

ABET, Inc.

Applied Science Accreditation Commission

**Program Evaluation Guidance
for
Team Chairs and Program Evaluators**

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Description of Contents

Section	Description
ABET Commission Timeline	Overview of the events and accomplishment milestones of the accreditation year (1 st August to 31 st July)
Policy on Correct Terminology	
Definitions	Official ABET-wide definitions of Program Objectives, Program Outcomes, Assessment and Evaluation ... and of Compliance, Concern, Weakness and Deficiency.
Team Chair Calendar	A chronological outline of the steps to be taken by the Team Chair from start to finish of a program evaluation. Presented in sections, one per chapter.
Communications Checklist and Sample Letter to the Dean	Outlines the information to provide to and request from the Dean from your initial contact with the school.
Communications Checklist and Sample Letter to Team Members	Outlines the information to provide to the team members from your initial contact after the institution has approved them as PEV's.
Sample Outline for the Sunday Evening Meeting	Suggestion for an agenda for the first full-team, in-person meeting. This takes place on the Sunday evening of the usual Monday-Tuesday visit. For other schedules, it would occur on the evening before the visit formally opens on campus.
Sample Outline for the Opening Meeting	
Sample Outline for the Exit Interview	
Sample Questions for Onsite Interviews	Suggestions for questions to pose for the program leader, faculty and students. These questions will usually be actually addressed by the PEV's. Program leader questions provide a guide for interviews with institution administrators.
Model Report	A sample to be used as a model as you create your statement.

ABET Commission Timeline

Note: Exact mid-month dates will vary from year-to-year.

The ABET operational year and the accreditation year run from 1st August through 31st July.

Date	Initiator	Action	Recipient	Category
1 st Aug	AC	Update evaluation forms for new year cycle	AD	Forms
15 th	xAC ExCom	Submit materials for for BoD criteria & other motions	AD	BoD Motions
15 th	NomCom	Submit new year commission officer & ExCom nominations	AM	Nominations
22 nd	xAC Past Chair	Submit prior year xAC report	AD	Annual Report
22 nd	AM	Tally new year commission officer & ExCom ballots	AD	Nominations
28 th	xAC Chair	Submit agenda for Fall ExCom xAC meeting	AM	ExCom Mtgs
1 st Sep	AD	Submit new year commission officer & ExCom motion	BoD ExCom	BoD Motions
1 st	AD	Submit Fall BoD motions	BoD ExCom	BoD Motions
12 th	xAC ExCom	Fall xAC ExCom meeting	---	ExCom Mtgs
15 th	xAC Chair	Fall BoD ExCom meeting	---	BoD Motions
20 th	xAC Chair	Submit materials for commission summit	EIS	Summit
1 st Oct	AD	Up-date Fall BoD Motions	BoD	BoD Motions
15 th	xAC ExCom	Up-date PEV forms for new year cycle	AD	Forms
30 th	xAC ExCom	Submit PEV training materials for new year cycle	EIS	Training
30 th	xAC Chair	Commission Summit	---	Summit
30 th	xAC PastCh, Ch, Ch-elect	Accreditation Council meeting	---	Council
1 st Nov	xAC Chair	Fall BoD meeting	---	BoD Motions
15 th	AD	Up-date criteria & APPM booklets for new year cycle	EIS	Forms
1 st Dec	AD	Submit TC assignment matrix, version 1	VC, Ops	Team Formation
31 st	TC & PEV's	Submit TC & PEV evaluations from prior year	Web	Evaluations
3 rd Jan	Societies	Submit new year commission member nominations	EIS	Nominations
15 th	EIS	Submit new year commission member nominations	NomCom	Nominations
15 th	AD	Submit Spring BoD Motions	BoD ExCom	BoD Motions
15 th	IST	Submit evaluation reports	AM	Evaluations
25 th	xAC Chair	Submit agenda for Winter xAC ExCom meetings	AM	ExCom Mtgs
31 st	AM	Submit evaluation reports	xAC ExCom & Societies	Evaluations
31 st	Institutions	Submit RFE's	Hdqtrs	Team Formation
8 th Feb	xAC ExCom	Winter xAC ExCom meetings	---	ExCom Mtgs
15 th	NomCom	Submit new year commission member nominations	AM	Nominations
15 th	xAC Chair	Spring BoD ExCom meeting	---	BoD Motions
22 nd	AM	Tally new year commission member ballots	AD	Nominations
22 nd	AD	Up-date Spring BoD motions	BoD	BoD Motions
28 th	xAC ExCom	Submit final schedule for Summer meeting	AM	Summer Mtg
28 th	AD	Submit TC assignment matrix, v.2, w/ new programs	VC, Ops	Team Formation
1 st Mar	Chair-elect	Submit cities/dates for new year xAC ExCom meetings	AM	ExCom Mtgs
1 st	EIS	Submit current year visit list1	Societies	Team Formation
15 th	xAC Chair	Spring BoD meeting	---	BoD Motions
22 nd	AD	Submit TC assignment matrix, v.3, w/ new xAC members	VC, Ops	Team Formation
1 st Apr	VC, Ops	Submit TC assignments	AD	Team Formation
7 th	AM	Send TC assignments	Institutions	Team Formation
17 th	AM	Send TC assignments	TC's	Team Formation
15 th May	xAC ExCom	Up-date TC forms for new year cycle	AD	Forms

15 th	TC's	Submit visit dates	AA's	Team Formation
15 th	xAC ExCom	Submit TC training materials for new year cycle	EIS	Training
22 nd	IST	Submit current year visit list2, w/ visit dates	Societies	Team Formation
1 st Jun	xAC ExCom	Up-date self-study questionnaire for next new year cycle	AD	Forms
1 st	xAC ExCom	Submit final statements for current year Blue Books	AA's	Summer Mtg
7 th	xAC ExCom	Submit training & Institution Rep Day materials	EIS	Summer Mtg
7 th	xAC ExCom	Submit materials for Summer meeting	AM	Summer Mtg
15 th	xAC Chair	Submit agendas for xAC Summer meeting	AM	Summer Mtg
15 th	xAC Chair	Form consistency committee for xAC Summer meeting	AM	Summer Mtg
30 th	AD	Submit ExCom nomination matrix	NomCom	Nominations
1 st Jul	AD	Up-date timeline for new xAC cgairs	xAC ExCom	Forms
1 st	Societies	Submit PEV & observer assignments	Web	Team Formation
7 th	IST	Submit team assignments	TC's	Team Formation
27 th	xAC	Summer meeting	---	Summer Mtg
27 th	xAC	Elect NomCom member	AD	Nominations
27 th	xAC ExCom	Submit 'late visit' TC assignments (SC's & extensions)	AD	Team Formation

Legend:

AA	Administrative Assistant	Stephanie Jackson for ASAC
AC	Accreditation Council	
AD	Accreditation Director	Maryanne Weiss
AM	Accreditation Manager	Ellen Stokes
BoD	Board of Directors	
EIS	Education & In formation Services	
ExCom	Executive Committee	
IST	Information Systems & Technology	
NomCom	Commission Nominating Committee	
PEV	Program Evaluator	
TC	Team Chair	
VC, Ops	Commission Vice Chair for Operations	
xAC	EAC, TAC, CAC or ASAC	

Policy on Correct Terminology

The following policy statements are quoted from the criteria for Accrediting Programs in Applied Science Programs as approved by the ABET Board of Directors:

"Caution and discretion must be exercised by institutions in all publications and references to avoid ambiguity or confusion among engineering, engineering technology, computing, and applied science specialties. Where confusion exists, the institution must take positive steps in its publications and other media to help the public distinguish between engineering, engineering technology and engineering related programs." (II.K.8.)

"Accreditation is based on satisfying minimum educational criteria. As a measure of quality, it assures only that an accredited program satisfies the minimum standards. The various periods or terms of accreditation do not represent a relative ranking of programs in terms of quality. At no point is an institution allowed to publish or imply the term or period of accreditation. Public announcement of the accreditation action should only relate to the attainment of accredited status. Because accreditation is specific to a program, all statements on accreditation status must refer only to those programs that are accredited. No implication should be made by an announcement or release that accreditation by one of the ABET Commissions applies to any programs other than the accredited ones." (II.L.2.)

"College catalogs and similar publications must clearly indicate the programs accredited by the Commissions of ABET as separate and distinct from any other programs or kinds of accreditation. No implication should be made in any listing that all programs are accredited because of an institution's regional or institutional accreditation. Accredited programs should be specifically identified as 'accredited by the Applied Science Accreditation Commission of the ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone (410) 347-7700.'" (II.L.6.)

Definitions

Program Objectives: Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve. There are two types of objectives: those that all graduates are expected to achieve and those that some, but not all, graduates are expected to accomplish.

Program Outcomes: Narrower statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge and behaviors that students acquire in their matriculation through the program.

Assessment: One of more processes that identify, collect and prepare data to evaluate the achievement of program outcomes and program objectives.

Evaluation: One of more processes for interpreting the data and evidence accumulated through assessment practices. These determine the extent to which program objectives and outcomes are being achieved and result in decisions and actions to improve the program.

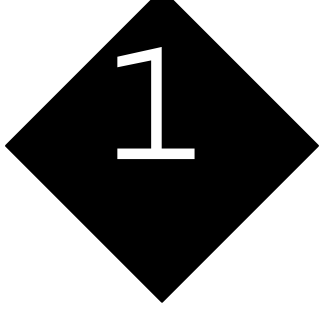
Terminology Used in Defining Degree of Compliance with Criteria

Compliance: The program satisfies the applicable criteria, policies and procedures.

Concern: The program satisfies a criterion, policy or procedure; however, the potential exists for the situation to change such that the criterion, policy or procedure may not continue to be satisfied.
 This is something that is perceived to be likely within the term of a likely accreditation action.

Weakness: A program lacks the strength of compliance with a criterion, policy or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy or procedure prior to the next evaluation.
 This is something that is happening at the time of the on-campus visit.

Deficiency: A criterion, policy or procedure is not satisfied. Therefore, the program is not in compliance with the applicable criteria, policies and procedures.



