student-Industry Relations  8.1.3.1 The educational unit or the degree program encourages and facilitates student participation in construction-related organizations, internships, and cooperative education.   * + - 1. All students (on-campus or distance learning) have access to the information about internships, cooperative education programs, and activities of construction-related organizations in their local area.     1. **Alumni Relations and Feedback**   8.1.4.1 The educational unit maintains a current registry of alumni and solicits feedback from them as part of the degree program’s Quality Improvement Plan.   * + - 1. Alumni are engaged in such activities as membership in the construction industry advisory committee, student career advising, curriculum review and development, fund raising, and continuing education.   **8.1.5 Public Disclosures**  The program manifests accountable behavior by providing the information listed in the following table in a manner that it is current and accessible to the general public. (Explain any findings of lack of full compliance following the table.)   |  |  | | --- | --- | | Public Disclosure Requirements | Compliance Status | | Objectives of the Program |  | | Program Admission Requirements |  | | Program Assessment Measures |  | | Information Obtained from Assessment Measures |  | | Actions Taken as Result of Assessment Data Collected |  | | Student Achievement |  | | Rate and Types of Employment of Graduates |  | | Data to Support Qualitative Claims made by the Program |  |   Description of any findings of lack of full compliance:  **8.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.** |  |
| 9. ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT  9.1 REQUIREMENTS  If terminology of the assessment process varies from the definitions found in Section 1.1.1 of these Standards, provide a glossary of compatible terminology.  9.1.1 Continuous Improvement  Provide QIP for review by Visiting Team, be sure to include the following:  9.1.1.1 Strategic Plan for the educational unit  9.1.1.2 Assessment Plan for the degree program  9.1.1.3 Assessment Implementation Plan for the degree program  9.1.2 Educational Unit Strategic Plan  Describe the educational unit’s Strategic Plan for the continuous improvement of the degree program, and specifically:   * + - 1. Describe the systematic and sustained effort to enable the degree program to fulfill its mission.       2. Describe the internal status of the degree program resources as well as the external factors that influence the operation of the degree program.       3. Demonstrate that the Strategic Plan is updated periodically and that it represents the collective input from all of the degree program constituencies.   9.1.3 Degree Program Assessment Plan  Provide the educational unit’s comprehensive Assessment Plan for the continuous improvement of the degree program with documented results from all systematically structured information for review by the Visiting Team.  And describe specifically the following:   * + - 1. Describe the Mission Statement of the degree program.       2. Describe the Degree Program Objectives (to be evaluated for clarity and ability to permit assessment of achievement).       3. Describe the Program Learning Outcomes and demonstrate that they are regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, industry advisors, and other pertinent parties.      * + - 1. Describe the Assessment tools used to measure degree program objectives and learning outcomes as stated in 9.1.3.2 and 9.1.3.3 above, and,   Describe the frequency for using the tools.  Describe the procedures for data collection.   * + - 1. Describe the Performance Criteria used to measure the achievement of the degree program objectives and learning outcomes as stated in 9.1.3.2 and 9.1.3.3 above.       2. Describe the Evaluation Methodology used for data collection.   9.1.4 Assessment Implementation Plan  Describe the educational unit’s Assessment Implementation Plan for the continuous improvement of the degree program and provide evidence that the degree program is making progress in achieving its mission, objectives, and learning outcomes and that it takes the outcomes assessment results into consideration in degree program development.  Specifically demonstrate that:   * + - 1. The educational unit is conducting a comprehensive assessment at the degree program level.       2. The results of each assessment cycle are documented in a systematic manner.       3. Evaluation of the degree program objectives and learning outcomes are being compared to the stated performance criteria to determine whether stated objectives and learning outcomes were achieved and if there is a validated need for improvement in any areas.       4. After each comprehensive assessment cycle, the entire process is being reviewed and updated with plans for improvement including any revisions to the degree program’s assessment plan. | STANDARD 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT  INTENT  Students should be prepared—through educational programs, advising, and other academic and professional opportunities—to pursue a career in construction upon graduation. Students should have demonstrated knowledge and skills in creative problem solving; critical thinking; communications; and the effective management of personnel, materials, equipment, costs, and time to allow them to enter the construction profession. Outcomes assessment is a systematic process of gathering and interpreting information to discover if a program is meeting established objectives and then in using that information to enhance the program.  