



# American Council for Construction Education

## ACCE - Accreditation Pre Visit Review Sheet - OBA

Institution: \_\_\_\_\_

Program Name: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Standard		Meets STDs Y/N	Additional Information Needed
<b>2. Governance &amp; Admin.</b>	2.1.1 Administration		
	2.1.2 Institution Support		
<b>3. Curriculum</b>	3.1.1 Degree Programs		
	3.1.2 General Education		
	3.1.3 Business and Management		
	3.1.4 Construction		
	3.1.5 Student Learning Outcomes		
	3.2 Alternate Delivery		
	3.3 Multiple Campus		
	3.4 Dual/Second Degree		
<b>4. Faculty &amp; Staff</b>	4.1.1 Faculty Qualifications		
	4.1.2 Faculty Size		
	4.1.3 Faculty Workload		
	4.1.4 Admin. And Tech Staff Support		
	4.1.5 Employment Policies		
	4.1.6 Professional Development		
	4.1.7 Faculty Evaluation		
<b>5. Student Policies</b>	5.1.1 Academic Policies		
	5.1.2 Teaching Quality		
	5.1.3 Admissions and Enrollment		
	5.1.4 Recruitment and Composition		
	5.1.5 Academic Advising and Mentoring		
	5.1.6 Course Scheduling		
	5.1.7 Student Placement		
	5.1.8 Extracurricular Activities		
	5.1.9 Student Feedback		
	5.1.10 Financial Aid and Scholarships		

Standard	Complete Y/N	Additional Information Needed
<b>6.</b> Physical Resources	6.1.1 Offices, Classrooms and Lab spaces	
	6.1.2 Library Resources	
	6.1.3 Info. Systems and Tech Equip.	
<b>7.</b> Financial Resources	7.1.1 Budgeted Funds	
	7.1.2 Nonrecurring Funds	
<b>8.</b> Industry, Alumni and Public Relations	8.1.1 Support from Industry	
	8.1.2 Support for Industry	
	8.1.3 Student-Industry Relations	
	8.1.4 Alumni Relations and Feedback	
	8.1.5 Public Disclosures	
<b>9.</b> Academic Quality Planning Process and Outcome Assessment	9.1.1 Continuous Improvement	
	9.1.2 Educational Unit Strategic Plan	
	9.1.3 Degree Program Assessment Plan	
	9.1.4 Assessment Implementation Plan	
<b>10.</b> Review Last Visiting Team Report: Weaknesse s and Concerns	10.1 Previous Accreditation Actions	

**AMERICAN COUNCIL FOR  
CONSTRUCTION EDUCATION**

**CONSTRUCTION PROGRAM  
EVALUATION WORKSHEET  
OBA**



# Construction Program Evaluation Worksheet

Institution:

Program:

Program Type: 2 Yr\_\_\_ 3 Yr\_\_\_ 4 Yr\_\_\_ Day\_\_\_ Evening\_\_\_ Off Campus\_\_\_

Degree Awarded:

Prepared By: \_\_\_\_\_ Date: \_\_\_\_\_

This Worksheet is for the use of individual Visiting Team Members in recording data and information gathered during the visit for use in the preparation of the comprehensive Visiting Team Report in accordance with ACCE Form A-3, Guide for Preparation of a Visiting Team Report. A copy of this completed Worksheet should be provided by each Team Member to the Team Chair. All information should be coordinated with the materials from the Self-Evaluation Study wherever possible.

## 1. INTRODUCTORY MATERIALS

Names and positions of persons interviewed:

History, purposes, size and organization of the institution not covered in the Self-Evaluation Study.

History, purpose, size and organization of the Construction unit not covered in the Self Evaluation Study.

Mission, objectives and plans of the Construction unit not discussed in the Self-Evaluation Study.

\* Mission

\* Goals and Objectives

	Yes	No
Are goals and objectives realistic?	_____	_____
Are goals and objectives attainable?	_____	_____
Do goals and objectives reflect ACCE Standards?	_____	_____
Are stated goals and objectives given in the Self-Evaluation Study?	_____	_____
Analysis differs from that given by the Program Director?	_____	_____

Comments on inappropriate objectives or discrepancies between stated objectives and Team observations.

