

**DOCUMENT 102**

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



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# AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION

## DOCUMENT 102

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

#### OVERVIEW

##### 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 Document 101.

##### Purposes

The Self-Evaluation Study:

- i) guides the degree program and its education unit through a critical review of its operations,
- ii) provides information to ACCE so that a fair evaluation of the degree program can be made, and
- iii) serves as an historical document for the construction education unit.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 education unit offers an educational (degree) graduate program, its relationship to the undergraduate educational (degree) 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 1 through 10 should constitute Volume I of the Self-Evaluation Study, and Volume II should contain Appendix A (Faculty Curriculum Vitae), Appendix B (Course Syllabi), Appendix C (Program Quality Improvement Plan), and Appendix D (Additional Information). If there are any questions or assistance is needed, please communicate with either the Chair of the Guidance Committee or the President of ACCE.

### Distribution

For initial accreditation:

Upon its completion, the institution submits four (4) electronic copies of the Self-Evaluation Study, Volumes I and II, to the 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, one hard copy and seven (7) additional electronic copies of the Self-Evaluation Study, Volumes I and II, are submitted to the 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 one hard copy and seven (7) electronic copies of the Self-Evaluation Study, Volumes I and II, to the 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.

**DOCUMENT 102**  
**MANUAL FOR PREPARATION OF THE SELF-EVALUATION STUDY**

Submitted by:

Name of Educational Institution:

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Name of Educational Unit:

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Title of the Degree Program:

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## **1. INTRODUCTION**

### **DEGREE PROGRAM NAME**

Formal degree title name:

## **1.1 Requirements**

### **1.1.1 INSTITUTION AND DEGREE PROGRAM ELIGIBILITY**

- 1.1.1.1 The degree program is to be located in an educational institution of higher learning that is legally authorized under applicable laws to provide a degree program of education beyond that of the secondary level. Provide background information on the institution, educational unit and the degree program as it relates to history, mission, size, accreditation, etc.
- 1.1.1.2 The degree program is to be in operation for a sufficient time to have granted the degree for which accreditation is sought. Degree programs shall have at least one class of graduates. Describe the time of degree program operation and graduation rates by semester.
- 1.1.1.3 Describe the major emphasis of the degree program.
- 1.1.1.4 Who is the designated administrator responsible for the leadership and management functions of the degree program (include title and rank).

## **2. GOVERNANCE AND ADMINISTRATION**

### **2.1 Requirements**

#### **2.1.1 INSTITUTIONAL ORGANIZATIONAL STRUCTURE**

- 2.1.1.1 Describe the organizational structure of the educational institution. Be sure to provide a basis for establishing authority and responsibility, utilizing resources, and achieving the degree program's mission, goals, and objectives.
- 2.1.1.2 Describe the degree program and its relationship to the overall organizational structure of the institution. Note how this documented, defined, and publicly made accessible.

#### **2.1.2 EDUCATIONAL UNIT AUTONOMY, STRUCTURE AND LEADERSHIP**

- 2.1.2.1 Describe how the educational unit is distinct and an identifiable entity within the educational institution.
- 2.1.2.2 Describe the qualifications of the administrator that heads the degree program or educational unit.
- 2.1.2.3 Explain how the organizational structure of the educational unit is designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students involved with the degree program, other disciplines, and other educational institutions.
- 2.1.2.4 Describe how the educational unit and leadership structure is defined and publicly accessible

#### **2.1.3 FACULTY PARTICIPATION**

- 2.1.3.1 Explain how the faculty participates in the educational unit's governance and administration in accordance with the educational institution's guidelines.
- 2.1.3.2 Explain how the faculty participate in degree program maintenance and administration in accordance with the educational institution's guidelines.

#### **2.1.4 CONTRIBUTION TO THE INSTITUTION**

- 2.1.4.1 Detail how the educational unit and degree program contributes to the mission of the institution

### **3. CURRICULUM**

#### **3.1 Requirements**

##### **3.1.1 DEGREE PROGRAMS**

- 3.1.1.1 Compare the teaching philosophy and purpose of the degree program with the teaching philosophy and purpose of the educational unit and the institution.
- 3.1.1.2 Describe how the degree program curriculum is related to the needs of society and the construction profession.
- 3.1.1.3 List the semester hours required for the degree:  
Semester hours \_\_\_\_\_ or quarter hours \_\_\_\_\_

##### **3.1.2 GENERAL EDUCATION**

- 3.1.2.1 Communications: List the courses and course descriptions along with corresponding semester or quarter hours associated with Communication Core Subject Area (note the courses that are taught external to the degree program).
- 3.1.2.2 Mathematics: List the courses and course descriptions along with corresponding semester or quarter hours associated with Mathematics Core Subject Area (note the courses that are taught external to the degree program).
- 3.1.2.3 Physical Science: List the courses and course descriptions along with corresponding semester or quarter hours associated with the Physical Science Core Subject Area (note the courses that are taught external to the degree program).