9.1 REQUIREMENTS  While ACCE recognizes the obligation of degree programs to use assessment terminology congruent with their institutions, it is necessary for ACCE Visiting Teams to have a consistent understanding of terminology used in the assessment process. With that purpose in mind, the ACCE will use the definitions in section 1.1 as the preferred terminology in assessment documentation. If degree programs cannot use this terminology because of institutional constraints, they shall provide a glossary of compatible terminology at the beginning of Section 9 in the self-study document.  9.1.1 Continuous Improvement  The educational unit shall have a Quality Improvement Plan (QIP) that shall serve as the basis for the continuous improvement of the degree program. The QIP shall have three major components:   * + - 1. Strategic Plan for the educational unit       2. Assessment Plan for the degree program, and       3. Assessment Implementation Plan for the degree program   These documents shall be included in the Self-Study and made available for the Visiting Team’s review and discussion.  9.1.2 Educational Unit Strategic Plan  9.1.2.1 The educational unit responsible for the degree program shall have a comprehensive Strategic Plan that describes the systematic and sustained effort to enable the degree program to fulfill its mission.   * + - 1. This Strategic Plan shall review the internal status of the degree program resources as well as the external factors that influence the operation of the degree program.       2. The Strategic Plan shall be updated periodically and represent the collective input from all of the degree program constituencies.   9.1.3 Degree Program Assessment Plan  The degree program shall provide evidence of its effectiveness in preparing construction practitioners based on the results of surveys of the graduates, employers of the graduates, industry advisory board, exit interviews, comprehensive exams, capstone projects, or other systematically structured information.  The mission, goals, and objectives shall reflect both short-range and long-range considerations and shall be clear as to the educational and institutional results expected.  At a minimum, the degree program Assessment Plan shall include the following:   * + - 1. Mission Statement of the degree program. The mission statement expresses the underlying purposes and values of the degree program.       2. Degree Program Objectives. The Degree Program Objectives shall be clearly defined and stated in a manner that permits an assessment of achievement.       3. Program Learning Outcomes. These Program Learning Outcomes shall meet or exceed the ACCE Student Learning Outcomes (section 3.2.2) and be regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, industry advisory board, and other pertinent parties.       4. Assessment tools. These tools shall measure degree program objectives and learning outcomes as stated in 9.1.3.2 and 9.1.3.3 above. The frequency for using the tools, and procedures for data collection also shall be stated.       5. Performance criteria. These criteria shall be used to measure the achievement of the degree program objectives and learning outcomes as stated in 9.1.3.2 and 9.1.3.3 above.       6. Evaluation methodology. This methodology shall be followed for data collection.     Degree programs shall comprehensively describe their assessment plan and document the results for review by the Visiting Team.  9.1.4 Assessment Implementation Plan  It shall be clearly evident that the degree program is making progress in achieving its mission, objectives, and learning outcomes, and that it takes the outcomes assessment results into consideration in degree program development.   * + - 1. Educational units shall conduct a comprehensive assessment at the degree program level.       2. The results of each assessment cycle shall be documented in a systematic manner.       3. Evaluation of the degree program objectives and learning outcomes shall be compared to the stated performance criteria to determine whether stated objectives and learning outcomes were achieved and if there is a validated need for improvement in any areas.       4. After each comprehensive assessment cycle, the entire process shall be reviewed and updated with plans for improvement including any revisions to the degree program’s assessment plan. | **Section 9: ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT**  **9.1 REQUIREMENTS**  9.1.1 Continuous Improvement  The educational unit has a Quality Improvement Plan (QIP) that is used for continuous improvement of the degree program. The plan included all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)   |  |  | | --- | --- | | Educational Unit | Compliance Status | | Strategic Plan for the educational unit |  | | Assessment Plan for degree program |  | | Assessment Implementation Plan for degree program |  |   Description of any findings of lack of full compliance:   * + 1. **Educational Unit Strategic Plan**   **The Educational Unit has a Strategic Plan that is updated periodically and includes: (Explain any findings of lack of full compliance following the table.)