A Self-Examination of ATMAE Accredited Program Performance and ATMAE Accreditation Visiting Team Recommendations from 2004-2009

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Recommendations on the extent to which programs comply with ATMAE accreditation standards and the recommended accreditation levels and conditions made by ATMAE accreditation visiting teams were examined for purposes of identifying improvement opportunities. This report recommends that if ATMAE chooses to continue providing accreditation training that it focuses on assessment: the collection, analysis, and use of data by programs and program options to make decisions about improvements in teaching and learning. The training should instill in programs the need for looking purposefully toward developing a culture of evidence. An integrated process provides an evidence-based framework for improving, revising, and introducing comprehensive systems for the collection, dissemination, and utilization of information on meaningful student learning outcomes. Such information can be used to develop new pedagogies, curricula, and technologies to improve learning. Embracing such a culture of innovation and quality improvement has been specifically called for in the report of the National Commission on Higher Education, otherwise known as the Spellings Commission.

Introduction

According to the Association of Technology, Management and Applied Engineering (ATMAE), formerly the National Association of Industrial Technology (NAIT), accreditation program policies and procedures (2011):

> The chair of the Board of Accreditation shall appoint an individual as the Validity and Reliability Officer, with responsibility to develop and maintain a systematic program designed to assess the validity and reliability of accreditation criteria, procedures, and standards (p. 7).

The purpose of this self-imposed requirement of self-examination is the pursuit of excellence through improvement in all that ATMAE does with respect to the accrediting of management, technology, and applied engineering programs. This particular self-examination looked at ATMAE accreditation visiting team reports written between 2004 and 2009, produced descriptive statistics that characterized the performance of ATMAE accredited programs according to the visiting teams, and offers suggestions for making improvements.

Background

ATMAE is a professional organization that, among other responsibilities, sets standards for academic program accreditation. These accreditation standards help to ensure higher education institution programs meet acceptable levels of quality. The ATMAE accreditation process has four distinct steps: the self-study and production of a self-study report, the team visit, production of a team report, and the board hearing.

The self-study and production of a self-study report is completed by the higher educational institution seeking accreditation. The self-study report is completed by faculty and staff of the institution and is compilation of responses to each accreditation standard. The standards are distributed among sixteen major emphasis areas including:

- Preparation of Self-Study Report
- Philosophy and Objectives
- Program of Study
- Instruction
- Faculty
- Students
- Administration
- Facilities and Equipment
- Computer Systems
- Financial Resources
- Library and Information Resources
- Support Personnel

- Placement Services
- Industrial Advisory Committee(s)
- Education Innovation
- Assessment

In developing their self-study report, the institution must address how their program(s) and option(s) meet the accreditation standards. Once the self-study is completed, the institution applies for accreditation with the ATMAE national office. This request must be done by October 1 of the year preceding the accreditation visit. The institution requesting an accreditation visit must turn in the self-study report at least 30 days prior to the accreditation visit.

The next step of the accreditation process involves a visit by an ATMAE accreditation visiting team. The accreditation visit usually consists of two days and two nights at the institution's site. The accreditation visiting team must review the self-study report and utilize the on-site visit to validate the statements claimed in the self-study report. The visiting team does this by conducting interviews with faculty, staff, administration, students, and advisory board members and also by taking tours of labs and classrooms. The visiting team also has access to a resource room that has documents supporting the self-study report.

Step three involves the production of a visiting team report. The visiting team submits a final report to ATMAE's Executive Director, and the Head of the Institution, Head of the Program, and Institutional Contact Person whose program was evaluated within 45 days of the visit. The report is a qualitative assessment regarding the accuracy of the institutional self-study report and an analysis of program and option compliance with standards. In addition, the team will recommend their accreditation level and associate conditions—accreditation, accreditation with a 2-year report, accreditation with a 2-year report and site visit, or non-accreditation.

The final step is the Board of Accreditation hearing, which takes place during ATMAE's Annual Conference. At the hearing, the Board will take action to accept the recommendations of the visiting team or may reach other decisions.

Validity and Reliability of Accreditation Criteria, Procedures, and Standards

As part of its process of continuous improvement, ATMAE states in the 2009 Accreditation Handbook that the Chair of the Board of Accreditation shall appoint board members to a Subcommittee on Validity and Reliability. This subcommittee is responsible to "assess the validity and reliability of accreditation criteria, procedures, and standards" (ATMAE, 2009, p. 4). This subcommittee has produced three reports that were presented to ATMAE's Board of Accreditation.

The first report was prepared by Drs. Sutton, Kicklighter, Markert, Lowe, Shaw and Mr. Wright (1992). The subcommittee analyzed visiting team reports from 1991 and 1992. Their main focus was to assess levels and percentages of non-compliance.

The report stated that there was improvement in 1992 compared to the 1991 visit. The standards that had partial or non-compliance varied widely and seemed to be categorized into two themes. These themes were either documentation-based or financial-based. However, the top six standards that were partial or non-compliance in 1991 and 1992 were documentation-based. These standards in 1991 and 1992, respectively, were Competency Identification (87.5%, 33.3%), Appropriateness of Equipment (62.5%, 30.3%), Program Advisory Committee(s) (50.0%, 48.5%), Student Evaluation of Program (37.5%, 24.2%), Self-Study (37.5%, 21.2%), and Study Guidelines (37.5%, 18.2%). In the 1991 team visit reports, there were 26 standards that were either partial or non-compliance. In 1992, there were only 12 standards that were partial or non-compliance and the highest percentage was 54.5 compared to 1991's highest percentage of 87.5.

There were three recommendations derived from the analysis of the visiting team reports. The first recommendation was to increase training for institutions seeking accreditation. The training should be

done one year prior to the self-study. This recommendation was in response to the several institutions which were not prepared for the visiting team visit by not providing proper documentation. The next two recommendations were in response to institutions using institutional data. “This data may be insufficient due to the narrow focus of response required in some data-based standards” (Sutton et al., p. 3). The first recommendation to this area was to share information with the Accreditation Board for consideration of handbook revisions. The next recommendation was to continue to report standards in partial or non-compliance in order to monitor the impact of the two previous recommendations.

Another report was published two years later by Drs. Sutton and Markert (1994). The report reflected analysis of visiting team reports for all baccalaureate programs visited from 1991 to 1994. It contained all partial and non-compliance, cumulative percentages on each standard, high percentage problem standards issues, and conclusions and recommendations. There were nine standards that showed improvement over the four year time period; however, there were 26 standards that were reported as partial and non-compliance over the same time period. Finally, there were seven standards that had no difficulty with compliance.

The authors of the report focused on the standards that were reported as partial or non-compliance. The standards that had a high percentage of partial and non-compliance were Program Goals, Foundation Requirements, Competency Identification, Study Guides, Full-Time Faculty, Placement of Graduates, Student Evaluation of Programs, Facilities and Equipment, Support Personnel, Placement Services, Program Advisory Committees, and Assessment Data.

The first standard that had a high percentage of reported partial and non-compliance was Program Goals. In 1994, nearly 43% of the programs visited were not in compliance with this standard. Sutton and Markert stated that these programs “did not tie program goals to assessment of student performance” (p. 3).

The next standard that was identified as a problem area was Foundation Requirements (Sutton & Markert, 1994). In 1994, 57% of the programs did not meet this standard. Sutton and Market noted that “programs are clearly having difficulty achieving the balance of General Education, Technology, and Management mix of courses” (p. 3). They also noted that there was evidence that elective hours in these programs were declining.

Competency Identification was the next standard that was discussed. Problems seemed to be consistent with this standard. In 1994, nearly 43% of the programs visited were not compliant with this standard. Sutton and Markert noted that a competency system that categorizes and prioritizes was not in use or no evidence was provided that it was in use.

The next standard discussed was Study Guides and the authors noted again that nearly 43% of programs in 1994 had trouble with course syllabi. Excerpts from accreditation reports stated syllabi were widely varied and many did not include key information such as performance expectations and grading criteria.

The fifth standard that had a high percentage of partial and non-compliance was Full-Time Faculty and in 1994, 43% of programs visited were not in compliance with the standard. Issues were raised with the total number of faculty to adequately teach all program options and lack of recent industrial experience. Also, faculty members did not participate in professional development such as workshops and seminars and were not active in professional associations.

Placement of Graduates was the next standard that was discussed. Again, nearly 43% of the programs that were visited in 1994 were not in compliance with this standard. These programs did not have an adequate system for tracking their graduates and surveys conducted had a lower response rate than their institution’s response rate.

Over 57% of the programs visited in 1994 were not in compliance with the standard addressing Student Evaluation of Programs. Comments from these accreditation visits reports stated programs showed no

evidence of consistently surveying their graduates. Also, the surveys did not provide salary levels or job titles of the programs' graduates.

Facilities and Equipment were the next standard that had a high level of partial or non-compliance. In 1994, 57-71% of the programs did not meet these standards. Sutton and Markert stated "this area appears to be a developing as a MAJOR problem area for many industrial technology programs" (p. 4). Excerpts from the accreditation visits included no lab maintenance budgets and labs were not reflecting current industry. More comments included a five year lag in computer technology, inoperable lab equipment and non-existent CNC or CIM equipment.

The ninth standard that was discussed was Support Personnel. In 1994, over 71% of the programs were not in compliance with this standard. Faculty members were performing maintenance and repairs on the equipment and they were also doing most of the clerical work for teaching support.

Placement Services was the next standard addressed. Of all the programs that had accreditation visits in 1994, around 43% did not have an adequate placement service support for their students (Sutton & Markert, 1994). Sutton and Markert noted that "a lack of a tracking system for graduate placement was often noted by visiting teams" (p. 5).

Program Advisory Committees standard was not in compliance with 57% of the programs from 1994 visits. Meeting frequency and also the committees themselves were common problems. Comments from the accreditation visits stated that programs only had annual meetings, one year appointments of committee members, or no agenda or meeting minutes. Also, there seemed to be no advisory committee input that directed the program.

The final standard addressed in the report was Assessment Data. Again in 1994, there was a 57% partial or non-compliance rate. Comments from these visits pointed out there were no overall assessment plan for student achievement in comparison to program goals. Also, there was no assessment of graduate competency.

