

SUPPLEMENTAL INFORMATION FOR DOCUMENT 102 – SELF STUDY
(A STAND-ALONE DOCUMENT; NOT INTENDED TO BE A PART OF A DOCUMENT
102)

Context of Accreditation in the United States

Program accreditation is both a structure and a process that demonstrates a measure of public accountability that graduates have mastered a baseline set of knowledge and skills in order to function as required in specific professional venues. In the United States, this recognition is extended primarily through nongovernmental, voluntary institutional or professional associations. These groups establish criteria for accreditation arrange site visits, evaluate those institutions and educational programs which desire accredited status, and publicly designate those which meet their criteria. Often the institution or program conducts a self-study to evaluate how well it is meeting its educational objectives. The accrediting agency then provides an independent assessment of that evaluation. Although accreditation is basically a private, voluntary process, accrediting decisions are used as a consideration in many formal actions by scholarship commissions, foundations, employers, counselors, and potential students.

Purpose of Accreditation in Construction Education

ACCE accredits post-secondary degree programs in construction. The construction accreditation process is intended to foster high standards for professional education in construction. It does so by requiring programs to achieve and maintain a level of quality which merits accreditation. Accreditation is a means of providing formal recognition that a program indeed measures up to the industry's high educational standards and is therefore qualified to educate its future practitioners.

The accreditation program also seeks to:

- A. Provide assurances to prospective students, employers, and the public-at-large regarding the basic quality of accredited programs;
- B. Provide educational units with an incentive for careful and thorough self-examination, and with constructive recommendations for improvement;
- C. Provide educational units with information on trends and innovations in construction education, using knowledge gained through the ongoing accreditation review process;
- D. Assist construction faculty and administrators in achieving institutional support for their programs;
- E. Provide a vehicle for engaging industry practitioners and academicians in joint and ongoing deliberations regarding the roles, content, and effectiveness of construction education.

Accreditation is a means of strengthening construction education. Educational experimentation and innovation, as well as institutional freedom and autonomy, are encouraged. A program

applying for accreditation will be evaluated in light of both the accreditation criteria and the program's own stated goals and objectives.

Community of Interest

Before adopting or revising any accreditation standard, ACCE consults the “community of interest” which is defined to include (but not limited to):

- Association members
- Organization members
- Individual members
- Accredited program members
- Public-at-large members

The Council for Higher Education Accreditation

In 2001, ACCE received initial recognition as the accrediting body in the field of construction from the Council for Higher Education Accreditation (CHEA). CHEA is a voluntary, nongovernmental organization which works to promote greater public accountability, increase the importance and usefulness of nongovernmental accreditation, and improve the practice of accreditation. To achieve these goals, CHEA recognizes accrediting associations through its review process, its granting of recognition, and its performance of other related functions.

ACCE is recognized by CHEA as the accrediting agency for both 4-year baccalaureate degree programs and two-year associate degree programs in construction, construction science, construction management, and construction technology. This designation requires ACCE to conform to CHEA standards.

Mission

ACCE is a 501(c) (3) private non-profit corporation. The mission of ACCE is to be a leading global advocate of quality construction education; and to promote, support, and accredit quality construction education programs. The primary goal is promotion and continued improvement of postsecondary construction education; specifically, ACCE accredits construction education programs in colleges and universities that request its evaluation and meet its standards and criteria.

History

Organized in 1974 by the American Institute of Constructors (AIC) and the Associated Schools of Construction (ASC); ACCE enjoys the support of the principal building and contracting national associations and academic institutions seeking to satisfy the need for well-educated and trained entrants into the construction profession. By working together under the aegis of ACCE, persons representative of the total construction community and the public at large, construction educators and constructors, establish and maintain standards and criteria for accreditation, provide guidance to those seeking to achieve accredited status, and carry out the accreditation

and reaccreditation processes. In doing so, ACCE serves the interests of potential students by helping them identify institutions and programs that offer quality education in the field, and serves the interests of the industry by enabling employers to identify persons who, by reason of their education, have the potential for making lasting contributions to the industry and their profession. ACCE also serves the interests of owners/users of constructed facilities and the public at large by raising the professional caliber of constructors and thus the quality of the construction for which they assume responsibility.

EXAMPLES OF EVIDENCE

Governance and Administration Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 2**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

2.1.1.1 Institutional Organizational Structure

- Organizational chart of educational institution showing formal and informal relationships with the construction program and relationship of the construction program and its administrator to the educational unit, and central administration of the educational institution.
- Copies of program proposals and program justifications submitted to university committees, administrative officials and funding agencies.
- Documentation of program's student, faculty and staff participation in institution-wide center, institutes and programs.