Overview
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Getting

I. Pre-visit ~~ Getting Started

Task	Source	Due Date	Date Completed
<p>1. Receive initial mailing from ASAC Staff.</p> <p>This mailing identifies your assignment, and includes:</p> <ol style="list-style-type: none"> institution, program name, location, and contact information a copy of the institution's Request for Evaluation (RFE) type of evaluation - general review (GR), interim visit (IV), or interim report (IR); and the name of the editor for the statement you will write. <p>If any item is missing, contact Amanda Reid at ABET headquarters (410) 347-7725 or areid@ abet.org. A calendar for on-site NGR evaluations is contained in Chapters 1 through 4 of this document. If you are assigned to an interim evaluation, see Chapter 5.</p> <p>Note: If this is a simultaneous visit involving other Commissions, ABET will provide you with additional information about logistics of the visit. One of the Team Chairs will be assigned to coordinate some visit details such as visit date and certain on-site activities.</p>	e- mail	late May	
<p>2. Contact the institution to schedule dates for the evaluation visit.</p> <p>Communicate with the ABET Liaison for the institution to establish the visit dates and to begin the development of a working relationship. If the ABET Liaison is unavailable, then contact the department chair or dean.</p> <p>Guidelines on setting visit dates:</p> <ol style="list-style-type: none"> Usually a Sunday, Monday, Tuesday format works best; however, other schedules can be accommodated. Sunday is used to conduct preliminary team meetings and to begin review of display materials prepared by the institution. This review is important, as it sets the stage for the in-person interviews that begin on Monday morning. Early review also allows time for the institution to provide added documentation that might be missing. Visits should be scheduled for September, October or November, as later visit dates are often subject weather hazards and introduce difficulties in timing of report processing. December visits should only be used in special circumstances 	Phone or e-mail	Late May to early June	
<p>Developing a working relationship:</p> <ol style="list-style-type: none"> Offer to act as a resource person for questions concerning the accreditation process. If the institution poses questions that you are unable to answer, contact your editor to determine how to advise the institution. Ensure that every question by the institution is answered promptly. 			

<ul style="list-style-type: none"> b. Remind the institution that you will be available to meet with its representative during the Institutional Representative’s Day that occurs at the July ASAC meeting. (The institution will have been notified of the details of this orientation.) c. Remind the institution of the useful resources available on the ABET website (www.abet.org), including the accreditation criteria, policies, and procedures. Also, <i>Information for Host Institutions</i> contains guidance on lodging, conference rooms, meal arrangements, transportation, display materials, and the agenda of a typical visit. d. Inform the institution of the approval process for team members. e. Ask the institution for an estimated shipment date of the visit materials to you, and ask them to hold the materials for the PEVs until they have been identified and their participation has been approved. 			
<p>3. Post the visit dates.</p> <p>As soon as the visit dates are set, post the dates of each visit on the Manage Visit Team section of the ABET secure website, so PEV assignments can be made expeditiously. It is important to establish the visit dates and to notify ABET as early as possible, because these dates are then used by the societies to identify available program evaluators.</p>	<p>ABET Secure Website</p>	<p>early June</p>	
<p>4. Receive PEV nominees.</p> <p>ABET begins the process of assigning PEVs and society observers to visits as soon as they receive names from the participating societies. You will receive an e-mail notice as each program evaluator is assigned and posted on the ABET secure web site.</p>	<p>e-mail, ABET Secure Website</p>	<p>late June</p>	
<p>5. Obtain institutional approval of the visiting team</p> <p>Download the biographical data for each PEV from the ABET website. Follow the ‘Accreditation’ and ‘Information for Team Chairs and Society Liaison’ links to the secure website. You will need your password to log into the team chairs’ area. Select the ‘Manage the Team’ and ‘Print to PDF’ links on the secure website to access the data.</p> <p>Contact the PEVs and observers to verify their availability on the visit dates, to verify absence of conflict-of-interest with the institution and to check their biographical data.</p> <p>Send formal letter (paper mail, on ABET letterhead) to the Dean, including PEV biographical data and asking for approval of the team members and requesting that visit materials be sent to the PEVs when they are approved. Remind the Dean that the institution has the right to reject</p>	<p>ABET Secure Website, sample letter to the Dean</p>	<p>July 1</p>	

<p>proposed evaluators (reference the ABET Policies and Procedures Manual). Send paper or e-mail copies to all relevant parties.</p> <p>Note: Team Chairs no longer make first contact with State Boards. ABET notifies each state of upcoming visits, and invites their participation. If they decide to send an observer, the state board will contact the team chair.</p>			
<p>6. Notify the team members of their approval.</p> <p>Provide visit details. Initiate travel plans, and remind PEVs to download the latest accreditation evaluation forms from the ABET web site. Urge them to begin the pre-visit review of materials as soon as they arrive.</p>			

Checklist for Communications with Institution

Sample Letter to the Dean

This document is a sample letter to the Dean to use as a guide for your early contact with the institution. This sample is a guideline only; you must modify the letter as needed to fit the specifics of your visit.

Usually, you send a letter similar to this one to the institution as soon as you have identified the team members. The sample letter assumes that you have already contacted the institution's contact person to set the visit date schedule. This letter should be sent formally, in hard-copy on ABET letterhead.

The purposes of the correspondence are to:

- Have the institution approve the team members for the visit.
- Affirm the visit dates, programs to be reviewed, and schedule details.
- Address any unusual aspects of the accreditation review, such as remote sites and innovative curricula.
- Request review materials and representative transcripts to be sent to the PEVs.
- Request appropriate working space for the visiting team.
- Begin to establish the continual dialog necessary for a successful review.

Materials to be Sent from Institution to PEV's

The Team Chair should request that, as soon as the institution has accepted the nominated program evaluators, the following materials are sent directly to the PEV's:

- Self-study
- Selected transcripts of the most recent graduates. The number of transcripts to be requested depends upon the size of the program. Most experienced Team Chairs will request from six to ten. For small programs, the proper number may be all of them. For large programs, you might request a sample (e.g., for the eight graduates beginning with those whose names begin with P).
- Bulletin. If there have been changes in the curriculum, be sure to ask for bulletins or curriculum sheets that match the transcripts that will be evaluated.
- Advising forms.
- Student recruiting brochures.

Evaluation Interviews

The Team Chair should request that the institution prepare, in advance, scheduled times for key on-campus interviews. It will be helpful, if you review the institution organization (either through the bulletin sent to you or via the web-site) to identify as closely as you can the people to be interviewed. As many as possible should be conducted during the first day of the visit (typically a Monday).

Before finalizing the PEV's schedules, it is a good idea to ask them for their preferences. While doing so, also ask the PEV's for their opinions on the need for personal interviews with supporting units (e.g., math or English departments). One of your pre-visit responsibilities will be to determine which, if any, of the supporting units will need personal contact.

You should work these schedules out with the institution over the pre-visit period. Leave some blank periods in the schedules for yourself and for the PEV's.

Also, confirm with the institution that the team will have a private and secure work room during the visit. This room should be equipped with telephone, USB-capable computer (at least one) and printer.

The Team Chair will need to speak with something like the following:

- President
- Provost or Academic Vice President
- Dean of the college housing the applied sciences unit
- Chair of the department housing the applied science unit (if different from the program leader)
- Program leader (separate visit from the PEV interviews)
- Librarian
- Finance officer
- Student Recruitment officer
- Registration/Records officer
- Placement Services officer
- Other appropriate institutional officials

Program Evaluators will need to speak with the following:

- Program leader
- All program faculty (individually)
- Chair or other representative from mathematics, science, and communications, as is determined to be necessary.
- Students in groups, including one or more visits to classes and laboratory sessions.



June 28, 200x

Dr. Joseph J. Johnson
Dean, College of Sciences
Applied Sciences University
Bestview, CA 02809

Dear Dean Johnson:

This will confirm the dates of September 25 to 27, 200x for an Applied Science Accreditation Commission (ASAC-ABET) team to review the Occupational Safety and Health and the Industrial Hygiene programs at your campus.

It is the policy of ASAC-ABET and its member societies to provide qualified, objective Program Evaluators for each program visited. Accordingly, the ASSE has nominated **William Smith** to evaluate the Safety baccalaureate program, and the AIHA has nominated **Janice Jones** to evaluate the Industrial Hygiene baccalaureate program. A short background sketch for each person is shown in Attachment 1. It is important that we avoid any conflicts of interest, so please review their backgrounds to be certain there are no such conflicts, and advise me of their acceptability.

I have received your Self Study Report and other materials for evaluation. As soon as you approve the Program Evaluators for this visit, please arrange to have copies of the Self-Study, current bulletin, program brochures and any other applicable publications sent to them. I will also be asking the program leader to send copies of representative transcripts and corresponding curriculum advising forms to the evaluators.

As we discussed, the team will visit the campus on Sunday afternoon September 25th to review the display materials. It will not be necessary to ask faculty members or staff to be available on Sunday, as we want to concentrate on studying the assembled displays. I have included a suggested schedule outline (Attachment 2) for the visit, and a list of key people (Attachment 3) we will want to interview. The team has a great deal to do in a rather brief period, so it will be helpful to schedule these interviews in advance.

I believe you have begun to arrange our accommodations on campus, but to review, we will need a private and secure room in which the team can view the exhibits, work in executive sessions while on campus, and have lunch in private on the last day of the visit, Tuesday, September 27th. We would appreciate the use of a telephone, three PCs and a printer in the room. As you are aware, we will visit classrooms and laboratories while they are in session, talk with faculty members and students, and utilize other appropriate means to evaluate your program.

I look forward to a thorough, efficient, and mutually beneficial visit to your campus. Meanwhile, I welcome the opportunity to respond to questions that you may have in the coming weeks. Please feel free to contact me at any time with questions or concerns.

Sincerely,

Mark Myers
Team Chair, Applied Science Accreditation Commission
412 Water Ave.
Phoenix, AZ 85002
Phone (602) 555-1234
mmyers@simdec.biz

cc:
ABET Accreditation Director
ASAC-ABET Vice Chair-Operations
ASAC Editor

Attachment 1: Evaluator Qualifications
[Download the PEV bios from the ABET web site, and include them here.]

