

FORM A-4

American Council for Construction Education

(Institution)
(Location of Institution)

(Title of Program Visited)

(Dates of the Visit)

Visiting Team

(Name), Chair
(School or Company)
(City and State)

(Name), Member
(School or Company)
(City and State)

(Name), Member
(School or Company)
(City and State)

(Name), Member-in-Training
(School or Company)
(City and State)

(Name), Industry Observer
(Company)
(City and State)

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Visiting Team Report

Section I: Introduction

- 1. Institution organization and location of the construction unit including the master degree program. (If the Master's Degree Program is being visited at the same time as the undergraduate construction education program then this information can be provided by referring in whole or in part to the Undergraduate Program Visiting Team Report).**
- 2. Size, number of faculty members, brief history, and mission and goals of the master's degree program.**
- 3. Accreditation history – first accredited and reaccredited.**
- 4. Master's Degree title and credit hours required.**
- 5. Name and position of persons interviewed during the visit.**

Section II: Organization and Administration

A. Institution

- 1. The organizational structure of the institution provides a basis for establishing authority and responsibility, utilizing resources and achieving goals within the master's degree program. The institution administration also has a positive attitude and support for the construction master's degree program.**
- 2. Institutional support of the administration of the master's degree program accords status within the institution comparable to that of other master's degree programs of similar size and function with regard to such attributes of finances, staffing, teaching loads, promotions in rank and salary, appointment to institution policy making committees, program priorities, and other academic affairs as it relates to the master's degree program.**
- 3. The construction master's degree program functions within the framework established for the institution and is consistent with the institutional mission and assessment procedures.**

B. Master's Degree Program

- 1. The construction master's degree program is headed by a qualified administrator who has sufficient authority, support, and time to accomplish the master's degree program goals and objectives.**
- 2. The administrator provides sufficient leadership and supervision to develop a strong master's degree program.**
- 3. The organization structure of the construction master's degree program is designed to encourage communication, coordination, and interaction between administrative officers, faculty, and students in the master's degree program and other graduate disciplines.**
- 4. The administrative structure of the master's degree program is sufficiently flexible to make the functional changes necessary to attain program objectives.**
- 5. The master's degree program administrator encourages professional development of faculty teaching in the master's degree program, and administrative policy insures that opportunities for professional development are made available and used by the faculty.**
- 6. The master's degree program administrator and the faculty cooperate to develop a program of high quality and establish a structure to facilitate planning and evaluation for continuous improvement of the total program.**
- 7. The master's degree program has clear and concise policies relative to curriculum, faculty, students, and facilities.**
- 8. Experimentation and innovation are encouraged in master's degree teaching methods and curriculum.**

C. Budget

- 1. Budget support is adequate to enable the program to achieve its stated purposes.**
- 2. Non-budgeted funds are used to supplement institution funds allocated by the administration rather than to replace those funds for the master's degree program.**

D. General comments, if any, not included in the preceding discussion in this section of the report.

Section III: Curriculum

A. Program Description

- 1. The master's degree program curriculum is responsive to social, economic, and technical developments and reflects the application of evolving knowledge in construction.**
- 2. The master's degree program is consistent with the philosophy and the purposes of the institution and the goals as established.**
- 3. Recognizing the autonomy of educational institutions in the matter of curriculum development and the levels and designations of the degrees awarded, it is preferred that the word "Construction" be included in the master's degree awarded.**

B. Curriculum

- 1. The master's degree program develops its own goals, objectives and particular emphasis, and prescribes the number of courses for graduation, sequencing of study, course numbers, and titles.**
- 2. The master's degree curriculum is designed to accommodate continually expanding requirements of the profession, advancements in knowledge, and the contributions of related disciplines.**
- 3. The master's degree curriculum meets the ACCE Preliminary and Program Learning Outcomes through the development, implementation and assessment of appropriate learning objectives.**

C. General comments, if any, not included in the proceeding discussion in this section of the report.

Section IV: Faculty

A. Qualifications

- 1. The faculty possess appropriate academic qualifications, professional experience, and pursue scholarly and creative activities essential to the successful conduct of a master's degree academic program of construction.**
- 2. The institution provides the faculty with rank, status, salary, and benefits commensurate with their educational background and professional experience. In addition, if required by the institution,**

faculty members will be accorded status as a member of the Graduate Faculty.