A third report was delivered to the Board of Accreditation in November of 1999. Delaura and Nagle (1999) analyzed visiting team reports produced from 1995-1998. The report also contained all partial and non-compliance, cumulative percentages on each standard, high percentage problem standards issues, and conclusion and recommendations; however, there was no indication on what level of post secondary institutions were researched.

Their report also concentrated on standards that had higher percentages of partial and non-compliance. Delaura and Nagle stated "it was noted that these problem areas were not as serious as in the previous report" (p. 4). In the report that analyzed team visits from 1991-1994, the partial and non-compliance ranged from 43% to 71%; however, for this report the top percentage was 42. The standards that had a large percentage of partial and non-compliance were Adequacy of Facilities and Equipment, Support for Facilities and Equipment, Student Enrollment, Program Goals, Appropriateness of Equipment, Financial Support, and Placement of Graduates. The following paragraphs will discuss these standards.

The first standard, Adequacy of Facilities and Equipment, had the highest level of problems with compliance. The previous report from 1994 reported 57% of programs were either in partial and non-compliance; however, this decreased to only 48% in this report. Even though this was an improvement from the previous report, this standard had the highest level of partial or non-compliance.

Support for Facilities and Equipment standard also was considered a standard with high percentages of partial and non-compliance. In this report, this standard had 31% partial compliance and 12% non-compliance.

The next standard discussed was Student Enrollment. This standard had an increase in partial and non-compliance from 1994. This standard had 43% out of compliance compared to the 1994 percentage of 24.

Program Goals standard was another standard that had a higher percentage of partial or non-compliance. In this study, the programs in partial or non-compliance were 35%, a slight decrease from the 1994 study of 42%.

The next standard discussed also showed improvement from the 1994 study. In 1994, the study reported that 71% of programs had partial or non-compliance for the Appropriateness of Equipment. In this 1999 study, only 33% percent had partial or non-compliance. This was an improvement; however, programs are still having trouble meeting this standard.

The Financial Support standard also had higher levels of partial and non-compliance. This reported noted that 43% of programs had partial or non-compliance, which is an increase of 10% from the 1994 report.

The final standard discussed in this report was Placement of Graduates. There has been improvement since the 1994 report; however, 33% percent of programs still had partial or non-compliance. This is a 24% decrease from the 1994 study, but this standard still seems to be difficult for programs to reach compliance.

All three reports developed by the Subcommittee on Validity and Reliability contained data that demonstrated levels and proportion of standards compliance by programs pursuing accreditation (Sutton et al., 1992; Sutton and Markert, 1994; Delaura and Nagle, 1999). When analyzing all three reports, one theme was cited consistently in regards to have partial or non-compliance. This theme was Facilities and Equipment. In the 1992 report, the standard that reported high levels of partial and non-compliance was Appropriateness of Equipment, while in 1994 it was Adequacy of Facilities and Equipment and Support for Facilities and Equipment**.** In 1999, all three standards were reported as having high levels of partial and non-compliance.

There were three standards that were reported in 1992 and 1994 as having high levels of partial and non-compliance. These standards were Program Advisory Committee(s), Student Evaluation of Program, and Study Guides. However in the 1999 report, none of the three standards were highlighted as being significantly in partial or in non-compliance.

Two standards had reoccurring compliance issues in 1994 and 1999. These standards were Program Goals and Placement of Graduates. However, for both standards the proportion of partial and non-compliance was lower in 1999 as compared to the 1994 report.

References

ATMAE (The Association of Technology, Management, and Applied Engineering). (2009). 2009 Accreditation Handbook.

ATMAE (The Association of Technology, Management, and Applied Engineering). (2011). ATMAE Accreditation Program Policies and Procedures.

Delaura, J., & Nagle, E. (1999) Compliance Levels with Accreditation Standards.

Sutton, J., Kicklighter, C., Markert, L., Lowe, F., Wright, K., & Shah, S. (1992) Subcommittee on Validity and Reliability.

Sutton, J., & Markert, L. (1994) Compliance Levels with Accreditation Standards by Baccalaureate Programs.

The Self-Examination of ATMAE
Program Performance and Visiting Team Recommendations from 2004-2009

The population for this study was comprised of 102 institutions and their programs or program options that were visited by ATMAE accreditation visiting teams (visiting teams) from 2004 through 2009—see Table 1. For the purpose of this study, ATMAE provided the investigators with 108 Visiting Team Reports authored by visiting teams during this period. All reports were prepared in accordance with the respective accreditation handbook. Within this population of reports were four that were prepared in accordance with the Outcomes Assessment Accreditation Model and two that were 2-year reports. These six reports were removed from the population of reports resulting in a population of 102 visiting team reports.

Table 1. Number of Institutional Reports by Year

Year of Report	N	Handbook Year
2004	17	2003
2005	13	2003
2006	14	2003
2007	16	2006
2008	19	2006
2009	23	2006
Total	102	

Contained within this population of visiting team reports were the findings and recommendations for 597 programs and program options—see Table 2. Fifty-six percent of the findings and recommendations were for reaccreditation visits; the balance was for initial visits. Two thirds of the total findings and recommendations were for associate degree programs and program options, with the remaining third for baccalaureate degree programs.

Table 2. Type of Visit

	Total		Associate		Baccalaureate	
Type of Visit	N	%	N	%	N	%
Initial	262	43.89%	222	37.19%	40	6.70%
Reaccreditation	335	56.11%	173	28.98%	162	27.14%
Total	597	100.00%	395	66.16%	202	33.84%

Instrumentation

A template produced by ATMAE for use by visiting teams to document their qualitative assessment regarding the accuracy of institutional self-study reports and an analysis of program and option compliance with the accreditation standards served as the instrument. The template/instrument, when completed by the visiting team, serves as the visiting team report. The template/instrument was divided into four parts: part one requested information on the on-site visit, part two requested information on the institution, part three was used to describe and summarized the extent to which a program or program options complied with each accreditation standard, and in part four, the team summarized its findings and recommended their accreditation level and associated conditions.

Data Collection Procedures

The template/instrument was available to the visiting team through ATMAE as a Microsoft Word document/template. During the team visit, the visiting team completed the instrument electronically and submitted their visiting team report to ATMAE.

Data Analysis Procedures

Date from the visiting team reports were copied from the summaries tables and pasted into Microsoft Excel. Counts were made in accordance to the application's criteria and totals and proportions calculated.

Results

Visiting Team Recommendations

Upon completion of the visiting team report, the visiting team makes an accreditation recommendation based on the extent to which a program or program option complies with the accreditation standards. A team can recommend that a program or program option be accredited, accredited with a 2-year report, accredited with a 2-year report and an on-site visit in two years, or it can recommend that program or program option not be accredited.

From 2004-2009, the majority, almost 73 percent (N=434) of the 597 programs and program options visited received an "accreditation with a 2-year report" recommendation—see Table 3. Twenty-two percent (N=132) of the programs and program options received an "accreditation" recommendation and five percent (N=30) of the programs and program options received "accreditation with a visit and 2 year report" recommendation. When the data were partitioned between associate and baccalaureate programs and program options, the distributions of recommendations were similarly ranked for associate and baccalaureate programs and program options.

Table 3. Visiting Team Recommendations

	Total		Associate		Baccalaureate	
Visiting Team Recommendations	**N**	**%**	**N**	**%**	**N**	**%**
Accreditation	132	22.11%	48	12.15%	84	41.58%
Accreditation with a 2 Year Report	434	72.70%	331	83.80%	103	50.99%
Accreditation with a Visit and 2 Year Report	30	5.03%	16	4.05%	14	6.93%
Non Accreditation	1	0.17%	0	0%	1	0.50%
Total	597	100.00%	395	100.00%	202	100.00%

From 2004-2009, almost 84 percent (N=331) of the 395 associate degree programs and program options received an "accreditation with a 2 year report" recommendation; 12 percent (N=48) received an "accreditation" recommendation, and 4 percent received an "accreditation with a visit and 2 year report" recommendation. During this same period, 51 percent (N=103) of the 202 baccalaureate degree programs and program options received an "accreditation with a 2 year report" recommendation; 42 percent (N=84) received an "accreditation" recommendation, 7 percent (N=14) received an "accreditation with a visit and 2 year report" recommendation, and one program received a non-accreditation recommendation.

Non-Compliant Standards and Standards in Partial Compliance

The number of each accreditation standard judged by visiting teams during the period under study to be in partial compliance or not in compliance is depicted in Table 4. As well, the standards were ranked according to their totals in terms of being in partial compliance and not in compliance—see Table 5. Because several associate degree program and program option standards and several baccalaureate degree program and program option standards do not align with one another or are unique, those standards are presented in the tables in bold and are italicized to emphasize their uniqueness.

Table 4. Standards in Partial Compliance and Non-Compliance for All Programs and Program Options—by Standard.