Attachment 2: Suggested Visit Schedule (*see page 17*)

Attachment 3: Preferred Interviews



Pre-Visit ~ ~ Team Formation &
Visit Preparation

II. Team Formation and Pre-Visit Preparation

Task	Source	Due Date	Date Completed
<p>7. Receive evaluation materials from institution.</p> <p>The institution should provide these materials (Self-Study, bulletin, etc.) by July. IMPORTANT: Review these materials early to form a preliminary view of the nature, complexity and other characteristics of the visit. Determine any special arrangements that may be necessary (e.g., provisions for visiting off-campus locations, for evaluating a distance-learning component, etc.). Confirm that PEV's have received their materials.</p>	report package from institution	before the July ASAC meeting	
<p>8. Attend ASAC Summer meeting (usually in Washington)</p> <p>During the meeting, you will attend training up-date sessions, participate in the final accreditation deliberations for the previous year's program evaluations and continue preparing for current-year program reviews. You will have the opportunity to meet and become acquainted with the editor/mentor assigned to you for your visit(s). If one of your visits is a general review, you will also meet with a representative from the institution to discuss issues related to the evaluation visit. Quite obviously, it will be of great value to have attained a level of familiarity with the Self-Study prior to this conversation.</p>		mid-July	
<p>9. Receive visit packets for team members</p> <p>ABET sends the packets to you for forwarding on to all team members -- PEV's and observers. These packets will include copies of criteria, a policy and procedures manual, travel agency information and other relevant information.</p>	ABET	late July	
<p>10. Contact team members to begin the evaluation process.</p> <p>Send packets and instructions to all team members. Review ASAC forms, preparation calendar and visit schedule with PEV's. Instruct PEV's to begin examination of evaluation materials, allowing time for the institution to be able to respond, as needed, with additional materials and/or to address unusual factors. Advise PEV's to complete the pre-visit column of the Program Review Worksheet (R-60B).</p>		late July	
<p>11. Begin Team Chair Report</p> <p>This is your evaluation of the institution, based on the</p>	Team Chair Report	2 or more weeks before visit	

Self-Study.			
<p>12. Receive initial evaluation from team members</p> <p>The pre-visit feedback from team members should include the Pre-Visit column of the Program Review Worksheet, plus specific requests for clarifications and additional information from the institution that may be needed before and/or during the visit.</p>	Program Evaluator Report	About 2 weeks before visit	
<p>13. Create an initial draft statement</p> <p>Base this initial draft on the Self-Study, other materials provided by the institution and team members' early observations. Use the model report available from the ASAC website and at the end of this guidebook. Prepare the narrative report in MS Word.</p>	Initial draft of evaluation statement (see Model Report)	About 2 weeks before visit	
<p>14. Contact the institution</p> <p>Confirm site visit arrangements with the institutional contact person. Discuss any issues raised by team members or by your own review of the documents.</p>		About 2 weeks before visit	

Checklist for Communications with Program Evaluators

Sample Letter to Team Members

This document is a sample letter to use as a guide for your early contact with team members. This sample is a guideline only; you must modify the letter as needed to fit the specifics of your visit.

Usually, you send a letter similar to this one as soon as the institution approves the team members, and you have confirmed the dates of the visit. These letters should also be sent formally, in hard-copy on ABET letterhead.

The purposes of the correspondence are to:

- Advise the team members of their acceptance.
- Introduce team members to each other and provide contact information.
- Advise team members of the visit schedule.
- Prompt team members to begin travel arrangements.
- Prompt PEV's to begin specific pre-visit evaluation tasks.
- Remind PEV's that communication with the institution is to be by the Team Chair only.

It is also a good idea to outline expectations for pre-visit evaluation work by and inputs from the PEV's.

Checklist of Pre-visit Evaluation Tasks for PEV's

- Access needed materials from the ABET web-site:
 - ASAC criteria of the current visit year
 - Accreditation Policy and Procedures Manual
 - ASAC Forms R60B and R66
- Read Self-Study and related materials from institution
- Visit institution and program web-site
- Conduct evaluation tasks that can be done in advance:
 - Transcript evaluation
 - Faculty analysis
 - Curriculum analysis
- Identify areas where additional information is needed
- Begin preparing Form R60B
- Identify all potential deficiencies, weaknesses and concerns.
- Compile questions to be pursued during on-site visit



July 12, 200x

Mr. William Smith
333 Circle Drive
Cattywampus, NJ 00023

Dear Bill:

Thank you for agreeing to serve as a program evaluator for the ASAC/ABET review visit to Applied Sciences University (ASU) on September 25 to 27, 200x. The institution has approved the visiting team members, and they will be sending you their Self-Study report, representative transcripts and related materials. As we discussed in our earlier phone conversation, this is a multi-program visit. You have been assigned to evaluate the Safety baccalaureate program; the second member of our team is Janice Jones who has been assigned to evaluate the Industrial Hygiene baccalaureate program. Team contact information and a preliminary visit schedule are attached.

I am enclosing a packet that includes the latest versions of the ASAC Criteria, ABET Policy and Procedures manual, and other materials. Note that the appropriate program criteria for this visit are on page {number} of the ASAC Criteria document. You can download the evaluation report forms from the ABET web site at www.abet.org/asac/. Be sure you get the latest versions which are dated {date}.

ABET has contracted with Travel, Incorporated for travel reservations; refer to the instructions included in the enclosed packet to arrange your travel. Plan to arrive in ASU no later than 12 noon on Sunday, and plan your departure for no sooner than 5:30 PM on Tuesday. Send me your arrival and departure flights and times as soon as you know them. I will have a rental car for our local travel. Our contact at the institution will recommend a suitable hotel for us, and I will send you the details as soon as I get them.

As you know, the on-site schedule is very busy, and it will be necessary for you to complete your report before the exit presentation Tuesday afternoon. Therefore, I urge you to complete your review of the documentation as soon as you can, and begin entering information onto the forms. There are some specific items to complete before we get to campus:

1. Form R-60B, Program Evaluations Report, includes a review worksheet. The purpose of the worksheet is to help us determine areas that might require additional information or focus before we get to campus. So, please review the ASU Self-Study report as thoroughly as you have time for, and complete the Pre-Visit column of the R-60B worksheet. Use the standard notation (S, C, W, or D as defined in the Program

Evaluations Report) for each topic. When you have completed it, please fax or e-mail me a copy of your worksheet, along with any specific questions or requests for additional information you may have.

2. One of the most often-heard concerns we hear from institutions relates to consistency in applying the accreditation criteria to their programs. There is latitude in our interpretation of the ASAC performance-based criteria. Our Commission has recently developed a model report that will help to assure a higher level of writing consistency. Please download a copy from the ABET website and use it for guidance. When reviewing the program if you encounter an area where you need to make a difficult judgment about a particular element of the program, please feel free to call me. Between myself, my ASAC Editor, and the ASAC Chair we should be able to resolve this issue and assure some consistent interpretation of the criteria

We will discuss preliminary findings and questions in detail during our initial meeting in ASU. However, please contact me sooner if you have questions, need additional information from the school, or find areas of concern during your advance review.

Thanks in advance of your work. Everyone at ABET and ASU involved with this effort appreciates your professional contributions as a visiting team member. I look forward to a successful, helpful visit with you.

Sincerely,

Mark Myers
Team Chair

Attachments:

1. Team Roster
2. Preliminary Visit Schedule

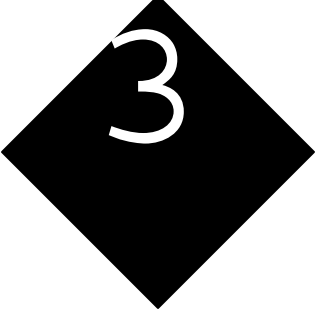
Enclosure:

ASAC/Criteria, Policy Manual, (other ASAC materials)

Attachment 1: Team Roster

Program	Name & Home Address	Affiliation	Business Phone	E-Mail
Team Chair	Mark Myers 412 Water Ave. Phoenix, AZ	Products Manager, ES&H Corporation	☎ 555-1234 fax ☎ 555-1235	mjohnson@simdec.biz
Safety Program Evaluator	William Smith 333 Circle Drive Cattywampus, NJ 08607	Retired (General Electric)	☎ 577-8075 fax ☎ 577-1781	w.smith@e-mail.xyz
Industrial Hygiene Evaluator	Janice Jones 1212 Hartford Ave Hartford, CT	Truss & Beam Safety Hartford, CT 06102	☎ 596-8190	Jj1s@tbeam.biz

Attachment 2: Suggested Visit Schedule (see page 17)



On-Site Visit

III. On-Site Visit

Task	Source	Due Date	Date Completed
15. Conduct the on-site visit	R60B, R62, R66	September, October or November	

Suggested Visit Schedule

Date	Time	Task
Sunday, September 25 th , 200x	2:00 PM	Team visits campus to review exhibits. This is an opportunity for institution representatives to present materials and data, to describe the arrangement of exhibits, and to host a short tour of facilities. As Team Chair, you need to control this schedule. This is the most important time period for PEV's to review the displays.
	NLT 7:00 PM	Team meeting in the hotel. Working dinner. Continuing work on evaluation.
Monday, September 26 th , 200x	8:00 AM	If necessary, an institution representative meets the team at the hotel for travel to the campus.
	8:30 AM	Opening Meeting: Brief introductions and orientation; review purpose and procedures for the evaluation visit. The entire ABET team will attend, and it is expected that university representatives will include at least the program leader and the responsible Dean. It is preferable that senior administrators (President, Provost, etc.) also attend. Attendance by others (e.g., faculty, support department leaders, etc.) is at the university's option.
	9:00 AM	Team members proceed with their individual assignments.
	12:00 N	Luncheon with industrial advisory committee members, program graduates and students. Team discussion with external advisors after lunch, without faculty or administrators in attendance. (Note: ABET limits university-hosted events to a maximum of one, which is usually this luncheon.)
	1:30 PM	Team members resume their individual assignments.
	~5:30 PM	Team leaves the campus to work in the hotel. Working dinner. Continuing work on evaluation.
Tuesday, September 27 th , 200x	8:00 AM	Team checks out of the hotel, and travels to campus.
	8:30 AM	Team members resume their individual assignments. During the late morning, evaluators meet with program leader to review what will be presented at the Exit Meeting.
	12:00 N	Team members meet in executive session; working lunch in headquarters room. (Note: It is requested that the institution facilitate a carry-out luncheon, but it will be paid for by the Team Chair.)
	2:00 or 3:00 PM	Exit Meeting: Team will present a summary of their findings to an audience selected by the institution. It is usual that the audience is the same as for the Opening Meeting.
	NLT 4:00 PM	Team leaves campus for travel home.

