

**DOCUMENT 102**

**MANUAL FOR PREPARATION**  
**OF THE**  
**SELF-EVALUATION STUDY**



# AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

## DOCUMENT 102

### MANUAL FOR PREPARATION OF THE SELF-EVALUATION STUDY

#### The Self-Evaluation Study

In compliance with requirements specified in Document 101, when an institution in candidate status is ready for an accreditation visit, the institution will be requested to submit a Self-Evaluation Study in accordance with provisions stated herein. For an accredited program, a Self-Evaluation Study should be submitted within the time frames specified by ACCE.

#### Purposes

The Self-Evaluation Study:

- i) guides the construction unit through a critical review of its operations,
- ii) provides information to ACCE so that a fair evaluation of the program can be made, and
- iii) serves as an historical document for the construction unit.

#### Preparation

The purposes listed above should be kept in mind when preparing the report. Sufficient information should be provided without being superfluous. However, extra information may be included to enhance the historical value of the document. Information available in published literature may be included in the report by appropriate reference.

Adjustments must be made to the terminology to fit local conditions (i.e., semester/quarter, college/school, ACT/SAT). Use the terms and accounting procedures of your institution for student-credit-hours, full-time faculty, and full-time students. If the construction unit offers a graduate program, its relationship to the undergraduate program should be discussed where appropriate.

Information in addition to that requested in the Document should be included as appendices. Appendices should be labeled with sequential letters (e.g., A, B, etc.) and each appendix should be numbered and separated by a divider. Sections I through IX should constitute Volume I of the Self-Evaluation Study, and Section X, Volume II.

If there are any questions or assistance is needed, please communicate with either the Chair of the Guidance Committee or the Executive Vice President of ACCE.

## Distribution

For initial accreditation:

Upon its completion, the institution submits four copies of the Self-Evaluation Study, Volumes I and II, to the Executive Vice President of ACCE. One copy is retained in the ACCE office and the other copies are provided to the Chair and the Vice Chairs of the Accreditation Committee. These individuals review the document and make recommendations independently to the President of ACCE for or against proceeding with the on-site visit.

If the institution is approved for the on-site visit, seven additional copies of the Self-Evaluation Study, Volumes I and II, are submitted to the Executive Vice President of ACCE. These copies are provided to all members of the Visiting Team, members-in-training and industry observers.

For renewal of accreditation:

Upon its completion, the institution submits seven copies of the Self-Evaluation Study, Volumes I and II, to the Executive Vice President for distribution to all members of the Visiting Team, members-in-training and industry observer. Upon review, the Team Chair determines if the visit should proceed and if there is additional information desired by the Visiting Team.

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## DOCUMENT 102

# MANUAL FOR PREPARATION OF THE SELF-EVALUATION STUDY

Submitted by:

Name of Institution: \_\_\_\_\_

Title of Construction Program: \_\_\_\_\_

## I. INTRODUCTION

### A. Accreditation

1. Name of regional organization by which the institution is accredited:
2. Is the construction program, or a portion thereof, accredited by another accrediting agency?  
If yes, describe:
3. List accrediting agencies that currently accredit programs at the institution.

### B. Institution

Provide background information about the institution. Describe its history, mission, size, purpose, and organizational structure in general terms. (If this information is available elsewhere, it may be included by reference.)

### C. Construction Unit

1. Provide background information about the construction program--i.e., describe its origins, developmental history, mission, goals, and current size and organizational structure.
2. List near and long-term objectives in relation to how it is intended that program goals will be achieved and how progress or achievement will be measured.

## II. ORGANIZATION AND ADMINISTRATION

### A. Organizational Charts

1. Provide organizational charts for the institution, which describe the place of the construction unit within the institution's administrative structure.
2. Indicate the names of incumbents in positions directly related to the construction unit.