##### **3.1.3 BUSINESS AND MANAGEMENT**

- 3.1.3.1 List the courses and course descriptions along with corresponding semester or quarter hours that are fundamental to the Core Subject Matter of Business and Management. These courses are intended as foundational knowledge for construction business practices (note the ones that are taught external to the degree program):
- 3.1.3.2 Explain how these topics are taught as separate and distinct from the topics contained in the construction business and management topics found in 3.1.4.



### 3.1.4 CONSTRUCTION

Table 3.1.1 Summary of Category Semester (Quarter) Hour Requirement – Bachelor Degree:

Core Area	ACCE Min sh/qh*	Degree Program
<b>3.1.2 General Education</b>		
3.1.2.1 Communications	6/9	
3.1.2.2 Mathematics: Greater than algebra and trigonometry	3/4	
3.1.2.3 Physical Science: Analytical physical science	6/9	
<b>3.1.3 Business and Management</b> Accounting, Economics, Business law and Principles of Management.	12/18	
Total combined 3.1.2 and 3.1.3	33/48	
Total External to the program	33/48	
<b>3.1.4 Construction</b>	50/75	
<b>Other</b>	37/57	
<b>TOTAL SEMESTER HOURS</b>	120/180	

\*semester hours/quarter hours

List all other courses along with course descriptions:

Table 3.1.2 Summary of Category Semester (Quarter) Hour Requirement – Associate Degree:

Core Area	ACCE Min sh/qh*	Degree Program
<b>3.1.2 General Education</b>		
3.1.2.1 Communications	3/4	
3.1.2.2 Mathematics: Algebra, trigonometry, analytic geometry, pre-calculus, OR statistics	3/4	
3.1.2.3 Physical Science: Analytical physical science	3/4	
<b>3.1.3 Business and Management</b> Accounting, Economics, Business law OR Principles of Management.	3/4	
Total combined 3.1.2 and 3.1.3	18/27	
Total External to the program	18/27	
<b>3.1.4 Construction</b>	33/48	
<b>Other</b>	9/15	
<b>TOTAL SEMESTER HOURS</b>	60/90	

\*semester hours/quarter hours

List all other courses along with course descriptions:

### **3.1.5 STUDENT LEARNING OUTCOMES**

(Sections 3.1.5.1 and 3.1.5.2 not used)

#### **3.1.5.3 Determination of Achievement of Student Learning Outcomes**

- A. Provide an index, cross-tab, curriculum map, or other form of summary clearly relating Course Learning Outcomes to Student Learning Outcomes.
- B. Provide a syllabus in Volume II for each course used to support the Student Learning Outcomes. Syllabi 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.
- C. Identify the individual courses where each of the Student Learning Outcomes has been included and provide evidence that those outcomes have been included in the curriculum of the course.
- D. Provide a table identifying the specific assessment measures used to evaluate each Student Learning Outcome and indicate which are considered to be direct assessment measures.
- E. Provide evidence in the form of assessment tools, any associated grading rubrics, and one example of graded student work to prove adequacy of the assessment tool in evaluating students' ability to meet each Student Learning Outcome. Programs using third-party certifications shall provide comprehensive results for each Student Learning Outcome where such assessment is applied.
- F. Provide evidence that the results obtained from the formal assessment of the Student Learning Outcomes have been included as part of the quality improvement plan.
- G. Provide a report of the methods of assessment for each Student Learning Outcome, and the most recently reported evaluation of the results, resulting actions, and a follow-up of these actions on student performance including dates of each of these.

### **3.2 Courses Delivered by Alternate Forms of Delivery**

If the program offers courses by alternate means, list each course and indicate how each course meets the following conditions:

- 3.2.1** The alternative courses will be accepted for transfer credit as reviewed and accepted by the accredited university programs.
- 3.2.2** The program standing for initial accreditation or renewal of accreditation shall display the same kind of course material for evaluation of alternative courses as set forth in this document for a conventionally 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).
- 3.2.3** Construction specific courses shall be evaluated for content as per Document 103, regardless of delivery format.
- 3.2.4** Programs that offer the same course via different delivery methods (i.e., live classroom and online) shall demonstrate that courses with the same course number have consistent content and learning Objectives.