Standard and Standard Number		N in Partial	% in Partial	N in Non	% in Non	Total
Preparation of Self-Study Report	X.1	64	10.72%	25	4.19%	89
Mission	X.2.1	52	8.71%	0	0.00%	52
Program Definition	X.2.2	17	2.85%	0	0.00%	17
Program Acceptance	X.2.3	20	3.35%	1	0.17%	21
Program Goals	X.2.4	295	49.41%	14	2.35%	309
Program Name	X.3.1	6	1.01%	5	0.84%	11
Program Level	X.3.2	2	0.34%	0	0.00%	2
Program Definition	X.3.3	25	4.20%	5	0.84%	30
Program Emphasis	X.3.4	8	1.34%	3	0.50%	11
Foundation Requirements	X.3.5	97	16.25%	19	3.18%	116
Course Sequencing	X.3.6	53	8.88%	13	2.18%	66
Application of Mathematics and Science	X.3.7	5	0.84%	0	0.00%	5
Computer Applications	X.3.8	9	1.51%	1	0.17%	10
Communications	X.3.9	73	12.23%	18	3.02%	91
Industrial Experiences	X.3.10	50	8.38%	0	0.00%	50
Competency Identification	X.3.11	168	28.19%	21	3.52%	189
Competency Validation	X.3.12	252	42.28%	65	10.91%	317
Program Development, Revision and Evaluation	X.3.13	153	25.84%	31	5.24%	184
Transfer Course Work	X.3.14	22	3.69%	1	0.17%	23
Upper Division Course Work	***6.3.15***	***11***	***5.45%***	***0***	***0.00%***	***11***
Institutional Course Work	***5.3.15***	***60***	***15.19%***	***52***	***13.16%***	***112***
Program Publicity	X.3.16	206	34.51%	9	1.51%	215
Legal Authorization	X.3.17	0	0.00%	1	0.17%	1
Level of Instruction	***5.3.18***	***3***	***0.74%***	***0***	***0.00%***	***3***
Course Syllabi	X.4.1	133	22.28%	2	0.34%	135
Reference Materials	X.4.2	10	1.68%	0	0.00%	10
Program Balance	X.4.3	12	2.01%	0	0.00%	12
Problem-Solving Activities	X.4.4	3	0.50%	0	0.00%	3
Motivation of Students	X.4.5	28	4.69%	2	0.34%	30
Supervision of Instruction	X.4.6	33	5.53%	0	0.00%	33
Scheduling of Instruction	X.4.7	7	1.17%	0	0.00%	7
Full-Time Faculty	X.5.1	94	15.75%	11	1.84%	105
Minimum Faculty Qualifications	X.5.2	27	4.52%	23	3.85%	50
Academic Preparation of Faculty	***6.5.3***	***4***	***1.97%***	***11***	***5.42%***	***15***
Selection and Appointment Policies	***5.5.3/6.5.4***	***8***	***1.34%***	***3***	***0.50%***	***11***
Tenure and Reappointment Policies	***5.5.4/6.5.5***	***5***	***0.84%***	***0***	***0.00%***	***5***
Faculty Loads	***5.5.5/6.5.6***	***38***	***6.37%***	***3***	***0.50%***	***41***
Admission and Retention Standards	X.6.1	40	6.70%	0	0.00%	40
Scholastic Success of Students	X.6.2	46	7.71%	3	0.50%	49
Placement of Graduates	X.6.3	179	30.08%	28	4.71%	207
Advanced Study	X.6.4	6	1.14%	37	7.01%	43
Student Evaluation of Program(s)	X.6.5	204	34.23%	39	6.54%	243

Student Enrollment	X.6.6	178	29.82%	22	3.69%	200
Advisory and Counseling Services	X.6.7	31	5.19%	0	0.00%	31
Ethical Practices	X.6.8	0	0.00%	0	0.00%	0
Program Administration	X.7.1	6	1.01%	1	0.17%	7
Administrative Leadership	X.7.2	29	4.86%	1	0.17%	30
Administrative Support	X.7.3	6	1.01%	0	0.00%	6
Adequacy of Facilities and Equipment	X.8.1	75	12.56%	8	1.34%	83
Support for Facilities and Equipment	X.8.2	102	17.09%	54	9.05%	156
Appropriateness of Equipment	X.8.3	53	8.88%	6	1.01%	59
Availability of Computer Systems	X.9.1	29	4.86%	0	0.00%	29
Utilization of Computer Systems	X.9.2	2	0.34%	0	0.00%	2
Financial Support	X.10.1	38	6.37%	4	0.67%	42
External Financial Support	X.10.2	21	3.52%	3	0.50%	24
Library Resources	X.11.1	8	1.34%	2	0.34%	10
Utilization of Library Resources	X.11.2	42	7.04%	4	0.67%	46
Support Personnel	X.12	146	24.46%	6	1.01%	152
Placement Services	X.13.1	191	31.99%	1	0.17%	192
Cooperative Education	X.13.2	21	3.73%	0	0.00%	21
Program Advisory Committee(s)	X.14.1	185	31.09%	4	0.67%	189
Advisory Committee Meetings	X.14.2	86	14.45%	33	5.55%	119
Educational Innovation	X.15.1	28	4.69%	6	1.01%	34
Assessment	X.16.1	415	69.51%	67	11.22%	482

Table 5. Standards in Partial Compliance and Non-Compliance for All Programs and Program Options—Ranked.

Standard and Standard Number		N in Partial	% in Partial	N in Non	% in Non	Total
Assessment	X.16.1	415	69.51%	67	11.22%	482
Competency Validation	X.3.12	252	42.28%	65	10.91%	317
Program Goals	X.2.4	295	49.41%	14	2.35%	309
Student Evaluation of Program(s)	X.6.5	204	34.23%	39	6.54%	243
Program Publicity	X.3.16	206	34.51%	9	1.51%	215
Placement of Graduates	X.6.3	179	30.08%	28	4.71%	207
Student Enrollment	X.6.6	178	29.82%	22	3.69%	200
Placement Services	X.13.1	191	31.99%	1	0.17%	192
Competency Identification	X.3.11	168	28.19%	21	3.52%	189
Program Advisory Committee(s)	X.14.1	185	31.09%	4	0.67%	189
Program Development, Revision and Evaluation	X.3.13	153	25.84%	31	5.24%	184
Support for Facilities and Equipment	X.8.2	102	17.09%	54	9.05%	156
Support Personnel	X.12	146	24.46%	6	1.01%	152
Course Syllabi	X.4.1	133	22.28%	2	0.34%	135
Advisory Committee Meetings	X.14.2	86	14.45%	33	5.55%	119
Foundation Requirements	X.3.5	97	16.25%	19	3.18%	116
Institutional Course Work	***5.3.15***	***60***	***15.19%***	***52***	***13.16%***	***112***
Full-Time Faculty	X.5.1	94	15.75%	11	1.84%	105
Communications	X.3.9	73	12.23%	18	3.02%	91

Preparation of Self-Study Report	X.1	64	10.72%	25	4.19%	89
Adequacy of Facilities and Equipment	X.8.1	75	12.56%	8	1.34%	83
Course Sequencing	X.3.6	53	8.88%	13	2.18%	66
Appropriateness of Equipment	X.8.3	53	8.88%	6	1.01%	59
Mission	X.2.1	52	8.71%	0	0.00%	52
Industrial Experiences	X.3.10	50	8.38%	0	0.00%	50
Minimum Faculty Qualifications	X.5.2	27	4.52%	23	3.85%	50
Scholastic Success of Students	X.6.2	46	7.71%	3	0.50%	49
Utilization of Library Resources	X.11.2	42	7.04%	4	0.67%	46
Advanced Study	X.6.4	6	1.14%	37	7.01%	43
Financial Support	X.10.1	38	6.37%	4	0.67%	42
Faculty Loads	***5.5.5/6.5.6***	***38***	***6.37%***	***3***	***0.50%***	***41***
Admission and Retention Standards	X.6.1	40	6.70%	0	0.00%	40
Educational Innovation	X.15.1	28	4.69%	6	1.01%	34
Supervision of Instruction	X.4.6	33	5.53%	0	0.00%	33
Advisory and Counseling Services	X.6.7	31	5.19%	0	0.00%	31
Program Definition	X.3.3	25	4.20%	5	0.84%	30
Motivation of Students	X.4.5	28	4.69%	2	0.34%	30
Administrative Leadership	X.7.2	29	4.86%	1	0.17%	30
Availability of Computer Systems	X.9.1	29	4.86%	0	0.00%	29
External Financial Support	X.10.2	21	3.52%	3	0.50%	24
Transfer Course Work	X.3.14	22	3.69%	1	0.17%	23
Program Acceptance	X.2.3	20	3.35%	1	0.17%	21
Cooperative Education	X.13.2	21	3.73%	0	0.00%	21
Program Definition	X.2.2	17	2.85%	0	0.00%	17
Academic Preparation of Faculty	***6.5.3***	***4***	***1.97%***	***11***	***5.42%***	***15***
Program Balance	X.4.3	12	2.01%	0	0.00%	12
Program Name	X.3.1	6	1.01%	5	0.84%	11
Program Emphasis	X.3.4	8	1.34%	3	0.50%	11
Upper Division Course Work	***6.3.15***	***11***	***5.45%***	***0***	***0.00%***	***11***
Selection and Appointment Policies	***5.5.3/6.5.4***	***8***	***1.34%***	***3***	***0.50%***	***11***
Computer Applications	X.3.8	9	1.51%	1	0.17%	10
Reference Materials	X.4.2	10	1.68%	0	0.00%	10
Library Resources	X.11.1	8	1.34%	2	0.34%	10
Scheduling of Instruction	X.4.7	7	1.17%	0	0.00%	7
Program Administration	X.7.1	6	1.01%	1	0.17%	7
Administrative Support	X.7.3	6	1.01%	0	0.00%	6
Application of Mathematics and Science	X.3.7	5	0.84%	0	0.00%	5
Tenure and Reappointment Policies	***5.5.4/6.5.5***	***5***	***0.84%***	***0***	***0.00%***	***5***
Level of Instruction	***5.3.18***	***3***	***0.74%***	***0***	***0.00%***	***3***
Problem-Solving Activities	X.4.4	3	0.50%	0	0.00%	3
Program Level	X.3.2	2	0.34%	0	0.00%	2
Utilization of Computer Systems	X.9.2	2	0.34%	0	0.00%	2
Legal Authorization	X.3.17	0	0.00%	1	0.17%	1

Ethical Practices	X.6.8	0	0.00%	0	0.00%	0

Associate Degree Programs and Program Options

The number of each accreditation standard judged by visiting teams during the period under study to be in partial compliance or not in compliance for associate degree programs and program options is depicted in Table 6. As well, the standards were ranked according to their totals in terms of being in partial compliance and not in compliance—see Table 7.

Table 6. Standards in Partial Compliance and Non-Compliance for Associate Degree Programs and Program Options.