B. Construction Unit Administration

1. Administrator of the construction unit:

Name of incumbent:

Title:

Describe the administrative procedures of the construction unit and, if pertinent, the next higher administrative unit with regard to:

- a. Curriculum: Development of curriculum objectives; development, implementation and revision of the curriculum; selection of courses to be offered.
  - b. Faculty: Recruitment and hiring; assignment of teaching loads.
  - c. Facilities: Assignment of rooms; class size limits; management of assigned space.
  - d. Budget: Allocation of funds; determination of salaries; control of expenditures.
  - e. Evaluation: Evaluation of program effectiveness.
2. Describe the administrative procedure of the construction unit with regard to how the administration and faculty periodically review operations and curriculum offerings for improvement opportunities through sound experimentation and innovation.

C. Related Programs

1. Describe intra-campus and multi-campus relationships with allied disciplines.
2. Describe provisions that have been established for interfacing with related programs and for the interaction of the faculty with those in other disciplines.

D. Construction Unit Budget

1. Indicate the approximate amount and percentage of the sources of recurring operating revenue for the construction unit for the prior fiscal year.

Fig. 1 : Construction Unit Operating Revenue for the Prior Fiscal Year

Source	Amount (\$)	%
Institutional funds		
Total Operating Revenue		100 %

2. Indicate the approximate amount and percentage of the expenditures for the construction unit for the prior fiscal year.

Fig. 2: Construction Unit Expenditures for the Prior Fiscal Year

Type of Expenditure	Amount (\$)	%
Faculty salaries		
Other salaries and wages		
Expenses (specify)		
Total Expenditures		100 %

3. Describe the nature of, the approximate amount, and the use of nonrecurring funds for the preceding year.
4. Indicate how the budget is sufficient to enable the program to realize its mission and goals.

E. Comparable Program Budgets

Institutional support by the administration of the construction unit should accord status within the institution comparable to that of other academic units of similar size and function with regard to finances. Indicate the amount and percentage of operating revenue and expenditures for units on the campus that are comparable to the construction unit.

Fig. 3: Comparable Unit Operating Revenue for the Prior Fiscal Year  
(Include chart for all comparable units.)

Source	Amount	%
Institutional Funds		
Other		
Total Revenue		100%

Fig. 4: Comparable Unit Expenditures for the Prior Fiscal Year  
(Include chart for all comparable units.)

Type of Expenditure	Amount	%
Faculty Salaries		
Research		
Other Salaries and Wages		
Other Expenses (specify)		
Total Expenditures		100%

### III. CURRICULUM

#### A. Program Description

1. Construction program title:
2. Degree title:
3. Credit hours required for the degree:  
     Semester hours \_\_\_\_\_ or quarter hours \_\_\_\_\_
4. List program options.
5. List other degree programs administered by the construction unit.

#### B. Institutional Requirements

1. State the curricular requirements established at the state level.
2. State the curricular requirements established at the institution level.
3. State the curricular requirements established at the college level.

#### C. Plan of Study

1. Date of most recent curriculum revision.
2. List the course requirements by semester or quarter.

#### D. Degree Requirements - Four Year Baccalaureate Program

List the courses and credit hours required for the degree. Group according to the specified divisions and subdivisions as defined in ACCE Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Courses are to be classified according to the content rather than the academic unit offering the course. If appropriate, credit hours for a course may be divided between two divisions. Electives whose options span more than one division are to be listed under "Other Requirements."

Fig. 5: General Education \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 6: Mathematics and Science \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 7: Business and Management \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 8: Construction Science \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 9: Construction \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 10: Other Requirements \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

E. Required Curriculum Categories, Core Subject Matter, and Curriculum Topical Content

Provide evidence of inclusion of the required curriculum categories, core subject matter, and curriculum topical content using the following matrix.

**Instructions:** Each segment of the Curriculum Standard-Curriculum Categories, Core Subject Matter, and Curriculum Topical Content - must be addressed by each program. This matrix is designed to provide a uniform and consistent method of identifying the location of the requirements within each program. Minimum semester/quarter hour requirements should indicate the extent to which each course contributes to this minimum (one semester hour equals 15 instructional hours; one quarter hour equals 10 instructional hours). The requirement of inclusion in the curriculum should be noted by (X) under specific courses. Tier one row shows the number of hours each course contributes to the required **instructional hours** for that curriculum category. Tier two row shows the number of hours each course contributes to the required **instructional hours** for each Core Subject Matter. Tier three can be marked with an (X) or assigned the actual instructional time the Topical Content requirement contributes to the Core Subject Matter **instructional hours**.