Suggested Outline for the Sunday Evening Team Meeting

Note: Team chair and team members in executive session -- allow 2 hours maximum. Experienced chairs and PEV's should be able to conduct this meeting more expeditiously.

1. Review procedures and timetable of visit.
 - Team members are to complete required forms and submit them to the Team Chair before leaving campus.
 - Team members should interview all full-time faculty members in program being evaluated and as many part-time and evening personnel as possible.
 - Emphasize importance of specific detail in completing forms. Team Chair should review the forms and their usage, including which forms stay with the institutions after the Exit Meeting.
 - Additional support assignments: mathematics; basic sciences (which are in applied science curricula); English and communications; humanities and social sciences. Also visit (if necessary) the library, computer center, other instructional and supporting resources while on campus.
2. Reiterate responsibility of ABET evaluators.
 - Cite general and program criteria (if any), current edition.
 - Cite Accreditation Policies and Procedures Manual.
 - Emphasize cautions; institutional rights to appeals; etc.
 - Stress need for absolute confidentiality.
3. Expense reimbursement forms.

Note travel policy on back of form; discuss procedure and need for certain receipts, especially airline ticket stubs; any unusual items to be explained; need for signature by team chair, etc.
4. Review procedure and plan for exit meeting.

Written remarks, cleared with team chair in advance.
Sequence & nature of presentations.
Cautions:

 - No surprises between exit meeting and report.
 - All criticisms to be well-documented and strictly based in criteria and policies; cite explicit criteria and/or policy violations for all deficiencies, weaknesses, and concerns.
 - Limit opinion -- stick to facts.
 - **Do not** provide the recommended accreditation actions to anyone on campus.
 - No debates during the exit interview.
 - Provide a courtesy briefing with Program Coordinator or Chair prior to Exit Meeting.
5. Review reports of previous visit (if any).
 - Prepare outline of important parts (if appropriate).
 - Allow team members to borrow prior reports, if necessary, but do not take on campus.
6. Review preliminary evaluation from review of Self-Study.
 - Identify possible strengths and shortcomings.
 - Allow the team members to ask questions and to discuss potential options.
 - Remind PEV's that their copies of the Self-Study are to be returned to institution on Tuesday afternoon. Exception: Team Chair will retain a copy for reference while writing reports.
7. Additional orientation for new evaluators.
8. Role of observers, if any.
9. Address any additional questions by the team.

Suggested Outline for the Opening Meeting

Note: Institutional personnel present are to be as determined by the institution. Preference is for President, Provost, Dean, Program Leader and faculty. Entire visiting team is present. Limit to one-half hour.

1. Thank institution for hosting the visit. Note that the ASAC team is on campus at the institution's invitation.
2. Review visit schedule -- add details and changes.
 - Want team members to begin work with departments as quickly as possible.
 - Team Chair arranges early meetings with President, Provost, Academic Dean, Dean of Students, etc. Note: These meetings should have scheduled during the pre-visit preparations.
 - Arrange to observe evening or off-campus offerings.
 - Set final plans for exit meeting time.
 - Confirm arrangements for conference room, meals (including the luncheon or other meal to be hosted by the institution), and transportation.
3. Review exit meeting procedures.
 - Request that no tape recorders be used or stenographic transcripts be taken.
 - Oral reports will give highlights and main points of concern, but will not give accreditation recommendations.
 - Will invite factual corrections or identification of omissions or questions due to lack of clarity.
 - Not inviting debate, rebuttal, or extensive discussion.
 - Selection of attendees is entirely the President's decision.
 - If guidance is asked, suggest that at least the President, key Deans, key Department Heads attend. If the President wishes, faculty members, staff and student leaders could be invited.
 - Copies of the exit notes will be left with the president or the person designated by the president.
4. Review procedures that take place after the visit.
 - Review evaluation report timeline and procedures. Note that the team is acting as eyes and ears of ASAC of ABET. **The team's recommendation is not final**, subject to review and change.
 - Evaluators submit reports and notes to Team Chair before leaving campus.
 - Team Chair writes draft of visitation report, after receiving the institution's 7-day response.
 - Draft report is edited by ASAC officers.
 - Draft report is mailed to Dean for review and comment (with copy for President of the institution) 8 to 10 weeks (possibly longer), after completion by Team Chair and two rounds of editing.
 - Institution is requested to respond to the draft report within 30 calendar days of receipt.
 - Correct errors of fact or omission.
 - Report corrective actions taken since visit or other pertinent matters.
 - Review section II.F.2 . of the Policy and Procedure Manual that outlines what can be accepted -- i.e., completed action, not good intentions.
 - Response preferably brief and to the point.
 - ASAC meets and considers report and institution's response before taking accreditation action.
 - Notification to President of institution from President of ABET.
 - ASAC acts in July, and the institution usually receives the notification of the action by late July or August.
5. Determine whether there are any special requirements, conditions, information or clarifications which the team should be made aware of.

Suggested Outline for Exit Meeting

Note: Institutional personnel present are to be as determined by the institution. Preference is for the same people who attended the Opening Meeting. Entire visiting team is present. Limit to on-half hour.

1. Try to schedule departure from campus so that the Exit Meeting need not be rushed, but keep it short enough to preclude its becoming a debate session.
2. Thanks on behalf of team for courtesy, cooperation, hospitality, etc.
3. Other compliments as appropriate, such as to Dean, Department Head, faculty members on excellent preparation/display, arrangements for visit, etc., to President and others for making themselves available, etc.
4. Review purpose of meeting:
 - Team will report major findings. (Team Chair determines who will report.)
 - Request identification of errors of fact or omission or need for clarification. Note that debate or rebuttal is not appropriate at this time.
 - Emphasize the role of the team as information gatherers -- including qualitative factors -- for the Applied Science Accreditation Commission of ABET.
 - Review the sequence of presentations as well as definitions of deficiencies, weaknesses and concerns.
 - Reiterate that team's recommendations are not final, and are subject to review and change through the extensive editorial and due process procedures.
 - Remind the audience that there is to be no stenographic transcript or tape recording and that a copy of the Exit Meeting notes will be left with the President or his/her designee. If the institution insists, reiterate that team's comments are not the official ASAC of ABET report, and use great care in the discussion.
 - Remind the institution of their opportunity to prepare and submit a 7-day response to this Exit Meeting statement. Discuss content of an appropriate response -- i.e., short and to-the-point; addressing only the issues introduced in the exit statement. Also remind the institution of the additional opportunity for a 30-day response to the draft report, when it arrives in several weeks. Reiterate what constitutes an appropriate response (as in the 7-day response). Ask that the campus ABET liaison notify you via email when the responses have been sent.
5. Review ABET policy on public release of information, proper terminology, confidentiality of reports.
6. Review procedure for draft (preliminary) visitation report and response. (Repeat information presented at the Opening Meeting; refer to APPM sections II.E.13. and II.E.14.)
7. Presentations (it is preferred that the Exit Statement(s) be read to provide a precise and concise report):
 - Team Chair discusses institutional factors which affect the applied science unit and/or all programs: Strengths; Deficiencies; Weaknesses; Concerns.
 - Some or all team members discuss findings for individual programs: Strengths; Deficiencies; Weaknesses; Concerns. Each program is to be addressed, in alphabetical order. If there is more than one PEV for a program, the Team Chair must assure that there is only one consensus report delivered.
8. Return unneeded copies of the questionnaire to the institution. Leave a copy of the Program Audit Form (R66), and a copy of the Exit Statement to the Institution.
9. Collect from team members--make no exceptions:
 - Exit Statement to the Institution
 - Forms R60B, R62, R63, R66 and A2, and sorted documentation.
10. At the conclusion of the Exit Meeting, depart from campus promptly. Do not stay around for further conversation. As the team disperses, remember to thank each member and remind them that you will be in touch. Sign the PEV's ABET expense report, but only after receiving all completed forms and statements from them.

Sample Questions for Onsite Interviews

Program Leader

- Is a continuous improvement plan in place? Ask for a copy of the plan if it is not included in the questionnaire or in the display material.
- What are the program objectives, and are they different from the ones presented in the self-study?
- What are the program outcomes, and are they different from the ones presented in the self-study?
- How do the program outcomes map into the program characteristics in the ABET' criteria? Are there any changes from the contents of the self-study?
- What is your process for setting objectives and outcomes?
- What is your process for assessing objectives and outcomes?
- How does the program curriculum map into your program outcomes?
- How do the program outcomes insure the program objectives are being met?
- Show me the evidence of the assessment and evaluation of your program objectives.
- Show me the evidence of the assessment and evaluation of your program outcomes.
- What changes have been made to the program as a result of your evaluation?
- How do you assure that your graduates have achieved the outcomes for the program?
- What is your process for making changes to the program?
- How do the program faculty credentials relate to the program objectives and outcomes?
- How successful is your graduate placement -- job titles, starting salaries, placement rate, etc.
- How active is the industrial advisory committee?
- What program changes have been made because of their input?
- What are the strengths and weaknesses of your department and support departments?
- Are any major curriculum changes planned? What? When?
- What are the major needs for growth and development of the curriculum?
- Do you control a budget? Covering what?
- Do you make recommendations for faculty salary? For advancement?
- How much time is available to the faculty for professional development? What is the budget for faculty professional development (travel funds, etc.)?
- What does the faculty do during the summer months?
- Who is responsible for certifying that students have completed requirements before graduating?
- What is the procedure for approving transfer credit, course substitutions, etc.?