Standard and Standard Number		N in Partial	% in Partial	N in Non	% in Non	Total
Preparation of Self-Study Report	5.1	31	7.85%	22	5.57%	53
Mission	5.2.1	42	10.63%	0	0.00%	42
Program Definition	5.2.2	13	3.29%	0	0.00%	13
Program Acceptance	5.2.3	6	1.52%	0	0.00%	6
Program Goals	5.2.4	196	49.62%	9	2.28%	205
Program Name	5.3.1	0	0.00%	3	0.76%	3
Program Level	5.3.2	0	0.00%	0	0.00%	0
Program Definition	5.3.3	0	0.00%	5	1.27%	5
Program Emphasis	5.3.4	1	0.25%	1	0.25%	2
Foundation Requirements	5.3.5	46	11.65%	15	3.80%	61
Course Sequencing	5.3.6	27	6.84%	7	1.77%	34
Application of Mathematics and Science	5.3.7	1	0.25%	0	0.00%	1
Computer Applications	5.3.8	3	0.76%	1	0.25%	4
Communications	5.3.9	68	17.22%	18	4.56%	86
Industrial Experiences	5.3.10	27	6.84%	0	0.00%	27
Competency Identification	5.3.11	135	34.18%	12	3.04%	147
Competency Validation	5.3.12	208	52.66%	39	9.87%	247
Program Development, Revision and Evaluation	5.3.13	112	28.35%	26	6.58%	138
Transfer Course Work	5.3.14	21	5.32%	0	0.00%	21
Institutional Course Work	5.3.15	60	15.19%	52	13.16%	112
Program Publicity	5.3.16	152	38.48%	4	1.01%	156
Legal Authorization	5.3.17	0	0.00%	1	0.25%	1
Level of Instruction	5.3.18	3	0.76%	0	0.00%	3
Course Syllabi	5.4.1	78	19.75%	1	0.25%	79
Reference Materials	5.4.2	3	0.76%	0	0.00%	3
Program Balance	5.4.3	3	0.76%	0	0.00%	3
Problem-Solving Activities	5.4.4	3	0.76%	0	0.00%	3
Motivation of Students	5.4.5	20	5.06%	0	0.00%	20
Supervision of Instruction	5.4.6	33	8.35%	0	0.00%	33
Scheduling of Instruction	5.4.7	1	0.25%	0	0.00%	1
Full-Time Faculty	5.5.1	64	16.20%	10	2.53%	74
Minimum Faculty Qualifications	5.5.2	26	6.58%	23	5.82%	49
Selection and Appointment Policies	5.5.3	0	0.00%	3	0.76%	3
Tenure and Reappointment Policies	5.5.4	0	0.00%	0	0.00%	0
Faculty Loads	5.5.5	20	5.06%	3	0.76%	23

Admission and Retention Standards	5.6.1	25	6.33%	0	0.00%	25
Scholastic Success of Students	5.6.2	24	6.08%	1	0.25%	25
Placement of Graduates	5.6.3	113	28.61%	17	4.30%	130
Advanced Study	5.6.4	5	1.47%	28	8.21%	33
Student Evaluation of Program(s)	5.6.5	142	36.04%	35	8.88%	177
Student Enrollment	5.6.6	126	31.90%	12	3.04%	138
Advisory and Counseling Services	5.6.7	22	5.57%	0	0.00%	22
Ethical Practices	5.6.8	0	0.00%	0	0.00%	0
Program Administration	5.7.1	5	1.27%	1	0.25%	6
Administrative Leadership	5.7.2	21	5.32%	1	0.25%	22
Administrative Support	5.7.3	0	0.00%	0	0.00%	0
Adequacy of Facilities and Equipment	5.8.1	37	9.37%	6	1.52%	43
Support for Facilities and Equipment	5.8.2	40	10.13%	26	6.58%	66
Appropriateness of Equipment	5.8.3	16	4.05%	5	1.27%	21
Availability of Computer Systems	5.9.1	25	6.33%	0	0.00%	25
Utilization of Computer Systems	5.9.2	1	0.25%	0	0.00%	1
Financial Support	5.10.1	15	3.80%	0	0.00%	15
External Financial Support	5.10.2	1	0.25%	1	0.25%	2
Library Resources	5.11.1	4	1.01%	0	0.00%	4
Utilization of Library Resources	5.11.2	16	4.05%	4	1.01%	20
Support Personnel	5.12	108	27.34%	0	0.00%	108
Placement Services	5.13.1	165	41.77%	1	0.25%	166
Cooperative Education	5.13.2	13	3.58%	0	0.00%	13
Program Advisory Committee(s)	5.14.1	139	35.19%	0	0.00%	139
Advisory Committee Meetings	5.14.2	65	16.46%	29	7.34%	94
Educational Innovation	5.15.1	23	5.82%	5	1.27%	28
Assessment	5.16.1	300	75.95%	48	12.15%	348

Table 7. Standards in Partial Compliance and Non-Compliance for Associate Degree Programs and Program Options—Ranked.

Standard and Standard Number		N in Partial	% in Partial	N in Non	% in Non	Total
Assessment	5.16.1	300	75.95%	48	12.15%	348
Competency Validation	5.3.12	208	52.66%	39	9.87%	247
Program Goals	5.2.4	196	49.62%	9	2.28%	205
Student Evaluation of Program(s)	5.6.5	142	36.04%	35	8.88%	177
Placement Services	5.13.1	165	41.77%	1	0.25%	166
Program Publicity	5.3.16	152	38.48%	4	1.01%	156
Competency Identification	5.3.11	135	34.18%	12	3.04%	147
Program Advisory Committee(s)	5.14.1	139	35.19%	0	0.00%	139
Program Development, Revision and Evaluation	5.3.13	112	28.35%	26	6.58%	138
Student Enrollment	5.6.6	126	31.90%	12	3.04%	138
Placement of Graduates	5.6.3	113	28.61%	17	4.30%	130
Institutional Course Work	5.3.15	60	15.19%	52	13.16%	112
Support Personnel	5.12	108	27.34%	0	0.00%	108
Advisory Committee Meetings	5.14.2	65	16.46%	29	7.34%	94

Communications	5.3.9	68	17.22%	18	4.56%	86
Course Syllabi	5.4.1	78	19.75%	1	0.25%	79
Full-Time Faculty	5.5.1	64	16.20%	10	2.53%	74
Support for Facilities and Equipment	5.8.2	40	10.13%	26	6.58%	66
Foundation Requirements	5.3.5	46	11.65%	15	3.80%	61
Preparation of Self-Study Report	5.1	31	7.85%	22	5.57%	53
Minimum Faculty Qualifications	5.5.2	26	6.58%	23	5.82%	49
Adequacy of Facilities and Equipment	5.8.1	37	9.37%	6	1.52%	43
Mission	5.2.1	42	10.63%	0	0.00%	42
Course Sequencing	5.3.6	27	6.84%	7	1.77%	34
Supervision of Instruction	5.4.6	33	8.35%	0	0.00%	33
Advanced Study	5.6.4	5	1.47%	28	8.21%	33
Educational Innovation	5.15.1	23	5.82%	5	1.27%	28
Industrial Experiences	5.3.10	27	6.84%	0	0.00%	27
Admission and Retention Standards	5.6.1	25	6.33%	0	0.00%	25
Scholastic Success of Students	5.6.2	24	6.08%	1	0.25%	25
Availability of Computer Systems	5.9.1	25	6.33%	0	0.00%	25
Faculty Loads	5.5.5	20	5.06%	3	0.76%	23
Advisory and Counseling Services	5.6.7	22	5.57%	0	0.00%	22
Administrative Leadership	5.7.2	21	5.32%	1	0.25%	22
Transfer Course Work	5.3.14	21	5.32%	0	0.00%	21
Appropriateness of Equipment	5.8.3	16	4.05%	5	1.27%	21
Motivation of Students	5.4.5	20	5.06%	0	0.00%	20
Utilization of Library Resources	5.11.2	16	4.05%	4	1.01%	20
Financial Support	5.10.1	15	3.80%	0	0.00%	15
Program Definition	5.2.2	13	3.29%	0	0.00%	13
Cooperative Education	5.13.2	13	3.58%	0	0.00%	13
Program Acceptance	5.2.3	6	1.52%	0	0.00%	6
Program Administration	5.7.1	5	1.27%	1	0.25%	6
Program Definition	5.3.3	0	0.00%	5	1.27%	5
Computer Applications	5.3.8	3	0.76%	1	0.25%	4
Library Resources	5.11.1	4	1.01%	0	0.00%	4
Program Name	5.3.1	0	0.00%	3	0.76%	3
Level of Instruction	5.3.18	3	0.76%	0	0.00%	3
Reference Materials	5.4.2	3	0.76%	0	0.00%	3
Program Balance	5.4.3	3	0.76%	0	0.00%	3
Problem-Solving Activities	5.4.4	3	0.76%	0	0.00%	3
Selection and Appointment Policies	5.5.3	0	0.00%	3	0.76%	3
Program Emphasis	5.3.4	1	0.25%	1	0.25%	2
External Financial Support	5.10.2	1	0.25%	1	0.25%	2
Application of Mathematics and Science	5.3.7	1	0.25%	0	0.00%	1
Legal Authorization	5.3.17	0	0.00%	1	0.25%	1
Scheduling of Instruction	5.4.7	1	0.25%	0	0.00%	1
Utilization of Computer Systems	5.9.2	1	0.25%	0	0.00%	1

The accreditation standards cited by visiting teams in partial compliance and in non-compliance from most frequently cited to the least for associate degree programs and program options appear in Tables 8 and 9 respectively. These are the same data that appear in Table 7.

Table 8. Standards in Partial Compliance from Most Frequent to Least Frequent for Associate Degree Programs and Program Options.

