

# **Guide for Preparation of a Visiting Team Report**

Title of Program Visited

Name of Institution  
Location of Institution

Dates of the Visit

Visiting Team

Chairman  
School or Company  
City & State

Member  
School or Company  
City & State

Member  
School or Company  
City & State

Member-in-Training  
School or Company  
City & State

Member-in-Training  
School or Company  
City & State

Industry Observer  
Company  
City & State

This Visiting Team report remains the intellectual property of ACCE, 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.



# Visiting Team Report

## Section I: Introduction

1. Size, brief history, type, and purpose of the institution.
2. Institution organization and location of the construction unit.
3. Size, number of faculty members, brief history, and purpose of the construction unit.
4. Accreditation history - first accredited and reaccredited.
5. Degree title and credit hours required.
6. Other degree programs administered by the construction unit.
7. Name of regional accrediting agency of the institution.
8. Name and positions of persons interviewed during the visit.

## Section II: Organization and Administration

### A. Institution

1. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving goals within the construction education unit. The institution administration also has a positive attitude and support for the construction education unit.
2. Institutional support of the administration of the construction education unit accords status within the institution comparable to that of other academic units of similar size and function with regard to finances, staffing, teaching loads, promotions in rank and salary, appointment to institution policy making committees, program priorities, and other academic affairs.
3. The construction education program functions within the framework established for the institution and is consistent with the institutional mission and assessment procedures.

### B. Construction Unit

1. The construction education unit is headed by a qualified administrator who has sufficient authority, support, and time to accomplish the unit's goals and objectives.
2. The institution and the construction unit administrator insure that the total administrative work load is carefully controlled in relation to the total work load of the administrator.
3. The administrator provides sufficient leadership and supervision to develop a strong academic program.
4. The organizational structure of the construction education unit is designed to encourage communication, coordination, and interaction between administrative officers, faculty, students and other disciplines.
5. The administrative structure is sufficiently flexible to make the functional changes necessary to attain program objectives.

6. The administrator encourages professional development of faculty and administrative policy insures that opportunities for professional development are made available and used by the faculty.
7. The administrator and the faculty cooperate to develop a program of high quality and establish a structure to facilitate planning and evaluation for continuous improvement of the total program.
8. The construction unit has clear and concise policies relative to curriculum, faculty, students, and facilities.
9. Experimentation and innovation are encouraged in teaching methods and curriculum.

C. Budget

1. Within the institution, budget allocations are compatible with the size of the unit with respect to students, faculty and staff.
2. Budget support is adequate to enable the program to achieve its stated purposes.
3. Non-budgeted funds are used to supplement institution funds allocated by the administration rather than to replace those funds.

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

## **Section III: Curriculum**

A. Program Description

1. The curriculum is responsive to social, economic, and technical developments and reflects the application of evolving knowledge in construction and in the behavioral and quantitative sciences.
2. The professional program offered by the construction education unit is consistent with the philosophy and the purposes of the institution and the goals as established.
3. Recognizing the autonomy of educational institutions in the matter of curriculum development, and the levels and designations of the degrees awarded; it is preferred that the word "Construction" be included in the name of the degree awarded.

B. Curriculum

1. The construction education unit develops its own program goals, objectives and particular emphasis, and prescribes the number of courses for graduation, sequencing of study, course numbers, and titles.
2. The curriculum is designed to accommodate continually expanding requirements of the profession, advancements in knowledge, and the contributions of related disciplines.
3. The construction education unit strives to provide curriculum offerings beyond the minimum requirements of the ACCE Standards and Criteria for Accreditation.

4. The total curriculum supports the goals and objectives of the construction education unit, provides balanced content, and meets ACCE's minimum requirements for credit hours in the categories of General Education, Mathematics and Science, Construction Sciences, Business and Management, Construction, and other requirements.
  5. The total curriculum meets all minimum requirements for core subject matter at the minimum required level of academic credit.
  6. The total curriculum contains all required curriculum topical content.
- C. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

## **Section IV: Faculty**

### **A. Qualifications**

1. The faculty possess appropriate academic qualifications, professional experience, and pursue scholarly and creative activities essential to the successful conduct of an associate/a baccalaureate level academic program of construction.
2. The institution provides the faculty with rank, status, salary, and benefits commensurate with their educational background and professional experience.
3. The educational preparation of each faculty member includes study in the areas for which he has teaching responsibility and includes adequate background in the supporting disciplines from which his area of specialty draws major concepts and principles.
4. Evaluation of faculty competence recognizes appropriate professional experience as being equally as important as formal educational background and that continuing professional growth of the faculty is a prerequisite to effective teaching.
5. The faculty actively participate in professional organizations and community services, and in interpreting construction education to other professions and to the general public.
6. The size of the construction faculty is commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty and is appropriate to the type of instruction and comparable to that of the faculty of other academic programs of the institution.

