

ACCE Standards Committee

Annual Meeting; July 14, 2022

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Rationale to change Section 3 for the Bachelor's degree: With the prescription of General Education class, international programs are unable to become ACCE accredited as most of their Communication, Mathematics and the Sciences are taken in high school. In addition, it is the Standards Committee's understanding that the regional accreditation, along with university requirements, cover the General Education courses. As a result, the General Education prescription has been removed. By doing this, it also effectively removes the minimum 120 semester hours for all Bachelor's degrees outside of the United States. The number of required SLOs has been reduced to seventeen. A Taskforce was appointed to review the SLO and explore any possible reductions. Three were identified as unnecessary as they were already integrated into other SLOs.

Proposed change to Section 3 Curriculum for the Bachelor's Degree:

SECTION THREE: CURRICULUM FOR THE BACHELOR'S DEGREE

For a Bachelor's Degree, refer below.

For an Associate Degree, refer to Appendix A.

For a Master's Degree, refer to Appendix M.

STANDARD 3: Contain a an overall curriculum that takes into account, business and management, and construction semester or quarter hours while addressing the prescribed Student Learning Outcomes.

To meet this standard, the curriculum of the Degree Program shall:

- Account for the semester hours (or quarter hours) of the categories specified in Table 3.3.1.
- The courses in Construction category shall have learning outcomes that address the Student Learning Outcomes listed in Section 3.4.

3. REQUIREMENTS

3.1. DEGREE PROGRAMS

It is the Degree Program's responsibility to develop its own goals, objectives, and particular emphasis, and prescribe the number

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of courses for graduation, sequencing of study, course numbers, and titles.

3.1.1. The Degree Program shall be consistent with the teaching philosophy and the purposes of both the Educational Unit and the Institution.

3.1.2. The Degree Program curriculum shall be related to the needs of society and the construction profession.

3.2. BUSINESS AND MANAGEMENT

3.2.1. Only general and fundamental business topics can be used for this requirement and are intended as foundational knowledge for construction business practices. These topics shall be taught outside of the Degree Program.

3.2.2. They shall be separate and distinct and are not to be confused or intermingled with the construction business and management topics.

Graduates of Bachelor's Degree Programs shall have an understanding of the fundamentals of:

- Accounting, and
- Economics, and
- Business law, and
- Principles of management

A minimum of 12 semester hours (18 quarter hours) is required in the business and management core subject area.

3.3. CONSTRUCTION

Courses counted in the core subject area of construction shall address the construction specific SLOs listed in Section 3.4.

A minimum of 50 semester hours (75 quarter hours) is required in the construction core subject area.

Table 3.3.1 Summary of Category Semester (Quarter) Hour Requirements

Curriculum Categories	Bachelor's Degree	
	SH*	QH**
3.3 Business & Management	12	18
3.4 Construction	50	75

* Semester Hour

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An equivalent minimum, as determined by ACCE, is required for accreditation of Bachelor's Degree Programs outside of the United States.

Additional credits to meet graduation may be required by the Educational Unit or the Institution.

The curriculum shall include academic coverage of specific core subject areas that are essential for a graduate to function effectively in the construction environment. These core subject areas are General Education and Business and Management as listed below.

The following requirements of semester hours (quarter hours) in core subject areas shall serve as partial fulfillment of a minimum total of 33 semester hours (48 quarter hours) for Bachelor's Degree Programs. These minimum semester hours (quarter hours) shall be taught outside the Degree Program to enhance the interdisciplinary nature of the Degree Program. Courses used in fulfillment of Section 3.2 shall not be used to fulfill the requirements of Sections 3.3 and 3.4.

GENERAL EDUCATION

ACCE recognizes that the content and validity of courses taught outside the Educational Unit are established by the various specialty and regional accreditations of the Institution. Such courses will be accepted by ACCE at face value as presented in course titles, descriptions, etc.

Communications

A minimum of 6 semester hours (9 quarter hours) is required in the communications core subject area.

Mathematics

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** Quarter Hour

3.4. STUDENT LEARNING OUTCOMES

Note: In defining the Learning Outcomes for Bachelor's Degree Programs, the following verbs consistent with Bloom's taxonomy are used:

Create: At the highest level, students are producing new ideas or products that integrate the knowledge they have gained. When students are involved in creating new artifacts, they are actively engaged in the subject matter.