Standard and Standard Number		N in Partial	% in Partial
Assessment	5.16.1	300	75.95%
Competency Validation	5.3.12	208	52.66%
Program Goals	5.2.4	196	49.62%
Placement Services	5.13.1	165	41.77%
Program Publicity	5.3.16	152	38.48%
Student Evaluation of Program(s)	5.6.5	142	36.04%
Program Advisory Committee(s)	5.14.1	139	35.19%
Competency Identification	5.3.11	135	34.18%
Student Enrollment	5.6.6	126	31.90%
Placement of Graduates	5.6.3	113	28.61%
Program Development, Revision and Evaluation	5.3.13	112	28.35%
Support Personnel	5.12	108	27.34%
Course Syllabi	5.4.1	78	19.75%
Communications	5.3.9	68	17.22%
Advisory Committee Meetings	5.14.2	65	16.46%
Full-Time Faculty	5.5.1	64	16.20%
Institutional Course Work	5.3.15	60	15.19%
Foundation Requirements	5.3.5	46	11.65%
Mission	5.2.1	42	10.63%
Support for Facilities and Equipment	5.8.2	40	10.13%
Adequacy of Facilities and Equipment	5.8.1	37	9.37%
Supervision of Instruction	5.4.6	33	8.35%
Preparation of Self-Study Report	5.1	31	7.85%
Course Sequencing	5.3.6	27	6.84%
Industrial Experiences	5.3.10	27	6.84%
Minimum Faculty Qualifications	5.5.2	26	6.58%
Admission and Retention Standards	5.6.1	25	6.33%
Availability of Computer Systems	5.9.1	25	6.33%
Scholastic Success of Students	5.6.2	24	6.08%
Educational Innovation	5.15.1	23	5.82%
Advisory and Counseling Services	5.6.7	22	5.57%
Transfer Course Work	5.3.14	21	5.32%
Administrative Leadership	5.7.2	21	5.32%
Motivation of Students	5.4.5	20	5.06%
Faculty Loads	5.5.5	20	5.06%
Appropriateness of Equipment	5.8.3	16	4.05%
Utilization of Library Resources	5.11.2	16	4.05%
Financial Support	5.10.1	15	3.80%
Cooperative Education	5.13.2	13	3.58%

Program Definition	5.2.2	13	3.29%
Program Acceptance	5.2.3	6	1.52%
Advanced Study	5.6.4	5	1.47%
Program Administration	5.7.1	5	1.27%
Library Resources	5.11.1	4	1.01%
Level of Instruction	5.3.18	3	0.76%
Program Balance	5.4.3	3	0.76%
Computer Applications	5.3.8	3	0.76%
Reference Materials	5.4.2	3	0.76%
Problem-Solving Activities	5.4.4	3	0.76%
Scheduling of Instruction	5.4.7	1	0.25%
Program Emphasis	5.3.4	1	0.25%
Application of Mathematics and Science	5.3.7	1	0.25%
Utilization of Computer Systems	5.9.2	1	0.25%
External Financial Support	5.10.2	1	0.25%

Table 9. Standards in Non-Compliance from Most Frequent to Least Frequent for Associate Degree Programs and Program Options.

Standard and Standard Number		N in Non	% in Non
Institutional Course Work	5.3.15	52	13.16%
Assessment	5.16.1	48	12.15%
Competency Validation	5.3.12	39	9.87%
Student Evaluation of Program(s)	5.6.5	35	8.88%
Advanced Study	5.6.4	28	8.21%
Advisory Committee Meetings	5.14.2	29	7.34%
Program Development, Revision and Evaluation	5.3.13	26	6.58%
Support for Facilities and Equipment	5.8.2	26	6.58%
Minimum Faculty Qualifications	5.5.2	23	5.82%
Preparation of Self-Study Report	5.1	22	5.57%
Communications	5.3.9	18	4.56%
Placement of Graduates	5.6.3	17	4.30%
Foundation Requirements	5.3.5	15	3.80%
Competency Identification	5.3.11	12	3.04%
Student Enrollment	5.6.6	12	3.04%
Full-Time Faculty	5.5.1	10	2.53%
Program Goals	5.2.4	9	2.28%
Course Sequencing	5.3.6	7	1.77%
Adequacy of Facilities and Equipment	5.8.1	6	1.52%
Program Definition	5.3.3	5	1.27%
Appropriateness of Equipment	5.8.3	5	1.27%
Educational Innovation	5.15.1	5	1.27%
Program Publicity	5.3.16	4	1.01%
Utilization of Library Resources	5.11.2	4	1.01%
Program Name	5.3.1	3	0.76%
Selection and Appointment Policies	5.5.3	3	0.76%

Faculty Loads	5.5.5	3	0.76%
Program Emphasis	5.3.4	1	0.25%
Computer Applications	5.3.8	1	0.25%
Legal Authorization	5.3.17	1	0.25%
Course Syllabi	5.4.1	1	0.25%
Scholastic Success of Students	5.6.2	1	0.25%
Program Administration	5.7.1	1	0.25%
Administrative Leadership	5.7.2	1	0.25%
External Financial Support	5.10.2	1	0.25%
Placement Services	5.13.1	1	0.25%

Accreditation with a Visit and 2 Year Report

Contributing to "accreditation with a visit and 2 year report" recommendations were non-compliant and partially compliant standards that appear in Tables 10 and 11 respectively. The leading non-compliant standards included Competency Validation; Program Development, Revision and Evaluation; Institutional Course Work; Advisory Committee Meetings; and Assessment (see Table 10). The leading partial compliant standards included Placement Services, Program Publicity, Supervision of Instruction, Student Enrollment, Administrative Leadership, and Communications (see Table 11).

Table 10. Non-Compliant Standards that contributed to an "Accreditation with a Visit and 2 Year Report" Recommendation for Associate Degree Programs and Program Options.

Standard and Standard Number		N
Competency Validation	5.3.12	12
Program Development, Revision and Evaluation	5.3.13	12
Institutional Course Work	5.3.15	12
Advisory Committee Meetings	5.14.2	12
Assessment	5.16.1	12
Program Goals	5.2.4	6
Placement of Graduates	5.6.3	4
Advanced Study	5.6.4	4
Student Enrollment	5.6.6	4
Program Definition	5.3.3	2
Foundation Requirements	5.3.5	2
Communications	5.3.9	2
Educational Innovation	5.15.1	2

Table 11. Partial Compliant Standards Resulting in an "Accreditation with a Visit and 2 Year Report" Recommendation for Associate Degree Programs and Program Options.

Standard and Standard Number		N
Placement Services	5.13.1	16
Program Publicity	5.3.16	12
Supervision of Instruction	5.4.6	12
Student Enrollment	5.6.6	12
Administrative Leadership	5.7.2	12
Communications	5.3.9	10

Program Goals	5.2.4	6
Preparation of Self-Study Report	5.1	4
Course Sequencing	5.3.6	4
Competency Identification	5.3.11	4
Competency Validation	5.3.12	4
Program Development, Revision and Evaluation	5.3.13	4
Transfer Course Work	5.3.14	4
Institutional Course Work	5.3.15	4
Full-Time Faculty	5.5.1	4
Advisory Committee Meetings	5.14.2	4
Assessment	5.16.1	4

Accreditation with a 2 Year Report

Contributing to "accreditation with a 2 year report" recommendations were the non-compliant and partially compliant standard that appear in Tables 12 and 13 respectively. The leading non-compliant standards included Institutional Course Work, Assessment, and Student Evaluation of Program(s) (see Table 12). The leading partial compliant standards included Assessment, Competency Validation, and Program Goals (see Table 13).

Table 12. Non-Compliant Standards that Contributed to an "Accreditation with a 2 Year Report" Recommendation for Associate Degree Programs and Program Options.

Standard and Standard Number		N
Institutional Course Work	5.3.15	37
Assessment	5.16.1	36
Student Evaluation of Program(s)	5.6.5	35
Competency Validation	5.3.12	26
Support for Facilities and Equipment	5.8.2	25
Advanced Study	5.6.4	24
Minimum Faculty Qualifications	5.5.2	23
Preparation of Self-Study Report	5.1	22
Advisory Committee Meetings	5.14.2	17
Communications	5.3.9	16
Program Development, Revision and Evaluation	5.3.13	14
Foundation Requirements	5.3.5	13
Placement of Graduates	5.6.3	13
Competency Identification	5.3.11	11
Full-Time Faculty	5.5.1	10
Student Enrollment	5.6.6	8
Course Sequencing	5.3.6	7
Adequacy of Facilities and Equipment	5.8.1	6
Appropriateness of Equipment	5.8.3	5
Program Publicity	5.3.16	4
Utilization of Library Resources	5.11.2	4
Program Goals	5.2.4	3
Program Name	5.3.1	3

Program Definition	5.3.3	3
Selection and Appointment Policies	5.5.3	3
Faculty Loads	5.5.5	3
Educational Innovation	5.15.1	3
Program Emphasis	5.3.4	1
Computer Applications	5.3.8	1
Legal Authorization	5.3.17	1
Course Syllabi	5.4.1	1
Scholastic Success of Students	5.6.2	1
Program Administration	5.7.1	1
Administrative Leadership	5.7.2	1
External Financial Support	5.10.2	1
Placement Services	5.13.1	1

Table 13. Partial Compliant Standards that Contributed to an "Accreditation with a 2 Year Report" Recommendation for Associate Degree Programs and Program Options.

Standard and Standard Number		N
Assessment	5.16.1	266
Competency Validation	5.3.12	190
Program Goals	5.2.4	181
Placement Services	5.13.1	149
Student Evaluation of Program(s)	5.6.5	142
Program Advisory Committee(s)	5.14.1	139
Program Publicity	5.3.16	136
Competency Identification	5.3.11	126
Student Enrollment	5.6.6	113
Support Personnel	5.12	108
Program Development, Revision and Evaluation	5.3.13	106
Placement of Graduates	5.6.3	106
Course Syllabi	5.4.1	78
Advisory Committee Meetings	5.14.2	61
Full-Time Faculty	5.5.1	60
Communications	5.3.9	58
Institutional Course Work	5.3.15	44
Mission	5.2.1	42
Support for Facilities and Equipment	5.8.2	40
Foundation Requirements	5.3.5	37
Adequacy of Facilities and Equipment	5.8.1	37
Industrial Experiences	5.3.10	27
Preparation of Self-Study Report	5.1	26
Admission and Retention Standards	5.6.1	25
Availability of Computer Systems	5.9.1	25
Minimum Faculty Qualifications	5.5.2	24
Scholastic Success of Students	5.6.2	24

Course Sequencing	5.3.6	23
Educational Innovation	5.15.1	23
Advisory and Counseling Services	5.6.7	22
Supervision of Instruction	5.4.6	21
Motivation of Students	5.4.5	20
Faculty Loads	5.5.5	20
Transfer Course Work	5.3.14	17
Appropriateness of Equipment	5.8.3	16
Utilization of Library Resources	5.11.2	16
Financial Support	5.10.1	15
Program Definition	5.2.2	13
Cooperative Education	5.13.2	13
Administrative Leadership	5.7.2	9
Program Acceptance	5.2.3	5
Advanced Study	5.6.4	5
Program Administration	5.7.1	4
Library Resources	5.11.1	4
Computer Applications	5.3.8	3
Level of Instruction	5.3.18	3
Reference Materials	5.4.2	3
Program Balance	5.4.3	3
Problem-Solving Activities	5.4.4	3
Program Emphasis	5.3.4	1
Application of Mathematics and Science	5.3.7	1
Scheduling of Instruction	5.4.7	1
Utilization of Computer Systems	5.9.2	1

Accreditation

For those associate programs and program options that received “accreditation” recommendations, their opportunities for improvement appear in tables 14 and 15. The leading non-compliant standard was Institutional Course Work (see Table 14). The leading partial compliant standards included Assessment, Competency Validation, and Institutional Course Work (see Table 15).