**NOTES:**

- <sup>1</sup> The minimum aggregate of both Construction Science and Construction combined requirement is 50 semester (75 quarter) hours of academic credit.
- <sup>2</sup> Accreditation requires documentation of and location for Core Subject Matter and Topical Content. Samples of student work (tests, papers, reports, projects, etc.) used as documentation should include representation from all grade (A through F) categories. Collection should begin one year prior to a site visit. **If the documentation is not available, the Visiting Team will assume that Core Subject Matter and/or Topical Content are not satisfied.**

<b>Explanation of tier layout</b>		<b>NOTE: INCLUDE ALL REQUIRED COURSES IN THE PROGRAM BY NUMBER</b>																		
Tier 1 - Curriculum Categories																				
Tier 2 - Core Subject Matter (hours assigned)																				
Tier 3 - Topical Content (mark with X)																				
		Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	Course #	
1	<b>General Education (15 sem/22 qt) 225 instructional hours</b>																			

1.1	<b>Communication [Oral and Written] (8sem/12qt) 120 instructional hours*</b>																			
1.2	<b>Ethics (1sem/1.5qt) 15 instructional hours*</b>																			
	Selection Options: Human relations; Psychology; Sociology; Social Science; Literature; History; Philosophy; Art; Language; Political science																			
	*Must be integrated throughout construction-specific curriculum																			
2	<b>Mathematics and Science (15 sem/22 qt) 225 instructional hours*</b>																			
2.1	<b>Physical or Environmental science [analytical] (8 sem/12 qt) 120 instructional hours</b>																			
2.11	Selection Options: Physics; Chemistry; Geology; Environmental Science;																			
2.2	<b>Statistics and/or Mathematics (3 sem/4 qt) 45 instructional hours</b>																			
2.21	Selection Options: Analytic geometry; Pre-calculus; Calculus; Linear Algebra; Statistics; Other Sciences; Computer science.																			
3	<b>Business and Management (18 sem/27 qt) 270 instructional hours</b>																			
3.1	<b>Economics</b>																			
3.2	<b>Accounting</b>																			
3.3	<b>Principles of Management</b>																			
3.4	<b>Business Law</b>																			

4	<b>Construction Science** (20 sem/30 qt) 300 instructional hours</b>																			
4.1	<b>Design Theory (3 sem/4 qt) 45 instructional hours</b>																			
4.11	Select one or more of the following options: Structural Mechanics; Electricity; Thermodynamics; Soil Mechanics.																			
4.2	<b>Analysis and Design of Construction Systems (6 sem/9 qt) 90 instructional hours</b> (It is the intent of this requirement to ensure that construction program graduates have, at least minimum, some exposure to all basic systems that may be incorporated into a building project)																			
4.21	Civil																			
4.22	Electrical																			
4.23	Mechanical																			
4.24	Structural																			
4.3	<b>Construction Methods and Materials (6 sem/9 qt) 90 instructional hours [including: concrete, steel, wood, and soils]</b>																			
4.31	Composition and properties																			
4.32	Terminology & Units of measure																			
4.33	Standard designations, sizes, and graduations																			
4.34	Conformance references and testing techniques																			
4.35	Products, systems and interface issues																			
4.36	Equipment applications and utilization																			

4.37	Comparative cost analysis																			
4.38	Assembly techniques & equipment selection																			
4.39	Building Codes and Standards																			
4.4	<b>Construction Graphics (1 sem/1.5 qt) 15 instructional hours</b>																			
4.41	Basic sketching and drawing techniques																			
4.42	Graphic vocabulary																			
4.43	Detail hierarchies, scale, content																			
4.44	Notes and specifications, reference conventions																			
4.45	Computer applications																			
4.5	<b>Construction Surveying (1 sem/1.5 qt) 15 instructional hours</b>																			
4.51	Survey, layout, and alignment control																			
4.52	Site organization and development																			
5	<b>Construction** (20 sem/30 qt) 300 instructional hours</b>																			
5.1	<b>Estimating (3 sem/4 qt) 45 instructional hours</b>																			
5.11	Types of estimates and uses																			
5.12	Quantity takeoff																			
5.13	Labor and equipment productivity factors																			
5.14	Pricing and price data bases																			
5.15	Job direct and indirect costs																			
5.16	Bid preparations and bid submission																			
5.17	Computer applications																			

