

**AMERICAN COUNCIL FOR
CONSTRUCTION EDUCATION**

**DOCUMENT
102P**

**MANUAL FOR PREPARATION OF THE
PRELIMINARY SELF-EVALUATION
STUDY AND PROGRAM GUIDANCE
PROCEDURES**



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SELF-EVALUATION STUDY AND PROGRAM
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1. PREPARATION OF THE PRELIMINARY SELF-EVALUATION STUDY

In compliance with Document 101, Accreditation Manual, when an institution has a viable construction program that is not ready for an accreditation review in that it does not adequately comply with ACCE Standards and Criteria, but appears able to complete the full accreditation process within five years, the program may be admitted to Candidate Status with a Preliminary Self-Evaluation Study.

The Preliminary Self-Evaluation Study serves two purposes: (1) to guide the construction unit through an initial review of its program, and (2) to provide information to ACCE so that a preliminary evaluation of the status of the program can be made and guidance can be provided. As with the full self-evaluation study, adjustments in the terminology to fit local conditions (i.e., semester/quarter, college/school, ACT/SAT) may be necessary, using the institution's terms and accounting procedures 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 available in published literature may be included in the report by appropriate reference, if that literature is appended.

2. DISTRIBUTION AND ANALYSIS OF THE PRELIMINARY SELF-EVALUATION STUDY

Three copies of the Preliminary Self-Evaluation Study must be filed with ACCE within the first year of candidacy. This Preliminary Self-Evaluation Study will be analyzed by the members of the ACCE Guidance Committee and the institution will be provided with a guidance report indicating the steps felt to be necessary to bring the program into compliance with Document 103, Standards and Criteria for Accrediting Postsecondary Construction Education Degree Programs.

The purposes of the review of the preliminary self-evaluation study submitted by a program in candidate status are to:

- A. Assist a program in the preparation of a self-evaluation study in accordance with ACCE format and requirements as outlined in ACCE Document 102
- B. Advise a program on the typical items reviewed by a visiting team
- C. Provide an initial critique of the preliminary self-evaluation study and clarify any misconceptions
- D. Provide advice and clarification on the status of the program in relation to ACCE provisions

In order to facilitate the process and for a program to receive a maximum benefit from a guidance review, it is required that such a review be done by two reviewers and the Chair of the Guidance Committee. The prospective reviewers should have the following qualifications:

- A. Served on a minimum of two accreditation visiting teams, excluding a role as a member-in-training; or

- B. Served as a principal author of a self-evaluation study and served on one accreditation visiting team.

The preliminary self-evaluation study should first be submitted by the program director to the Executive Vice President of ACCE who will forward it to the Chair of the Guidance Committee. The Chair, in consultation with the Executive Vice President, shall appoint two reviewers with the appropriate background and establish a deadline for submission of review reports by the respective reviewers. The review process shall be completed no later than ninety days from the time ACCE receives the preliminary self-study. In order to maintain consistency in reviews and for the requesting programs to receive optimum benefit, existing ACCE forms should be utilized as departure points in addition to the following procedures:

- A. The preliminary self-evaluation study should be reviewed for formal and completeness to insure that all ACCE requirements and provisions are addressed.
- B. Any elements that are not addressed in the preliminary self-evaluation study should be clearly identified.
- C. Particular attention should be paid to the major issues of the program's curriculum, faculty, and students relative to ACCE provisions.
- D. Reviewers should submit their reports to the Chair of the Guidance Committee within a deadline previously established with the reviewers and the Chair but no later than 60 days from the date of submission of the preliminary self-study.
- E. Reports submitted by reviewers should address, as a minimum, any significant deviations from ACCE provisions as well as include recommendations and advice for alleviating these deviations.
- F. The Chair of the Guidance Committee will review the reports by the reviewers and prepare a summary report for transmittal to the program director. This summary report will be reviewed by the ACCE Executive Vice President prior to sending it to the program director of the candidate program.