**   |  |  | | --- | --- | | Educational Unit | Compliance Status | | A formal documented QIP containing |  | | Systematic and sustained effort to enable the degree program to achieve its mission |  | | Assessment of available resources and external factors that may influence the degree program |  | | Input from degree program constituencies when plan is updated |  |   Description of any findings of lack of full compliance:  9.1.3. Degree Program Assessment Plan  The degree program has an Assessment Plan that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)   |  |  | | --- | --- | | Degree Program | Compliance Status | | Mission statement |  | | Degree program objectives |  | | Degree program learning outcomes |  | | Assessment tools and frequency of use |  | | Performance criteria |  | | Evaluation methodology |  |   Description of any findings of lack of compliance:  9.1.4 Assessment Implementation Plan  The degree program has an Assessment Implementation Plan that is used for continuous improvement of the degree program. The plan includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.   |  |  | | --- | --- | | Degree Program | Compliance Status | | Documentation of the results of each assessment cycle |  | | Documentation of the analysis of the data collected in each assessment cycle |  | | Documentation of any program revisions made as a consequence of analysis made at the end of each assessment cycle |  |   Description of any findings of lack of full compliance:  9.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report. |  |
| **10. REVIEW OF LAST VISITING TEAM’S WEAKNESSES AND CONCERNS**  **10.1 pREVIOUS ACCREDITATION ACTIONS**  **Supplemental Information for Document 102 – Self Study**  (A Stand-Alone Document; not intended to be a part of Document 102)  **Context of Accreditation in the United States**  Program accreditation is both a structure and a process that demonstrates a measure of public accountability that graduates have mastered a baseline set of knowledge and skills in order to function as required in specific professional venues. In the United States, this recognition is extended primarily through nongovernmental, voluntary institutional or professional associations. These groups establish criteria for accreditation arrange site visits, evaluate those institutions and educational programs which desire accredited status, and publicly designate those which meet their criteria. Often the institution or program conducts a self-study to evaluate how well it is meeting its educational objectives. The accrediting agency then provides an independent assessment of that evaluation. Although accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by scholarship commissions, foundations, employers, counselors, and potential students.  **Purpose of Accreditation in Construction Education**  ACCE accredits post-secondary degree programs in construction. The construction accreditation process is intended to foster high standards for professional education in construction. It does so by requiring programs to achieve and maintain a level of quality which merits accreditation. Accreditation is a means of providing formal recognition that a program indeed measures up to the industry's high educational standards and is therefore qualified to educate its future practitioners.  The accreditation program also seeks to:  A. Provide assurances to prospective students, employers, and the public-at-large regarding the basic quality of accredited programs;  B. Provide educational units with an incentive for careful and thorough self-examination, and with constructive recommendations for improvement;  C. Provide educational units with information on trends and innovations in construction education, using knowledge gained through the ongoing accreditation review process;  D. Assist construction faculty and administrators in achieving institutional support for their programs;  E. Provide a vehicle for engaging industry practitioners and academicians in joint and ongoing deliberations regarding the roles, content, and effectiveness of construction education.  Accreditation is a means of strengthening construction education. Educational experimentation and innovation, as well as institutional freedom and autonomy, are encouraged. A program applying for accreditation will be evaluated in light of both the accreditation criteria and the program's own stated goals and objectives.  **Community of Interest**  Before adopting or revising any accreditation standard, ACCE consults the “community of interest” which is defined to include (but not limited to):   * Association members * Organization members * Individual members * Accredited program members * Public-at-large members   **The Council for Higher Education Accreditation**  In 2001, ACCE received initial recognition as the accrediting body in the field of construction from the Council for Higher Education Accreditation (CHEA). CHEA is a voluntary, nongovernmental organization which works to promote greater public accountability, increase the importance and usefulness of nongovernmental accreditation, and improve the practice of accreditation. To achieve these goals, CHEA recognizes accrediting associations through its review process, its granting of recognition, and its performance of other related functions.  