Table 14. Non-Compliant Standards that did not affect an “Accreditation” Recommendation for Associate Degree Programs and Program Options.

Standard and Standard Number		N
Institutional Course Work	5.3.15	3
Competency Identification	5.3.11	1
Competency Validation	5.3.12	1
Support for Facilities and Equipment	5.8.2	1

Table 15. Partial Compliant Standards that did not affect an “Accreditation” Recommendation for Associate Degree Programs and Program Options.

Standard and Standard Number		N
Assessment	5.16.1	30

Competency Validation	5.3.12	14
Institutional Course Work	5.3.15	12
Program Goals	5.2.4	9
Foundation Requirements	5.3.5	9
Placement of Graduates	5.6.3	7
Competency Identification	5.3.11	5
Program Publicity	5.3.16	4
Program Development, Revision and Evaluation	5.3.13	2
Minimum Faculty Qualifications	5.5.2	2
Preparation of Self-Study Report	5.1	1
Program Acceptance	5.2.3	1
Student Enrollment	5.6.6	1
Program Administration	5.7.1	1
External Financial Support	5.10.2	1

Baccalaureate Degree Programs and Program Options

The number of each accreditation standard judged by visiting teams during the period under study to be in partial compliance or not in compliance for baccalaureate degree programs and program options is depicted in Table 16. As well, the standards were ranked according to their totals in terms of being in partial compliance and not in compliance—see Table 17.

Table 16. Standards in Partial-Compliance and Non-Compliance for Baccalaureate Degree Programs and Program Options—By Standard.

Standard and Standard Number		N in Partial	% in Partial	N in Non	% in Non	Total
Preparation of Self-Study Report	6.1	33	16.34%	3	1.49%	36
Mission	6.2.1	10	4.95%	0	0.00%	10
Program Definition	6.2.2	4	1.98%	0	0.00%	4
Program Acceptance	6.2.3	14	6.93%	1	0.50%	15
Program Goals	6.2.4	99	49.01%	5	2.48%	104
Program Name	6.3.1	6	2.97%	2	0.99%	8
Program Level	6.3.2	2	0.99%	0	0.00%	2
Program Definition	6.3.3	25	12.50%	0	0.00%	25
Program Emphasis	6.3.4	7	3.47%	2	0.99%	9
Foundation Requirements	6.3.5	51	25.25%	4	1.98%	55
Course Sequencing	6.3.6	26	12.87%	6	2.97%	32
Application of Mathematics and Science	6.3.7	4	1.98%	0	0.00%	4
Computer Applications	6.3.8	6	2.97%	0	0.00%	6
Communications	6.3.9	5	2.48%	0	0.00%	5
Industrial Experiences	6.3.10	23	11.39%	0	0.00%	23
Competency Identification	6.3.11	33	16.42%	9	4.48%	42
Competency Validation	6.3.12	44	21.89%	26	12.94%	70
Program Development, Revision and Evaluation	6.3.13	41	20.81%	5	2.54%	46
Transfer Course Work	6.3.14	1	0.50%	1	0.50%	2
Upper Division Course Work	6.3.15	11	5.45%	0	0.00%	11
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	54	26.73%	5	2.48%	59
Legal Authorization	6.3.17	0	0.00%	0	0.00%	0

Course Syllabi	6.4.1	55	27.23%	1	0.50%	56
Reference Materials	6.4.2	7	3.47%	0	0.00%	7
Program Balance	6.4.3	9	4.46%	0	0.00%	9
Problem-Solving Activities	6.4.4	0	0.00%	0	0.00%	0
Motivation of Students	6.4.5	8	3.96%	2	0.99%	10
Supervision of Instruction	6.4.6	0	0.00%	0	0.00%	0
Scheduling of Instruction	6.4.7	6	2.97%	0	0.00%	6
Full-Time Faculty	6.5.1	30	14.85%	1	0.50%	31
Minimum Faculty Qualifications	6.5.2	1	0.50%	0	0.00%	1
Academic Preparation of Faculty	6.5.3	4	2.02%	11	5.56%	15
Selection and Appointment Policies	6.5.4	8	3.96%	0	0.00%	8
Tenure and Reappointment Policies	6.5.5	5	2.48%	0	0.00%	5
Faculty Loads	6.5.6	18	8.91%	0	0.00%	18
Admission and Retention Standards	6.6.1	15	7.43%	0	0.00%	15
Scholastic Success of Students	6.6.2	22	10.89%	2	0.99%	24
Placement of Graduates	6.6.3	66	33.00%	11	5.50%	77
Graduate Studies	6.6.4	1	0.53%	9	4.81%	10
Student Evaluation of Program(s)	6.6.5	62	30.69%	4	1.98%	66
Student Enrollment	6.6.6	52	25.74%	10	4.95%	62
Advisory and Counseling Services	6.6.7	9	4.46%	0	0.00%	9
Ethical Practices	6.6.8	0	0.00%	0	0.00%	0
Program Administration	6.7.1	1	0.50%	0	0.00%	1
Administrative Leadership	6.7.2	8	3.96%	0	0.00%	8
Administrative Support	6.7.3	6	2.97%	0	0.00%	6
Adequacy of Facilities and Equipment	6.8.1	38	18.81%	2	0.99%	40
Support for Facilities and Equipment	6.8.2	62	30.69%	28	13.86%	90
Appropriateness of Equipment	6.8.3	37	18.32%	1	0.50%	38
Availability of Computer Systems	6.9.1	4	1.98%	0	0.00%	4
Utilization of Computer Systems	6.9.2	1	0.50%	0	0.00%	1
Financial Support	6.10.1	23	11.39%	4	1.98%	27
External Financial Support	6.10.2	20	9.90%	2	0.99%	22
Library Resources	6.11.1	4	1.98%	2	0.99%	6
Utilization of Library Resources	6.11.2	26	12.87%	0	0.00%	26
Support Personnel	6.12	38	18.81%	6	2.97%	44
Placement Services	6.13.1	26	12.87%	0	0.00%	26
Cooperative Education	6.13.2	8	4.00%	0	0.00%	8
Program Advisory Committee(s)	6.14.1	46	23.00%	4	2.00%	50
Advisory Committee Meetings	6.14.2	21	10.50%	4	2.00%	25
Educational Innovation	6.15.1	5	2.48%	1	0.50%	6
Assessment	6.16.1	115	56.93%	19	9.41%	134

Table 17. Standards in Partial-Compliance and Non-Compliance for Baccalaureate Degree Programs and Program Options—Ranked.

Standard and Standard Number		N in Partial	% in Partial	N in Non	% in Non	Total
Assessment	6.16.1	115	56.93%	19	9.41%	134

Program Goals	6.2.4	99	49.01%	5	2.48%	104
Support for Facilities and Equipment	6.8.2	62	30.69%	28	13.86%	90
Placement of Graduates	6.6.3	66	33.00%	11	5.50%	77
Competency Validation	6.3.12	44	21.89%	26	12.94%	70
Student Evaluation of Program(s)	6.6.5	62	30.69%	4	1.98%	66
Student Enrollment	6.6.6	52	25.74%	10	4.95%	62
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	54	26.73%	5	2.48%	59
Course Syllabi	6.4.1	55	27.23%	1	0.50%	56
Foundation Requirements	6.3.5	51	25.25%	4	1.98%	55
Program Advisory Committee(s)	6.14.1	46	23.00%	4	2.00%	50
Program Development, Revision and Evaluation	6.3.13	41	20.81%	5	2.54%	46
Support Personnel	6.12	38	18.81%	6	2.97%	44
Competency Identification	6.3.11	33	16.42%	9	4.48%	42
Adequacy of Facilities and Equipment	6.8.1	38	18.81%	2	0.99%	40
Appropriateness of Equipment	6.8.3	37	18.32%	1	0.50%	38
Preparation of Self-Study Report	6.1	33	16.34%	3	1.49%	36
Course Sequencing	6.3.6	26	12.87%	6	2.97%	32
Full-Time Faculty	6.5.1	30	14.85%	1	0.50%	31
Financial Support	6.10.1	23	11.39%	4	1.98%	27
Utilization of Library Resources	6.11.2	26	12.87%	0	0.00%	26
Placement Services	6.13.1	26	12.87%	0	0.00%	26
Program Definition	6.3.3	25	12.50%	0	0.00%	25
Advisory Committee Meetings	6.14.2	21	10.50%	4	2.00%	25
Scholastic Success of Students	6.6.2	22	10.89%	2	0.99%	24
Industrial Experiences	6.3.10	23	11.39%	0	0.00%	23
External Financial Support	6.10.2	20	9.90%	2	0.99%	22
Faculty Loads	6.5.6	18	8.91%	0	0.00%	18
Program Acceptance	6.2.3	14	6.93%	1	0.50%	15
Academic Preparation of Faculty	6.5.3	4	2.02%	11	5.56%	15
Admission and Retention Standards	6.6.1	15	7.43%	0	0.00%	15
Upper Division Course Work	6.3.15	11	5.45%	0	0.00%	11
Mission	6.2.1	10	4.95%	0	0.00%	10
Motivation of Students	6.4.5	8	3.96%	2	0.99%	10
Graduate Studies	6.6.4	1	0.53%	9	4.81%	10
Program Emphasis	6.3.4	7	3.47%	2	0.99%	9
Program Balance	6.4.3	9	4.46%	0	0.00%	9
Advisory and Counseling Services	6.6.7	9	4.46%	0	0.00%	9
Program Name	6.3.1	6	2.97%	2	0.99%	8
Selection and Appointment Policies	6.5.4	8	3.96%	0	0.00%	8
Administrative Leadership	6.7.2	8	3.96%	0	0.00%	8
Cooperative Education	6.13.2	8	4.00%	0	0.00%	8
Reference Materials	6.4.2	7	3.47%	0	0.00%	7
Computer Applications	6.3.8	6	2.97%	0	0.00%	6
Scheduling of Instruction	6.4.7	6	2.97%	0	0.00%	6
Administrative Support	6.7.3	6	2.97%	0	0.00%	6