### **3.3 Multiple Campus Degree Program Delivery**

If the degree program is offered on another campus, indicate how the program meets the following conditions:

- 3.3.1** There is a single institution authorized to grant the degree. The institution is to provide evidence through student diplomas and transcripts from all campuses.
- 3.3.2** The degree program is led by a single qualified administrator from the home campus.
- 3.3.3** 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.
- 3.3.4** There are adequate faculty and staff to successfully facilitate the degree program at different geographic campus locations.
- 3.3.5** Degree program curriculum, Student Learning Outcomes, and the degree
- 3.3.6** If multiple educational units are involved to support the degree program,
  - 3.3.6.1** They shall use only one academic quality plan identifying the process used for the continuous improvement of the degree program.
  - 3.3.6.2** The goals and objectives of the educational units need to be aligned to facilitate the success of the degree program and its continual improvement.

**3.3.7** 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.

**3.3.8** If your split (dual) program is not meeting all of these conditions, explain why the degree programs are not being accredited independently as required by ACCE Standards Document 103.

### **3.4 Dual or Second Degrees**

If there is a second degree programs or modified curricula educational units accepting second or dual degree students into an ACCE accredited undergraduate construction program, indicate how the modified degree path for those students fulfills the required curriculum standards.

## **4. FACULTY AND STAFF**

### **4.1 Requirements**

#### **4.1.1 FACULTY QUALIFICATIONS**

4.1.1.1 Describe the academic qualifications, professional experience, and scholarly/creative activities of the faculty and provide curricula vitae for all faculty members in the program in Appendix A in Volume II. If applicable, describe the regional accreditation organization's requirements for faculty assignment and how the program complies with them.

4.1.1.2 Describe the process of how faculty are assigned teaching responsibilities, including how they have demonstrated expertise and adequate background in the areas assigned.

4.1.1.3 Evaluation of faculty competence shall recognize appropriate professional experience as being equally as important as formal educational background.

#### **4.1.2 FACULTY SIZE**

4.1.2.1 List the teaching, administrative, research, and other assignments for each faculty member for the past academic year. Include course, list type (lecture, online, lab, etc.), number of lecture hours, number of laboratory hours, number of separate preparations, class size, and availability of teaching assistants. Also include faculty member's counseling activities, administrative activities, committee

assignments, extension or continuing education commitments, and research activities.

4.1.2.2 Compare the program's faculty size to that of comparable academic programs within the institution, including number of faculty member, number of courses offered, number of students enrolled, and type of instruction.

4.1.2.3 Describe the process used to determine when new or additional faculty members are needed and how other responsibilities and services are used in the determination of faculty needs.

### **4.1.3 FACULTY WORK LOAD**

4.1.3.1 Describe the process by which the faculty workload is distributed.

4.1.3.2 Describe how number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling and advising activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities are considered when assigning workload.

### **4.1.4 ADMINISTRATIVE AND TECHNICAL STAFF SUPPORT**

4.1.4.1 List the administrative and technical support for the program, then list the current support staff of the construction educational unit and their assignments. Include clerical staff, technicians, and non-teaching graduate assistants. Indicate the percentage of full time employment.

4.1.4.2 Compare the program's support to that of degree programs of similar size and function within the institution.

### **4.1.5 EMPLOYMENT POLICIES**

4.1.5.1 Provide construction faculty salaries and comparable faculty salaries within like educational units within the institution for the current year. Data that would reveal individual salaries may be omitted and provided directly to the visiting 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.

4.1.5.2 List the current faculty of the construction educational 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.

#### **4.1.6 PROFESSIONAL DEVELOPMENT**

- 4.1.6.1 Describe the professional development opportunities provided to faculty members.
- 4.1.6.2 Describe consulting work conducted by faculty members and the process for balancing consulting and assigned duties and responsibilities.

#### **4.1.6 FACULTY EVALUATION**

- 4.1.7.1 Describe the process used in faculty evaluation and how this is used to maintain high quality instruction. Include samples of any instruments or forms used.
- 4.1.7.2 Define the educational institution's faculty evaluation cycle.

## **5. STUDENT POLICIES**

### **5.1 Requirements**

#### **5.1.1 ACADEMIC POLICIES**

- 5.1.1.1 Describe the existing written policies indicating required courses and acceptable elective courses that meet degree program objectives and the Student learning Outcomes.
- 5.1.1.2 Describe how these policies are developed with input from faculty, student and other stakeholders of the degree program.