Individual Faculty Members

- What program objectives and outcomes do the courses you teach support?
- Are you involved in the assessment/evaluation of program objectives or outcomes? How?
- Are you involved in program improvements? How?
- Is reimbursement or other assistance available for professional development activities?
- How much time do you spend on professional development?
- What professional society are you a member of? Are you active? Hold any offices?
- How do you go about obtaining needed laboratory equipment?
- Does the same instructor usually teach both lecture and laboratory portions of related courses? If not, how are they coordinated?
- Is the salary structure satisfactory? What benefits are included?
- What unique or unusual teaching methods are used in your department?
- How has the industrial advisory committee affected this program?
- How does curriculum change come about?
- Do you maintain regular contacts with industry? How?
- What changes should be made to improve the program?
- Are the support departments providing appropriate educational services for your students?
- Is there adequate secretarial and technician service available to you?
- How large are the classes? Lectures? Laboratories?
- How many contact hours are typical in a full-time workload of instruction?
- How do you consider yourself qualified to instruct in the program?
- How is your industrial experience relevant to this program?
- What is your role in the program's continuous improvement plan?
- How is it the plan impacting the curriculum?
- Do you have and use a copy of the plan? How?

Students (Groups or Individuals)

- Do you know what the program objectives are?
- Do you know what skills you are expected to acquire (i.e., outcomes) by graduation time?
- How did you discover what outcomes are expected of you?
- Are you acquiring the required skills?
- Are the technical faculty members competent in the subjects they teach?
- Are they available and helpful to you at times convenient to you?
- Why did you choose this school? This program?
- Are the laboratories well-equipped?
- Is the laboratory equipment well-maintained?
- How good is the hands-on experience?
- Do you plan to continue your education after graduation? Where? When?
- Do you plan to accept a job after graduation? Where? When?
- What type of job can you get as a graduate of this program? At what salary?
- What is your overall view of the program?
- Would you recommend it to a friend?
- Either you or your folks are paying for this education. Are you getting your “money’s worth”?



Post-Visit

IV. Post-Visit

Task	Source	Due Date	Date Completed
<p>16. Complete the Visit Draft Statement</p> <p>Follow the guidance in the Model Report. Remember to include the issues raised in the 7-day response. If there is no such response, so state in the draft report. Also be sure to include your evaluation of the response. Findings can be resolved, reduced in severity or left unresolved. If further action is required to resolve a shortcoming, state clearly what is required.</p> <p>Also complete your portion of Form A2, summarizing the pre-due-process recommended accreditation action.</p>	R60B, R62, R66, A2; model report	2 to 3 weeks after visit	
17. Save the completed draft report electronically.	file naming conventions	within 3 weeks of completing the visit	
<p>18. Record the accreditation recommendations</p> <p>Access the Team Chair section of the ABET secure website; open the Excel spreadsheet template “A2.xls”; and create your Accreditation Tracking and Contacts workbook. In Tab A2a, complete the identification entries (names, institutions, program, etc.). Then enter the team’s accreditation action recommendations. Name and save the file according to the ASAC file-naming conventions.</p>	file naming conventions	within 3 weeks of completing the visit	
<p>19. Update the Directory Information worksheet</p> <p>In Tab A2b, complete the institutional contacts information. Name and save the file according to the ASAC file-naming conventions.</p>	file naming conventions	within 3 weeks of completing the visit	
<p>20. E-mail the draft Report and the A2 workbook to asac@abet.org</p> <p>Also send a copy of the Form R66 for each program evaluated on the visit. Scan and e-mail or send a hard copy to ABET Headquarters. Remember: If there are more than one PEV for a program, it is the Team Chair’s responsibility to assure that there is only one consensus R66. Keep a copy of all report forms and notes for reference in subsequent editing and deliberations.</p> <p>ASAC staff will make any necessary format adjustments to the documents, turn on charge-tracking and forward the files to your Editor 1.</p>		3 weeks after visit	

ABET will send you a copy of the edited Draft Report that is sent to the institution. Send an email notification to the ABET liaison at the institution that the draft report is on its way.			
21. Submit Team Chair's evaluation of PEV's.	ABET secure website	1 week after visit	
22. Submit Team Chair's expense report	expense report form	at the time of submitting the draft report	

Due Process and Final Statement Procedures

In late December or early January, you will receive a Due Process Response from the Institution (the “30-day response”). Review and make the appropriate changes and updates to the edited Draft Statement.

Task	Source	Due Date	Date Completed
23. Receive the institution’s due process response	letter or email	About end of January	
24. Retrieve the electronic copies of the Draft Report and Form A2 Make sure that draft report version is the fully edited one that was sent to the institution	draft statement & A2 workbook	2 weeks after receiving 30-day response	
25. Prepare the draft Final Report * Be sure that change-tracking is turned on. * Change the header from “Draft for review and Comment” to “Final Statement”. * Make necessary changes to existing text <i>only</i> to correct obvious errors, such as spelling or syntax. * Make the following additions only to those findings for which a due-process response was received: ** Add a heading for “Due Process Response”, and enter a summary of the institution’s response text. Include and explain any change in the severity of the finding resulting from the due process information. ** Add a heading for “Status After Due Process Response”, and define the effect of the due process on the finding: [a] the deficiency (or weakness or concern) is resolved; [b] the deficiency (or weakness) is altered to a weakness (or concern); [c] the deficiency (or weakness or concern) remains. * Rename the file according to the file naming convention, and save.	30-day response; draft statement; model report; file naming convention	2 weeks after receiving 30-day response	
26. Revisit Form A2 and enter the accreditation recommendation “after due process”. * Be sure that the spreadsheet file is the final draft version (i.e., contains entries for Editor 1 and Editor 2, as well as Evaluator and Team Chair). * Add your “after due process” accreditation recommendation. * Rename the file according to the file naming convention and save.	A2 workbook; file naming convention	2 weeks after receiving 30-day response	

<p>27. Email the final statement and A2 workbook to your Editor 1. Include an updated Form R66.</p> <p>Note that, at this stage, your reports go directly to your Editor 1. Send copies of statement and A2 to ABET at asac@abet.org.</p>	<p>Final Statement; A2 workbook; R66</p>	<p>2 weeks after receiving 30-day response</p>	
<p>28. Mail evaluation materials (forms and any critical reference materials) to ASAC-ABET headquarters in Baltimore.</p>	<p>all completed forms</p>	<p>June 1</p>	
<p>29. Receive copy of Final Report, after editing by Editor 1 and Editor 2.</p>		<p>early July</p>	
<p>30. Present finding to full Applied Science Accreditation Commission.</p> <p>* Offer a motion for the official accreditation action. * Present a synopsis of the visit and its findings</p>		<p>at the ABET Summer commission meetings (mid-July)</p>	
<p>31. Prepare a final version of the Final Statement, incorporating any revisions that arise from the full commission deliberations.</p>	<p>Final Statement</p>	<p>before the end of the Summer meeting</p>	

Electronic File Naming Conventions

- 1 Name all accreditation documents using the following information:
 - a. Institution Short Name followed by a dash “-“. The Institution Short Name file is available on the ABET Web Site in the “Information for Team Chairs” secure site.
 - b. A dash followed by a letter indicating the Document Type, e.g., D for Draft Statement, F for Final Statement, and A for Accreditation Tracking Form (A2 spreadsheet)
 - c. Who modified the file (use last name)
 - d. Date file was modified (separated by dashes “-“ rather than slashes “/”)
 - e. Version number (V1, V2, V3, . . .) if more than one version is saved with the same date
- 2 Examples of file names
 - a. Louisiana Tech U-D Smith 10-25-02.doc (draft statement written by Smith)
 - b. Louisiana Tech U-A Smith 10-25-02.xls (accreditation tracking workbook by Smith)
 - c. Louisiana Tech U-D Brown 2-12-03.doc (above statement edited by Brown)
 - d. Louisiana Tech U-F Smith 2-11-03 V2.doc (Version 2 of a final statement by Smith)

ABET, Inc.
APPLIED SCIENCE ACCREDITATION COMMISSION

{APPLIED SCIENCE UNIVERSITY}
{City, State}

DRAFT STATEMENT
Evaluation under Applied Science Criteria
and ABET Policy and Procedures of {200x-200y}
Visit Dates: {Month aa to bb, 200x}

The report prepared by the Team Chair consists of two parts: The first addresses the overall institution and its applied science operation; the second is a specific evaluation of the applied science program. If more than one applied science program is being evaluated, there will be a separate section for each, presented in alphabetical order by program title. The Draft Statement is composed from assessment of the questionnaire prepared by the program(s) being evaluated and from the on-campus observations and evaluations of the visiting team. All other information about the program that is available to the team is also to be used in the evaluation (e.g., university catalogues, recruiting materials, web sites, etc.). The Draft Statement should also reflect any information provided by the institution in its 7-day response. The Draft Statement is forwarded from the Team Chair to the First Editor. When the report has passed through Editor 1 and Editor 2, it is sent to the institution for due-process response.

This due-process procedure offers the institution an opportunity to present evidence of actions that may have been taken to address any deficiencies or weaknesses that may have been evident at the conclusion of the visit and that may be cited in the Draft Statement. The institution is afforded 30 days in which to offer a due-process response. The 30-day response is, then, examined by the Team Chair, who will make any modifications to the content of the Draft Statement that are warranted. This revised report is then sent back through the two-tier editorial procedure. The resultant document is the basis for the accreditation action that is taken by the entire Commission at its July meeting. This action will be based upon the findings summarized in this statement and will depend on the program's range of compliance or non-compliance with the criteria. After the Commission action in July, the Final Statement is sent to the institution, along with notification of the accreditation action taken.

The following pages offer a sample report format and some guidance in the crafting of the various types of statements necessary. There are three types of statements required: [i] introductory (to provide context); [ii] strengths (to identify exemplary situations); [iii] weaknesses (to cite specific occasions of non-compliance with the criteria). Each of these three is used for the institutional section and for each applied science program section.

Introduction

The Applied Science Accreditation Commission of ABET, Inc. [ASAC/ABET] has evaluated the baccalaureate *{or masters}* {discipline(s)} program(s) at {university name}. The statement that follows consists of two parts: the first deals with the overall institution, its applied science operation and the relationships between institution administration and the applied science program under evaluation; the second is an evaluation of the individual applied science program(s). This Draft Statement reflects any information provided by {university name} in its 7-day response.