2.1.1.2 Educational Unit Organizational Structure and Leadership

- Published announcement of the program's structure and leadership
- Published announcements of the program's mission, goals and objectives
- Indicators of administrator's capabilities and effectiveness including educational background experience and commitment to the field of construction
- Indicators that the total administrative workload is carefully controlled

2.1.1.3 Educational Unit autonomy and governance

- Internal planning documents, annual reports and progress reports
- Interviews with faculty, staff and students within program and outside program
- Web posting of various administrative areas including, but not limited to: student counseling and advising, budget management, academic administration, teaching effectiveness, involvement with local industry and, where appropriate, research, continuing education for the profession and extension
- Documents detailing information about policies and procedures governing budgetary practices, faculty matters (searches, appointment, promotion, tenure, and salary adjustments), curriculum changes, and student admissions

2.1.1.4 Faculty Participation

- Evidence that the faculty make recommendations on the allocation of resources and have the responsibility to develop, implement, evaluate, and modify the program's curriculum and operating practices

- Evidence that the faculty participate, in accordance with institutional guidelines, in developing criteria and procedures for annual evaluation, promotion and tenure of faculty
- Evidence that the program and institution adequately communicate and mentor faculty regarding policies, expectation and procedures and for annual evaluations, and for tenure and promotion

2.1.1.5 Contribution to the Institution

- Evidence that the program takes advantage of opportunities available throughout the institution—including relevant university centers and institutes, and other programs and services supportive of the faculty, staff, students and alumni—to enrich the institution and program’s mutual goals and objectives.

2.1.2 Institutional Support

- Evidence that the institutional resources are sufficient:
 - for student support (i.e. scholarships, work-study, etc.)
 - to provide an environment in which student outcomes can be attained
 - to attract, retain and provide for the continued professional development of faculty
 - to operate infrastructure, facilities and equipment

Curriculum Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 3**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

3.1.1.3 Minimum Hour Requirements

- Pages of the educational institution catalog providing academic requirements for construction program.
- Brochures and websites providing academic requirements, required courses, and acceptable elective courses.
- Evidence that the required minimum hours in communications, math & science, and business & management are taught outside the construction unit.
- Evidence that minimum hours required in the construction core area are met.
- Access to student records for compliance with program curriculum requirements and policies.

3.1.5 Graduates Achieving Learning Outcomes

- The curriculum includes the Student Learning Outcomes.

- Course assessment incorporates the Student Learning Outcomes.
- Results of student performance relative to each of the Student Learning Outcomes are used to continually improve the program
- Where an acceptable certification or competency-based examination is used as a direct method of assessment in proof of meeting all or a portion of any Student Learning Outcome, compiled results shall be provided in a form in which clear correlation can be made.
- Copies of examinations and quizzes, term papers, laboratory reports, and special study assignments that provide proof of meeting Student Learning Outcomes. The work shall be representative of the student body and not only a compilation of the best work.
- Reports created by, and access to, tracking software used for the collection, storage, analysis, and reporting of assessment such as TracDat, STEPS, Weave, etc.

Faculty and Staff Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 4**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

4.1.1 Faculty Qualifications

- Resumes and curriculum vitae of faculty members indicating their academic background including undergraduate and graduate degrees, professional training, certifications, work experience, faculty development and continuing education efforts pertinent to the courses they are teaching, and scholarly activities they are involved with.

4.1.2 Faculty size

- Current faculty list
- List of courses taught in the last two years and class size
- Student faculty ratio

4.1.3 Faculty workload

- Most recent faculty assignments
- Copies of teaching schedules including number and level of courses, office hours, and other student contacts including responsibility for student organizations and clubs.
- Other evidence such as university catalogs, bulletins, websites, etc. that allow a comparison between the construction faculty workload and faculty of other units of the similar size and function within the institution.

4.1.4 Administrative and technical staff support

- Organization charts showing staff distribution and responsibilities within the construction unit

- Workload for staff showing dedication to the construction program
- Advising loads and personnel involved

4.1.5 Employment policies

- Faculty handbook
- Tenure and promotion criteria
- Average 9-month salary for different faculty ranks

4.1.6 Professional development

- Continuing education
- Budgets for travel and faculty development
- Consulting efforts
- Certificates of training or professional development
- Faculty participation in professional organizations

4.1.7 Faculty Evaluation

- Student evaluation forms and surveys
- Peer evaluation forms
- Annual performance evaluation forms

Student Policies Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 5**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

5.1.1 Academic Policies

- Brochures and websites providing academic requirements, required courses, and acceptable elective courses.
- Pages of the educational institution catalog providing academic requirements for construction program

5.1.2 Teaching Quality

- Documentation of student evaluation of faculty teaching
- Documentation of student surveys administered by the university
- Faculty evaluations completed by program and/or unit administrators

5.1.3 Admissions and Enrollment

- Statements of admission policy and requirements
- Use of national standardized admission tests such as ACT or SAT
- High school transcripts
- Transfer credit transcripts
- University placement tests

5.1.4 Recruitment and Composition

- Evidence of program-specific recruitment initiatives
- Evidence of direct financial support to the program for recruitment initiatives
- Evidence that university support for program recruitment is similar to other programs within the university

5.1.5 Academic Advising and Mentoring

- Evidence of a record system that is utilized to keep both the student and advisor informed regarding the student's progress toward completion of degree requirements
- Records of faculty-student advising sessions

5.1.6 Course Scheduling

- Evidence program has multiple tracks or options (online, night, weekend classes)
- Evidence required courses are offered at least once a year

5.1.7 Student Placement

- Documentation of placement rates for students within the program
- Evidence of students visiting the career center
- Evidence of students resumes being posted on the career center website
- List of companies who have hired from the program

5.1.8 Extracurricular Activities

- Documentation of student participation in student club activities (ABC, AGC, NAHB, USGBC, etc.)
- Documentation of students participation in Sigma Lambda Chi, community service activities, and student competition teams.