5.2	<b>Planning and Scheduling (3 sem/4 qt) 45 instructional hours</b>																			
5.21	Parameters affecting project planning																			
5.22	Schedule information presentation																			
5.23	Network diagramming and calculations with CPM																			
5.24	Resource allocation and management																			
5.25	Impact of changes																			
5.26	Computer applications																			
5.3	<b>Construction Accounting and Finance (1 sem/1.5 qt) 15 instructional hours</b>																			
5.31	Cost accounting and industry formats																			
5.32	Fixed and variable costs: insurance, bonding, marketing, general and administrative expenses																			
5.33	Bidding and procurement practices																			
5.34	Record and report practices																			
5.35	Capital equipment, depreciation, and expensing																			
5.36	Forecasting costs, cash flow requirements																			
5.37	Payment processes and time value of money																			
5.4	<b>Construction Law (1 sem/1.5 qt) 15 instructional hours</b>																			
5.41	Construction contracts, roles & responsibilities of parties																			
5.42	The regulatory environment and licensing																			
5.43	Lien laws and the contractor's rights																			

5.44	National and local labor law																		
5.45	Administrative procedures to avoid disputes																		
5.5	<b>Safety (1 sem/1.5 qt) 15 instructional hours</b>																		
5.51	Safe practices																		
5.52	Mandatory procedures, training, records, and maintenance																		
5.53	Compliance, inspection, and penalties																		
5.6	<b>Project Management (3 sem/4 qt) 45 instructional hours</b>																		
5.61	Concepts, roles, and responsibilities																		
5.62	Labor relations																		
5.63	Administrative systems and procedures																		
5.64	Cost control data and procedures																		
5.65	Documentation at job site and office																		
5.66	Quality control philosophies and techniques																		
5.67	Computer applications																		
	**Combined Construction Science and Construction 50 semester or 75 quarter hours total - 750 instructional hours																		
<b>ACCE minimum program requirements (120 semester hours or 180 quarter hours) - 1800 instructional hours</b>																			

F. Degree Requirements - Two Year Associate Degree Program

List the courses and credit hours required for the degree. Group according to the specified divisions and subdivisions as defined in ACCE Document 103, Standards and Criteria for Accreditation of Postsecondary Construction Education Degree Programs. Courses are to be classified according to the content rather than the academic unit offering the course. If appropriate, credit hours for a course may be divided between two divisions. Electives whose options span more than one division are to be listed under "Other Requirements."

Fig. 11: General Education \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 12: Mathematics and Science \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 13: Construction Design Principles and Practice \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 14: Business and Management \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

Fig. 15: Other Requirements (Program Options) \_\_\_\_\_ Credit Hours

Course No.	Course Title or Elective Requirements	Credit Hours

G. Required Curriculum Categories, Core Subject Matter, Curriculum Topical Content

Provide evidence of inclusion of the required curriculum categories, core subject matter, and curriculum topical content using the following matrix.

**LIST ALL REQUIRED COURSES IN THE PROGRAM BY COURSE NAME AND COURSE NUMBER**

	<p><b>Instructions:</b> Each segment of the <b>Curriculum Standard--Curriculum Categories and Curriculum Core Subject Matter</b> must be addressed by the Program. This matrix is designed to provide a uniform method of identifying the location of those requirements within the Program. Minimum semester/quarter hour requirements should indicate the extent to which each course contributes to the minimum (one semester hour equals 15 instructional hours; one quarter hour equals 10 instructional hours). Curriculum Category requirements and Subject Matter Requirements are expressed in terms of Credit Hour (Semester hour or Quarter hour) minimums and are shown below to the right of the Curriculum Category and/or Core Subject Matter Requirement(s). <b>Place a number on the line to the right of the Curriculum Category and/or Core Subject Matter minimum under the Course offerings listed, to indicate where the Category and/or Core Subject Matter are covered in the curriculum.</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACCE Credit Hour Requirement (tiers 1 &amp; 2 only) (Sem, CH/Qt, CH)</p>															
1	<b>General Education</b>	8/12															
1.1	Oral and Written Communications	6/9															
2	<b>Mathematics and Science</b>	8/12															
3	<b>Business and Management</b>	6/9															