Analyze: Students begin to develop higher order thinking. They may be asked to compare and contrast or take a concept and break it into parts to explore the relationships present.

Apply: At this level, students begin to put the information they are learning into context. Here they are able to integrate ideas across multiple situations or utilize the content in a new way.

Understand: At this level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.

Upon graduation from an accredited ACCE Bachelor's Degree Program, graduates shall be able to:

1. *Create written communications appropriate to the construction discipline.*
2. *Create oral presentations appropriate to the construction discipline.*
3. *Create a construction project safety plan.*
4. *Create construction project cost estimates.*
5. *Create construction project schedules.*
6. *Analyze professional decisions based on ethical principles.*
7. *Analyze methods, materials, and equipment used to construct projects.*
8. *Apply electronic-based technology to manage the construction process.*
9. *Apply basic surveying techniques for construction layout and control.*
10. *Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.*
11. *Understand construction accounting and cost control.*
12. *Understand construction quality assurance and control.*
13. *Understand construction project control processes.*
14. *Understand the legal implications of contract, common, and regulatory law to manage a construction project.*

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****→ These semester (quarter) hours shall be used by the Degree Programs in any way it desires to meet ACCE SLOs, Degree Program-specific focus or specialization, and other institutional requirements.¶

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Deleted: <#>Understand the role of the construction manager as a member of different multi-disciplinary project teams.¶

Deleted: <#>Understand construction risk management.¶

- 15.** Understand the basic principles of sustainable construction.
- 16.** Understand the basic principles of structural behavior.
- 17.** Understand the basic principles of mechanical, electrical and special systems.

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- 3.4.1. Provide an index, crosstab, curriculum map, or other form of summary relating courses used to meet the 50 semester hours (75 quarter hours) construction core requirements to the SLOs.
- 3.4.2. Provide a syllabus for each course used in fulfillment of the required 50 semester hours in Construction (reference Table 3.4.1). Syllabi for the courses taught by the program shall include the following:
 - CLOs in relation to the SLOs,
 - Instructional methods,
 - Topical outline,
 - Method(s) of assessment, and
 - Grade performance criteria.

3.5. COURSES DELIVERED BY ALTERNATIVE FORMS OF DELIVERY

Courses delivered by alternative forms of delivery to the traditional face-to-face classroom (e.g., distance learning or online courses via synchronous or asynchronous delivery) may be incorporated in an accredited Degree Program's curriculum under the following conditions:

- 3.5.1. The alternative delivery courses will be accepted for transfer credit as reviewed and accepted by the accredited Educational Institution programs.
- 3.5.2. The Degree Program shall display the same kind of course material for evaluation of alternative delivery courses as set forth in this document for a traditionally offered classroom lecture or laboratory course. Online course materials, including examples of student work, may be presented for review in online format as long as they are readily accessible to the Visiting Team and are accurately identified with course number and semester (or quarter).
- 3.5.3. Programs that offer the same course via two or more forms of delivery (e.g., live classroom and online) shall demonstrate that courses with the same course number have consistent content and Course Learning Outcomes.

3.6. MULTIPLE CAMPUS DEGREE PROGRAM DELIVERY

It is possible for split or dual institutional campuses to be accredited as a single Degree Program as long as the following conditions exist:

- 3.6.1. There is a single Institution authorized to grant the degree. The Institution is to provide evidence through student diplomas and transcripts from all campuses.
- 3.6.2. The Degree Program is led by a single qualified administrator from the home campus.
- 3.6.3. The Degree Program administrator has sufficient authority and experience to be able to provide the required leadership and supervision that allows the development of a strong academic Degree Program.
- 3.6.4. There are adequate faculty and staff to successfully facilitate the Degree Program at different geographic campus locations.
- 3.6.5. Degree Program curriculum, Student Learning Outcomes, and the degree requirements are the same on all campuses.
- 3.6.6. If multiple Educational Units are involved to support the Degree Program:
- All Educational Units shall use only one academic quality plan identifying the process used for the continuous improvement of the Degree Program.
 - The goals and objectives of the Educational Units need to be aligned to facilitate the success of the Degree Program and its continual improvement.
- 3.6.7. One Educational Unit shall be identified as the home for the Degree Program. This unit shall be responsible for the successful delivery of the Degree Program and is the geographical base for Degree Program operations.