## 2. GOVERNANCE AND ADMINISTRATION

Administration views regarding program status. Do they see it as a viable and recognized program on campus?

Administration views of construction program goals and objectives.

Administration aspirations for the program and plans for support of the program.

Program administrative organization and relationship to institutional administration.

Discuss areas listed below and any other general information on the program:

- Construction Administrator's academic, professional and administrative qualifications.
- Are Construction Administrator's authority and responsibilities commensurate?
- Methods for establishing program priorities.
- Budget analysis (adequacy and basis on stable funding).
- Rationale for allocation of funds within the department or program and next higher administrative level.
- Source and uses of external funds within the program.
- Adequacy and distribution of travel funds.
- Faculty involvement in development of policies and procedures for achieving program goals and objectives and in other program planning activities.
- How are program evaluation, modification and updating accomplished?

### 3. CURRICULUM

Analysis of Curricular Materials and Student Work:

Textbooks: \_\_\_ All \_\_\_ Some \_\_\_ Few \_\_\_ None are current

Titles of non-current texts:

Course outlines displayed were:

\_\_\_ Sufficient \_\_\_ Insufficient

\_\_\_ Current \_\_\_ Out of Date

Homework observed was:

\_\_\_ Sufficient \_\_\_ Insufficient

\_\_\_ Current \_\_\_ Out of Date

\_\_\_ Applicable \_\_\_ Not Applicable to course

Problem sets observed were:

Sufficient       Insufficient  
 Current       Out of Date

Describe the quality of student work (homework, examination, drawings, project reports, laboratory reports).

	Sufficient Quality		Acceptable Quality		
	Yes	No	Yes	No	Marginal
Homework					
Examinations					
Drawings					
Project Reports					
Laboratory Reports					

Describe the oral and written communication skills.

Adequacy of command of English     Good       Marginal     Poor  
 Unacceptable

Writing skills     Good     Marginal     Poor     Unacceptable

Instructor marked spelling and grammatical errors on papers     All     Some  
 None

General Comments on Homework:

Discuss the following items and any other information felt important. (If an area is felt to be a weakness, provide an evaluation and applicable ACCE standard).

- Is the homework college level in challenge?
- Does the work displayed show that the curriculum is being updated periodically?
- Does the homework include current construction industry practices?

Quantitative Analysis of Curriculum content with respect to ACCE Standards.

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>	<b>60/90</b>	

Student Learning Outcomes applicable to a 4-year degree program

Validate how a graduate from your degree program is 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 construction documents for planning and management of construction processes.
8. Analyze methods, materials, and equipment used to construct projects.
9. Apply construction management skills as a member of a multi-disciplinary team.
10. Apply electronic-based technology to manage the construction process.
11. Apply basic surveying techniques for construction layout and control.
12. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.



13. Understand construction risk management.
14. Understand construction accounting and cost control.
15. Understand construction quality assurance and control.
16. Understand construction project control processes.
17. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
18. Understand the basic principles of sustainable construction.
19. Understand the basic principles of structural behavior.
20. Understand the basic principles of mechanical, electrical and piping systems.

### Student Learning Outcomes applicable to a 2-year Degree program

Validate how a graduate from your degree program is able to:

1. Demonstrate effective communication, both orally and in writing.
2. Demonstrate the ability to estimate quantities and costs for the bidding process in a construction project.
3. Demonstrate the ability to schedule a basic construction project.
4. Demonstrate the ability to use current technology related to the construction process.
5. Interpret construction documents (contracts, specifications, and drawings) used in managing a construction project.
6. Apply basic principles of construction accounting.
7. Use basic surveying techniques used in building layout.
8. Discuss basic principles of ethics in the construction industry.
9. Identify the fundamentals of contracts, codes, and regulations that govern a construction project.
10. Recognize basic construction methods, materials and equipment.
11. Recognize basic safety hazards on a construction site and standard prevention measures.
12. Recognize the basic principles of structural design.
13. Recognize the basic principles of mechanical, electrical and piping systems.

One semester hour equals 15 instructional hours; one quarter hour equals 10 instructional hours

Was each SLO evaluated by at least 2 assessment methods, one of which being a direct assessment?

