



AMERICAN COUNCIL FOR
CONSTRUCTION EDUCATION

Student Learning Outcomes Task Force

CHEA Taxonomy and Effective Practices

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Council for Higher Education Accreditation (CHEA) - Overview

- ✓ Introduction of CHEA Scope of Activities
- Organization
- Definitions of concepts discussed
- Concepts discussed
- Aligning ACCE with CHEA

Council for Higher Education Accreditation (CHEA)

- ✓ Acknowledgement: This presentation is based on the following Four documents
 - CHEA Occasional Paper –September 2001
 - CHEA Effective Practices: The Role of Accreditation in Student Achievement (March 2010)
 - CHEA Committee on Recognition - document
 - CHEA Board of Director - document

Council for Higher Education Accreditation (CHEA)

- ✓ CHEA documents referencing Learning Outcomes
 - Sept. 2001 – **Accreditation and Student Learning Outcomes: A Proposed Point of Departure**
 - March 2002 – Student Learning Outcomes Workshop
 - 2003 Monograph Series – Is Accreditation Accountable?
 - Sept. 2003 – Statement of Mutual Responsibilities for Student Learning Outcomes: Accreditation, Institutions, and Programs
 - Dec. 2006 – **Accreditation and Accountability**
 - March 2010 -**CHEA Effective Practices: The Role of Accreditation in Student Achievement**
 - April 2010 - **CHEA Board of Directors – Resolution on Accreditation and Accountability**

CHEA Organization...

- Board of Directors
- Twenty (20) elected members (up to) for three-year terms
 - The members are current CEO of degree-granting colleges & universities &
 - Other Institutional members (Deans, Provost, and Faculty) &
 - Public Members
- Executive Committee consists of six members

CHEA Organization...

Committee on Recognition

- Responsible for considering the Eligibility and Recognition Status of new and continuing accreditation organizations
- Nine (9) members each serving for three-year terms, and they include:
 - Members from regional, specialized, national, professional - accrediting organizations
 - Members from colleges and universities &
 - Public Members

Constantly Quality Enhancement Process



Student Achievement (SA)

1. “Student achievement” (SA) refers to the knowledge, skills and abilities that a student has attained as a result of engagement in a particular set of higher education experiences.

Importance:

1. SA is essential to the future of nations, the well-being of societies and the world economy
2. Council for higher education accreditation (CHEA) has a focus on the role of SA in accreditation
3. CHEA continues to develop strategies toward identifying solutions and building consensus on SA

Accreditation and Student Achievement (SA)

Accreditation:

CHEA's specific objective is to align the academic community's longstanding commitment to robust self-regulation and peer/professional review of higher education quality with the demands of accountability for SA by the public.

Public and Government: Oversight on Role of Accrediting Organizations

- ✓ Federal Government's Expectation: accreditation will address student achievement
- ✓ State Government's Expectation: performance funding includes considerable attention to SA
- ✓ Private Sector (Employers) Expectation: confidence in the work of an institution as it relates to what students learn
- CHEA's Expectation (for Recognition): accreditation reviews will focus on SA for fundamental judgments about academic quality

CHEA Expectations from ACCE

Eight effective practices

Focus on SA will be reflected in activities of successful accrediting organizations (AO)

Eight Effective Practices

1. Partnership: AO work with university academic leaders in establishing:
 - a) Goals for student achievement
 - b) Collecting evidence
 - c) Making judgments about effectiveness in achieving these goals
2. Clear Accreditation Standards & Policies:
clear expectations about Student Achievement
3. Peer/Professional Review:
provides valuable collegial advice and guidance—to address SA and quality improvement

Eight Effective Practices

4. **Faculty Participation in Accreditation Review:** to assist the judgments of goals and evidence for Student Achievement
5. **Public Accountability & Informing the Public:** AO provide the public with easily accessible and understandable information about success with SA
6. **Engagement in National Initiatives:** AO acknowledge the results of institutional participation in national initiatives focused on SA (e.g., *Essential Outcomes of AAC&U, U-CAN, VSA, CLA and NSSE*)

Eight Effective Practices

7. Student Attainment:

AO focus attention on quality in support of public and institution efforts to increase the number of students who complete educational goals

8. Commitment to Self-Examination:

AO continuously reviews standards and policies to assure rigor in expectations of SA

Sample Learning Outcomes

Each graduate of the construction management undergraduate program should be able to:

1. Estimate 5 Million Dollar Commercial construction project implementation costs.
2. Produce construction project implementation schedules.
3. Carry-out construction project management related tasks.
4. Demonstrate people skills to function as a team player.

Sample Learning Outcomes

5. Demonstrate communication ability with construction project team members.
6. Demonstrate capability to pursue advanced degree programs.
7. Analyze process materials and methods of construction from an ethical, social and environmental responsible perspective.

Sample Mission Statement

- Position the size and offerings of the program to serve the growing needs of industry and an expanding national and international student population.
- Be a positive force in the construction industry and the community through collaboration with other institutions and participation in professional and community organizations
- Add to the body of construction management knowledge through scholarly research and publications.
- Support the strategic and academic direction of Southern Polytechnic State University.

Sample Mission Statement

- Prepare students for professional construction leadership positions with a sense of *ethical and environmental responsibility and also for advanced degree* programs.
- Encourage faculty to be well informed and conversant on industry issues in *curriculum*
- Position the size and offerings of the *program* to serve the growing needs of industry and an expanding national and international student population.

Challenges for the Task Force

- Suggestions for a **methodology** to incorporate *Outcomes Based Assessments and Improvements*
- Propose revised **Standard** that includes *Program Level Outcomes* and their *Mapping to Courses* included in a program
- Outcomes Based Assessments to **replace** Topical Content Matrix?

Student Learning Outcomes Questions

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