#### **5.1.2 TEACHING QUALITY**

- 5.1.2.1 Explain the process which exists in the degree program for ensuring quality of teaching by full-time and part-time faculty that is consistent with the degree program's mission and objectives.
- 5.1.2.2 Describe the systematic assessment mechanism with clear metrics that is in place for evaluating the quality of teaching within the degree program.

### **5.1.3 ADMISSIONS AND ENROLLMENT**

- 5.1.3.1 Demonstrate how the admission process for students enrolling in the degree program reflects students' potential for success in both academic studies and professional practice.
- 5.1.3.2 Describe how the admission process for the degree program reflects institution-wide policies as well as the program's mission, goals, and objectives, including the admission of internal and external transfer students.

### **5.1.4 RECRUITMENT AND COMPOSITION**

- 5.1.4.1 Describe the degree program's aspirations regarding student composition and how the program's recruitment and retention mechanisms support those aspirations.
- 5.1.4.2 Explain how the degree program's recruitment is directed towards individuals with high academic achievement and community involvement as well as those with defined career goals in construction.
- 5.1.4.3 Compare the recruitment and publicity of the degree program to other programs in the institution.

### **5.1.5 ACADEMIC ADVISING AND MENTORING**

- 5.1.5.1 Describe the current academic advising process available to students in the degree program. Explain how this advising process includes competent, continuous and consistent advising to the students in the degree program.
- 5.1.5.2 Explain how students are well informed about and have adequate access to placement services and opportunities that are or may be available to them.

### **5.1.6 COURSE SCHEDULING**

- 5.1.6.1 Describe how courses within the degree program are offered in formats and times to ensure appropriate student access and timely completion of degree program requirements. In the table below list the required construction courses in the degree program with the number of sections and average enrollment for the most recent academic year.

*Table 5.1.6 Required Construction Courses – Sections and Enrollments*

Required Courses		Number of Sections				Average Enrollment
Course #	Title	Fall	Winter	Spring	Summer	

**5.1.7 STUDENT PLACEMENT**

- 5.1.7.1 Describe how the degree program or institution provides a student placement service that can effectively assist students in entering the job market.
- 5.1.7.2 Provide the job titles and construction sector (residential, commercial, etc.) for all graduates in the most recent year. Provide the number of students where data is not available, who are not employed in the construction sector, and who have continued their education.

**5.1.8 EXTRACURRICULAR ACTIVITIES**

- 5.1.8.1 Describe how students are encouraged to participate in activities that complement their academic studies, including students that are pursuing their education via alternative delivery methods.
- 5.1.8.2 List specific industry-based professional and trade organizations that students in the degree program are involved with.
- 5.1.8.3 State the extent of participation by students in extracurricular activities.

**5.1.9 STUDENT FEEDBACK**

- 5.1.9.1 Describe how the degree program’s assessment process systematically uses student feedback as input in the continuous improvement process.

**5.1.10 FINANCIAL AID AND SCHOLARSHIP**

Explain the mechanism by which the institution keeps students informed about the availability of financial aid.  
Describe how the degree program informs students of scholarship opportunities.



## 6. PHYSICAL RESOURCES

### 6.1 Requirements

If a split (dual) campus structure exists in the Construction unit, the responses and charts of this section are to be separated and identified by campus location.

#### 6.1.1. OFFICES, CLASSROOMS AND LABORATORY SPACES

##### 6.1.1.1 Classrooms

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

*Table 6.1.1.1 Classrooms Used For Construction Courses*

<b>Bldg.</b>	<b>Room No.</b>	<b>Approx. Area</b>	<b>Capacity</b>	<b>Furnishings</b>	<b>Environmental Problems</b>

- B. Discuss whether the space is shared with other academic units and who controls the assignment of the space.

##### 6.1.1.2. Laboratories

- A. 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.

*Table 6.1.1.2 Laboratories Used For Construction Courses*

<b>Bldg.</b>	<b>Room No.</b>	<b>Approx. Area</b>	<b>Laboratory Name</b>	<b>Description</b>	<b>Courses</b>

- B. Discuss whether the space is shared with other academic units and who controls the assignment of the space.

##### 6.1.1.3 Offices

- A. List the faculty and staff offices.