### **B. Faculty Workload**

1. Faculty workload assignment takes into consideration the number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities.

### C. Administrative and Technical Staff Support

1. Administrative and technical staff support are adequate to sustain fulfillment of the construction program's mission and are consistent with the level of support enjoyed by other program units within the parent institution.

### D. Employment Policies

1. Faculty compensation is competitive with comparable positions in other institutions and industry to insure that quality faculty and high morale exist.

### E. Professional Development

1. Consulting work is desirable and encouraged, provided such activities do not conflict with normal assigned duties and responsibilities of the faculty member.

### F. Faculty Evaluation

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

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

## **Section V: Students**

### A. Admissions and Enrollment

1. Qualifications of students admitted to the construction education unit are comparable with those of students in other areas of the institution and appropriate to the requirements for construction education.
2. Admission policies, where applicable, are directed toward students with the ability and credentials for successful completion of the curriculum.
3. Recruitment and publicity for the construction program are comparable to other programs of the institution.

### B. Academic Progress

1. An organized system of counseling and professional guidance is available to all students in the construction education program so that their needs, interests, and abilities are considered in preparing and implementing a plan of study
2. A record system exist that keeps both the student and advisor informed regarding the students' progress toward completion of degree requirements.

### C. Extracurricular Activities

1. Students are encouraged to participate in activities in addition to their academic studies. Such activities include involvement with industry-based professional and other organizations.

#### D. Graduates

1. There is an established plan for communication with alumni and periodic follow up of graduates.

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

### **Section VI: Facilities and Services**

#### A. Physical Facilities

1. Physical facilities are well maintained and organized to accommodate academic activities such as lectures, discussions, seminars, conferences, laboratory work, and research.
2. There are laboratory facilities for the teaching of construction principles and practices and facilities for office oriented activities with adequate storage space for multiple copies of plans and specifications, and facilities for field-oriented activities.

#### B. Library

1. The program has adequate access to holdings related to the general and professional components in the various fields of construction.
2. There is evidence of both adequacy and use in the selection of library materials and responsibility for their effective use.

#### C. Other Services

1. Appropriate services on campus are effectively used, including the computer center, audiovisual, placement, student services, and financial aids.

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

### **Section VII: Relations with Industry**

#### A. Support from Industry

1. An industrial advisory committee, consisting of representatives from the construction industry, is actively involved in an advisory role for the construction program.
2. The committee meets on a regular basis for the purpose of advising and assisting the development and enhancement of the program. The committee is representative of the potential employers of the graduates of the program.

**B. Support for Industry**

1. The construction program maintains continuous liaison with the various associations to determine needs of the construction community for the purpose of establishing educational and professional development activities for the construction industry.

**C. Student-Industry Relations**

1. There is well-documented evidence of industry involvement such as field trips and speakers for student clubs.

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

**Section VIII: Relations with the General Public**

- A. The program broadly and accurately publishes the objectives of the program, admission requirements, program assessment measures employed and the information obtained through these assessment measures, student achievement, the rate and types of employment of graduates, and any data supporting qualitative claims made by the program.
- B. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

**Section IX: Program Quality and Outcome Assessment**

- A. The program has a well defined mission statement with established goals and specific objectives for achieving each goal that reflect ACCE Criteria and Standards.
- B. Program goals and objectives are realistic and attainable.
- C. The construction education unit's plan forms the basis for assessing outcomes of the program. Assessment input is obtained from all program constituencies, such as students, graduates, benefactors, employers, industry, faculty, and administration.
- D. The planning and evaluation process is incorporated into the program plan in such a manner as to foster enhanced student achievement with respect to the construction education degree program as it relates to student learning, research, and service.
- E. Adequate resources are available so that the program may structure a mission statement, program goals, and measurable objectives which will serve to ensure continual improvement of the program. Resources support a systematic means for

collecting, quantifying, and analyzing data relative to the program objectives;  
formulation of conclusions based on this data and appropriate program modifications.

- F. General comments of the visiting team, if any, not included in the preceding discussion in this section of the report.

**Section X: Review of Last Visiting Team's Weaknesses and Concerns  
(to be Completed for Renewal of Accreditation Visits Only)**

- B. List last Visiting Team's noted weaknesses and actions taken by the institution.
- C. List last Visiting Team's noted concerns and actions taken by the institution.

**Section XI: Strengths, Weaknesses, Concerns, and Undeveloped Potentials**

- A. List Strengths.
- B. List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section X. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section X.)

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 a lack of full and complete compliance with the standard cited 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.

- C. List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section X. 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 X.)

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:

- a. Its adverse impact or potential adverse impact; and/or
- b. That part of Document 103 that forms the basis for the Concern; and/or
- c. State how the Concern could become a Weakness.

**D. 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.