4	<b>Construction Design Principles &amp; Practice</b>	33/50																
4.1	Design Theory	2/3																
4.2	Construction Materials	2/3																
4.3	Construction Methods/Techniques	2/3																
4.4	Construction Graphics/Blueprint Reading	2/3																
4.5	Construction Layout	1/1.5																
4.6	Estimating																	
4.7	Planning and Scheduling	2/3																
4.8	Construction Accounting/Finance	1/1.5																
4.9	Construction Law	1/1.5																
4.10	Construction Safety	1/1.5																
4.11	Project Management	2/3																
4.12	Building Codes	1/1.5																

<p><b>Instructions: All Topical Content</b> must be addressed in the program. This matrix is designed to provide a uniform method of identifying the location where Topical Content minimum requirements are met by the Program. This chart is organized for ease of reference but is not intended to imply the location of Topical Content within Curriculum Subject Matter nor Curriculum Category. Topical Content requirements of the curriculum have no quantitative measure requirement. Place an X to the right of the Topical Content listed in the column representing the course where the Topic is covered. Topical Content requirements are listed below.</p>	<b>No Credit Hour Requirement for Topical Content</b>																
Written Communications																	
Oral Communications																	
Social Science																	
Accounting/Bookkeeping																	
Financial Statements																	
Contract Law																	
Structural Design																	
Electrical																	
Mechanical																	
Plumbing																	
Construction Surveying																	
Ethics																	
<b>ACCE minimum program requirements (60 semester hours or 90 quarter hours)</b>																	

H. Course Sequencing

List the courses with their prerequisites or corequisites or provide a precedence diagram showing the prerequisite and corequisite interdependency of the courses. Courses without prerequisites need not be shown.

I. Course Descriptions

1. Provide in the self-evaluation study a catalog description for all required courses, including those courses taught within the construction unit.
2. Note and document any discrepancies between existing catalog descriptions and current course listings.
3. Include, in Appendix B, a syllabus for each course taught by the construction unit. The syllabus should state the course objectives in relation to the program goals and objectives, outline instructional methods, and contain a topical outline.

J. Course Offerings

1. List the required courses taught by the construction unit. Indicate course number, title, number of sections per semester or quarter, and average enrollment per section for the most recent academic year.

Fig. 16: Required Course Offerings

Required Courses		No. of Sections				Average Enrollment
No	Title	Fall	Winter	Spring	Summer	

2. List the elective courses offered by the construction unit during the past two academic years. Indicate course number, title, number of sections per semester or quarter, and average enrollment per section.

Fig. 17: Elective Course Offerings

Elective Courses		Number of Sections				Number of Sections				Average Enrollment
No.	Title	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	

3. Comments, if any.

K. Supporting Disciplines

1. List the required courses in the construction curriculum taught by other academic units. Indicate other disciplines that utilize the same course. (If widely used, indicate "all campus.")

Fig. 18: Supporting Disciplines

Course No.	Course Title	Other Discipline Using Course

2. Discuss the adequacy of the courses.

**IV. FACULTY**

A. Current Staff

1. List the current faculty of the construction 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.

Fig. 19: Current Faculty List

Name	FTE	Highest Degree	Years on Staff	Tenured	Tenure Track	Non-Tenure Track	9 Month	12 Month

- List the current support staff of the construction unit and their assignments. Include clerical staff, technicians, and non-teaching graduate assistants. Indicate the percentage of full-time employment.

Fig. 20: Current Support Staff

Name	% Full Time	Assignment

**B. Staff Assignment Definitions**

Define what constitutes a full-time staff assignment in the construction unit. Discuss institutional regulations that influence this definition. Include formulas and load factors for various courses and other activities.