Library Resources	6.11.1	4	1.98%	2	0.99%	6
Educational Innovation	6.15.1	5	2.48%	1	0.50%	6
Communications	6.3.9	5	2.48%	0	0.00%	5
Tenure and Reappointment Policies	6.5.5	5	2.48%	0	0.00%	5
Program Definition	6.2.2	4	1.98%	0	0.00%	4
Application of Mathematics and Science	6.3.7	4	1.98%	0	0.00%	4
Availability of Computer Systems	6.9.1	4	1.98%	0	0.00%	4
Program Level	6.3.2	2	0.99%	0	0.00%	2
Transfer Course Work	6.3.14	1	0.50%	1	0.50%	2
Minimum Faculty Qualifications	6.5.2	1	0.50%	0	0.00%	1
Program Administration	6.7.1	1	0.50%	0	0.00%	1
Utilization of Computer Systems	6.9.2	1	0.50%	0	0.00%	1

The accreditation standards cited by visiting teams in partial compliance and in non-compliance from most frequently cited to the least for baccalaureate degree programs and program options appear in Tables 18 and 19 respectively. These are the same data that appear in Table 17.

Table 18. Standards in Partial Compliance from Most Frequent to Least Frequent for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N in Partial	% in Partial
Assessment	6.16.1	115	56.93%
Program Goals	6.2.4	99	49.01%
Placement of Graduates	6.6.3	66	33.00%
Student Evaluation of Program(s)	6.6.5	62	30.69%
Support for Facilities and Equipment	6.8.2	62	30.69%
Course Syllabi	6.4.1	55	27.23%
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	54	26.73%
Student Enrollment	6.6.6	52	25.74%
Foundation Requirements	6.3.5	51	25.25%
Program Advisory Committee(s)	6.14.1	46	23.00%
Competency Validation	6.3.12	44	21.89%
Program Development, Revision and Evaluation	6.3.13	41	20.81%
Adequacy of Facilities and Equipment	6.8.1	38	18.81%
Support Personnel	6.12	38	18.81%
Appropriateness of Equipment	6.8.3	37	18.32%
Competency Identification	6.3.11	33	16.42%
Preparation of Self-Study Report	6.1	33	16.34%
Full-Time Faculty	6.5.1	30	14.85%
Course Sequencing	6.3.6	26	12.87%
Utilization of Library Resources	6.11.2	26	12.87%
Placement Services	6.13.1	26	12.87%
Program Definition	6.3.3	25	12.50%
Industrial Experiences	6.3.10	23	11.39%
Financial Support	6.10.1	23	11.39%
Scholastic Success of Students	6.6.2	22	10.89%
Advisory Committee Meetings	6.14.2	21	10.50%

External Financial Support	6.10.2	20	9.90%
Faculty Loads	6.5.6	18	8.91%
Admission and Retention Standards	6.6.1	15	7.43%
Program Acceptance	6.2.3	14	6.93%
Upper Division Course Work	6.3.15	11	5.45%
Mission	6.2.1	10	4.95%
Program Balance	6.4.3	9	4.46%
Advisory and Counseling Services	6.6.7	9	4.46%
Cooperative Education	6.13.2	8	4.00%
Motivation of Students	6.4.5	8	3.96%
Selection and Appointment Policies	6.5.4	8	3.96%
Administrative Leadership	6.7.2	8	3.96%
Program Emphasis	6.3.4	7	3.47%
Reference Materials	6.4.2	7	3.47%
Program Name	6.3.1	6	2.97%
Computer Applications	6.3.8	6	2.97%
Scheduling of Instruction	6.4.7	6	2.97%
Administrative Support	6.7.3	6	2.97%
Communications	6.3.9	5	2.48%
Tenure and Reappointment Policies	6.5.5	5	2.48%
Educational Innovation	6.15.1	5	2.48%
Academic Preparation of Faculty	6.5.3	4	2.02%
Program Definition	6.2.2	4	1.98%
Application of Mathematics and Science	6.3.7	4	1.98%
Availability of Computer Systems	6.9.1	4	1.98%
Library Resources	6.11.1	4	1.98%
Program Level	6.3.2	2	0.99%
Graduate Studies	6.6.4	1	0.53%
Transfer Course Work	6.3.14	1	0.50%
Minimum Faculty Qualifications	6.5.2	1	0.50%
Program Administration	6.7.1	1	0.50%
Utilization of Computer Systems	6.9.2	1	0.50%

Table 19. Standards in Non-Compliance from Most Frequent to Least Frequent for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N in Non	% in Non
Support for Facilities and Equipment	6.8.2	28	13.86%
Competency Validation	6.3.12	26	12.94%
Assessment	6.16.1	19	9.41%
Academic Preparation of Faculty	6.5.3	11	5.56%
Placement of Graduates	6.6.3	11	5.50%
Student Enrollment	6.6.6	10	4.95%
Graduate Studies	6.6.4	9	4.81%
Competency Identification	6.3.11	9	4.48%
Course Sequencing	6.3.6	6	2.97%

Support Personnel	6.12	6	2.97%
Program Development, Revision and Evaluation	6.3.13	5	2.54%
Program Goals	6.2.4	5	2.48%
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	5	2.48%
Program Advisory Committee(s)	6.14.1	4	2.00%
Advisory Committee Meetings	6.14.2	4	2.00%
Foundation Requirements	6.3.5	4	1.98%
Student Evaluation of Program(s)	6.6.5	4	1.98%
Financial Support	6.10.1	4	1.98%
Preparation of Self-Study Report	6.1	3	1.49%
Program Name	6.3.1	2	0.99%
Program Emphasis	6.3.4	2	0.99%
Motivation of Students	6.4.5	2	0.99%
Scholastic Success of Students	6.6.2	2	0.99%
Adequacy of Facilities and Equipment	6.8.1	2	0.99%
External Financial Support	6.10.2	2	0.99%
Library Resources	6.11.1	2	0.99%
Program Acceptance	6.2.3	1	0.50%
Transfer Course Work	6.3.14	1	0.50%
Course Syllabi	6.4.1	1	0.50%
Full-Time Faculty	6.5.1	1	0.50%
Appropriateness of Equipment	6.8.3	1	0.50%
Educational Innovation	6.15.1	1	0.50%

Accreditation with a Visit and 2 Year Report

Contributing to “accreditation with a visit and 2 year report” recommendations for baccalaureate degree programs and program options were the non-compliant and partially compliant standards that appear in Tables 20 and 21 respectively. The leading non-compliant standards included Assessment and Competency Validation (see Table 20). The leading partial compliant standards included Program Development, Revision and Evaluation; Support for Facilities and Equipment; and Student Evaluation of Program(s) (see Table 21).

Table 20. Non-Compliant Standards that Contributed to an “Accreditation with a Visit and 2 Year Report” Recommendation for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N
Assessment	6.16.1	7
Competency Validation	6.3.12	5
Preparation of Self-Study Report	6.1	3
Financial Support	6.10.1	3
Advisory Committee Meetings	6.14.2	3
Placement of Graduates	6.6.3	2
External Financial Support	6.10.2	2
Library Resources	6.11.1	2
Program Acceptance	6.2.3	1
Course Sequencing	6.3.6	1

Program Development, Revision and Evaluation	6.3.13	1
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	1
Academic Preparation of Faculty	6.5.3	1
Scholastic Success of Students	6.6.2	1
Student Evaluation of Program(s)	6.6.5	1
Adequacy of Facilities and Equipment	6.8.1	1

Table 21. Partial Compliant Standards that contributed to an "Accreditation with a Visit and 2 Year Report" Recommendation for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N
Program Development, Revision and Evaluation	6.3.13	12
Support for Facilities and Equipment	6.8.2	11
Student Evaluation of Program(s)	6.6.5	10
Preparation of Self-Study Report	6.1	9
Course Syllabi	6.4.1	9
Program Goals	6.2.4	8
Competency Validation	6.3.12	8
Placement of Graduates	6.6.3	8
Faculty Loads	6.5.6	7
Student Enrollment	6.6.6	7
Placement Services	6.13.1	7
Program Advisory Committee(s)	6.14.1	7
Assessment	6.16.1	7
Course Sequencing	6.3.6	6
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	6
Support Personnel	6.12	6
Industrial Experiences	6.3.10	5
Administrative Support	6.7.3	5
Financial Support	6.10.1	5
External Financial Support	6.10.2	5
Communications	6.3.9	4
Full-Time Faculty	6.5.1	4
Admission and Retention Standards	6.6.1	4
Administrative Leadership	6.7.2	4
Utilization of Library Resources	6.11.2	4
Cooperative Education	6.13.2	4
Program Acceptance	6.2.3	3
Upper Division Course Work	6.3.15	3
Selection and Appointment Policies	6.5.4	3
Appropriateness of Equipment	6.8.3	3
Advisory Committee Meetings	6.14.2	3
Foundation Requirements	6.3.5	2
Application of Mathematics and Science	6.3.7	2
Reference Materials	6.4.2	2

Motivation of Students	6.4.5	2
Scheduling of Instruction	6.4.7	2
Scholastic Success of Students	6.6.2	2
Program Name	6.3.1	1
Program Definition	6.3.3	1
Program Emphasis	6.3.4	1
Competency Identification	6.3.11	1
Transfer Course Work	6.3.14	1
Program Balance	6.4.3	1
Advisory and Counseling Services	6.6.7	1
Adequacy of Facilities and Equipment	6.8.1	1

Accreditation with a 2 Year Report

Contributing to "accreditation with a 2 year report" recommendations for baccalaureate degree programs and program options were the non-compliant and partially compliant standard that appear in Tables 22 and 23 respectively. The leading non-compliant standards included Support for Facilities and Equipment and Competency Validation (see Table 22). The leading partial compliant standards included Assessment, Program Goals, Student Evaluation of Program(s), and Foundation Requirements (see Table 23).