ABET's accreditation action will be based upon the findings summarized in this statement. That action will be dependent upon the program's range of compliance or non-compliance with the ASAC/ABET criteria, including both general criteria and any applicable program criteria, and with the provisions of the ABET Policies and Procedures Manual. This range can be construed from the following definitions:

- * **Deficiency:** A deficiency indicates that a criterion, policy or procedure is not satisfied. Therefore, the program is not in compliance with the cited criterion, policy or procedure, and immediate action is required.
- * **Weakness:** A weakness indicates that the program lacks the strength of compliance with a criterion, policy or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the cited criterion, policy or procedure prior to the next evaluation.
- * **Concern:** A concern indicates that, while a criterion, policy or procedure is currently satisfied, the potential exists for this situation to change in the near future, such that the cited criterion, policy or procedure may no longer be satisfied. Therefore, positive action is required to ensure continued full compliance with criteria, policies and procedures.
- * **Observation:** An observation is a comment or suggestion that does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

At this point, it is appropriate to write a paragraph or so that introduces the university. The primary purpose of this passage is to provide some context for the commissioners, who will be voting on an accreditation action. In particular, information should be included that is relevant to an ASAC accreditation action. Contextual content can be drawn from the self-study questionnaire, the university bulletin, other official publications and/or from the web site. Ideally, this paragraph will be prepared prior to the on-campus visit so that university comment can be elicited during the visit. When reviewing this passage with university personnel, it is prudent to indicate its purpose.

example: {Applied Science University} is one of the {xx} members of the {state} system of regional colleges and universities. Founded as {original name} in {19xx} as a teachers' college, the institution steadily expanded in size and scope, becoming part of the state's public university system in {19xx}. At the present time, {Applied Science University} offers {xx} undergraduate degree programs leading to bachelor's degrees in {arts and humanities, sciences, education, health care and business}. There are also {xx} undergraduate minors available and a graduate school that includes {xx} programs leading to master's degrees, a doctorate in {major fields} and {several certificate programs for professional educators}. University enrollment is {xx,xxx} undergraduate and {xxx} graduate students, {mostly from the eastern half of the state}. About {xx} percent of the student body is female, {xx} percent are minorities, and {xx} percent are non-traditional students. The university has more than {xxx} student organizations and a full spectrum of student support services.

Institutional Strengths

Articulate strength statements are as important as well-crafted descriptions of shortcomings. Good strength statements are always longer than a single declarative sentence. They should contain at least three elements, however briefly described:

- ... Statement of the exceptional situation or characteristic that has been observed.
- ... A brief summary of the actions or activity that causes the exceptional situation.
- ... An observation about how this situation affects the outcomes of the program.

Look for items that are beyond the usual. Some of the areas where unusual institutional strengths might be found are ...

- ... Budgetary stability. In recent years, an institution that has not cut the budget of the program(s) being evaluated is unusual.
- ... Especial administrative vision or particular innovations in leadership.
- ... Strong upward enrollment trends in applied science.
- ... Variety and diversity of student body and of available major fields of study. Sometimes, however, focused institutions have limited variety of majors and can draw especial strength from that situation.
- ... Strong and positive positioning within the state and local economy. This is one of the original intents of land-grant institutions, but outside of agricultural programs, realization of this mission has been often only marginally achieved.

Strengths are presented in a numbered order, in rough sequence of their importance.

good example: The institution has adopted a campus-wide assessment model that all programs are expected to incorporate into their continuous improvement efforts. The adoption of this model and the provision of resources for its implementation indicate the level of priority afforded to self-assessment and continuous improvement by the central administration. This model is an

excellent starting point for each applied science programs to establish a continuous improvement plan.

good example: Alternative modes of delivery are important to the institution. Students in the applied science programs are able to take advantage of web-based instruction and live video classes at remote locations for many of their non-technical classes. In addition, students can utilize an Individualized Learning Center that employs both adult and student tutors, providing outstanding services for students who need help developing skills in mathematics, writing, and study methods. These services are important in several ways. They support enrollment retention, open the program to enrollment by non-traditional students, and provide flexible access to classes – an important factor for many working students.

Note that a strength list that is confined to actions that are commonplace and normally expected of any program may well cast a negative reflection on the institution or program. This is especially true when only one or a few strengths are cited and those are marginal. **The absence of a weakness is not usually a strength.** Some of the situations sometimes cited as institutional strengths that often cast the opposite impression are ...

... “Computers in student labs are replaced regularly with up-to-date equipment.” This is an ordinary responsibility of the institution, and it would be a weakness if this were not done.

... “The library is well-equipped.” A library that is sufficiently well-stocked to support its educational mission is an ordinary responsibility of all universities. If there is an aspect of the library that is notably superior to the norm, it should be described, and the impact on learning outcomes in the applied science program(s) should be identified.

... “The campus is well-maintained.” Again, another routine infrastructural element of a university. To view campus maintenance as a strength, connect an unusually positive aspect of maintenance to improvements in student outcomes.

not-so-good example: {Applied Science University} has an excellent computer support program that replaces all university computers on a 4-year cycle. The expenditure of university funds to purchase new computers every four years ensures that students are working with the latest available technology that will prepare them for employment when they graduate and also eliminates the problem of software incompatibility when new software purchases are required.

commentary: Timely up-grading of fundamental learning tools is a basic responsibility, not an extraordinary virtue, of twenty-first century universities. A four-year replacement cycle is on the edge of being too long. Likewise, it is to be expected that students are prepared for employment by their entire programs of study, not solely by the computer hardware available.

Weakness statements are presented in the order of severity -- deficiencies, weaknesses, concerns, observations. Presentation is in numbered order, ranked by seriousness. At whatever level of severity, a weakness statement should consist of the following:

- ... A paraphrase of the provisions of the criteria (either general or program, or both) that are pertinent to the observations.
- ... A concise summary of the observation of a situation or condition that is not in full compliance with the criteria.
- ... An evaluation of the effect of the observed situation or condition on the requirements of the criteria.
- ... A specification for the effects of required remedial action.

It is extremely important that weakness statements **do not** indicate specific corrective action. The purpose is to define what should be corrected, not how the corrections are to be accomplished.

Institutional Deficiencies

No deficiencies are cited at the institutional level.

Institutional Weakness

example: Criterion 7, Institutional and Financial Resources, requires that the institution provide adequate support for all accredited applied science programs. Adequacy of support includes consistent strategic direction, as evidenced by such factors as stable supervision and institutional incentives for faculty.

At {Applied Science University}, the administrative supervision of applied science programs has suffered from inconsistency. The Dean of the {Applied Science College} has been appointed on an interim basis for two years, and the institution reports that the current search is unlikely to settle on a new permanent occupant for this crucial office. Likewise, the university provost office has seen two new occupants in the past four years. This unsettled situation has produced significant variations in fundamental institutional priorities and has led to delays in approval of new applied science curricular initiatives, in consideration of requests for new laboratory space allocations and equipment, and in action on applications for faculty promotion and award of tenure.

This situation will stand as a weakness until such time as the institution can establish firm and stable academic leadership for its applied science programs and until the program-specific matters have been addressed.

7-Day Response: The institution reported that the search committee for a new applied science dean has been re-constituted and has been given priority in drawing upon administrative support.

Status: This finding remains a weakness until the search is completed and until delays in program decisions are alleviated.

Due Process Response: The institution provided a summary of the progress achieved by the dean search committee towards filling this key post with a permanent occupant. Also provided was an agenda for addressing the backlog of decisions on pending matters for the {name of program being evaluated} program.

Status after Due Process: This finding remains a weakness until the dean search is completed and until the program-specific matters have been actually addressed.

Institutional Concerns

No concerns are cited at the institutional level.

Institutional Observations

No observations are offered at the institutional level.

PROGRAM EVALUATION

{PROGRAM NAME}

Bachelor {or Master} of Science Degree

Introduction

The evaluation described in this report was conducted under the criteria established for all Applied Science programs and the Program Criteria for {Industrial Hygiene and Similarly Named Programs}, as published in the current ASAC criteria document. The provisions contained in the ABET Policies and Procedures Manual were also used in the evaluation of this program. The definitions of shortcomings described earlier also apply here, and the strengths and weaknesses at the institutional level are applicable to the program, as well.

At this point, introduce the program being evaluated. Again, the primary purpose of this passage is to provide some context for the commissioners who will be voting on an accreditation action, and the content can be drawn from the self-study questionnaire, various official university publications and/or from the web site. And again, try to paint this picture in a way that is relevant to the accreditation action. And yet again, it is worthwhile to prepare a draft in advance and to discuss it with the program leader during the campus visit. It is important to note that every program will have different shades of emphasis, and it is useful to convey the particular program slant to the commissioners.

example: {Applied Science University} is one of the five campuses that comprise the State University System of {State}. The University is made up of five colleges: the Colleges of Arts and Sciences; Engineering; Business Administration; Education; Health and Allied Sciences. The Industrial Hygiene (IH) program is part of the Department of Health and Environment, which is housed in the newly established College of Health and Allied Sciences. This College includes the Departments of Health and Environment, Nutritional Sciences, Physical Therapy, and Nursing. The Industrial Hygiene program was originally founded in {19xx} and was housed in the College of Arts and Sciences until the establishment of the College of Health and Allied Sciences in {20xx}.

The Industrial Hygiene program is one of five programs within the Department of Health and Environment, which also includes Community Health, Epidemiology, Public Health Policy, and Occupational Safety. This departmental structure allows IH majors to specialize or to explore areas outside their major in application of their four elective classes in the other programs.

Enrollment in the Industrial Hygiene program over the past five years has been gradually increasing. This appears to be a direct result of the establishment of an internship program with local industrial firms and a vigorous publicity and recruiting effort.

One of the key educational goals of the Industrial Hygiene program is to prepare graduates to pass the Certified Industrial Hygiene examination. Of the 29 program graduates over the past five years, 23 percent (six) have become CIHs. Since the American Board of Industrial Hygienists requires five years of practice prior to taking the exam, this is an excellent rate. However, employment data on the 29 graduates over the past five years is very limited, with only twelve, or 41 percent, of these recent graduates accounted for as employed or in graduate school. Four of the twelve are continuing their education at {Applied Science University}, and eight are employed in the private sector.

