



**AMERICAN COUNCIL FOR  
CONSTRUCTION EDUCATION**  
PARTNERSHIP FOR EXCELLENCE

## **Form A-3A**

**(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), Industry Observer  
(Company)  
(City & State)

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# Visiting Team Report

## Section 1: INTRODUCTION

### 1.1 Requirement

**Size, brief history, type, and purpose of the institution.**

Place cursor and start typing here.

**Institution organization and location of the construction unit.**

Place cursor and start typing here.

**Size, number of faculty members, brief history, and purpose of the construction unit.**

Place cursor and start typing here.

**Accreditation history – first accredited and reaccredited.**

Place cursor and start typing here.

**Degree title and credit hours required.**

Place cursor and start typing here.

**Other degree programs administered by the construction unit.**

Place cursor and start typing here.

**Name of regional accrediting agency of the institution.**

Place cursor and start typing here.

**Name and position of persons interviewed during the visit.**

*(Include titles: Dr., Mr., Ms., Mrs.)*

Institution Administration and Staff

Place cursor and start typing here.

Program Faculty and Staff

Place cursor and start typing here.

Industry Advisory Board Members

Place cursor and start typing here.

Students

Place cursor and start typing here.

## **Section 2: GOVERNANCE AND ADMINISTRATION**

### **2.1 Requirements**

#### **2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE**

**2.1.1.1 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.**

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**2.1.1.2 The degree program and its relationship to the overall organizational structure of the institution are documented, well-defined, and accessible to the public.**

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#### **2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE, AND LEADERSHIP**

**2.1.2.1 The educational unit is a distinct and identifiable entity within the educational institution.**

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**2.1.2.2 The degree program or educational unit is headed by a qualified administrator who is knowledgeable in and committed to the construction discipline.**

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**2.1.2.3 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.**

Place cursor and start typing here.

**2.1.2.4 The educational unit and the leadership structure are well-defined and accessible to the public.**

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#### **2.1.3 FACULTY PARTICIPATION**

**2.1.3.1 Faculty members participate in the educational unit's governance and administration in accordance with the educational institution's guidelines.**

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**2.1.3.2 Faculty members participate in the degree program maintenance and administration in accordance with the educational institution's guidelines.**

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## **2.1.4 CONTRIBUTION TO THE INSTITUTION**

**2.1.4.1 The educational unit and degree program contribute to the mission of the institution.**

Place cursor and start typing here.

**2.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

Place cursor and start typing here.

## **Section 3: CURRICULUM**

### **3.1 Requirements**

#### **3.1.1 DEGREE PROGRAMS**

**3.1.1.1 The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution.**

Place cursor and start typing here.

**3.1.1.2 The degree program curriculum contains at least the required minimum number of credit hours.**

Place cursor and start typing here.

**3.1.1.3 The degree program curriculum relates to the needs of society and the construction profession.**

Place cursor and start typing here.

#### **3.1.2 GENERAL EDUCATION**

**3.1.2.1 The curriculum meets the requirements for the Core Subject Area of Communications.**

Place cursor and start typing here.

**3.1.2.2 The curriculum meets the requirements for the Core Subject Area of Mathematics.**

Place cursor and start typing here.

**3.1.2.3 The curriculum meets the requirements for the Core Subject Area of Physical Science.**

Place cursor and start typing here.

**3.1.3 BUSINESS AND MANAGEMENT**

**3.1.3.1 The curriculum meets the requirements for the Core Subject Area of Business and Management.**

Place cursor and start typing here.

**3.1.3.2 The business and management topics are taught outside of the degree program and are separate and distinct from construction business and management topics.**

Place cursor and start typing here.