ACCE is recognized by CHEA as the accrediting agency for both 4-year baccalaureate degree programs and two-year associate degree programs in construction, construction science, construction management, and construction technology. This designation requires ACCE to conform to CHEA standards.  **Mission**  ACCE is a 501(c) (3) private non-profit corporation. The mission of ACCE is to be a leading global advocate of quality construction education; and to promote, support, and accredit quality construction education programs. The primary goal is promotion and continued improvement of postsecondary construction education; specifically, ACCE accredits construction education programs in colleges and universities that request its evaluation and meet its standards and criteria.  **History**  Organized in 1974 by the American Institute of Constructors (AIC) and the Associated Schools of Construction (ASC); ACCE enjoys the support of the principal building and contracting national associations and academic institutions seeking to satisfy the need for well-educated and trained entrants into the construction profession. By working together under the aegis of ACCE, persons representative of the total construction community and the public at large, construction educators and constructors, establish and maintain standards and criteria for accreditation, provide guidance to those seeking to achieve accredited status, and carry out the accreditation and reaccreditation processes. In doing so, ACCE serves the interests of potential students by helping them identify institutions and programs that offer quality education in the field, and serves the interests of the industry by enabling employers to identify persons who, by reason of their education, have the potential for making lasting contributions to the industry and their profession. ACCE also serves the interests of owners/users of constructed facilities and the public at large by raising the professional caliber of constructors and thus the quality of the construction for which they assume responsibility.  **Governance and Administration Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 2**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **2.1.1.1 Institutional Organizational Structure**   * Organizational chart of educational institution showing formal and informal relationships with the construction program and relationship of the construction program and its administrator to the educational unit, and central administration of the educational institution. * Copies of program proposals and program justifications submitted to university committees, administrative officials and funding agencies. * Documentation of program’s student, faculty and staff participation in institution-wide center, institutes and programs.   **2.1.1.2 Program Organizational Structure and Leadership**   * Published announcement of the program’s structure and leadership * Published announcements of the program’s mission, goals and objectives * Indicators of administrator’s capabilities and effectiveness including educational background experience and commitment to the field of construction * Indicators that the total administrative workload is carefully controlled   **2.1.1.3 Program autonomy and governance**   * Internal planning documents, annual reports and progress reports * Interviews with faculty, staff and students within program and outside program * Web posting of various administrative areas including, but not limited to: student counseling and advising, budget management, academic administration, teaching effectiveness, involvement with local industry and, where appropriate, research, continuing education for the profession and extension * Documents detailing information about policies and procedures governing budgetary practices, faculty matters (searches, appointment, promotion, tenure, and salary adjustments), curriculum changes, and student admissions   **2.1.1.4 Faculty Participation**   * Evidence that the faculty make recommendations on the allocation of resources and have the responsibility to develop, implement, evaluate, and modify the program’s curriculum and operating practices * Evidence that the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty * Evidence that the program and institution adequately communicate and mentor faculty regarding policies, expectation and procedures and for annual evaluations, and for tenure and promotion   **2.1.1.5 Contribution to the Institution**   * Evidence that the program takes advantage of opportunities available throughout the institution—including relevant university centers and institutes, and other programs and services supportive of the faculty, staff, students and alumni—to enrich the institution and program’s mutual goals and objectives.   **2.1.2 Institutional Support**   * Evidence that the institutional resources are sufficient:   + for student support (i.e. scholarships, work-study, etc.)   + to provide an environment in which student outcomes can be attained   + to attract, retain and provide for the continued professional development of faculty   + to operate infrastructure, facilities and equipment | STANDARD 10: Review of Last Visiting Team’s Weaknesses and Concerns  10.1 Previous Accreditation Actions  There shall be significant progress in removing any deficiencies identified by the ACCE in previous accreditation actions. | **Section 10: Review of Last Visiting Team’s Weaknesses and Concerns**  **(to be completed for Renewal of Accreditation Visits Only)**  **10.1 List last Visiting Team’s noted Weaknesses and indicate the status of each Weakness at the time of the current site visit. This section is to be written by the current Visiting Team as to its observations regarding the current status of each Weakness and Concern.**  **10.1.1**. (Type Weakness here)  (Begin description of status here)  **10.1.2** (Weakness)  (Status)  **10.1.3** (Weakness)  (Status)  10.1.4 (Weakness)  (Status)    **10.2 List last Visiting Team’s noted Concerns and indicate the status of each Concern at the time of the current site visit.**  **10.2.1** (Type Concern here)  (Begin description of status here)  **10.2.2** (Concern)  (Status)  **10.2.3**. (Concern)  (Status)  **10.2.4**. (Concern)  (Status)  **Section 11. Strengths, Weaknesses, Concerns, and Undeveloped Potentials**  **11.1 List Strengths.**  **11.1.1**  **11.1.2**  **11.1.3**  **11.2 List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section 10. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section 10.)**  **Weaknesses of the program must be related to a lack of full and complete compliance with an ACCE standard or criteria as prescribed in Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Weaknesses may be based either on evidence of non-compliance with or lack of evidence of compliance with ACCE requirements. For each Weakness, specifically cite the appropriate ACCE standard or criteria that forms the basis for the Weakness.**  **For each Weakness listed, the reasons for citing a lack of full and complete compliance with the standard must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.**  **All Weaknesses listed in the report must have been discussed with the administration of the institution during the exit interview. Any Weakness not so discussed must be brought to the attention of the Program Administrator and his/her next higher administrative unit by the Visiting Team Chair prior to being included in the report.**  **11.2.1**  **11.2.2**  **11.2.3**  **11.3 List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section 10. Also, include and identify as such any Weaknesses remaining from previous Visiting Team reports that while corrected to some extent have now become Concerns, as discussed in Section 10.)**  **Concerns may or may not be specifically related to Document 103. A Concern relates to circumstances, situations, or issues that either have or could in the future have an adverse impact on the construction program and/or could become a Weakness if not addressed. For each Concern, specifically cite as appropriate:**   * **Its adverse impact or potential adverse impact; and/or** * **That part of Document 103 that forms the basis for the Concern; and/or** * **State how the Concern could become a Weakness.**   **For each Concern listed, the basis for the concern must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.**  **11.3.1**  **11.3.2**  **11.3.3**  **11.4 List Undeveloped Potentials.**  **Undeveloped Potentials are those areas that in the opinion of the Visiting Team might be explored for the potential enhancement of the program.**  **11.4.1**  **11.4.2**  **11.4.3** | This section is to be written by the current Visiting Team as to its observations regarding the current status of each Weakness and Concern. |
| **Curriculum Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 3**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **3.1.1.3 Minimum Hour Requirements**   * Pages of the educational institution catalog providing academic requirements for construction program. * Brochures and websites providing academic requirements, required courses, and acceptable elective courses. * Evidence that the required minimum hours in communications, math & science, and business & management are taught outside the construction unit. * Evidence that minimum hours required in the construction core area are met. * Access to student records for compliance with program curriculum requirements and policies.   **3.1.5 Graduates Achieving Learning Outcomes**   * The curriculum includes the Student Learning Outcomes. * Course assessment incorporates the Student Learning Outcomes. * Results of student performance relative to each of the Student Learning Outcomes are used to continually improve the program * Where an acceptable certification or competency-based examination is used as a direct method of assessment in proof of meeting all or a portion of any Student Learning Outcome, compiled results shall be provided in a form in which clear correlation can be made. * Copies of examinations and quizzes, term papers, laboratory reports, and special study assignments that provide proof of meeting Student Learning Outcomes. The work shall be representative of the student body and not only a compilation of the best work. * Reports created by, and access to, tracking software used for the collection, storage, analysis, and reporting of assessment such as TracDat, STEPS, Weave, etc. |  |  |  |