If the analysis by the Guidance Committee indicates that the program is sufficiently developed to receive an on-site visit or when the institution has taken the recommended actions to bring the program into compliance with ACCE Standards and Criteria, the institution will be asked to complete the full self-evaluation study as required in Document 102, Manual for Preparation of the Self-Evaluation Study, and submit three copies to the Executive Vice President. At this time, the report evaluation process becomes the province of the Accreditation Committee.

3. TABLE OF CONTENTS FOR THE PRELIMINARY SELF-EVALUATION STUDY

- I. Introduction
 - A. Accreditation
 - B. Institution
 - C. Construction Unit
- II. Organization and Administration
 - A. Organizational Charts
 - B. Construction Unit Administration
 - C. Related Programs
 - D. Construction Unit Budget
 - E. Comparable Program Budgets
- III. Curriculum
 - A. Program Description
 - B. Institutional Requirements
 - C. Plan of Study
 - D. Degree Requirements-Four Year Baccalaureate Program
 - E. Required Curriculum Categories, Core Subject Matter, Curriculum, Topical Content
 - F. Degree Requirements-Two Year Associate Degree Program
 - G. Required Curriculum Categories, Core Subject Matter, Curriculum Topical, Content
 - H. Course Sequencing
 - I. Course Descriptions
 - J. Course Offerings
 - K. Supporting Disciplines
- IV. Faculty
 - A. Current Staff
 - B. Staff Assignment Definitions
 - C. Current Faculty Assignments
 - D. Compensation
 - E. Evaluation and Promotion Policies
 - F. Professional Development
- V. Students
 - A. Admission Standards and Procedures
 - B. Quality of New Students
 - C. Enrollment Data
 - D. Grading System
 - E. Academic Success and Failure
 - F. Record Keeping
 - G. Academic Advisement
 - H. Student Activities
 - I. Graduates and Placement Data
 - J. Other
- VI. Facilities and Services
 - A. Laboratories
 - B. Classrooms
 - C. Staff Offices
 - D. Library
 - E. Audiovisual Services
 - F. Computer Facilities
 - G. Placement Services

- VII. Relations with Industry
 - A. Advisory Committee
 - B. Contributions
 - C. Seminars and Short Courses
 - D. Research
 - E. Work Experience Programs
 - F. Placement Assistance
 - G. Student-Industry Interaction
- VIII. Published Information to the Public
 - A. Selected Material
 - B. Method of Material Selection
 - C. Methods of Distributing

- IX. General Analysis
 - A. Program Quality Assessment
 - B. Future Plans
 - C. Actions to Address Prior Cited Weaknesses (Renewal of Accreditation only)
 - D. Public Accountability
 - E. Program Quality
 - F. Appendices
 - G. Faculty Resumes
 - H. Course Outlines

4. GUIDANCE

A primary function of ACCE is providing assistance to postsecondary educational institutions planning or developing a construction education program.

One means for pursuing this function is through providing institutions with the names of individuals familiar with the ACCE accreditation process who are available to act as consultants.

The Board of Trustees authorizes the Executive Vice President to answer inquiries from institutions seeking a consultant. The Executive Vice President also may make a judgment that a given institution could benefit from the assistance of a consultant and so recommend. The Executive Vice President will maintain a list of individuals who are thoroughly familiar with ACCE accreditation criteria, standards, and procedures. All requests for guidance must be directed to the Executive Vice President. Individual representatives of ACCE should direct any request for guidance to the Executive Vice President.

Upon receipt of a request for guidance from an authorized representative of the institution or construction program, the Executive Vice President will forward the Application for Guidance Consultant Visit, attached to this Document, and a list of qualified ACCE guidance consultants to the requesting construction program. The requesting program will complete the form, and send the signed application form to the Executive Vice President. The Executive Vice President in consultation with the program, will select a person from the list of qualified guidance consultants to make the visit.

