

# ASAC Institutional Representatives' Orientation

Crystal Gateway Marriot Hotel  
Arlington, VA  
Friday, July 18, 2008



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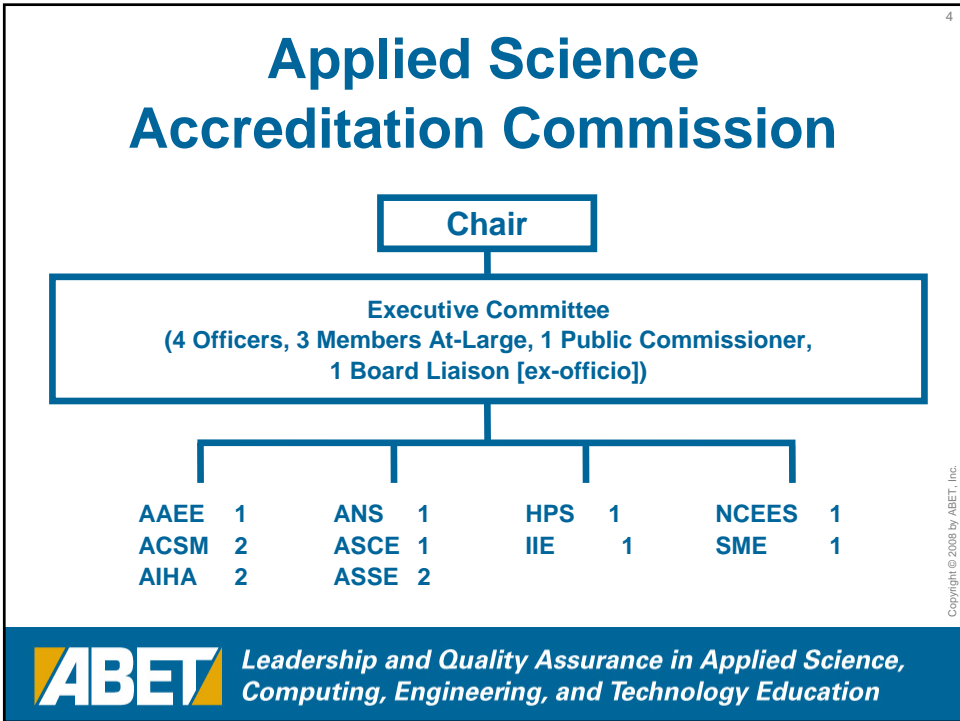
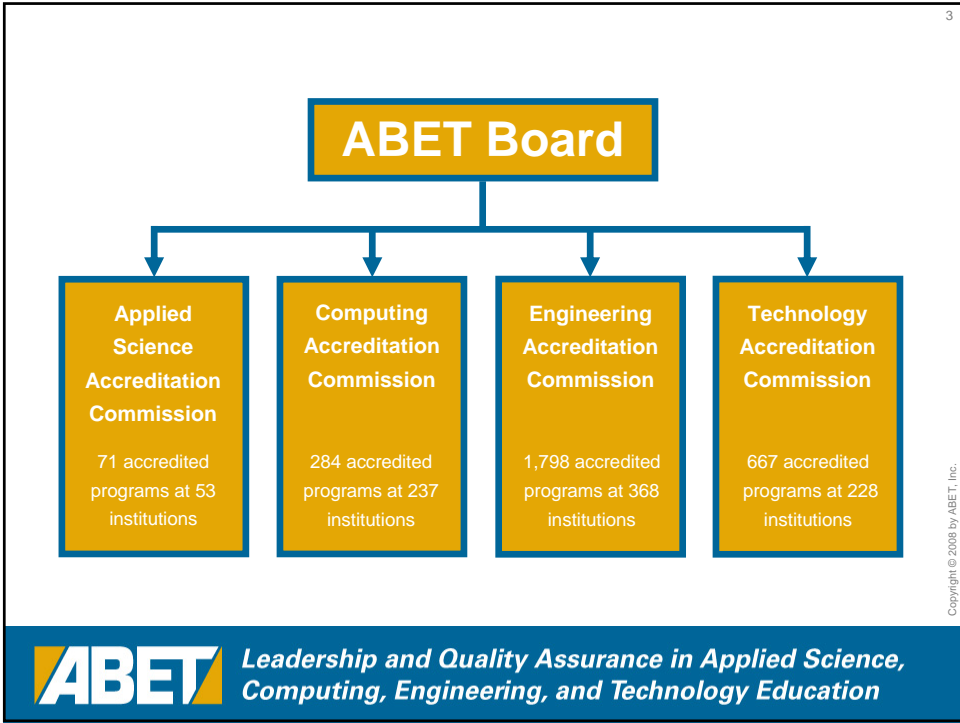
## Learning Objectives for Today