| **Faculty and Staff Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 4**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **4.1.1 Faculty Qualifications**   * Resumes and curriculum vitae of faculty members indicating their academic background including undergraduate and graduate degrees, professional training, certifications, work experience, faculty development and continuing education efforts pertinent to the courses they are teaching, and scholarly activities they are involved with.   **4.1.2 Faculty size**   * Current faculty list * List of courses taught in the last two years and class size * Student faculty ratio   **4.1.3 Faculty workload**   * Most recent faculty assignments * Copies of teaching schedules including number and level of courses, office hours, and other student contacts including responsibility for student organizations and clubs. * Other evidence such as university catalogs, bulletins, websites, etc. that allow a comparison between the construction faculty workload and faculty of other units of the similar size and function within the institution.   **4.1.4 Administrative and technical staff support**   * Organization charts showing staff distribution and responsibilities within the construction unit * Workload for staff showing dedication to the construction program * Advising loads and personnel involved   **4.1.5 Employment policies**   * Faculty handbook * Tenure and promotion criteria * Average 9-month salary for different faculty ranks   **4.1.6 Professional development**   * Continuing education * Budgets for travel and faculty development * Consulting efforts * Certificates of training or professional development * Faculty participation in professional organizations   **4.1.7 Faculty Evaluation**   * Student evaluation forms and surveys * Peer evaluation forms * Annual performance evaluation forms |  |  |  |
| **Student Policies Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 5**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **5.1.1** **Academic Policies**   * Brochures and websites providing academic requirements, required courses, and acceptable elective courses. * Pages of the educational institution catalog providing academic requirements for construction program   **5.1.2** **Teaching Quality**   * Documentation of student evaluation of faculty teaching * Documentation of student surveys administered by the university * Faculty evaluations completed by program and/or unit administrators   **5.1.3** **Admissions and Enrollment**   * Statements of admission policy and requirements * Use of national standardized admission tests such as ACT or SAT * High school transcripts * Transfer credit transcripts * University placement tests   **5.1.4 Recruitment and Composition**   * Evidence of program-specific recruitment initiatives * Evidence of direct financial support to the program for recruitment initiatives * Evidence that university support for program recruitment is similar to other programs within the university   **5.1.5** **Academic Advising and Mentoring**   * Evidence of a record system that is utilized to keep both the student and advisor informed regarding the student's progress toward completion of degree requirements * Records of faculty-student advising sessions   **5.1.6** **Course Scheduling**   * Evidence program has multiple tracks or options (online, night, weekend classes) * Evidence required courses are offered at least once a year   **5.1.7** **Student Placement**   * Documentation of placement rates for students within the program * Evidence of students visiting the career center * Evidence of students resumes being posted on the career center website * List of companies who have hired from the program   **5.1.8** **Extracurricular Activities**   * Documentation of student participation in student club activities (ABC, AGC, NAHB, USGBC, etc.) * Documentation of students participation in Sigma Lambda Chi, community service activities, and student competition teams.   **5.1.9 Student Feedback**   * Results of surveys administered to students such as specific course surveys and exit surveys. * Results of one-to-one or one-to-many discussion or question/answer sessions with students.   **5.1.10** **Financial Aid and Scholarships**   * Documentation of informing students of available financial aid and scholarships * List of students in the construction program who were awarded scholarships within the past two years |  |  |  |