**C. Current Faculty Assignments**

- Provide data on faculty assignments for the most recent fall semester or quarter. List all faculty, full-time and part-time, by name. For each faculty member indicate the courses taught, enrollment, and student credit hours (SCH). For each faculty member indicate the percent of time assigned to other activities and specify (i.e., administration, counseling).

Fig. 21: Current Faculty Assignments, Most Recent Fall Semester or Quarter

Name	Course	Enrollment	SCH	Other Assignments	
				% Time	Activity

D. Compensation

1. Provide data indicating the construction faculty salaries for the current year. Data that would reveal individual salaries may be omitted and provided directly to the visitation 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.

Fig. 22: Current Salary Data

Rank	No.	Average 9 Month Salary	No. of 12 Month Appointments	No. of Resignations in past 5 years
Professor				
Associate Professor				
Assistant Professor				
Instructor				

2. Briefly describe the benefits program for the faculty.
3. Comments, if any.

E. Evaluation and Promotion Policies

1. Faculty Evaluation

Describe the procedures for evaluating the faculty of the construction unit.

2. Tenure and Promotion

- a. Indicate the number of current faculty members that have been promoted and/or achieved tenure during the past five years.

Fig. 23: Promotion and Tenure

Current Rank	No. Promoted	No. Tenured
Professor		
Associate Professor		
Assistant Professor		
Instructor		

- b. Briefly describe the tenure and promotion policies of the institution and the construction unit.

F. Professional Development

Discuss institutional and departmental policies related to:

1. Consulting
2. Professional associations
3. Publications
4. Research
5. Continuing education

**V. STUDENTS**

A. Admission Standards and Procedures

1. Describe standards and procedures for the admission of students to the construction program. Differentiate, if necessary, between freshmen, external transfers, and internal transfers.
2. Describe the philosophy of the construction program related to transfer credits, substitutions for required courses, and advanced standing for transfer and special students.
3. Describe the control the construction unit has over the quantity and quality of new students.
4. Comments, if any.

B. Quality of New Students

1. Indicate the quality of the new students for the most recent full year. Show the average values.

Fig. 24: Quality of New Students

Year	ACT - SAT Scores		
	Verbal	Math	V&M
Beginners			
Internal Transfers			
External Transfers			
Total			

2. Comments, if any.

C. Enrollment Data

1. Indicate the total number of students enrolled in the construction program during the fall semester or quarter for the past five years.

Fig. 25: Enrollment

Year					
Undergraduates					
Freshmen					
Sophomores					
Juniors					
Seniors					
Total Undergraduates					
Graduate Students					
Masters					
Doctoral					
Total All Students					

2. Provide tabular data that indicate the approximate number of full-time and part-time undergraduate students for the fall semester or quarter for the past five years. Define the institution's method of accounting for part-time students.
3. Comments, if any.

D. Grading System

1. Briefly describe the institution's grading system.
2. Describe any special grade requirements established by the construction unit.
3. Describe the institution's procedure for recognizing academic excellence.
4. Describe the institution's procedure related to poor student performance - probation, suspension, and readmission.
5. Comments, if any.

E. Academic Success and Failure

1. Indicate the number and percentage of the students that were on the honor roll during the past year.

Fig. 26: Honor Roll Students

Year	Fall		Winter		Spring	
	No.	%	No.	%	No.	%
Freshmen						
Sophomores						
Juniors						
Seniors						
Total						

2. Indicate the number and percentage of students that were on academic probation during the past year.

Fig. 27: Probation Students

Year	Fall		Winter		Spring	
	No.	%	No.	%	No.	%
Freshmen						
Sophomores						
Juniors						
Seniors						
Total						

3. Indicate the number and percentage of students that were lost due to dismissal, withdrawal from the institution, or transfer to another program during the past year. Do not include graduates.