- 3. The educational preparation of each faculty member teaching graduate courses includes study in the areas for which he/she has teaching responsibility and includes adequate background in the supporting disciplines from which his/her area of specialty draws major concepts and principles.**
- 4. Evaluation of faculty competence recognizes appropriate professional experience as being equally as important as formal educational background and that continuing professional growth of the faculty is a prerequisite to effective teaching.**
- 5. The faculty teaching in the master's degree program actively participate in professional organizations and community services, and in interpreting construction education to other professions and to the general public.**
- 6. The size of the faculty is commensurate with the number of courses offered, the number of students enrolled, and the other responsibilities of the faculty and is appropriate to the type of instruction and comparable to that of the faculty of other comparable academic programs of the institution.**

B. Faculty Workload

Faculty workload assignment takes into consideration the number of lecture hours, number of laboratory hours, number of separate preparations, class size, availability of teaching assistants, counseling activities, administrative activities, committee assignments, extension or continuing education commitments, and research activities

C. Administrative and Technical Staff Support

Administrative and technical staff support are adequate to sustain fulfillment of the construction program's mission and are consistent with the level of support enjoyed by other program units within the parent institution.

D. Employment Policies

Faculty compensation is competitive with comparable positions in other institutions to insure that quality faculty and high morale exist.

E. Professional Development

- 1. A clearly defined program of professional development is required to maintain a high level of professional competence.**
- 2. Consulting work is desirable and encouraged, provided such activities do not conflict with normal assigned duties and responsibilities of the faculty member.**

F. Faculty Evaluation

A clearly defined program of annual faculty evaluation is in place and may include student, peer, and/or administrator evaluations.

G. General comments, if any, not included in the preceding discussion in this section of the report.

Section V: Students

A. Admissions and Enrollment

- 1. Qualifications of master's degree students admitted to the construction Master's degree program are comparable with those of master's degree students in other areas of the institution and appropriate to the requirements for master's degree construction education.**
- 2. Admission policies, where applicable, are directed toward students with the ability and credentials for successful completion of the curriculum.**
- 3. Recruitment and publicity for the construction master's degree program are comparable to other master's degree programs of the institution.**

B. Academic Progress

- 1. An organized system of counseling and professional guidance is available to all students in the construction master's degree program so that their needs, interests, and abilities are considered in preparing and implementing a plan of study.**
- 2. A record system exists that keeps both the master's degree student and advisor informed regarding the students' progress toward completion of degree requirements.**

C. Extracurricular Activities

Where applicable, master's degree students are encouraged to participate in activities in addition to their academic studies. Such activities include involvement with industry-based professional and other organizations.

D. General comments, if any, not included in the preceding discussion in this section of the report.

Section VI: Facilities and Services

A. Physical Facilities

Facilities utilized for the master's degree program are well maintained and appropriate to the type of instruction to accommodate academic activities such as lectures, discussions, seminars, conferences, laboratory work, and research.

B. Library

- 1. The master's degree program has adequate access to holdings related to the general and professional components in the various fields of construction.**
- 2. There is evidence of both adequacy and use in the selection of library materials and responsibility for their effective use.**

C. Other Services

Appropriate services on campus to support the master's degree program are effectively used, including the computer center, audiovisual, placement, student services, and financial aids.

D. General comments, if any, not included in the preceding discussion in this section of the report.

Section VII: Relations with Industry

A. Support from Industry

- 1. An industrial advisory committee, consisting of representatives from the construction industry, is actively involved in an advisory role for the construction master's degree program.**

2. The committee meets on a regular basis for the purpose of advising and assisting the development and enhancement of the master’s degree program. The committee is representative of the potential employers of the graduates of the program.

B. Support for Industry

The construction master’s degree program maintains continuous liaison with the various construction associations to determine needs of the discipline for the purpose of establishing educational and professional development activities for the construction industry.

C. Student-Industry Relations

There is well-documented evidence of industry involvement with the master’s degree program such as field trips and guest lecturers.