*Table 6.1.1.3 Faculty and Staff Offices*

<b>Bldg.</b>	<b>Room No.</b>	<b>Approx. Area</b>	<b>Occupant</b>	<b>Furnishings</b>

**6.1.2 LIBRARY RESOURCES**

- 6.1.2.1 Describe how books, periodicals, and other reference materials may be obtained by the construction educational unit (i.e., central library, departmental library, interlibrary loan program, internet, intranet, etc.).
- 6.1.2.2 Describe where the books and periodicals related to construction are located (e.g., central library, departmental library, electronic holdings, etc.).
- 6.1.2.3 Identify the courses taught by the construction unit that make use of library reference materials, and discuss the utilization.

**6.1.3 INFORMATION SYSTEMS AND TECHNOLOGICAL EQUIPMENT**

- 6.1.3.1 Describe the computational equipment and software available to students to enable them to attain required learning outcomes. Describe the computational equipment and software available to faculty to support their scholarly and professional activities.
- 6.1.3.2 For courses delivered by alternate methods, describe the type of technical support given the students.

**7. FINANCIAL RESOURCES**

**7.1 Requirements**

**7.1.1. BUDGETED FUNDS**

- 7.1.1.1 Indicate the amount and percentage of operating revenue and expenditures for the construction educational unit and units within the institution that are comparable to the construction educational unit. In addition, explain how these units are similar in size and function.

*Table 7.1.1.1 Construction Educational Unit and Comparable Units Operating Revenue and Expenditures for the Prior Fiscal Year\**

\*duplicate as needed

<b>Revenue Source</b>	<b>Revenue Amount \$</b>	<b>% of Total</b>
Institutional Funds		
Other (specify each; exclude non-recurring funds)		
<b>TOTAL REVENUE</b>		<b>100%</b>
<b>Expenditure Type</b>	<b>Expenditure Amount \$</b>	<b>% of Total</b>
Salaries		
Faculty		
Staff		
Other (specify each)		
<i>Subtotal Salaries</i>		
Operating		
Supplies		
Educational Materials		
Telephone/Internet		
Equipment		
Student Assistance		
Travel		
Other Expenses (specify each)		
<i>Subtotal Operating</i>		
<b>TOTAL EXPENDITURES</b>		<b>100%</b>

7.1.1.2 Indicate the amount and percentage of operating revenue and expenditures allocated for the construction degree program and, if applicable, other degree program contained within the educational unit.

*Table 7.1.1.2 Degree Programs Operating Revenue and Expenditures for the Prior Fiscal Year\**

\*duplicate as needed

<b>Revenue Source</b>	<b>Revenue Amount \$</b>	<b>% of Total</b>
<b>Institutional Funds</b>		
<b>Other (specify each; exclude non-recurring funds)</b>		
<b>TOTAL REVENUE</b>		<b>100%</b>

<b>Expenditure Type</b>	<b>Expenditure Amount \$</b>	<b>% of Total</b>
<b>Salaries</b>		
<b>Faculty</b>		
<b>Staff</b>		
<b>Other (specify each)</b>		
<b>Subtotal Salaries</b>		
<b>Operating</b>		
<b>Supplies</b>		
<b>Educational Materials</b>		
<b>Telephone/Internet</b>		
<b>Equipment</b>		
<b>Student Assistance</b>		
<b>Travel</b>		
<b>Other Expenses (specify each)</b>		
<b>Subtotal Operating</b>		
<b>TOTAL EXPENDITURES</b>		<b>100%</b>

7.1.1.3 Detail how projected resources will be adequate to ensure the capacity of the degree program to achieve its planned growth, future goals, and objectives.

### **7.1.2 NONRECURRING FUNDS**

7.1.2.1 Identify the source, amount, and use of nonrecurring funds (soft monies, annual gifts, donations, etc.) for the degree program.

7.1.2.2 Detail how any nonrecurring funds have been used in the last three fiscal years.

## **8. INDUSTRY, ALUMNI AND PUBLIC RELATIONS**

### **8.1 Requirements**

#### **8.1.1 SUPPORT FROM INDUSTRY**

8.1.1.1 Provide evidence that the construction industry advisory committee is representative of potential employers of graduates of the degree program and other industry professionals.

8.1.1.2 Provide evidence that the construction industry advisory committee meets at least once a year for the purpose of advising and assisting the development and enhancement of the degree program.

8.1.1.3 Provide minutes of each construction industry advisory committee meeting.

### **8.1.2 SUPPORT FOR INDUSTRY**

Demonstrate that the degree program maintains continuous liaison with the various constituencies it serves via active participation by faculty in associations and other professional organizations for the purpose of serving the construction industry.