- ABET Organization and Operation
- Responsibilities of the Team
- Pre-Visit, On-Site, Post-Visit Activities
- Criteria – Philosophy, Content
- How an Accreditation Action is Selected
- 2006-2007 ASAC Results and Top 5 Problem Areas
- Institution's Self-Study Report



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## Responsibilities of ABET Board of Directors and the ASAC

### Board of Directors

- Approves policy
- Approves criteria
- Considers appeals of not-to-accredit decisions

### ASAC

- Recommends criteria
- Conducts the accreditation process
- Assigns team chairs
- Makes final accreditation decision by vote of entire membership



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## Responsibilities of Member Societies

- Recommend program criteria
- Select, train, and mentor program evaluators
- Nominate members to the ASAC
- Appoint ABET Board of Directors Members
- Consult with the ASAC, as required



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# Responsibilities of the Institution

- Implements criteria
- Requests accreditation
- Prepares program self-study report
- Hosts visit
- Responds to reports
  - 7-Day
  - Due process



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# Responsibilities of Team

## Team Chair

- Assemble team
- Organize visit
- Mentor evaluators
- Prepare statement
- Recommend action
- Present to ASAC
- School's advocate

## Program Evaluators

- Reviews reports
- Conduct on-site visit
- Analyze and report results
- Recommend action
- Assists team chair with post-visit actions



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## Role of Society Observer

- Experiential Training
- Assists Program Evaluator
- “Limited” Participation in Process
- Respond to Society Requirements

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## Conflict of Interest

- Expectations for ABET representatives:
  - Behave in an ethical and professional manner.
  - Disclose real or **perceived** conflicts of interest.
  - Recuse yourself from discussions or decisions related to real or perceived conflicts of interest.

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## Confidentiality

- Information supplied by institution and derived from the visit is for confidential use of ABET and the Applied Science Accreditation Commission.
- ABET has specifically authorized professional societies to participate in the accreditation process.
- General information about ABET and the commissions is available on the ABET website at <http://www.abet.org>.



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## The Role of ABET Accreditation

The role of ABET accreditation is to provide periodic external evaluation in support of the continuous quality improvement program of the institution.



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## Objectives of Accreditation

- Assure that graduates of an accredited program are adequately prepared to enter and continue the practice of applied sciences.
- Stimulate the improvement of applied science education.
- Encourage new and innovative approaches to applied science education *and its assessment*.
- Identify accredited programs to the public.



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## Philosophy

- Institutions and programs define mission and objectives to meet the needs of their constituents – enable program differentiation.
- Emphasis on outcomes – preparation for professional practice.
- Programs demonstrate how criteria and educational objectives are being met.



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## Emphasis

- Practice of continuous improvement
  - Input of constituencies
  - Process focus
  - Outcomes and assessment linked to objectives
- Knowledge required for entry to the profession
- Student, faculty, facilities, institutional support, and financial resource issues linked to program objectives



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## ABET Accredits Programs

- Programs lead to degrees.
- All paths of study must be creditable.
- A program is described by:
  - Objectives
  - Outcomes
  - Curriculum
- Transcript is primary evidence of degree.



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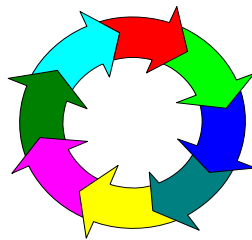
## Basis for Accreditation

- Criteria for current visit cycle
- Accreditation policies and procedures for the current visit cycle
- Both on the ABET website:  
<http://www.abet.org>



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## Accreditation Cycle



Standards to be applied with judgment!



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## ABET Definitions

- **Program Educational Objectives**
  - Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.
  - Two types of objectives – those that all graduates are expected to accomplish and those that some, but not all, graduates are expected to accomplish.



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## ABET Definitions

- **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.