Program Strengths

Emphasize to the PEV's on your team that they should be discerning in identifying program strengths. An effective evaluation of a program will highlight both the positive and the negative. Once again, good strength statements are always longer than a single declarative sentence and should contain at least the three elements described earlier:

- ... Statement of the exceptional situation or characteristic that has been observed.
- ... A brief summary of the actions or activity that causes the exceptional situation.
- ... An observation about how this situation affects the outcomes of the program.

The Team Chair should be alert to strength and weakness citations that could be construed as contradictory. Thus, a report cannot cite the faculty as a strength (e.g., enthusiastic and well-qualified) and, then, also cite a shortcoming in the same faculty (e.g., limited continuous professional development). Task the PEV's to look for program elements that are unusual and beyond the routine. Some of the areas where unusual program strengths might be found are ...

- ... Success of student teams in national competitions.
- ... Excellent laboratory equipment, especially where it is of industrial-grade and beyond academic-demonstration types.
- ... An active program for bringing industrial practitioners into the classroom.
- ... Strong and positive positioning of the program within the state and local economy.
- ... Strong upward enrollment trends.

example: The program faculty have a very strong mixture of industrial and academic qualifications. All have relevant industrial experience in addition to doctoral degrees, and the five full-time faculty members aggregate forty-seven years of experience in industrial positions and private consulting practice. Moreover, all faculty are actively engaged in research and in their respective professional societies. This broad faculty expertise is reflected in the thorough

mix of theory and practice and the timely introduction of contemporary issues that are evident throughout the program.

example: Students in this program are exceptionally well-qualified. In each of the past three years, student teams have competed in {professional society} national competitions and have returned two trophies to {Applied Science University}. One trophy represented a second place among twenty-two competing teams; the other a third place in competition with nineteen other student teams.

Again, beware of faint praise. Avoid citing as strengths those activities that are ordinary or required by criteria. Remind your PEV's that the absence of a weakness is not usually a strength. Some of the situations sometimes cited as program strengths that often cast the opposite impression are ...

- ... "There is an active industrial advisory board." To simply fulfill a requirement of the criteria is not, per se, a strength.
- ... "The student body is enthusiastic." This can be said of virtually all student groups that a visiting team will encounter. The pertinent issue is how student "enthusiasm" is translated into superior student learning achievement.
- ... "Faculty are available to students outside of classes." Again, the issue is how this "availability" is a strength (not merely the absence of a weakness) and how it translates into superior outcomes.

not-so-good example: Students cited the availability, accessibility, and very helpful behavior of faculty as a very positive factor of the program. This strong student/faculty interaction results in increased student success and retention rates. *commentary*: There is no evidence cited in this strength statement to indicate that faculty accessibility is the cause of increased retention. No data are cited to indicate the baseline retention rates or the amount of increase from pre-faculty access days. However, if data were available to measure the increase or if the retention rate were at or near to 100 percent, this observation might make a good strength statement.

not-so-good example: The program has an active Industrial Advisory Board, comprised of alumni, officials of firms that frequently hire graduates and representative of relevant governmental regulatory agencies. This Board meets regularly and reviews issues of curricular content with the program faculty. *commentary*: This is exactly what the criteria require. Not having an advisory board that reviews curricular content would be a serious weakness, and the absence of this weakness is, in itself, not a strength.

Program weakness statements are very much like those for the institution. One of the Team Chair's responsibilities is judging whether a shortcoming is institutional or programmatic. A single shortcoming

cannot be the responsibility of both the institution and the program. Remind your PEV's to present the shortcomings in the order of their severity and that all weakness statements should consist of the following elements:

- ... A paraphrase of the provisions of the criteria (either general or program) that are pertinent to the observations.
- ... A concise summary the observation of a situation or condition that is not in full compliance with the criteria.
- ... An evaluation of the effect of the observed situation or condition on the requirements of the criteria.
- ... A specification for the effects of required remedial action.

It is a common tendency for evaluators to want to prescribe solutions to the shortfalls that they cite. The Team Chair must be diligent to insure that weakness statements **do not** indicate specific corrective action. The purpose is to define what should be corrected, not how the corrections are to be accomplished.

Program Deficiencies

good example: Criterion 2, Program Educational Objectives, requires that each program shall review and evaluate its objectives and methods for achievement with relevant external constituencies on a periodic basis, and that the results of this review be used to improve the program. The self-study questionnaire did not provide any evidence that external constituencies are consulted on a regular basis. Further, no evidence of such consultation was made available to the on-campus visit team, although this issue was raised with the program {chair or head or leader or other} and each of the faculty.

It appears that all decisions regarding program content and metrics are taken by faculty and university committees, independent of advice or consultation from outside of the institution. As a result, portions of the program are not reflective of current industry practice and needs, and graduates are not fully prepared to enter productive career positions.

It is required that the {name} program introduce a continuous improvement procedure that includes purposeful consultation with appropriately defined external constituencies. Such a procedure must result in identifiable change and improvement in the program content and outcomes.

7-Day Response: The institution described the process of periodic program review by faculty and stressed the credentials of faculty members. In particular, the response highlighted the prestige of the institutions granting doctoral degrees for faculty members.

Status: This finding remains a deficiency until documented evidence is submitted to show that appropriate external constituencies have been identified and engaged, a regular procedure of

consultation with these constituencies has been devised and a pattern of implementation of program improvements has been established.

Due Process Response: The institution provided a list of external constituencies that are pertinent to program objectives. A plan of regular meetings with this advisory group was also furnished. Minutes of the first meeting were presented, in which a record of dialogue between faculty and constituents was preserved. Three explicit program recommendations by the advisors were identified in these minutes, and the institutional response included a plan for implementation, beginning in the next academic semester.

Status After Due Process: The institutional response to the cited deficiency has addressed the principal structural issues -- an external advisory group; periodic consultation with that group; resulting program improvements. Thus, the deficiency is removed. However, this finding will remain a weakness until evidence is presented that a pattern of program improvements has been established.

Program Weaknesses

good example: Criterion 3, Program Outcome and Assessment, requires that “Each program must have an assessment process with documented results. Evidence must be given that the results are applied to the further development and improvement of the program. Evidence that may be used includes ... student portfolios ... alumni surveys ... and employer surveys.”

As of this initial visit, a modest continuous improvement plan has been prepared, and during {year}, program objectives and desired student outcomes have been identified. However, little evidence was presented to indicate that specific measures of success have been developed. Further, the assessment and evaluation methods being used lack structure. These omissions largely reduce the effectiveness of a continuous improvement initiative, and make it difficult to validate the success in achieving a program’s stated objectives and student outcomes, and in making the appropriate adjustments to the program.

It is required that the assessment and evaluation efforts be improved for the applied science programs by incorporating (1) specific measures for educational objectives and student outcomes, (2) routine assessment and evaluation of the measured data, and (3) program improvements based on the results. A variety of methods must be used for the assessments, and it is important that the entire process and results be documented. In addition, the plan must be periodically reviewed and updated as necessary so as to maintain its overall effectiveness.

7-Day Response: The institution stressed that it has a basic continuous improvement plan in place that has driven changes in course syllabi and proposed curriculum changes. They acknowledged that there is much work to be done to make the plan as robust as it needs to be. The ASAC acknowledges the existing and planned efforts, and encourages the institution to continue its development effort as described in the finding.

Status: This finding remains a weakness until documented evidence is submitted to show successful implementation of the required actions.

Due Process Response: The institution provided updated plans that include focused measures for most outcomes and objectives. Implementation has started, and assessments and subsequent evaluations are expected to begin this fall. The ASAC will evaluate implementation progress during the next accreditation review.

Status After Due Process: This finding remains a weakness until a complete continuous improvement cycle can be evaluated during the next accreditation review.

good example: Criterion 3, Program Outcomes and Assessment, states that applied science programs must demonstrate that graduates have competencies: (b) to analyze and interpret data, and (g) to communicate effectively. Also, Criterion 2, Program Educational Objectives, requires that accredited applied science programs have in place a process that insures achievement of the program educational objectives.

Although oral communications skills are included in the expected outcomes for the IH program, there was little evidence of oral communications content in the technical courses in the program. According to course syllabi made available to the evaluation team, oral presentations are required in only two courses, and only one of those indicated that oral presentations would be a factor in determining student grades in that class. In addition, no specific measures for this skill set are included in the assessments listed in the continuous improvement plan, No scoring sheets or student feedback forms were observed for oral presentations in any course. Students are asked to orally present their laboratory work, but there is no indication that any faculty feedback occurs to help students improve their communication skills. As a result, students could graduate without important communication skills expected by employers.

It is required that the program substantially increase the formal requirements for oral communications skills in technical courses, and that formal assessment and evaluation of these skills be included in the continuous improvement plan.

7-Day Response: The institution reported that oral communications assignments will be added to technical courses.

Status: This finding remains a weakness until the required actions are completed.

Due Process Response: The institution submitted several oral presentation feedback cards from one course where the fifteen-minute final oral presentation represents about eight percent of the course grade. A graded oral assignment is being added to a second course. No information regarding the formal assessment and evaluation requirement stated in the finding was provided.

Status after Due Process: This finding remains a weakness.

good example: Criterion 3, Program Outcomes and Assessment. The technical content section of this criterion requires that “Applied science programs must demonstrate that graduates have: (k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.”

Typically, the senior-level projects have involved students working closely with technical staff of local industry to examine and address actual industrial problems. The project reports and related documentation on display were of varying quality. The reports did not follow a standard format, and usually failed to demonstrate an integrating experience. Several reports lacked a clear problem statement, description of the approach used in solving the problem, and an evaluation of potential alternative solutions with economic impacts that would demonstrate an important part of the student’s learning experience. Incomplete or poorly done technical reports can fail to demonstrate achievement of the course objectives.

It is recommended that the resulting project report more clearly reflect the diverse elements of the curriculum, and more clearly demonstrate both technical and non-technical skills in solving problems.

7-Day Response: The institution stated that an ad hoc group from the industrial advisory committees will be formed to recommend appropriate changes to the course structure and reporting format.

Status: This finding remains a weakness until appropriate changes are implemented.