Does the program curriculum comply with ACCE Standards?  Yes  No

Describe variances in curriculum and any weaknesses (Show applicable ACCE standard for any weakness).

Actions being taken by program to correct deficiencies in the curriculum.

Thrust of the curriculum with respect to stated program objectives.

Sequencing of courses, appropriateness of prerequisites and course coverage:

Adequate  Inadequate  Marginal

Suggested changes in sequencing or prerequisites.

Determination of Achievement of Student Learning Outcomes

- \* Are the SLO's mapped in a logical manner?
- \* Are the SLO's communicated to the students?
- \* Can you determine the relationship between the Course Learning Outcomes, Student Learning Outcomes and the Program Learning Outcomes?

<b>Course Syllabus Requirements</b>	<b>Compliance Status</b>
Presented in a standardized and consistent format	
Contained a description of the Student Learning Outcomes included in the course	
Contained a description of the instructional	

methods used in the course	
Contained a topical outline	
Described the methods used to assess student learning	
Described performance criteria including formal assessment of the Student Learning Outcomes	

- \* Have the text books and other student course material provided and does the material related to each SLO?
  
- \* Is the action(s) taken for those students who did not demonstrate achievement of the SLO available?
  
- \* Was the student work adequate for understanding of the rigor of the program/courses?
  
- \* General Curricula Comments regarding:
  - Laboratory course components (coordination with lectures).
  - Content of courses with multiple sections taught by different instructors. (Similar course content?)
  - Unique or innovative teaching techniques being used.
  - Latitude of choice by students for free electives.
  - Provisions for accelerated study.
  - Provisions for seminars and independent study type courses.
  - Class sizes.

#### Courses Delivered by Alternative Forms of Delivery

- \* Are there courses delivered on-line or methods other than the traditional classroom? If so, are the content and learning objectives consistent with the traditional courses?

Multiple Campus Program Delivery

- \* Does the modified degree path for students without the basic degree have established requirements and do they fulfill the required curriculum standards?

(Explain any findings of lack of full compliance following the table.)

Degree Program Requirements	Compliance Status
A single institution is authorized to grant the degree.	
The degree program is administered by a single qualified administrator.	
Adequate faculty and staff are available to facilitate the degree program at each location.	
A single curriculum is used on all campuses, and degree requirements are consistent.	
Adequate faculty and staff are available to facilitate the degree program at each location.	

Description of any findings of lack of full compliance:

## 4. Faculty

- \* Does the faculty have the appropriate academic qualifications and demonstrate expertise in the areas of instruction for each individual?

### Faculty Workload

Area	Range	Institutional Norm
Teaching - Credit hours per sem./qtr.		
Teaching - Contact hours per week		
* Class size	*	*
Laboratory size		
Advising - Number of students advised		

- \* Compare faculty compensation to comparable positions within the institution, including rank, status and benefits.
- \* Determine the commitment and use of opportunities for professional development within the faculty of the program, including professional and community service.
- \* Evaluation of professional development, including professional society membership activities.
- \* Describe the technical support for faculty
- \* Compare faculty compensation to comparable positions within the institution, including rank, status and benefits.
- \* Determine the commitment and use of opportunities for professional development within the faculty of the program, including professional and community service.

Faculty attitudes and morale towards:

The students	___	Excellent	___	Satisfactor y	___	Poor
The administration in general	___	Excellent	___	Satisfactor y	___	Poor
Administration support of program	___	Excellent	___	Satisfactor y	___	Poor
Their peers	___	Excellent	___	Satisfactor y	___	Poor

Faculty members availability to students:

\_\_\_ All    \_\_\_ Most    \_\_\_ Some    \_\_\_ Few    \_\_\_ None

General comments regarding faculty:

- Faculty recognition of mission, goals and objectives of the program.
- Basis of teaching load assignments.
- Appropriateness of teaching loads.
- Ratio of faculty to support staff.
- Age, rank and tenure distribution among faculty.
- Part-Time and Adjunct Faculty.
- Involvement of local Constructors in teaching.

## 5. STUDENT POLICIES

- \* Student Academic policies are in place communicating courses, acceptable electives?
- \* Faculty evaluations include assessment and improvement actions?
- \* The program recruits students with qualifications to be accepted into the program and institution?
- \* The program has a structure to advise students related to published course schedules and other professional guidance needed to successfully complete the degree?
- \* Evaluate the student placement support from faculty, the program and career services of the institution.