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## ABET Definitions

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



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## ABET Definitions

- **Evaluation**
  - One or more processes for interpreting the data and evidence accumulated through assessment practices.
  - Determines the extent to which program outcomes or program educational objectives are being achieved and results in decisions and actions to improve the program.



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## Types of Evaluation

- **Comprehensive** - Evaluations of all programs under the purview of a particular commission must be conducted simultaneously every six years.
- **Focused** - Evaluations occur when a program was found to have deficiencies or weaknesses in the prior evaluation.



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## Terminology

- Each institution is free to define its own terminology.
- For example, if “goal” is the term used to define the expected accomplishments of graduates the first few years after graduation, this is completely acceptable to ABET. The self-study should clarify this terminology.



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## Key Terms

- **Compliance** – The curriculum satisfies the applicable criteria.
- **Concern** – A program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.



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## Key Terms

- **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.
- **Deficiency** – A criterion, policy, or procedure is **NOT** satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.



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## Possible Accreditation Actions

<b>NGR</b>	<b>Next General Review</b>
<b>IR</b>	<b>Interim Report</b>
<b>IV</b>	<b>Interim Visit</b>
<b>SC</b>	<b>Show Cause</b>
<b>RE</b>	<b>Report Extended</b>
<b>VE</b>	<b>Visit Extended</b>
<b>SE</b>	<b>Show Cause Extended</b>
<b>NA</b>	<b>Not to Accredit</b>



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## Actions and Durations

### General Review

<b>Evaluation Weak?</b>	<b>Def?</b>	<b>Action</b>	<b>Duration [Years]</b>
No	No	NGR Next General Review	6
Yes	No	IR Interim Report	2
Yes	No	IV Interim Visit	2
—	Yes	SC Show Cause	2



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# Actions and Durations

## Interim Review

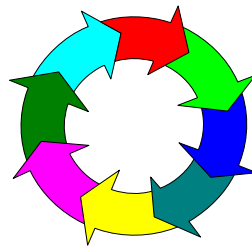
Evaluation		Action		Duration
Weak?	Def?			[Years]
No	No	RE	Report Extended	2-4
No	No	VE	Visit Extended	2-4
No	No	SE	Show Cause Extended	2-4
Yes	No	IR	Interim Report	2
Yes	No	IV	Interim Visit	2
—	Yes	SC	Show Cause	2

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# The Accreditation Process



Good judgment comes from experience.  
And where does experience come from?  
Experience comes from bad judgment.

— Mark Twain

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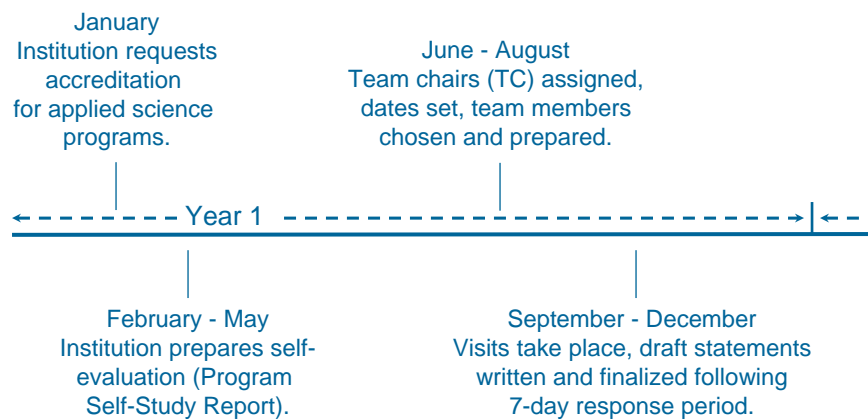
## The Accreditation Process