The request for guidance must be signed by the chief executive officer (or his designee) of the institution prior to the start of guidance activities. The consultant will be reimbursed for expenses incurred in the guidance activity by ACCE. The institution will be billed by ACCE for the services received.

ACCE does not assume any responsibility for the performance and/or advice of a consultant. Recommendations made by a consultant to an institution do not commit ACCE to accreditation if the recommendations are followed.

Consultants will not be involved in any ACCE accreditation visit, action, or decision involving that institution during the time the institution is in the accreditation process.

5. PURPOSE OF THE GUIDANCE VISIT

The objectives of a guidance visit are to:

- A. Assist the program in preparation for an accreditation visit.
- B. Provide advice on ACCE Standards.
- C. Identify and discuss major potential problems and suggest solutions, including resource identification.
- D. Advise the program on developmental issues, as desired or needed.
- E. Provide clarification of any questionable issues, as needed.

6. PROCEDURES FOR THE GUIDANCE VISIT

The Guidance Consultant shall be selected by ACCE and should have previously served on a minimum of two ACCE accreditation visits as a full team member. A guidance visit to a candidate program cannot occur without a Guidance Committee Review of the preliminary self-study and written report submitted to the program. The guidance visitor also may be one of the guidance reviewers.

The following is a summary of the recommended procedures for guidance visits:

- A. Pre-visit Procedures
 - i. Institution prepares preliminary self-study, if in candidate status
 - ii. Institution prepares an Application for Guidance Consultant Visit, included in this Document
 - iii. ACCE assigns consultant/visitor
 - iv. Institution makes all logistical arrangements, including travel and lodging for consultant
 - v. Consultant/visitor reviews self-study prior to visit

B. Visit (on site) Procedures

- i. Consultant meets with:
 - a. institution's administration
 - b. Program administrator
 - c. Program faculty and staff
 - d. Industry representative(s)
 - e. Students
- ii. Consultant reviews curriculum and course work
- iii. Consultant reviews outcome assessment program
- iv. Consultant tours program facilities, including review of any relevant support services
- v. Consultant conducts exit interview with Program Director and others as deemed necessary

C. Post Visit Procedures

- i. Prepare report and submit to ACCE within 30 days for review by the Executive Vice President and the Chair and Vice Chair of the Guidance Committee.
- ii. After review, send the report to the program director of the institution.
- iii. Submit Travel Expense Voucher to ACCE for reimbursement.

APPLICATION FOR A GUIDANCE CONSULTANT VISIT

Institution: _____

Department of Program: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Contact Person: _____

Requested Date of Visit: _____

Purchase Order: _____ is required and has been assigned # _____
_____ is not presently required

We acknowledge that:

1. Any guidance we may receive from the ACCE Guidance Committee or a guidance consultant is for informational purposes only, and is not an assurance that ACCE will act favorably on accreditation for our institution
2. Guidance consultants are precluded from having any vote on any accreditation actions and from serving on the Accreditation Visiting Team to our institution
3. It is our obligation to reimburse ACCE for all reasonably related costs and expenses incurred by the guidance consultant; and
4. No fee or compensation will be offered to the guidance consultant.

Authorized Signatures:

Administrator, Construction Education Program

Date

Typed or printed name

Dean of College

Date

Typed or printed name

Chief Executive Officer of Institution

Date

Typed or printed name

CONSTRUCTION PROGRAM GUIDANCE EVALUATION REPORT

Institution: _____ Program: .

Program Type: 2 Yr _____ 3 Yr _____ 4 Yr _____ Degree Awarded: _____

Day _____ Evening _____ Off campus location (specify) _____

Other: _____

Evaluated by: _____ Date: _____

This form is for collecting data and information for use in preparation of a guidance visit report. All information should apply to the program being evaluated and should be coordinated with the material from the preliminary self-study, wherever possible.

1. ADMINISTRATION

A. Financial Support

Identify the sources of financial support for the program.