5.1.9 Student Feedback

- Results of surveys administered to students such as specific course surveys and exit surveys.

- Results of one-to-one or one-to-many discussion or question/answer sessions with students.

5.1.10 Financial Aid and Scholarships

- Documentation of informing students of available financial aid and scholarships
- List of students in the construction program who were awarded scholarships within the past two years

Physical Resources Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 6**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

6.1.1 Classrooms and Laboratory Spaces

- Reports of space allocation standards and use by the program.
- Records of laboratory maintenance and upgrades.

6.1.2 Library Resources and Utilization

- Library collections and their adequacy to support the program.
- Integration of coursework and library materials.
- Library hours of operation and their convenience and adequacy to support staff and student needs.
- Periodicals/serials list from the librarian.
- Recent year's monograph acquisitions list.
- Bibliographic instruction materials
- Library acquisition, services, and staffing budgets and policies
- Quality of access to services including interlibrary loan and electronic services
- Quality of bibliographic instruction and reference assistance
- Quality of interaction with librarians in support of the program mission

6.1.3 Information Systems and Technological Equipment

- Quality of student and faculty access to computer equipment and software.
- Frequency of hardware and software maintenance, updating and replacement
- Adequacy of hours of availability of technology to students and faculty
- Appropriateness of computing resources for meeting the program's mission, goals, and objectives and for enabling students to attain the required learning outcomes.

- Availability and quality of information technology technical support to students and faculty.

Financial Resources Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 7**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

7.1.1 Budgeted Funds

- Recurring operating revenue and expenditure for the construction educational unit
- Recurring operating revenue for other educational units of the same size within the institution that are comparable to the construction educational unit
- Recurring operating revenue and expenditure for the construction degree program
- Recurring operating revenue for other degree programs of the same size within the educational unit

7.1.2 Nonrecurring Funds

- Record of nonrecurring funds (soft monies, gifts/donations, etc.) and expenditure for the construction educational unit.

Industry, Alumni, and Public Relations Examples of Evidence

The following is provided to promote consistent understanding of the **referenced criteria in Standard 8**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

8.1.1 Support from Industry

- By-laws of the program advisory committee
- Minutes of the last 3 to 5 years of advisory committee meetings (RB 8/25/14)

8.1.2 Support for Industry

- List of faculty members contributing to professional organizations, including local, state, and national committees
- List of continuing education programs offered by the program faculty

8.1.3 Student-Industry Relations

- Brochures and websites advertising opportunities for students to participate in internships, career fairs, industry guest speakers, and field trips
- Program data showing the percentage of students participating in students chapters of professional organizations, internships, and cooperative education programs

8.1.4 Alumni Relations Feedback

- Alumni survey conducted, the information obtained through these surveys, and actions taken as a result of their feedback
- List of the alumni who have served as guest speakers, participated in curriculum review and development, or attended the program sponsored continuing education courses

8.1.5 Public Disclosures

- Brochures and websites providing information to the general public such as admission requirements, student achievement, and the rate and types of employment of graduates
- Pages of the educational institution's catalog providing information about the construction program

Academic Quality Planning Process and Outcome Assessment

The following is provided to promote consistent understanding of the **referenced criteria in Standard 9**. Examples offered are for the purposes of illustration only and should not be construed as an inclusive list of items that shall be evidenced.

9.1.2 Educational Unit Strategic Plan

- The most recent educational unit Strategic Plan.
- Evidence that the Strategic Plan is being updated periodically.

9.1.3 Degree Program Assessment Plan

- The construction program mission statement reflecting the purpose and value of the program and its relationship to the institution's mission statement.
- Published announcements of the program's goals and objectives; and program descriptions in educational institution catalogues, websites, bulletins, brochures, etc.
- Clearly defined and effective procedure to determine if the program's goals are being met.
- Clearly defined and effective procedure to determine if the program's learning outcomes are being met.

- Examples of assessment data collected and evaluation methods used to examine the performance criteria are met.

9.1.4 Assessment Implementation Plan

- Assessment Implementation Plan that describes how program mission and objectives are being met and documents the review and evaluation process.
- Evidence that the assessment plan is reviewed and revised periodically.
- Evidence that Self-Study report responds to recommendations and suggestions from the previous accreditation review and reports on efforts to rectify identified weaknesses.
- Pass rates of construction related certification exams.
- Surveys of program graduates.
- Results of comprehensive exams/capstone projects.
- Course evaluations.
- Retention rates of students and faculty.
- Graduation rates.
- Placement rates in construction field immediately after graduation.
- Mentorship of junior faculty.