Due Process Response: The institution submitted a copy of the standardized requirements that cover project content and reporting requirements. Additionally, examples of graded reports from recently completed projects were submitted. The standards document reflects extensive integration of topics in the discipline, and the examples were complete enough to allow a good evaluation of student work.

Status After Due Process: This finding has been satisfactorily resolved.

Program Concerns

No concerns are cited for this program.

Program Observations

good example: Video evidence of student oral presentations showed mixed skill levels and variable effectiveness. The video tapes usually focused on the presentation screens with very little footage of the students' presentation skills. It is suggested that, when videotaping the presentations, the video camera be focused more on the student making the presentation so that it may later be used by the instructor and student to review the highlights and areas for improvement in presentation techniques.

good example: Some students do not appear to have a clear concept of career paths available for Industrial Hygiene graduates. Likewise, graduates do not seem to be aware of their ability to become a Certified Industrial Hygienist (CIH) or of the value of this career step. It is suggested that such professional issues be incorporated into the curriculum, perhaps through a first-semester seminar course, which could also involve the participation of practicing professionals in the field.

PROGRAM EVALUATION

{SECOND PROGRAM NAME}

Bachelor {or Master} of Science Degree

Introduction

The evaluation described in this report was conducted under the criteria established for all Applied Science programs and the Program Criteria for Safety and Similarly Named Programs, as published in the current ASAC criteria document. The provisions contained in the ABET Policies and Procedures Manual were also used in the evaluation of this program. The definitions of shortcomings described earlier also apply here, and the strengths and weaknesses at the institutional level are applicable to the program, as well.

Introduce the introductory paragraphs for the second program, repeating the content guidance as from before.

example: {Applied Science University} is one of the five campuses that comprise the State University System of {State}. The University is made up of five colleges: the Colleges of Arts and Sciences; Engineering; Business Administration; Education; Health and Allied Sciences. The Safety program was originally founded in {19xx} and is part of the Department of Construction Engineering, which is housed in the College of Engineering. This College includes the Departments of Construction Engineering and Engineering Management.

The Safety program is one of three programs within the Department of Construction Engineering, which also includes Construction Engineering and Construction Engineering Technology. This collegiate structure allows Safety majors to specialize or to explore areas outside their major in application of their four elective classes in the other programs.

The stated purpose of the Safety curriculum is to prepare individuals to become professionals in the field of safety and health. The Safety program provides broad-based core of courses, including system safety, fire protection, and construction processes that enables the student to develop the skills necessary to perform professional entry-level tasks. Emphasis is placed on

developing the student's ability to analyze and anticipate, identify and evaluate hazardous conditions and practices at the construction site. There is also an associate degree program offered at a small, remote campus approximately 30 miles distant.

Program Strengths

good example: Multiple-course projects in this program help broaden student perspectives in the field. For example, students develop hazardous control designs in one class, and the same team of students develops procedures and programs to control these hazards in another class during the same semester. These integrated experiences play an important role in providing the students with an educational experience that develops highly focused problem-solving abilities and skills that are directly applicable to their career fields.

conditional example: The curriculum includes a wide variety of technical topics in considerably more depth than found in most programs. The CNE/S 300, Environmental Safety and Health, course and the subsequent CNE/S 400, Fire Prevention and Protection, course, contribute significantly to the educational experience received by the students. These enrichments help students elevate their confidence in their practical skills as they enter the job market.

commentary: Be cautious with such declarations. Assure that the educational experience cited is truly unusual, that the specific courses cited are requirements (not electives) and that the outcomes are appropriately assessed.

Program Deficiencies

not-so-good example: Criterion 3, Program Outcomes & Assessment, requires that all accredited applied science programs demonstrate that graduates have: (a) an ability to apply knowledge of mathematics, science and applied sciences.

The current required mathematics course MATH 108, Technical Math I, includes only an introduction to trigonometry. Students need more advanced mathematics to fully implement and use the ability to design and conduct experiments and analyze and interpret data to meet the intent of the criterion.

It is required that students be given the required algebra and trigonometry foundation mathematics early in the curriculum, and that they experience appropriate higher level mathematics later in the curriculum.

7-Day Response: The institution acknowledges this deficiency and is willing to take steps to remedy the situation.

Status: This finding remains a deficiency until the required changes are made.

Due Process Response: The institution has decided to add a more complete treatment of trigonometry and other selected topics of mathematics to their 200-level courses to insure that their students are served better. The program faculty have met with their Advisory Board and established the required mathematics topics for inclusion in their courses. A request to modify the curriculum accordingly has been approved. Evidence supporting the intended curriculum revisions will be examined during the next accreditation review.

Status After Due Process: Because of the positive steps taken by the institution, this finding has been reduced to a weakness.

commentary: The presence or absence of specific content in a foundation course is not, a priori, a violation of criteria. The particular criterion cited here requires that students are able to apply appropriate mathematical knowledge. The inclusion of more trigonometry instruction in a mathematics course does not, in itself, demonstrate ability to use mathematics appropriately. Be careful to cite outcomes, not means to support their achievement.

Program Weaknesses

example: Criterion 3, Program Outcomes and Assessment, requires that graduates have: (h) a broad education necessary to understand the impact of solutions in a global and societal context.

Students interviewed indicated the curriculum had not exposed them to these concepts. Further, the display materials did not show any material relating to these attributes.

It is required that these skills be incorporated into courses that all students are required to take. It is further recommended that the program document where in the curriculum students receive this education, and assess their performance.

7-Day Response: None

Due Process Response: In the future, HUMN 100, Safety and Society, will be a required Social/Behavioral Science course. This course addresses global and societal issues as they relate to applied sciences and how safety has influenced the direction of societies, both current and past. It also addresses the cultural and philosophical impact of their development. It will also emphasize the diversity of societal impact on safety, as well as the need for continuous improvement in the safety.

Status After Due Process: This finding remains a weakness until the coursework is incorporated, and assessments are defined and in place.

not-so-good example: Criterion 7, Institutional and Financial Resources, requires that “institutional support, financial resources and constructive leadership must be adequate to assure the quality and continuity of the applied science programs.” Also, ABET Policy II.B.10., states that “off-campus programs may be accredited with the regular on-campus day program, if they follow the same curriculum, use the same or equivalent laboratory facilities and equipment, and are subject to the same supervision and control of academic standards.”

Current practice at the remote site relies on adjunct faculty members to handle these duties, and there is no other internal or contracted technical support assigned to the program. As new equipment ages and student use increases, increased maintenance will be needed. This results in inadequate support for both current equipment and continuing development of laboratory equipment and laboratory exercises. Also, when faculty time is diverted to laboratory equipment support, it reduces their ability to participate in higher-benefit activity, such as professional development.

It is required that laboratory support be provided at the remote campus in a more appropriate manner and that the institution demonstrates that mechanisms are in place to ensure consistency between the program at both locations.

7-Day Response: The institution reports that a plan is being developed to address this issue.

Status: This finding remains a weakness until the required support is in place.

Due Process Response: The institution has authorized funding to contract for technical setup and maintenance services for laboratory equipment at the remote site. A request for proposals has been issued, and a multi-year contract is expected to be in place by the end of the year. The adequacy of this action will be reviewed during the next accreditation review.

Status After Due Process: This finding is being addressed satisfactorily, and is reduced to a concern.

commentary: First, the observation is mixed. The observation starts by noting that adjunct faculty provide for usage of laboratory facilities and furnish academic supervision and control. The statement then notes a possibility that increased maintenance demands will (future tense) result in inadequate laboratory support, rather than an observed occurrence of same. Finally, the observation predicts that faculty (presumably not adjunct) time will be diverted by maintenance

needs from other crucial activities. Each of these three elements is unconnected, and all stem from anticipated possibilities, rather than observed factual occurrence.

This is another case of citing symptom (and anticipated ones, to boot), rather than outcome. Reliance upon adjunct faculty for routine equipment maintenance does not, per se, lead to an inadequate learning outcome. Possible future maintenance demands do not require that support will be inadequate. That faculty do laboratory maintenance does not preclude personal development. All of these are conjecture (although very reasonable) and do not support citation of a weakness. This is a near-classic case of a concern.

Finally, the outcome desired is that the learning experience at the remote site is equivalent to that on the home campus. How the institution accomplishes this should not be directed by the accreditation evaluation report.

Program Concerns

No concerns are cited for this program.

Program Observations

No observations are offered for this program.



Interim Reports

<p>16B. Complete the Report Draft Statement</p> <p>Follow the instructions provided in the Interim Evaluation Draft Statement template for Interim Reports or (focused) Visits. Use the information provided by the institution in their Interim Report to evaluate the progress toward resolving findings from the previous accreditation review. You need to address only those findings (Weaknesses and Concerns) that were unresolved in the previous Accreditation Final Statement.</p> <p>There is no 7-day response involved in Interim Report evaluations.</p> <p>Be sure to include the status of each finding based on your review. Findings can be “resolved,” reduced in severity, or left unresolved. If further action is required to resolve a finding, state clearly what is required for each finding.</p>		<p>2 weeks after receiving the report.</p>	
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Interim Visit Evaluation

This document applies to General Review (GR), Interim Visit (IV), and Interim Report (IR) evaluations.

Each spring, commissioners are elected to the Applied Sciences Accreditation Commission (ASAC) of ABET. Soon after this, the Vice Chair of Operations for ASAC of ABET assigns Commissioners to be Team Chair for one or more accreditation reviews in the following autumn. Each review includes a visit to an institution, an evaluation of an interim report submitted by an institution, or a combination of both. A member of the ASAC Executive Committee is assigned as an editor and mentor to each Team Chair.

IMPORTANT: If you have any question about the procedures or criteria interpretations, contact your editor. Throughout the process, be sure to notify your editor, the ASAC Vice-Chair for Operations, ABET Headquarters, and the ASAC Chair of any important schedule change, technical problem, or conflicts.

Institution:					
Contact Person:					
Evaluation Type (GR, IV, IR):					
Address:					
Phone:		Fax:		E-mail:	
Vice Chair-Operations:					
Phone:		Fax:		E-mail:	
Editor/Mentor:					
Phone:		Fax:		E-mail:	