Program enrollment and distribution by classification:

Total enrollment as of date of visit: \_\_\_\_\_

Distribution: \_\_ Freshmen \_\_ Sophomores \_\_ Juniors \_\_ Seniors \_\_ Others

Enrollment trends: \_\_ Stable \_\_ Declining \_\_ Small growth \_\_ Large growth

General comments on:

- The general nature of the student body: age, background, attitudes, previous construction experience, etc.
- Student recruiting activities of the program.

Student attitudes and morale towards:

Faculty	_____	Excellent	_____	Satisfactory	_____	Poor
Program	_____	Excellent	_____	Satisfactory	_____	Poor
Administration	_____	Excellent	_____	Satisfactory	_____	Poor
Curriculum	_____	Excellent	_____	Satisfactory	_____	Poor
Career Placement	_____	Excellent	_____	Satisfactory	_____	Poor
Facilities	_____	Excellent	_____	Satisfactory	_____	Poor
Other Areas	_____	Excellent	_____	Satisfactory	_____	Poor

Discuss student impressions towards the program, construction education in general and what they perceive as their role in the industry.

What student organizations exist and how active are the students in them?

Student record keeping policies and procedures.

Average starting salaries for graduates per month . per year \_\_\_\_\_

Typical beginning job titles for graduates.

Are graduates remaining in the general area? \_Yes \_\_\_\_\_ No

General comments on student activities:

- Student recognition of the mission, goals and objectives of the program.
- Student participation in honors courses.
- Student participation in faculty and curriculum evaluations.
- Availability of scholarships and financial aid for students.
- Availability of career planning and placement services to students.
- Average starting salaries for graduates.
- Other student comments.

## PHYSICAL RESOURCES

### Physical Facilities observed

#### Office Space:

___ Single Person	___ Generous	___ Central Location	___ Adequate Privacy
___ Double Person	___ Adequate	___ Separated Location	___ Inadequate

#### Privacy:

___ Multi Person	___ Cramped	___ Isolated Location	___ No Privacy
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#### Classrooms:

___ Adequate Space	___ Modern furnishing	___ Well Lighted & Ventilated
___ Inadequate Space	___ Worn Furnishings	___ Poor Lighting & Ventilation
___ Adequate Facilities	___ Central Location	___ Conducive to Learning
___ Inadequate Facilities	___ Separated Location	___ Non-Conducive to Learning

#### Laboratories:

___ Well Equipped	___ Current Equipment	___ Adequate Space
___ Sufficient Quantities	___ Poorly Equipped	___ Outdated Equipment
___ Inadequate Space	___ Insufficient Quantities	___ Conducive to Learning



___ Inadequate Facilities	___ Separated Location	___ Non-Conducive to Learning
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Computer Facilities:

___ Well Equipped	___ Current Equipment	___ Sufficient Quantities
___ Adequate Space	___ Poorly Equipped	___ Outdated Equipment
___ Insufficient Quantities	___ Inadequate Space	

Discuss the space situation.

Number and types of computers available for student and/or faculty use.

Type and adequacy of construction related software for use in the program.

Library Support.

	Yes	No
Is the collection of technical books, periodicals and non-print media Adequate to support program?	___	___
Are the materials sufficiently varied in scope and level?	___	___
Are materials current and have obsolete materials been removed?	___	___
Is there evidence of student use of the library for class work?	___	___
Are reference materials available in the laboratories?	___	___

Describe deficiencies noted and other unusual problems associated with library services:

Support Services:

Adequate secretarial assistance available	___	___
Adequate technical support available in laboratories	___	___
Adequate office and storage facilities available	___	___

Comments:

Cooperation between department and supporting departments and other institutional activities.

General comments on Support Services.

## **7. RELATIONS WITH INDUSTRY**

Budgeted Funds

Are the funds budgeted for the program similar to those of comparable programs on campus and are they adequate to support the program, its faculty and the program's mission and goals?

Nonrecurring Funds

Nonrecurring funds are used to supplement budgeted funds rather than replace budgeted funds.