**3.1.4 CONSTRUCTION**

**Table 3.1.1 Associate Degree Program Credit Hour Requirements**

**The curriculum Core Subject Area credit hour count is as follows:**

<b>Core Subject Area</b>	<b>ACCE Minimum sh/qh*</b>	<b>Degree Program</b>	<b>Visiting Team</b>
<b>General Education</b>			
<b>Communications</b>	<b>3/4</b>		
<b>Mathematics</b>	<b>3/4</b>		
<b>Physical Science</b>	<b>3/4</b>		
<b>Business and Management</b>	<b>3/4</b>		
<b>Other Communications, Mathematics, Physical Science, or Business and Management</b>	<b>6/11</b>		
<b>SUBTOTAL (External to Program)</b>	<b>18/27</b>		
<b>Construction</b>	<b>33/48</b>		
<b>Other**</b>	<b>9/15</b>		
<b>TOTAL CREDIT HOURS</b>	<b>60/90</b>		

\*semester hours/quarter hours

\*\*These credits may be allocated to communications, mathematics, physical science, business and management, or construction reducing this requirement as long as the total number of credits hours equals or exceeds ACCE accreditation standards of 60 semester credit hours or 90 quarter credit hours.

#### **3.1.4.1 Summary Comments.**

Place cursor and start typing here.

### **3.1.5 STUDENT LEARNING OUTCOMES (not used)**

### **3.1.6 DETERMINATION OF ACHIEVEMENT OF STUDENT LEARNING OUTCOMES**

**3.1.6.1 A curriculum map or other summary was provided indicating how the Student Learning Outcomes are incorporated in required construction courses.**

Place cursor and start typing here.

**3.1.6.2 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.)**

<b>Course Syllabus Requirements</b>	<b>Compliance Status</b>
<b>Contained a description of the Course Learning Outcomes and their relationship to the Student Learning Outcomes covered in the course</b>	
<b>Contained a description of the instructional methods used in the course</b>	
<b>Contained a topical outline</b>	
<b>Described the methods used to assess student learning of Course Learning Outcomes</b>	
<b>Described grade performance criteria</b>	

**Description of any findings of lack of full compliance**

Place cursor and start typing here.

**3.1.6.3 Evidence was provided that each Student Learning Outcome is evaluated by at least two assessment methods with at least one of the methods being a direct assessment.**

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**3.1.6.4 Copies of assessment tools were provided to demonstrate students' ability to meet each Student Learning Outcome.**

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**3.1.6.5 The results of the assessment of student achievement of Student Learning Outcomes were included in the program's Quality Improvement Plan.**

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**3.1.6.6 A report was provided of the methods of assessment for each Student Learning Outcome containing the most recently reported evaluation of the results, resulting actions, and a follow-up of these actions on student performance including the dates of evaluation, actions taken, and follow-up assessment.**

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### **3.2 Courses Delivered by Alternative Forms of Delivery**

**Courses offered via multiple forms of delivery with the same course number have consistent content and learning objectives.**

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### **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.)**

<b>Degree Program Requirements</b>	<b>Compliance Status</b>
<b>A single institution is authorized to grant the degree.</b>	
<b>The degree program is administered by a single qualified administrator.</b>	
<b>Adequate faculty and staff are available to facilitate the degree program at each location.</b>	
<b>A single curriculum is used on all campuses, and degree requirements are consistent.</b>	
<b>Adequate faculty and staff are available to facilitate the degree program at each location.</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

### **Summary Comments**

Place cursor and start typing here.

### **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.**

Place cursor and start typing here.

**3.5 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

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## **Section 4: FACULTY AND STAFF**

### **4.1 Requirements**

#### **4.1.1 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.**

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**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.**

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**4.1.1.3 Evaluation of faculty member competence recognizes appropriate professional experience as being as important as formal educational background.**

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#### **4.1.2 FACULTY SIZE**

**4.1.2.1 The size of the faculty is commensurate with the number of courses offered, the number of students, and the other responsibilities of the faculty.**

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**4.1.2.2 The faculty size is adequate for the type of instruction used in the program and is comparable to other academic programs within the institution.**

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### **4.1.3 FACULTY WORK LOAD**

**The faculty work load is distributed fairly considering teaching, advising, research, and service responsibilities of the faculty.**

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### **4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT**

**The administrative and technical support is adequate and comparable to that received by degree programs of similar size and function within the institution.**

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### **4.1.5 EMPLOYMENT POLICIES**

**4.1.5.1 Faculty compensation is competitive with comparable positions within the institution.**

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**4.1.5.2 Faculty members are provided with rank, status, salary, and benefits commensurate with their educational backgrounds and professional experiences.**

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### **4.1.6 PROFESSIONAL DEVELOPMENT**

**4.1.6.1 Continuing professional opportunities are provided to faculty members.**

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**4.1.6.2 Faculty members are encouraged to engage in consulting work when it does not conflict with normally assigned duties.**

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### **4.1.7 FACULTY EVALUATIONS**

**A clearly defined program of faculty evaluation is in place and may include student, peer, and/or administrator evaluations.**

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**4.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

Place cursor and start typing here.