- Timeline
- Pre-Visit Activities
- Campus Visit
- Post-Visit Activities



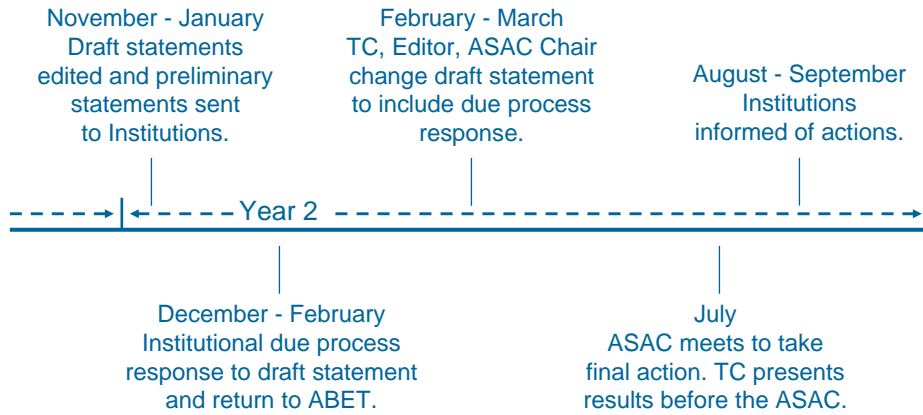
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## The Accreditation Timeline for Year 1



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# The Accreditation Timeline for Year 2

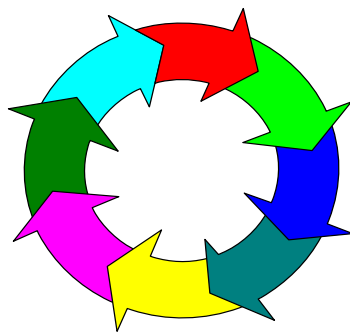


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# Accreditation Cycle



Pre-Visit Activities

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## Institutional Preparation Process

- On-going compliance with criteria
- Apply to ABET for accreditation.
- Prepare program self-study report.
- Assemble supporting materials to demonstrate achievement of outcomes.



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## The Self-Study

- This is the foundation document.
- The campus visit is a validation of the program as presented in the self-study report.
- Specifics can be clarified before the campus visit.



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## Accreditation Components

- The self-study includes a complete description of how and the extent to which the program satisfies each of the criteria requirements:
  - Students
  - Program Educational Objectives
  - Program Outcomes and Assessment
  - Professional Component
  - Faculty
  - Facilities
  - Institutional Support and Financial Resources
  - Program Criteria



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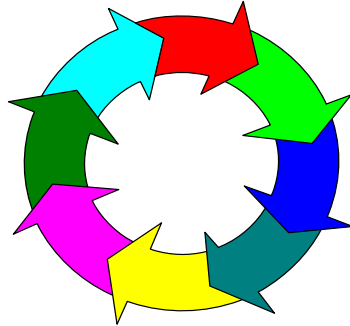
## ABET Team Interactions

- Team chair contacts institution in June to set up a visit date and provide an outlines of activities for the year.
- Team chair meets with institutional rep at ABET Summer Commission Meeting in July.
- Team chair submits bios of PEVs for institution review in August.
- Team chair to remain in contact with institution prior to visit to obtain information and/or get additional questions answered prior to the visit.



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## Accreditation Cycle



Campus Visit



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## Objectives of On-Campus Visit

- Make a qualitative assessment of factors that cannot be documented in a written questionnaire.
- Conduct a detailed examination of the materials compiled by the institution.
- Provide the institution with a preliminary assessment of its strong points and shortcomings.



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## Evaluate, Document, and Recommend

- Identify issues for each criterion.
- Select key term that applies overall for each criterion.
- Explain each weakness and each deficiency.
- Accreditation action



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## The Decision-Making Process

- Preliminary decision before visit begins
- Monday night recommendation
- Team decision at conclusion of visit
- Decisions by editor and ASAC Chair
- Draft statement consistent with ASAC Chair decision



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## The Decision-Making Process (cont.)

- Institution provides due process response to team chair
- Revised decisions based on due process response
- Involve PEV, TC, Editor, and ASAC Chair
- Final decision by ASAC at July meeting



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## Consistency Is Important

- PEV Report
- Exit Interview
- Draft Statement
- Recommended Action



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## What to Look For

- Processes in place that provide for:
  - Definition of desired, measurable outcomes
  - Collection of data linked to the outcomes
  - Analysis of data and evaluation of results
  - Implementation of change
  - Repeat cycle and review



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## What to Look For

- Documentation of results and evidence that results are being used to improve the program, for example:
  - Student portfolios
  - Nationally-normed examinations
  - Alumni and employer surveys
  - Placement data
  - Other



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## Keep in Mind

- The evaluation team is not an expert on assessment. The institution must provide evidence that they have a working and effective system in place.
- The institution must describe a clear relationship between program objectives, outcomes, and measurable indicators of success with required levels of achievement.
- The evaluation team is assessing programs based on the criteria and the strength of the evidence provided by the institution, not your own personal references.