D. General comments, if any, not included in the preceding discussion in this section of the report.

Section VIII: Relations with the General Public

A. The master’s degree program manifests accountable behavior by providing the information listed in the following table in a manner that it is current and accessible to the general public. (Explain any findings of lack of full compliance within the table.)

Public Information Requirements	Compliance Status
Objectives of the Program	
Program Admission Requirements	
Program Quality Improvement Plan	
Program Assessment Measures	
Information Obtained from Assessment Measures	
Actions Taken as Result of Assessment Data Collected	
Student Achievement	
Rate and Types of Employment of Graduates	
Data to Support Qualitative Claims made by the Program	

B. General comments of the Visiting Team, if any, not included in the preceding discussion in this section of the report.

Section IX: Program Quality and Outcome Assessment

A. The master's degree program has a well defined mission statement with established goals and specific objectives for achieving each goal that reflect ACCE Criteria and Standards.

B. Master's degree program goals and objectives are realistic and attainable.

C. The construction master's degree plan forms the basis for assessing outcomes of the program. Assessment input is obtained from all master's degree program constituencies, such as students, graduates, benefactors, employers, industry, faculty, and administration.

D. The planning and evaluation process is incorporated into the master's degree program plan in such a manner as to foster enhanced master's degree student achievement with respect to the construction master's degree program as it relates to student learning, research, and service.

E. Adequate resources are available so that the master's degree program may structure a mission statement, program goals, and measurable objectives which will serve to ensure continual improvement of the program. Resources support a systematic means for collecting, quantifying, and analyzing data relative to the master's degree program objectives, and formulation of conclusions based on this data and appropriate program modifications.

F. General comments, if any, not included in the preceding discussion in this section of the report.

Section X: Review of Last Visiting Team's Weaknesses and Concerns

(to be completed for Renewal of Accreditation Visits Only)

A. List last Visiting Team's noted Weaknesses and actions taken by the institution.

1. (Type Weakness here)

(Begin typing action taken here)

2. (Type Weakness here)

(Begin typing action taken here)

3. (Type Weakness here)

(Begin typing action taken here)

4. (Type Weakness here)

(Begin typing action taken here)

B. List last Visiting Team's noted Concerns and actions taken by the institution.

1. (Type Concern here)

(Begin typing action taken here)

2. (Type Concern here)

(Begin typing action taken here)

3. (Type Concern here)

(Begin typing action taken here)

4. (Type Concern here)

(Begin typing action taken here)

Section XI: Strengths, Weaknesses, Concerns, and Undeveloped Potentials

A. List Strengths.

- 1.
- 2.
- 3.
- 4.

B. List Weaknesses. (Include and identify as such any Weakness(es) remaining from previous Visiting Team reports, as discussed in Section X. Also, include and identify as such any Concerns remaining from previous Visiting Team reports that have become Weaknesses, as discussed in Section X.)

Weaknesses should be based either on evidence of non-compliance with or lack of evidence of compliance with ACCE requirements contained in this Visiting Team Report format and the self-evaluation study document for the respective master's degree program.

For each Weakness listed, the reasons for a lack of full and complete compliance with the standard cited must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.

All Weaknesses listed in the report must have been discussed with the administration of the institution during the exit interview. Any Weakness not so discussed must be brought to the attention of the Program Administrator and his/her next higher administrative unit by the Visiting Team Chair prior to being included in the report.

- 1.
- 2.
- 3.
- 4.

C. List Concerns. (Include and identify as such any Concern(s) remaining from previous Visiting Team reports, as discussed in Section X. Also, include and identify as such any Weaknesses remaining from previous Visiting Team reports that while corrected to some extent have now become Concerns, as discussed in Section X.)

A Concern relates to circumstances, situations, or issues that either have or could in the future have an adverse impact on the construction master's degree program and/or could become a Weakness if not addressed. For each Concern, specifically cite as appropriate:

- a. Its adverse impact or potential adverse impact; and/or
- b. State how the Concern could become a Weakness.

For each Concern listed, the basis for the Concern must be fully explained within the body of the report. Include in this Section a specific reference to the location of that explanation in the body of the report.

- 1.
- 2.
- 3.
- 4.

D. List Undeveloped Potentials.

Undeveloped Potentials are those areas that might be explored for the potential enhancement of the program.

- 1.
- 2.
- 3.
- 4.