Dual programs not meeting all of these conditions shall be accredited independently.

3.7. DUAL OR SECOND DEGREES

ACCE accredited undergraduate Degree Programs that accept credits from other Degree Programs (second degrees, dual credit, and the like) or in any other way modify curriculum shall demonstrate that the modified degree path for those students fulfills the required curriculum requirements. The Degree Program shall meet all stated requirements regardless of whether the degree earned is first, second, or a subsequent Bachelor's degree. This also applies to existing, accredited Degree Programs that modify the curriculum for specific tracks, areas of specialization, or emphasis. Modified degree paths that do not meet ACCE curriculum requirements shall be specifically identified within their marketing materials (e.g., website, brochures, etc.) that they are not included in the ACCE accreditation

ACCE Standards Committee

Annual Meeting; July 14, 2022

Rationale to change Section 3 for the Associate's degree: The Standards Committee's understanding that the regional accreditation, along with university requirements, cover the General Education courses. As a result, the General Education prescription has been removed. By doing this, it also effectively removes the minimum 60 semester hours for all Bachelor's degrees outside of the United States. This also better aligns with the Standards with the proposed Bachelor's degree changes.

Proposed change to Section 3 Curriculum for the Associate's Degree:

DOC 103, APPENDIX A

SECTION THREE: CURRICULUM FOR THE ASSOCIATE DEGREE

STANDARD 3: Contain an overall curriculum that takes into account business and management, and construction semester or quarter hours while addressing the prescribed Student Learning Outcomes.

To meet this standard, the curriculum of the Degree Program shall:

- Contain the minimum semester hours (or quarter hours) of the categories specified in Table 3.3.1.
- The courses in construction category shall have learning outcomes that address the Student Learning Outcomes listed in section 3.4.

3. REQUIREMENTS

3.1. DEGREE PROGRAMS

It is the Degree Program's responsibility to develop its own goals, objectives, and particular emphasis, and prescribe the number of courses for graduation, sequencing of study, course numbers, and titles.

3.1.1. The degree program shall be consistent with the teaching philosophy and the purposes of both the educational unit and the institution.

3.1.2. The degree program curriculum shall be related to the needs of society and the construction profession.

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Additional credits to meet graduation may be required by the Educational Unit or the Institution.¶

The curriculum shall include academic coverage of specific core subject areas that are essential for a graduate to function effectively in the construction environment. These core subject areas are general education and business and management as listed below.¶

The following requirements of semester hours (quarter hours) in core subject areas shall serve as partial fulfillment of a minimum total of 18 semester hours (27 quarter hours) for Associate Degree Programs. These minimum semester hours (quarter hours) shall be taught outside the Degree Program to enhance the interdisciplinary nature of the Degree

Courses used in fulfillment of Section 3.2 shall not be used to fulfill the requirements of Sections 3.3 and

<#>**GENERAL EDUCATION**¶

ACCE recognizes that the content and validity of courses taught outside the Educational Unit are established by ... [1]

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<#>**GENERAL EDUCATION**¶

ACCE recognizes that the content and validity of courses taught outside the Educational Unit are established by the various specialty and regional accreditations of the Institution. Such courses will be accepted by ACCE a ... [2]

3.2. BUSINESS AND MANAGEMENT

- 3.2.1. Only general and fundamental business topics can be used for this requirement and are intended as foundational knowledge for construction business practices. These topics shall be taught outside of the degree program.
- 3.2.2. They shall be separate and distinct and are not to be confused or intermingled with the construction business and management topics.

Graduates of Associate Degree Programs shall have an understanding of the fundamentals of:

- Accounting, or
- Economics, or
- Business law, or
- Principles of management.

A minimum of 3 semester hours (4 quarter hours) is required in the business and management core subject area.

3.3. CONSTRUCTION

Courses counted in the core subject area of construction shall address the construction specific Student Learning Outcomes listed in Section 3.4.