### **8.1.3 STUDENT-INDUSTRY RELATIONS**

8.1.3.1 Demonstrate that the degree program actively encourages and facilitates participation of students in activities of construction-related organizations, internships, and cooperative education programs.

8.1.3.2 Demonstrate that all students (traditional and distance education) have access to information about internships and cooperative education programs and activities of construction-related organizations in their local area.

### **8.1.4 ALUMNI RELATIONS AND FEEDBACK**

8.1.4.1 Demonstrate that the degree program maintains a current registry of alumni and contact with them to seek feedback in its improvement process.

8.1.4.2 Demonstrate that the degree program engages the alumni in activities such as a formal advisory board, student career advising, potential employment, curriculum review and development, fund raising, and continuing education.

### **8.1.5 PUBLIC DISCLOSURES**

8.1.5.1 Demonstrate that the institution broadly and accurately publishes the objectives of the degree program, admission requirements, degree program assessment measures employed, the information obtained through these assessment measures and actions taken as a result of the feedback, student achievement, the rate and types of employment of graduates, and any data supporting the qualitative claims made by the degree program.

## **9. ACADEMIC QUALITY PLANNING PROCESS AND OUTCOME ASSESSMENT**

### **9.1 Requirements**

If terminology of the assessment process varies from the definitions found in Section 1 of the Standards contained in ACCE Document 103, provide a glossary of compatible terminology.

#### **9.1.1 CONTINUOUS IMPROVEMENT**

Provide a copy of the Program Quality Improvement Plan in Appendix C of Volume II including the following:

9.1.1.1 Strategic Plan for the educational unit

9.1.1.2 Assessment Plan for the degree program

9.1.1.3 Assessment Implementation Plan for the degree program

#### **9.1.2 EDUCATIONAL UNIT STRATEGIC PLAN**

Describe the educational unit's Strategic Plan for the continuous improvement of the degree program, and specifically:

9.1.2.1 Describe the systematic and sustained effort to enable the degree program to fulfill its mission.

9.1.2.2 Describe the internal status of the degree program resources as well as the external factors that influence the operation of the degree program.

9.1.2.3 Demonstrate that the Strategic Plan is updated periodically and that it represents the collective input from all of the degree program constituencies.

#### **9.1.3 DEGREE PROGRAM ASSESSMENT PLAN**

Provide the educational unit's comprehensive Assessment Plan for the continuous improvement of the degree program with documented results from all systematically collected information, and:

9.1.3.1 Describe the Mission Statement of the degree program.

9.1.3.2 Describe the Degree Program Objectives (to be evaluated for clarity and ability to permit assessment of achievement).

- 9.1.3.3 Describe the Program Learning Outcomes and demonstrate that they are regularly formulated, evaluated, and reviewed with the appropriate participation of faculty, students, industry advisors, and other pertinent parties.
- 9.1.3.4 Describe the Assessment tools used to measure degree program objectives and Program Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3 above, and,  
  
Describe the frequency for using the tools.  
  
Describe the procedures for data collection.
- 9.1.3.5 Describe the Performance Criteria used to measure the achievement of the degree program objectives and Program Learning Outcomes as stated in 9.1.3.2 and 9.1.3.3 above.
- 9.1.3.6 Describe the Evaluation Methodology used for data collection.

#### **9.1.4 ASSESSMENT IMPLEMENTATION PLAN**

Describe the educational unit's Assessment Implementation Plan for the continuous improvement of the degree program and provide evidence that the degree program is making progress in achieving its mission, objectives, and learning outcomes and that it takes the outcomes assessment results into consideration in degree program development.

Specifically demonstrate that:

- 9.1.4.1 The degree program is conducting a comprehensive assessment of its goals and Learning Outcomes at least annually.
- 9.1.4.2 The results of each assessment cycle are documented in a systematic manner and that a complete assessment cycle of all Student Learning Outcomes is conducted at least once every three years.
- 9.1.4.3 Evaluation of the degree program objectives and Learning Outcomes are being compared to the stated performance criteria to determine whether stated objectives and Learning Outcomes were achieved and if there is a validated need for improvement in any areas.
- 9.1.4.4 After each comprehensive assessment cycle, the entire process is being reviewed and updated with plans for improvement including any revisions to the degree program's assessment plan.

## **10. REVIEW LAST VISITING TEAM REPORT: WEAKNESSES AND CONCERNS**

### **10.1 Previous Accreditation Actions**