Fig. 28: Attrition

Year	Fall		Winter		Spring	
	No.	%	No.	%	No.	%
Freshman						
Sophomore						
Junior						
Senior						
Total						

4. Comments, if any.

F. Record Keeping

1. Describe the academic record-keeping procedures of the construction unit, including the final graduation audit. Include, in the appendix, a copy of principal forms used.
2. Describe the interface with the institutional record-keeping system.
3. Comments, if any.

G. Academic Advisement

1. Describe the academic advisement procedure used by the construction program.
2. List the faculty members who are serving as academic advisors, and indicate the number of students assigned to each.
3. Comments, if any.

H. Student Activities

1. List the student organizations that are sponsored by the construction unit and/or are primarily for construction students. Include the organization name, the approximate number of members or participants, and a brief statement of purposes and/or activities.
2. Describe the extent to which construction students participate in course and faculty evaluation, in curriculum development and revision, and in other student-faculty activities.
3. Describe the extent to which construction students participate in campus-wide activities.
4. Comments, if any.

I. Graduates and Placement Data

1. Indicate the number of degrees awarded during the past five years.

Fig. 29: Number of Graduates

Year					
Associate					
Baccalaureate					
Masters					
Doctorate					

2. Indicate the first career step of the graduates of the past year. Show the number of graduates in each category.

Fig. 30: Placement Data

Type of Employer	No. Graduates
Construction related employment	
Construction or construction management firm	
Material or equipment supplier	
Owner (utility, R.R., etc.)	
Design or development	
Other	
Continuing education	
Other	
Non-construction employment	
Seeking employment	
No information	
Total	

3. The average annual salary for the above graduates is \$\_\_\_\_\_
4. Describe the design of alumni tracking objectives, documents, and procedures.
5. Provide examples of survey or other documents used, and a summary of the results of the most recent follow-up study.

J. Other

If scholarships or other financial aid is available to students in the program, please indicate.

**VI. FACILITIES AND SERVICES**

A. Laboratories

1. 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.

Fig. 31: Laboratories

Bldg.	Room No.	Approx. Area	Laboratory Name	Description	Courses

2. Discuss whether the space is shared with other academic units and who controls the assignment of the space.
3. Comments, if any.

B. Classrooms

1. List the classrooms used for courses taught by the construction unit. Indicate the seating capacity, furnishings (i.e., fixed seats, tablet-arm chairs), and environmental problems (i.e., lighting, cooling, noise, sun control).

Fig. 32: Classrooms

Bldg.	Room No.	Approx. Area	Capacity	Furnishings	Environmental Problems

2. Discuss whether the space is shared with other academic units and who controls the assignment of the space.
3. Comments, if any.

C. Staff Offices

1. List the staff offices for the construction unit. List sequentially by building and room number.

Fig. 33: Staff Offices

Building	Room Number	Approximate Area	Occupant

2. Discuss the location of staff offices on campus, including proximity to secretarial services, classrooms, laboratories, library, and computer.
3. Comments, if any.

D. Library

1. Indicate how books and periodicals may be obtained by the construction unit (i.e., central library, departmental library, interlibrary loan program, internet, etc.).

Fig. 34: Library Holdings

	Since last accreditation		Total	
	Books	Periodicals	Books	Periodicals
Construction				
Architecture and Engineering				
Business and Management				
Total Institutional Library				

2. Describe where the books and periodicals related to construction are located (i.e., central library, departmental library).
3. Describe how the budget for the purchase of library materials for the construction unit is established and how new acquisitions are selected.

4. Identify the courses taught by the construction unit that make extensive use of library reference materials, and discuss the utilization.

E. Audiovisual Services

1. Describe the audiovisual services of the institution.
2. Describe the audiovisual resources and the visual aids of the construction unit.
3. Describe the usage of visual aids in the courses taught by the construction unit.

F. Computer Facilities

1. Describe the computer facilities of the institution and the procedure for obtaining time on the computer.
2. Describe the computer facilities of the construction unit.
3. Describe the usage of the computers by the construction unit and the students.

G. Placement Services

1. Describe the institutional placement services.
2. List the companies that utilized the institutional placement service during the past year that requested interviews with graduates of the construction program.
3. Comments, if any.

