

# EAC Orientation for Institutional Representatives and Team Chairs

July 2008

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## Agenda for the Session

| Topics and Activities |   |
|-----------------------|---|
| 1:30 – 1:45           | Welcome and Getting Acquainted – Who are we and why are we here?      |
| 1:45 – 3:00           | What will the visit entail – Pre-visit, during the visit, post-visit? |
| 3:00 – 3:15           | Break   |
| 3:15 – 3:35           | Changes in the Criteria for 2008-2009                                 |
| 3:35 – 3:55           | Making a visit successful   |
| 3:55 – 4:20           | What do terms mean in terms of evaluation outcome?                    |
| 4:20 – 4:30           | Next Steps  |
| 4:30 – 5:00           | Face Time between TC and Dean / Conversation with the Leadership I    |
| 5:00 – 5:30           | Face Time between TC and Dean / Conversation with the Leadership II   |

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# Today's Presenters

- **Mary Leigh Wolfe**
  - EAC Chair 2007-2008
- **Jerry Jakubowski**
  - EAC Past Chair 2007-2008
- **Jack Rutherford**
  - EAC Chair 2008-2009
- **Doug Bowman**
  - EAC Chair-Elect 2008-2009
- **Pete Carrato**
  - EAC Vice Chair – Operations 2008-2009

EAC – Engineering Accreditation Commission



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# Who Are We And Why Are We Here?



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# Who Is Here?

- Institutional Representatives
  - Normally deans of schools/colleges of engineering with evaluations scheduled during 2008-2009 (or their representatives)
  - There are programs at 136 institutions (including 11 non-domestic) being evaluated in 2008-2009.
- Members of the EAC (team chairs), Alternate Members of the EAC
  - There are 66 members of the EAC for the 2008-2009 cycle.
- ABET Staff



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# Session Outcomes

## Institutional Representatives

- At the end of the afternoon, you should:
  - Be familiar with the accreditation process and what to expect as the cycle proceeds.
  - Know more about what you can do to foster a good (“smooth”) evaluation.
  - Be aware of the most common shortcomings found relative to engineering criteria.
  - Understand the processes by which accreditation actions are determined and their implications for your programs.
  - Be in a position to continue developing a good working relationship with your visit team chair.



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# Session Outcomes

## Team Chairs

- At the end of the afternoon, you will:
  - Have developed, with the deans at ‘your’ institutions, a set of shared expectations concerning visit processes and outcomes.
  - Be in a position to continue developing a good working relationship with ‘your’ deans.



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# Why Are We All Here?

- To develop a common set of understandings and expectations concerning the events that will transpire over the next 12 to 14 months.
- To do our best to set the stage for a successful set of evaluation visits in the 2008-2009 cycle.



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## What Will the Visit Entail?

Subtext:

- Who will be visiting us?
- How can I expect things to unfold?



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## ABET Competencies

- The visit team is comprised of individuals who are expected to be:
  - Technically Current
  - Effective Communicators
  - Professional
  - Interpersonally Skilled
  - Team-Oriented
  - Organized



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## “Who” is Your Team?

- Team is composed of:
  - One team chair (or, for large visits, one team chair and a co-chair)
  - Typically one program evaluator for each program being evaluated
  - Possibly one or more observers



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## Your Team Chair

- Represents one of the member societies of ABET and, therefore, the profession
  - Was nominated by the society he or she represents, elected by the EAC, and approved by the ABET Board of Directors
- Has served as a program evaluator
  - Is experienced and has evaluated multiple programs
- New team chairs are trained and mentored by experienced team chairs.
- Team chairs are evaluated against the ABET competencies.



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## Program Evaluators

- Each program evaluator has been selected by the professional society with responsibility for the program to which he or she is assigned.
- Each program evaluator has been trained by either ABET or one of the professional societies and will be evaluated using the ABET Competency Model.
- **If you believe there may be a conflict of interest situation regarding any proposed program evaluator, you should discuss it with your team chair.**

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## Observers

- Observers may be assigned to the team.
  - Observers have no ‘vote’ in the recommended action.
  - New program evaluators are often required to participate in an observer visit before their first experience as a program evaluator on a team.
  - The state board often assigns an observer.
  - An observer will normally “shadow” a program evaluator.
  - The institution may decline observers generally or may decline to accept a particular observer.