A minimum of 33 semester hours (48 quarter hours) is required in the construction core subject area.

Table 3.3.1 Summary of Category Semester (Quarter) Hour Requirements

Curriculum Categories	Associate Degree	
	SH*	QH**
3.3 Business & Management	3	4
3.4 Construction	33	48
Subtotal	51	75
Other Credits****	9	15
Total ACCE Accreditation Requirements	60	90

* Semester Hour

** Quarter Hour

3.4. STUDENT LEARNING OUTCOMES

Note: In defining the Learning Outcomes for Associate Degree Programs, the following verbs consistent with Bloom's

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ACCE recognizes that the content and validity of courses taught outside the Educational Unit are established by the various specialty and regional accreditations of the Institution. Such courses will be accepted by ACCE at face value as presented in course titles, descriptions, etc.

~~<#>Communications~~

A minimum of 3 semester hours (4 quarter hours) is required in the communications core area.

~~<#>Mathematics~~

Associate Degree Programs shall incorporate topics in mathematics covering algebra, trigonometry, analytic geometry, pre-calculus, or statistics.

A minimum of 3 semester hours (4 quarter hours) is required in the mathematics core subject area.

~~<#>Physical or Environmental Science~~

Physical and environmental sciences shall be analytically based and not descriptive.

A minimum of 3 semester hours (4 quarter hours) is required in the physical or environmental science core subject area.

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**** These semester (quarter) hours shall be used by the Degree Programs in any way it desires to meet ACCE Student Learning Outcomes, Degree Program-specific focus or specialization, and other institutional requirements.

taxonomy are used:

Apply: At this level, students begin to put the information they are learning into context. Here they are able to interpret ideas across multiple situations or utilize the content in a new way.

Understand: At this level, students demonstrate that they understand the content by explaining, summarizing, classifying, or translating the given information.

Upon graduation from an accredited ACCE Associate Degree Program, graduates shall be able to:

1. *Apply effective communication, both orally and in writing.*
2. *Apply quantity takeoff skills for bidding or budgeting purposes on a construction project.*
3. *Apply the aptitude to schedule a basic construction project.*
4. *Apply current technology related to the construction industry.*
5. *Apply the interpretation of construction documents (contracts, specifications, and drawings) used in managing a construction project.*
6. *Apply basic principles of construction accounting.*
7. *Apply basic surveying techniques used in building layout.*
8. *Understand basic principles of ethics in the construction industry.*
9. *Understand the fundamentals of contracts, codes, and regulations that govern a construction project.*
10. *Understand basic construction methods and materials.*
11. *Understand basic safety hazards on a construction site and standard prevention measures.*
12. *Understand the basic principles of structural design.*
13. *Understand the basic principles of mechanical, electrical and plumbing systems.*

3.4.1. Provide an index, crosstab, curriculum map, or other form of summary relating courses used to meet the 33 semester hours (48 quarter hours) construction core requirements to the Student Learning Outcomes.

3.4.2. Provide a syllabus for each course used to support the Student Learning Outcomes. Syllabi for the courses taught by the program shall include the following:

- Course Learning Outcomes in relation to the Student Learning Outcomes,
- Instructional methods,
- Topical outline,
- Method of assessment of Course Learning Outcomes, and
- Grade performance criteria.

3.5. COURSES DELIVERED BY ALTERNATIVE FORMS OF DELIVERY

Courses delivered by alternative forms of delivery to the traditional face-to-face classroom (e.g., distance learning or online courses via synchronous or asynchronous delivery) may be incorporated in an accredited Degree Program's curriculum under the following conditions:

- 3.5.1. The alternative delivery courses will be accepted for transfer credit as reviewed and accepted by the accredited Educational Institution programs.
- 3.5.2. The Degree Program shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a traditionally offered classroom lecture or laboratory course. Online course materials, including examples of student work, may be presented for review in online format as long as they are readily accessible to the Visiting Team and are accurately identified with course number and semester (or quarter).
- 3.5.3. Programs that offer the same course via two or more forms of delivery (e.g., live classroom and online) shall demonstrate that courses with the same course number have consistent content and Course Learning Outcomes.