## **VII. RELATIONS WITH INDUSTRY**

A. Advisory Committee

1. List the members of the industry advisory committee, their corporate affiliations, and the type of construction activity they represent.
2. Describe advisory committee procedures.
3. Describe the ways in which the advisory committee has assisted the construction unit.

B. Contributions

1. Indicate the total contributions made to the construction unit during the past year and the five-year total. Show the number of donors in each group.

Fig. 35: Total Contributions

	Previous Year		Five Year Total	
	No.	Amount	No.	Amount
Construction Association				
Contractors				
Alumni				
Faculty				
Individuals				
Other				
Totals				

- List non-monetary contributions to the construction unit during the last five years.

C. Seminars and Short Courses

- Indicate the seminars and short courses conducted by the construction faculty for the construction industry during the past year. Indicate the names of the construction faculty that participated as chairmen, group leaders, lecturers, etc.

Fig. 36: Seminars and Short Courses

Dates	Description	No. of Participants	Faculty Participants

- Comments, if any.

D. Research

- Indicate research, both sponsored and unsponsored, conducted by the construction unit during the past five years. Indicate the sponsors, the amount of the funding, and the major investigator(s).

Fig. 37: Research

Dates	Description	Sponsor	Amount (\$)	Major Investigator

2. Comments, if any.

E. Work Experience Programs

1. Describe the co-operative work experience program. Indicate the number of students and companies involved during the past year.
2. Describe the summer job program. Indicate the number of students and companies involved during the past year.

F. Placement Assistance

1. Describe activities of the construction unit to assist individual employers with the job placement process. (Exclude the institutional placement service, which is discussed in Section VI.)
2. Describe coordinated efforts with construction industry associations to place graduates with employers.

G. Student-Industry Interaction

1. List the national construction associations that sponsor student organizations affiliated with the construction unit. Describe the interaction with the sponsoring association.
2. List the major field trips taken during the past year. Include the job location, the number of participants, and the associated course, if any.
3. List the guest lecturers for the past year. Include the lecturer's name, topic, date, and course of meeting.

**VIII. PUBLISHED INFORMATION TO THE PUBLIC**

A. Selected Material

1. List all program materials prepared for dissemination to the public.

B. Method of Material Selection

1. List any institutional requirements governing publication of materials (if appropriate).
2. Describe the process used by the construction program to select materials for publication.

C. Methods of Distribution

1. Provide a list of sources used to publish program information.
2. Describe your program's method of informing the public that this material is available.

## **IX. GENERAL ANALYSIS**

A. Program Quality Assessment

1.
  - a. Describe the academic quality plan in terms of both inputs and outcomes, as it relates to program delivery, teaching, research, and service.
  - b. Describe how outcome assessment results are correlated with mission, goals, program content, and outcomes to implement change where needed.
2. Provide a copy of all forms used in the program assessment process. Input from students should be reflected in summary statistics of class and faculty evaluations and documentation of educational achievement, verifiable and in appropriate combinations of senior projects, reviews of student portfolios, and composite test results as evidentiary examples. Graduate data should include job placement rates and employer evaluations.
3. Provide a summary of the most recent assessment cycle, including a description of the process used to evaluate both inputs and outcomes, and a summary of the results.
4. Describe program strengths, weaknesses, and opportunities identified in the quality assessment program described above.
5. State specific plans, including schedule, for overcoming identified weaknesses and incorporating identified opportunities into the program.

B. Future Plans

1. Describe the change(s) in goals and outcomes of the construction education program as a result of program's quality assessment plan.
2. State specific plans for implementation of program changes emanating from the modifications to goals and outcomes described above.

C. Actions to Address Prior Cited Weaknesses (For Renewal of Accreditation Studies only)

For programs seeking renewal of accreditation, state any actions taken to address program weaknesses cited in the previous Visiting Team report.

D. Public Accountability

Indicate how the institution 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 the qualitative claims made by the program.

E. Program Quality

Define the academic quality assurance plan, how it relates to the program mission statement, goals, and measurable objectives. Identify the quality indicators used by the program.

**X. APPENDICES**

A. Faculty Resumes

B. Course Outlines

Last Updated 07/06