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## Level of Expectation

- Exactly which attributes must each graduate have?
  - A system must be in place to ensure that all graduates have, to some minimum extent, achieved the prescribed outcomes and all elements of the professional component.
  - The level of achievement may vary, consistent with program objectives.



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## ABET Team Requirements

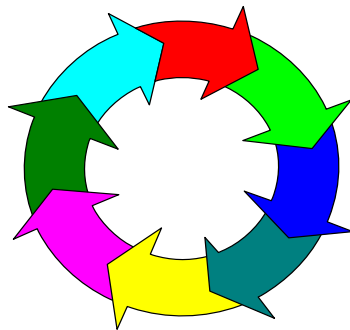
- Institution should provide a room at the school in which the team can work; the room should contain computers and a printer and should be able to be locked.
- Monday luncheon – The institution should invite faculty, students, graduates, and the industrial advisory committee members.
- Team will provide a list of faculty and school officials the team would like to interview in advance of the site. Please make sure that these individuals are available.

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## Accreditation Cycle



Post-Visit Activities

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## Post-Visit Process

- 7-day response from institution (only to clear up errors of fact)
- Draft statement prepared and sent to institution
- 30-day due process response from institution
- Revised draft statement
- ASAC takes final accreditation action.
- ABET sends final statement and accreditation letter to institution.



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## Post-Visit Process

- 7-day response from institution
  - Only to correct errors of fact and NOT to attempt to correct draft findings.
- Draft statement prepared and sent to institution.
  - Ask the team chair to e-mail or call you when the report is mailed.
- 30-day due process response from institution.
  - The institution has until the ABET Summer Commission Meetings to submit information to resolve a finding.



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## On-Going Resolution of Issues

- Institution may submit supplemental material up to the time of annual ASAC meeting in July.
- Programs are encouraged to solve problems quickly – This is, in fact, the desired result!
- The commission (ASAC) considers the final statement and makes the final decision on accreditation.
- Only “Not to Accredit” can be appealed.



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## The Decision-Making Process – 2006-2007 Cycle

- Number of Evaluations Conducted – 10
- Number of Programs Visited – 11
  - 4 bachelor’s
  - 7 master’s
- Actions for General Reviews
  - NGR – 3
  - IV – 5
  - IR – 0
  - SC – 1
  - NA – 0



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## Top 5 Findings Areas

- 1) Programs Outcomes and Assessment
- 2) Program Educational Objectives
- 3) Program Criteria
- 4) Faculty
- 5) Students



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## Top 5 Findings Areas

### Program Outcomes and Assessment

- Weak evaluation
- Limited scope of assessment
- Weak or no assessment
- No requirement for comprehensive project



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## Top 5 Findings Areas

### Program Educational Objectives

- No periodic evaluation
- A plan but not documented
- Data collected but not used to improve program effectiveness
- Educational objectives not published in official catalogue or on web page



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## Top 5 Findings Areas

### Program Criteria

- No evidence the program satisfies all program criteria
- No title or incorrect title of the program on transcript
- No indication technical content of program suitable to ensure mastery of the subject matter
- No demonstrated process to monitor remediation of deficiencies



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## Top 5 Findings Areas

### Faculty

- Inadequate faculty to handle program
- Insufficient continuous, reliable funding sources for faculty salaries
- Issues associated with professional development
- Insufficient commitment of faculty time to student advising



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## Top 5 Findings Areas

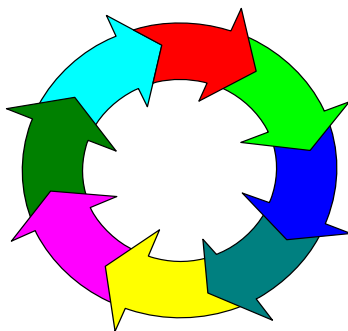
### Students

- Lack of documentation of implementation of admissions' policies
- Lack of documentation of implementation of program curriculum requirements
- Allowing students to complete degrees without completing content of core courses
- No guidance or feedback from instructors



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# ASAC



## Self-Study Template

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