## **Section 5: STUDENT POLICIES**

### **5.1 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.**

Place cursor and start typing here.

#### **5.1.2 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.**

Place cursor and start typing here.

#### **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.**

Place cursor and start typing here.

#### **5.1.4 RECRUITMENT AND COMPOSITION**

**5.1.4.1 The degree program has implemented recruitment and retention programs to achieve its aspirations regarding student composition.**

Place cursor and start typing here.

**5.1.4.2 Recruitment programs are focused on individuals with high academic achievement.**

Place cursor and start typing here.

**5.1.4.3 Recruitment and publicity for the degree program are comparable to recruitment efforts in other programs within the institution.**

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#### **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.**

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#### **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.**

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#### **5.1.7 STUDENT PLACEMENT**

**5.1.7.1 Student placement services are available that can effectively assist students in entering the job market.**

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**5.1.7.2 Students are well informed about and have access to placement services and employment opportunities.**

Place cursor and start typing here.

#### **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.**

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#### **5.1.9 STUDENT FEEDBACK**

**There is an established plan for systematically collecting student feedback as part of the degree program Assessment Plan.**

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#### **5.1.10 FINANCIAL AID AND SCHOLARSHIPS**

**Students are informed of the availability of financial aid and scholarships and the criteria for award of financial aid and scholarships.**

Place cursor and start typing here.

**5.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

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## **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.**

Place cursor and start typing here.

#### **6.1.2 LIBRARY RESOURCES**

**6.1.2.1 Adequate library services are provided to enable students to attain required learning outcomes.**

Place cursor and start typing here.

**6.1.2.2 Adequate library services are provided to support the scholarly and professional activities of the faculty.**

Place cursor and start typing here.

#### **6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT**

**6.1.3.1 Adequate computer equipment and software are provided to enable students to attain required learning outcomes.**

Place cursor and start typing here.

**6.1.3.2 Adequate computer equipment and software are provided to support the scholarly and professional activities of the faculty.**

Place cursor and start typing here.

**6.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

Place cursor and start typing here.

## **Section 7: FINANCIAL RESOURCES**

### **7.1 Requirements**

#### **7.1.1 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.**

Place cursor and start typing here.

**7.1.1.2 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.**

Place cursor and start typing here.

**7.1.1.3 Budgeted financial resources are adequate to enable the degree program to achieve its planned growth, future goals, and objectives.**

Place cursor and start typing here.

#### **7.1.2 NONRECURRING FUNDS**

**Nonrecurring funds have been identified and recorded and are used to supplement budgeted funds rather than replace budgeted funds.**

Place cursor and start typing here.

**7.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

Place cursor and start typing here.

## **Section 8: INDUSTRY, ALUMNI, AND PUBLIC RELATIONS**

### **8.1 Requirements**

#### **8.1.1 SUPPORT FROM INDUSTRY**

**8.1.1.1 The educational unit or the degree program has organized a construction industry advisory committee representative of potential employers of graduates of the degree program.**

Place cursor and start typing here.

**8.1.1.2 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.**

Place cursor and start typing here.

**8.1.1.3 Minutes of such meetings shall be kept on file.**

Place cursor and start typing here.

## **8.1.2 SUPPORT FOR INDUSTRY**

**Faculty members actively participate in professional associations and organizations maintain liaison with various constituencies and to serve the construction industry.**

Place cursor and start typing here.

## **8.1.3 STUDENT-INDUSTRY RELATIONS**

**8.1.3.1 The degree program encourages and facilitates student participation in construction-related organizations, internships, and cooperative education programs.**

Place cursor and start typing here.