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

Support from Industry

\* Is the Industry Advisory Council in place, organized to support the program's strategy and are there minutes to show evidence of the workings of the IAC?

Support for Industry

\* How does the faculty support the local industry?

Student-Industry Relations

\* How do the students support and engage with the local industry and IAC?

### Alumni Relations and Feedback

Does the program maintain communications with alumni and if so, how?

### Public Disclosures

The 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 following the table.)

Public Information Requirements	Compliance Status
Objectives of the Program	
Program Admission Requirements	
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	

Description of any findings of lack of full compliance:

## 9. ACADEMIC QUALITY PLANNING PROCESS & OUTCOME ASSESSMENT

Does a Quality Improvement Plan exist \_\_\_\_\_ Yes \_\_\_\_\_ No

Written procedures are established \_\_\_\_\_ Yes \_\_\_\_\_ No

Does a Strategic Plan Exist \_\_\_\_\_ Yes \_\_\_\_\_ No

Does the Plan review internal & external factors \_\_\_\_\_ Yes \_\_\_\_\_ No

Is the Plan updated regularly \_\_\_\_\_ Yes \_\_\_\_\_ No

Is there a written Assessment Plan available \_\_\_\_\_ Yes \_\_\_\_\_  
No

Does the Plan have the minimum requirements \_\_\_\_\_ Yes  
 \_\_\_\_\_ No

Requirements	Compliance Status
<b>Mission Statement</b>	
<b>Educational Program Objectives</b>	
<b>Learning Outcomes</b>	
<b>Performance criteria to measure outcomes</b>	
<b>Evaluation Methodology</b>	

Are the results of the Assessment Plan and actions taken provided \_\_\_\_\_ Yes  
 \_\_\_\_\_ No

Are the assessment tools described understandable and comprehensive \_\_\_\_\_ Yes  
 \_\_\_\_\_ No

Is there an Assessment Implementation Plan \_\_\_\_\_ Yes \_\_\_\_\_ No

Are the results documented in a systematic manner \_\_\_\_\_ Yes \_\_\_\_\_ No

Are the results compared with the criteria of the Program Objectives and Learning Outcomes to gauge achievement \_\_\_\_\_ Yes \_\_\_\_\_ No

Was any action taken as a result of the assessment comparison \_\_\_\_\_ Yes  
 \_\_\_\_\_ No

If not, why not

## RECOMMENDATIONS

### Renewal of Accreditation Visits Only

Corrective Actions on previous ACCE Accreditation Actions

Were weaknesses reported in the previous visit \_\_\_\_\_ Yes \_\_\_\_\_ No

If so, have they been addressed satisfactorily \_\_\_\_\_ Yes \_\_\_\_\_ No

List each weakness which has not been totally eliminated and the reasons why it remains a weakness.

### Strengths of the Program

List those items considered as strengths for the program:

### Weaknesses of the Program:

Weaknesses of the program must be related to a lack of full and complete compliance with ACCE Document 103. Weaknesses may be based either on evidence of non-compliance with or lack of evidence of compliance with ACCE Document 103. For each Weakness, specifically cite that part of ACCE Document 103 that forms the basis for the Weakness. Indicate how the program is not in full and complete compliance.

State weaknesses in numerical order of importance, with an analysis and explanation of each. Evaluate the seriousness of each weakness according to the following:

- \* A serious deficiency in meeting a provision of ACCE standards that requires correction to bring the program into an accredited status.
  
  
- \* A condition related to some aspect of the ACCE Standards that should be corrected or improved immediately.

### Concerns:

Concerns are circumstances, situations, or issues that may or may not be specifically related to ACCE Document 103. A Concern relates to circumstances, situations, or issues that either have an adverse impact on the construction program and/or could become a Weakness if not addressed. For each Concern, specifically cite as appropriate its adverse impact; and/or cite that part of ACCE Document 103 that forms the basis for the Concern; and/or state how the Concern could become a Weakness if not addressed.

List in order of seriousness with an evaluation of each.

## Undeveloped Potentials for the Program

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

State those areas within the program considered as being an undeveloped potential for the program with an explanation of the reasons why.

Continuation of Analysis of Strengths, Weaknesses and Undeveloped Potentials and any other comments