Table 22. Non-Compliant Standards that contributed to an "Accreditation with a 2 Year Report" Recommendation for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N
Support for Facilities and Equipment	6.8.2	24
Competency Validation	6.3.12	21
Assessment	6.16.1	11
Academic Preparation of Faculty	6.5.3	10
Placement of Graduates	6.6.3	9
Student Enrollment	6.6.6	9
Competency Identification	6.3.11	8
Graduate Studies	6.6.4	8
Support Personnel	6.12	6
Course Sequencing	6.3.6	5
Program Goals	6.2.4	4
Foundation Requirements	6.3.5	4
Program Development, Revision and Evaluation	6.3.13	4
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	4
Program Advisory Committee(s)	6.14.1	4
Student Evaluation of Program(s)	6.6.5	3
Program Emphasis	6.3.4	2
Motivation of Students	6.4.5	2
Program Name	6.3.1	1
Transfer Course Work	6.3.14	1
Course Syllabi	6.4.1	1
Full-Time Faculty	6.5.1	1

Scholastic Success of Students	6.6.2	1
Adequacy of Facilities and Equipment	6.8.1	1
Appropriateness of Equipment	6.8.3	1
Advisory Committee Meetings	6.14.2	1
Educational Innovation	6.15.1	1

Table 23. Partial Compliant Standards that contributed to an "Accreditation with a 2 Year Report" Recommendation for Baccalaureate Degree Programs and Program Options

Standard and Standard Number		N
Assessment	6.16.1	79
Program Goals	6.2.4	58
Student Evaluation of Program(s)	6.6.5	44
Foundation Requirements	6.3.5	42
Placement of Graduates	6.6.3	33
Course Syllabi	6.4.1	32
Support for Facilities and Equipment	6.8.2	32
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	30
Appropriateness of Equipment	6.8.3	30
Competency Validation	6.3.12	27
Adequacy of Facilities and Equipment	6.8.1	27
Program Advisory Committee(s)	6.14.1	27
Program Development, Revision and Evaluation	6.3.13	26
Student Enrollment	6.6.6	26
Competency Identification	6.3.11	25
Program Definition	6.3.3	23
Support Personnel	6.12	22
Course Sequencing	6.3.6	20
Utilization of Library Resources	6.11.2	19
Industrial Experiences	6.3.10	18
Full-Time Faculty	6.5.1	17
Scholastic Success of Students	6.6.2	16
External Financial Support	6.10.2	13
Advisory Committee Meetings	6.14.2	13
Preparation of Self-Study Report	6.1	12
Program Acceptance	6.2.3	11
Mission	6.2.1	10
Admission and Retention Standards	6.6.1	10
Faculty Loads	6.5.6	9
Financial Support	6.10.1	9
Upper Division Course Work	6.3.15	8
Advisory and Counseling Services	6.6.7	8
Program Balance	6.4.3	7
Motivation of Students	6.4.5	6
Program Emphasis	6.3.4	5

Reference Materials	6.4.2	5
Selection and Appointment Policies	6.5.4	5
Tenure and Reappointment Policies	6.5.5	5
Placement Services	6.13.1	5
Program Definition	6.2.2	4
Program Name	6.3.1	4
Computer Applications	6.3.8	4
Scheduling of Instruction	6.4.7	4
Administrative Leadership	6.7.2	4
Library Resources	6.11.1	4
Availability of Computer Systems	6.9.1	3
Program Level	6.3.2	2
Application of Mathematics and Science	6.3.7	2
Academic Preparation of Faculty	6.5.3	2
Communications	6.3.9	1
Minimum Faculty Qualifications	6.5.2	1
Graduate Studies	6.6.4	1
Administrative Support	6.7.3	1
Educational Innovation	6.15.1	1

Accreditation

For those baccalaureate programs and program options that received “accreditation” recommendations, their opportunities for improvement appear in Tables 24 and 25. The leading non-compliant standard was Support for Facilities and Equipment (see Table 24). The leading partial compliant standards included Program Goals, Assessment,, and Placement of Graduates (see Table 25).

Table 24. . Non-Compliant Standards that did not affect an “Accreditation” Recommendation for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N
Support for Facilities and Equipment	6.8.2	4
Program Goals	6.2.4	1
Competency Identification	6.3.11	1
Graduate Studies	6.6.4	1
Financial Support	6.10.1	1
Assessment	6.16.1	1

Table 25. Partial Compliant Standards that did not affect an “Accreditation” Recommendation for Baccalaureate Degree Programs and Program Options.

Standard and Standard Number		N
Program Goals	6.2.4	33
Assessment	6.16.1	29
Placement of Graduates	6.6.3	24
Student Enrollment	6.6.6	19
Support for Facilities and Equipment	6.8.2	19
Program Publicity - Adequate and Accurate Public Disclosure	6.3.16	18

Placement Services	6.13.1	14
Course Syllabi	6.4.1	13
Preparation of Self-Study Report	6.1	12
Program Advisory Committee(s)	6.14.1	12
Adequacy of Facilities and Equipment	6.8.1	10
Support Personnel	6.12	10
Competency Validation	6.3.12	9
Full-Time Faculty	6.5.1	9
Financial Support	6.10.1	9
Foundation Requirements	6.3.5	7
Competency Identification	6.3.11	7
Student Evaluation of Program(s)	6.6.5	7
Advisory Committee Meetings	6.14.2	5
Scholastic Success of Students	6.6.2	4
Appropriateness of Equipment	6.8.3	4
Cooperative Education	6.13.2	4
Educational Innovation	6.15.1	4
Program Development, Revision and Evaluation	6.3.13	3
Utilization of Library Resources	6.11.2	3
Computer Applications	6.3.8	2
Academic Preparation of Faculty	6.5.3	2
Faculty Loads	6.5.6	2
External Financial Support	6.10.2	2
Program Name	6.3.1	1
Program Definition	6.3.3	1
Program Emphasis	6.3.4	1
Program Balance	6.4.3	1
Admission and Retention Standards	6.6.1	1
Program Administration	6.7.1	1
Utilization of Computer Systems	6.9.2	1

Discussion

The extent to which ATMAE accredited programs and program options comply with ATMAE accreditation standards and the recommended accreditation levels and conditions made by ATMAE accreditation visiting teams between 2004 and 2009 were examined. The study was conducted to assess the validity and reliability of accreditation criteria, procedures, and standards.

Between 2004 and 2009, 597 industrial technology programs and program options were visited by ATMAE accreditation visiting teams. Their purpose was to determine the extent to which the programs and program options were in compliance with ATMAE's accreditation standards.

Following an examination of the data that characterized the extent to which the 597 programs and programs and program options were in compliance, statistics summarizing the extent to which programs and program options were in compliance were presented in tables. Assessment (N=482), Competency Validation (N=317), and Program Goals (N=309) were the top three standards in which the 597 programs and program options visited were in partial compliance or were in non-compliance. The next most frequently cited was Student Evaluation of Program(s) (N=243). In the three 1990s studies, the standards

Program Goals and Student Evaluation of Programs were also frequently cited by visiting teams for being out of compliance by programs and program options.

Associate Degree

This pattern was consistent for the 395 associate degree programs and program options: Assessment (N=348), Competency Validation (N=247), Program Goals (N=309), and Student Evaluation of Program(s) (N=177). Assessment (N=300), Competency Validation (N=208), Program Goals (N=196) were the top three standards cited by associate degree visiting teams for being in partial compliance. Institutional Course Work (N=52), Assessment (N=48), and Competency Validation (N=39) were the top three standards cited by associate degree visiting teams for being in non-compliance.

In and of themselves, the aforementioned partial compliant and non-compliant standards were not sufficient for associate degree visiting teams to make less than "accreditation" recommendations for several programs or program options—see Tables 14 and 15.

Baccalaureate Degree

For the 202 baccalaureate degree programs and program options visited between 2004 and 2009, the top three partial compliance and non-compliance standards were Assessment (N=134), Program Goals (N=104), and Support for Facilities and Equipment (N=90). The next most frequently cited standard was Placement of Graduates (N=77). Assessment (N=115), Program Goals (N=99), and Placement of Graduates (N=66) were the top three standards cited by baccalaureate degree visiting teams for being in partial compliance. Support for Facilities and Equipment (N=28), Competency Validation (N=26), and Assessment (N=19) were the top three standards cited by baccalaureate degree visiting teams for being in non-compliance. This pattern of selected standards not being in compliance is similar to the pattern exhibited by programs visited in the 1990s.

In and of themselves, the aforementioned partial compliant and non-compliant standards were not sufficient for baccalaureate degree visiting teams to make less than "accreditation" recommendations for several programs or program options—see Tables 24 and 25.

Recommendations

Given the findings and looking forward to separating the "vital few" from the "trivial many", ATMAE should deploy training that will make significant improvements in the performance of ATMAE accredited programs, and program options, and programs seeking ATMAE accreditation. Rather than delivering training that focuses on the "trivial many", training should focus on the "vital few". It appears that the singular focus for training should be on assessment: not the standard, but rather on assessment in general. This training should focus on program inputs, processes, outputs, and the means for using feedback and the feedback mechanism for making improvements. The top four standards that were cited by ATMAE accreditation visiting teams for being out of compliance tend to bear this out: Assessment, Competency Validation, Program Goals, and Student Evaluation of Program(s).

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