**8.1.3.2 All students (on-campus or distance learning) have access to information about internships, cooperative education programs, and activities of construction-related organizations in their local area.**

Place cursor and start typing here.

## **8.1.4 ALUMNI RELATIONS AND FEEDBACK**

**8.1.4.1 The degree program maintains a current registry of alumni and solicits feedback from them as part of the degree program's Quality Improvement Plan.**

Place cursor and start typing here.

**8.1.4.2 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.**

Place cursor and start typing here.

## **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.)**

<b>Public Information Requirements</b>	<b>Compliance Status</b>
<b>Objectives of the Program</b>	
<b>Program Admission Requirements</b>	
<b>Program Assessment Measures</b>	
<b>Information Obtained from Assessment Measures</b>	
<b>Actions Taken as Result of Assessment Data Collected</b>	
<b>Student Achievement</b>	
<b>Rate and Types of Employment of Graduates</b>	
<b>Data to Support Qualitative Claims made by the Program</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

#### **8.1.6 GENERAL COMMENTS OF THE VISITING TEAM, IF ANY, NOT INCLUDED IN THE PRECEDING DISCUSSION IN THIS SECTION OF THE REPORT**

Place cursor and start typing here.

### **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 includes all of the elements listed in the following table. (Explain any findings of lack of full compliance following the table.)

<b>Educational Unit</b>	<b>Compliance Status</b>
<b>Strategic Plan for the educational unit</b>	
<b>Assessment Plan for degree program</b>	
<b>Assessment Implementation Plan for degree program</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

##### **9.1.2 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.)

<b>Educational Unit</b>	<b>Compliance Status</b>
<b>A formal documented Strategic Plan</b>	
<b>Systematic and sustained effort to enable the degree program to achieve its mission</b>	
<b>Assessment of available resources and external factors that may influence the degree program</b>	
<b>Input from degree program constituencies when plan is updated</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

### **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.)

<b>Degree Program</b>	<b>Compliance Status</b>
<b>Mission statement</b>	
<b>Degree program objectives</b>	
<b>Degree program learning outcomes</b>	
<b>Assessment tools and frequency of use</b>	
<b>Performance criteria</b>	
<b>Evaluation methodology</b>	

**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

### **9.1.4 ASSESSMENT PLAN IMPLEMENTATION**

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.)

<b>Degree Program</b>	<b>Compliance Status</b>
<b>Documentation of the results of each assessment cycle (Data collection must occur at least annually)</b>	
<b>Documentation of the analysis of the data collected in each assessment cycle (Data assessment cycle is not to exceed three years)</b>	



<b>Documentation of any program revisions made as a consequence of analysis made at end of each assessment cycle</b>	
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**Description of any findings of lack of full compliance:**

Place cursor and start typing here.

**9.2 General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.**

Place cursor and start typing here.

**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.**

**10.1.1** (Type Weakness here.)

(Begin description of status here.)

**10.1.2** (Type Weakness here.)

(Begin description of status here.)

**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** (Type Concern here.)

(Begin description of status here.)

**Section 11: STRENGTH, WEAKNESSES, CONCERNS, AND UNDEVELOPED POTENTIAL.**

**11.1 List Strengths.**

**11.1.1** Place cursor and start typing here.

**11.1.2** Place cursor and start typing here.

(Continue as needed)

**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** Place cursor and start typing here.

**11.2.2** Place cursor and start typing here.

(Continue as needed)

**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** Place cursor and start typing here.

**11.3.2** Place cursor and start typing here.

(Continue as needed)

**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** Place cursor and start typing here.

**11.4.2** Place cursor and start typing here.

(Continue as needed)

**11.5 This Section is used only if the program submits a Form A-15, Report of Corrective Actions, subsequent to the site visit. Describe any changes to the findings identified in Section 11.2. If an identified Weakness has been alleviated, describe the actions taken by the program. If an identified Weakness has been reduced to a Concern, explain the reasons for making the change.**

**11.5.1** Place cursor and start typing here.

**11.5.2** Place cursor and start typing here.

(Continue as needed)