| **Physical Resources Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 6**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **6.1.1 Classrooms and Laboratory Spaces**   * Reports of space allocation standards and use by the program. * Records of laboratory maintenance and upgrades.   **6.1.2 Library Resources and Utilization**   * Library collections and their adequacy to support the program. * Integration of coursework and library materials. * Library hours of operation and their convenience and adequacy to support staff and student needs. * Periodicals/serials list from the librarian. * Recent year’s monograph acquisitions list. * Bibliographic instruction materials * Library acquisition, services, and staffing budgets and policies * Quality of access to services including interlibrary loan and electronic services * Quality of bibliographic instruction and reference assistance * Quality of interaction with librarians in support of the program mission     **6.1.3 Information Systems and Technological Equipment**   * Quality of student and faculty access to computer equipment and software. * Frequency of hardware and software maintenance, updating and replacement * Adequacy of hours of availability of technology to students and faculty * Appropriateness of computing resources for meeting the program’s mission, goals, and objectives and for enabling students to attain the required learning outcomes. * Availability and quality of information technology technical support to students and faculty. |  |  |  |
| **Financial Resources Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 7**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **7.1.1** **Budgeted Funds**   * Recurring operating revenue and expenditure for the construction educational unit * Recurring operating revenue for other educational units of the same size within the institution that are comparable to the construction educational unit * Recurring operating revenue and expenditure for the construction degree program * Recurring operating revenue for other degree programs of the same size within the educational unit   **7.1.2 Nonrecurring Funds**   * Record of nonrecurring funds (soft monies, gifts/donations, etc.) and expenditure for the construction educational unit. |  |  |  |
| **Industry, Alumni, and Public Relations Examples of Evidence**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 8**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **8.1.1 Support from Industry**   * By-laws of the program advisory committee * Minutes of the last 3 to 5 years of advisory committee meetings (RB 8/25/14)   **8.1.2 Support for Industry**   * List of faculty members contributing to professional organizations, including local, state, and national committees * List of continuing education programs offered by the program faculty   **8.1.3 Student-Industry Relations**   * Brochures and websites advertising opportunities for students to participate in internships, career fairs, industry guest speakers, and field trips * Program data showing the percentage of students participating in students chapters of professional organizations, internships, and cooperative education programs   **8.1.4 Alumni Relations Feedback**   * Alumni survey conducted, the information obtained through these surveys, and actions taken as a result of their feedback * List of the alumni who have served as guest speakers, participated in curriculum review and development, or attended the program sponsored continuing education courses   **8.1.5 Public Disclosures**   * Brochures and websites providing information to the general public such as admission requirements, student achievement, and the rate and types of employment of graduates * Pages of the educational institution’s catalog providing information about the construction program |  |  |  |
| **Academic Quality Planning Process and Outcome Assessment**  The following is provided to promote consistent understanding of the **referenced criteria in Standard 9**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.  **9.1.2 Educational Unit Strategic Plan**   * The most recent educational unit Strategic Plan. * Evidence that the Strategic Plan is being updated periodically.   **9.1.2 Assessment Plan**   * The construction program mission statement reflecting the purpose and value of the program and its relationship to the institution’s mission statement. * Published announcements of the program’s goals and objectives; and program descriptions in educational institution catalogues, websites, bulletins, brochures, etc. * Clearly defined and effective procedure to determine if the program’s goals are being met. * Clearly defined and effective procedure to determine if the program’s learning outcomes are being met. * Examples of assessment data collected and evaluation methods used to examine the performance criteria are met.   **9.1.4 Assessment Implementation Plan**   * Assessment Implementation Plan that describes how program mission and objectives are being met and documents the review and evaluation process. * Evidence that the assessment plan is reviewed and revised periodically. * Evidence that Self-Study report responds to recommendations and suggestions from the previous accreditation review and reports on efforts to rectify identified weaknesses. * Pass rates of construction related certification exams. * Surveys of program graduates. * Results of comprehensive exams/capstone projects. * Course evaluations. * Retention rates of students and faculty. * Graduation rates. * Placement rates in construction field immediately after graduation. * Mentorship of junior faculty. |  |  |  |