3.6. MULTIPLE CAMPUS DEGREE PROGRAM DELIVERY

It is possible for split or dual institutional campuses to be accredited as a single Degree Program as long as the following conditions exist:

- 3.6.1. There is a single Institution authorized to grant the degree. The Institution is to provide evidence through student diplomas and transcripts from all campuses.
- 3.6.2. The Degree Program is led by a single qualified administrator from the home campus.
- 3.6.3. The Degree Program administrator has sufficient authority and experience to be able to provide the required leadership and supervision that allows the development of a strong academic Degree Program.
- 3.6.4. There are adequate faculty and staff to successfully facilitate the Degree Program at different geographic campus locations.
- 3.6.5. Degree Program curriculum, Student Learning Outcomes, and the degree requirements are the same on all campuses.
- 3.6.6. If multiple Educational Units are involved to support the Degree Program:
 - All Educational Units shall use only one academic quality plan identifying the process used for the continuous improvement of the Degree Program.
 - The goals and objectives of the Educational Units need to be aligned to facilitate the success of the Degree Program and its continual improvement.
- 3.6.7. One Educational Unit shall be identified as the home for the Degree Program. This unit shall be responsible for the

successful delivery of the Degree Program and is the geographical base for Degree Program operations.

Dual programs not meeting all of these conditions shall be accredited independently.

3.7. DUAL OR SECOND DEGREES

ACCE accredited Degree Programs that accept credits from other Degree Programs (second degrees, dual credit, and the like) or in any other way modify curriculum shall demonstrate that the modified degree path for those students fulfills the required curriculum standards. The Degree Program shall meet all stated requirements regardless of whether the degree earned is first or second degree. This also applies to existing, accredited Degree Programs that modify the curriculum for specific tracks, areas of specialization, or emphasis. Modified degree paths that do not meet ACCE standards shall be specifically identified within their marketing materials (e.g., website, brochures, etc.) that they are not included in the ACCE accreditation.

ACCE Standards Committee

Midyear Meeting; July 14, 2022

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Rationale to change Section 7 Financial Resources. Merge 7.1.2 into 7.1.1

In the current Document 103, program leaders and VT chairs reported overlap within these sections. Section 7.1.1 encompasses the Section 7.1.2 while Section 7.1.3 is a forecast of funds (projected resources). As a result, section 7.1.1 and 7.1.2 were merged. Document 102, 104 and BT training would need to ensure Section 7.1.1 includes the second bullet point (comparable budgets, expenses, salaries, etc.) Do not separate the two. It needs to be noted that that comparables could include other Educational Units and well as other Programs within the Educational Unit. Training also is need for the forecasting of resources.

SECTION SEVEN: FINANCIAL RESOURCES

STANDARD 7: Be afforded sufficient funding from recurring accounts to ensure program success.

7. REQUIREMENTS

7.1. BUDGETED FUNDS

7.1.1. Adequate funding of the Degree Program is an important indicator of institutional support. The Educational Unit shall be accorded status comparable to other Educational Units of similar size and function within the Institution with regard to finance. If the Educational Unit administers other Degree Programs, the Degree Program shall be accorded status comparable to other Degree Programs of similar size and function within the Educational Unit with regard to finance.

- Sufficient funds shall be budgeted for the following items: competitive salaries for faculty and support staff, educational materials and supplies, and equipment that are necessary for the program to achieve its stated mission, goals, and objectives and enable students to attain the required Learning Outcomes.

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7.1.2. Projected resources shall be adequate to ensure the capacity of the Degree Program to achieve its planned growth, future goals, and objectives.

7.2. NON-RECURRING FUNDS

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- 7.2.1. The source, amount, and use of nonrecurring funds (soft monies, annual gifts, donations, etc.) for the Degree Program shall be identified and recorded.
 - 7.2.2. Nonrecurring funds shall be used to supplement budgeted funds allocated by the administration rather than to replace those funds described in 7.1, above.

Standards Committee APPROVED

ACCE Standards Committee

Annual Meeting; July 14, 2022

Rationale to change Section 8.5 Public Disclosures: This continues to be an issue with ACCE's CHEA accreditation. It is actually an issue that we caused ourselves. By simplifying the public disclosures, it would allow ACCE HQ to keep this information current for all programs on their website. It would be one less requirement of accredited programs as ACCE would be responsible for the updates. Similar to annual personnel updates, the programs would submit any changes to their Public Disclosures.