Is the program's support equitable with the other programs on the campus:

_____ Yes _____ No If no, can reasons be identified?

What is the availability of other funding sources? Describe.

B. Staff

Is there adequate secretarial assistance? _____ Yes _____ No

Is there adequate assistance in laboratories? _____ Yes _____ No

For any "NO" listed, describe the inadequacy:

2. CURRICULUM

A. Quantitative analysis of the curriculum content with respect to ACCE standards.

ACCE Standards

Category	Associate Degree		Baccalaureate Degree	
	Semester	Quarter	Semester	Quarter
General Education	8	12	15	22
Mathematics and Science	8	12	15	22
Business and Management	6	9	18	27
Construction Science*			20	30
Construction*			20	30
Construction Design Principles and Practice	33	50		
Other Requirements	0	0	22	34
TOTAL	60	90	120	180

Total Construction Science and Construction

50 semester (75 quarter) hours

Does the program appear to meet ACCE recommended curriculum standards?

Yes ____ No ____

Describe any variances:

B. Qualitative appraisal of the curriculum.

Discuss the curriculum in terms of:

- i. Sequence of courses
- ii. Type and quality of laboratory and shop equipment
- iii. Usage of computers in the technical courses
- iv. Level and quality of supporting courses

3. FACULTY

A. What is the workload of the faculty?

B. How is the faculty workload determined?

- C. How does it compare to the institutional average of the program's institution?

- D. Academic qualifications: qualitative appraisal of academic background, mixture of technical specialties, etc. (use extra sheets if necessary).

- E. Recent applicable technical, construction and/or professional experience:

4. STUDENTS

- A. Enrollment in the program and its options

Total enrollment: _____

Students' attitudes

- B. Past students (Follow-up on graduates from the program)

Describe and evaluate the efforts to obtain follow-up information from graduates with respect to both the program and the curriculum.

5. FACILITIES AND SERVICES

- A. Physical Facilities

- A) Office Space

Describe the adequacy of office spaces for the program. Describe any inadequacies.

B) Classrooms:

Describe the adequacy of the classroom environment. Describe any inadequacies.

C) Laboratories:

Describe the adequacy of the laboratory facilities. Describe any inadequacies.

D) Computer facilities and software:

Describe the adequacy of computer facilities and their usage. Describe any inadequacies.

B. Support Services

Is equipment adequately maintained? Yes No

Is there adequate library and media support? Yes No

For any "NO" listed, describe the inadequacy:

6. RELATIONS WITH INDUSTRY

Is there an active Construction Advisory Committee for the program?

Yes No

Does the construction industry provide financial support for the program?

Yes No

Do faculty members have frequent contacts with construction industry firms and representatives?

Yes No

7. PROGRAM PLANNING AND OUTCOME ASSESSMENT

- A. What is the mission of the construction education program? (Attach a copy of the mission and objectives statements if different than the one in the preliminary self-study.)

- B. What are the program goals?
- C. What are the measurable objectives of the program?
- D. Does the program have a working comprehensive outcome assessment program?
- E. Is assessment input obtained from all program constituencies, such as students, benefactors, employers, industry, faculty, and administration?
- F. Are student educational achievements documented in verifiable and consistent ways?
_____ Yes _____ No If no, explain:
- G. What are the methods of verification?
- Graduate Surveys
 - Employer evaluations of graduates
 - Job placement rate
 - Standardized test results
 - Reviews of student portfolios
 - Evaluation of senior thesis
 - Evaluation by the industry advisory committee
 - Curriculum
 - Evaluation of faculty and staff by students and administration
 - Evaluation of facilities and services
 - Input from benefactors of the program
 - Other (list)

- H. What are the conclusions reached based on the data collected?

- I. What program modifications have been made or are planned as a result of the data collected?

- J. Recommendations for program improvement and resource identification
 - A) Discuss the recommendations for program improvement.

 - A) To assist the program, identify the potential resources.

7/01/03