Proposed change to Section 8.5 Public Disclosures:

8.5. PUBLIC DISCLOSURES

The Educational Unit shall demonstrate accountable behavior by providing information about its accredited Degree Programs to the general public.

8.5.1. Institutions shall accurately publish and report annually through ACCE the:

- Mission of the Degree Program
- Objectives of the Degree Program
- Annual number of graduates in the degree program
- Number of annual enrollments in the degree program
- Summary report of achievement of student learning outcomes and degree program objectives
- Web link to the Degree Program
- Web link to the Educational Institution's admission requirements
- Degree Program Classification of Instruction Program (CIP) code

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This would be an executive summary based on the evaluation of results from Section 9.4

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Degree Program assessment measures employed,¶
Information obtained through these assessment measures,¶
Actions taken as a result of the feedback,¶
Student achievement,¶
Rate and types of employment of graduates, and¶
Data supporting any qualitative claims made by the Degree Program.¶

8.5.2. No ranking shall be implied through linkage to ACCE accreditation.

8.5.3. Indication of accreditation status is authorized during any defined term of accreditation.

ACCE Standards Committee

Revised 09/12/2022

Rationale to change Section 9 - Academic Quality Planning and Process and Outcome Assessment:

Many redundancies were found in Section 9.5 as noticed by Visiting Teams and ACCE. The intent of 9.5 was folded into Sections 9.1 – 9.4. Now there are three easily identifiable parts to the Quality Improvement Plan (QIP):

- Strategic Plan for the Educational Unit - nothing changed; submission on ACCE's OneDrive
 - Degree Implementation Plan for the Degree Program – integrated some of the redundancies from Section 9.5 into this section. This ends up being hybrid listing/essay placed on ACCE's OneDrive folder. It demonstrates how the Degree Program plans to complete an assessment cycle starting with the mission statement and ending with methodology. Each step to write this plan is detailed.
 - Determination of Achievement for SLOs and Degree Program Objectives – It looks like 9.5 was trying to take into account the Degree Program objective. With some wordsmithing in Section 9.4, the intent of 9.5 was integrated. In a summary, this is now a formal report with evidence on ACCE's OneDrive (in addition to the SLOs, Steve will need to add a folder for the Program Objectives. This report starts with the current assessment results and ends with a close on the cycle.

These changes resulted in 9.4.3 being redundant and was removed. Also, the new paragraph 9.4.6 (formerly Sections 9.5.1 and 9.5.2) has additional wording that clarifies the Standards Committee intent as it relates to "annual data collection"

Proposed changes to Section 9.1 – 9.5:

9.1. CONTINUOUS IMPROVEMENT

The Quality Improvement Plan (QIP) serves as the basis for the continuous improvement of the Degree Program. It shall have three major components:

- Strategic Plan for the Educational Unit,
 - Degree Program Assessment Implementation Plan, and
 - Determination of Achievement for SLOs and Degree Program Objectives.

These documents shall be included in the Self-Evaluation Study and made available for Visiting Teams to review.

Steve Nellis Tuesday

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Degree Program

9.2. EDUCATIONAL UNIT STRATEGIC PLAN

- 9.2.1. The Educational Unit shall have a comprehensive Strategic Plan that describes the systematic and sustained effort to enable the Degree Program to fulfill its mission.
- 9.2.2. The Strategic Plan shall review the internal status of the Degree Program resources as well as the external factors that influence the operation of the Degree Program.
- 9.2.3. The Strategic Plan shall be updated periodically and represent the collective input from all Degree Program constituencies.

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9.3. DEGREE PROGRAM ASSESSMENT IMPLEMENTATION PLAN

The degree program shall produce an assessment implementation plan which is to be based on such tools as the results of surveys of graduates, employers of the graduates, and industry advisory committee members; exit interviews; comprehensive exams; capstone projects; or other systematically structured information. The mission, goals, and objectives shall reflect both short-range and long-range considerations and shall be clear as to the educational and institutional results expected.

At a minimum, the Degree Program Assessment Implementation Plan shall include the following:

9.3.1. Mission Statement of the Degree Program.

The mission statement expresses the underlying purposes and values of the Degree Program.

9.3.2. Degree Program Objectives.

The Degree Program Objectives shall be clearly defined and stated in a manner that permits an assessment of achievement.

9.3.3. Assessment Tools

These tools shall measure achievement of Degree Program Objectives and SLOs. The frequency for using the tools and procedures for data collection shall also be stated. ACCE SLOs (Section 3.5) (Section 3.2 for Master's degree) shall be regularly evaluated and reviewed with the appropriate participation of faculty, students, industry advisory committee, and other pertinent parties and according to Section 9.4.

9.3.4. Performance Criteria

There must be at least one performance criteria for each assessment tool to achieve the Degree Program Objectives and SLOs.

9.3.5. Methodology.

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The Degree Program shall comprehensively describe the method used for data collection, the assessment process, the evaluation process and how it takes assessment results into consideration for improvement and development.

9.4. DETERMINATION OF ACHIEVEMENT – STUDENT LEARNING OUTCOMES AND DEGREE PROGRAM OBJECTIVES

To determine student achievement of SLOs listed in Section 3.5 (or Section 3.2 for Master's Degree), the Degree Program shall:

9.4.1. Provide a summary report for each SLO (e.g., direct, indirect) and Degree Program Objectives:

- Methods of assessment; and
- The current evaluation of the results; and
- The last reported evaluation of the results; and
- Resulting corrective actions; and
- A follow-up of these actions on student performance including the dates of each of these; and
- Description of any revisions made to the Degree Program assessments (if applicable)

9.4.2. Evaluate each SLO by a minimum of two assessment methods, at least one of which must be direct. Provide a table identifying the specific assessment methods used for each SLO and the location the assessment is made (e.g., the course or activity) so each assessment may be easily located.

- If student teams or group projects are used for assessment, there must also be a process in this team/group environment to assess individual student learning.
- If an SLO direct assessment measure is an examination in a course with mixed enrollment, all non-construction majors shall be excluded from the assessment data collection.

9.4.3. Produce evidence in the form of assessment tools, associated grading rubrics, and one example of graded student work to:

- Demonstrate applicability of assessment content to the specified SLO and
- Demonstrate adequacy of the assessment tool in evaluating individual students' ability to meet each SLO at or above the required minimum level of Bloom's Taxonomy (e.g., Understand, Apply, etc.). Programs using third-party certifications shall provide comprehensive results for each SLO where such assessment is applied.
- The determination of achievement shall be documented in a systematic manner.

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Deleted: This methodology being used for data collection and evaluation. Degree Programs shall comprehensively describe their assessment plan and document the results for review by the Visiting Team.

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To determine student achievement of Degree Program Objectives, the Degree Program shall:

9.4.4. Evaluate each Degree Program Objective with at least one direct measurement.

9.4.5. Produce evidence to demonstrate the applicability of the assessment content to the specified Degree Program Objective.

9.4.6 All data used to measure student achievement of SLOs and Degree Program Objectives shall be collected annually.

The type and amount of this data collected each year will be clearly defined within the Degree Program's Assessment Implementation Plan. All students in the Degree Program must be assessed when the measurement tool becomes available. A complete assessment cycle is defined as data collection, analysis, related action and review of the effect of such action in the assessment of achievement of all SLOs and Program Objectives. A complete assessment cycle shall be performed at least once every three years.

Charles W Berryman

Deleted: <#>Provide evidence that the results obtained from the formal assessment of the SLOs have been included as part of the Educational Unit's Quality Improvement Plan (QIP) as required in Section 9.1.
Provide a summary report of the methods of assessment for each SLO (e.g., direct, indirect), and the most ↓

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**DEGREE PROGRAM ASSESSMENT
IMPLEMENTATION PLAN**

The Degree Program shall provide evidence that it is making progress in achieving its mission, objectives, and SLOs, and that it takes the outcomes assessment results↓

CW Charles W Berryman
...
This wording was included to clarify the intent of the Standards as it relates to data collection. Programs need to collect data annual, but not necessary all data. The amount and type of data is to be defined in the Program's Assessment Implementation Plan.

@mention or reply ➤