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## What Will the Visit Entail?

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## Pre-Visit

- Your self-study is already done.
- Your team chair has been designated.
- The dates of the visit have probably been determined.
- The relevant societies and your team chair are identifying the program evaluators.
  - You will be given an opportunity to disqualify a proposed evaluator if you believe a conflict of interest exists.



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## In the Near Term

- Your team chair will request that relevant copies of your self-study and an appropriate set of transcripts be sent to each evaluator (and observers as appropriate).
- The evaluators will be reading the self-studies and examining the transcripts, comparing them against the published curriculum.
- The evaluators will be in contact with the programs, asking for additional information, if needed.



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## First Visit Details: July/August Timeframe

- Your team chair will ask you for help in arranging a block of rooms at a convenient hotel.
  - The team pays its own lodging and meal bills.
- The team chair will send you a 'skeleton schedule' and start to work with you on fleshing it out.



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## Who Should Meet With Whom?

- The team chair should meet with college and institutional officials:
  - Dean, associate dean, president, provost, registrar, finance, admissions, placement, assessment officer, etc.
- Program evaluators meet with:
  - Program head, faculty, students, and support staff
  - Who exactly they interview will depend on their pre-visit analysis of who can contribute insight
- Team members will meet with personnel in support areas.



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## By a Few Weeks Before the Visit Begins

- The dean and the team chair will have worked out a visit schedule.
- Each program evaluator and the relevant program head will have worked out a visit schedule.
- Any matters that can be clarified before the visit should have been addressed.
  - Communication is critical!
    - The dean should be kept in the loop.
    - The evaluators should keep the team chair in the loop as well.



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## The Campus Visit

The institution must demonstrate that the criteria are met.



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## Objectives of the 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. (What do the students actually do?)
- Provide the institution with a preliminary assessment of its strengths and shortcomings.
- Assist the institution and its programs in quality improvement efforts.



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## Campus Visit Activities – Day 0 (usually Sunday)

- Initial team meeting
  - Review visit plan.
  - Program evaluators provide pre-visit reports to team chair.
  - Review key terms and possible actions.
  - Team calibration – make sure everyone is on the same page.
- Visit programs to evaluate materials
- Tour facilities



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## Example of Times for TC Schedule – Monday

|                   |   |
|-------------------|---|
| 8:00 AM - 9:00 AM | Team meets with engineering admin.  |
| 9:00 AM - 12:00 N | TC meets with dean, associate dean, president, provost, registrar, finance, admissions, placement, assessment |
| 12:00 N - 1:30 PM | Optional luncheon; meetings as per team requirements  |
| 1:30 PM - 4:00 PM | Continue meetings with college/ institutional officials   |
| 4:00 PM - 4:45 PM | Prepare for team meeting  |
| 5:00 PM - ?       | ABET team meeting and dinner  |



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## Example of Times for PEV Schedule – Monday

|                    |   |
|--------------------|---|
| 8:00 AM - 9:00 AM  | Team meets with engineering admin.  |
| 9:00 AM - 10:00 AM | PEV meets with program head   |
| 10:00 AM - 12:00 N | PEV meets with faculty, students, and support staff (Appointments based on pre-visit assessment.) |
| 12:00 N - 1:30 PM  | Optional luncheon; meetings as per team requirements  |
| 1:30 PM - 4:45 PM  | Continue meetings with program faculty, etc. Review program materials.                            |
| 5:00 PM - ?        | ABET team meeting and dinner  |



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## Campus Visit Activities – Day 2 (Tuesday AM)

- Follow-up meetings with faculty and staff
- Finalize exit interview statements.
- Brief program chairs and dean on findings.
- Private team meeting (luncheon)



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## Campus Visit Activities – Day 2 (Tuesday PM)

- Team finalizes visit forms and documents.
  - Program Audit Form (A copy will be left with the institution.)
- Team conducts exit interview.
  - University CEO (or dean) determines who is present.



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## Program Audit Form (PAF)

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PROGRAM AUDIT FORM FOR 2008-09 VISITS  
Summary of the Accreditation Process after a Visit

The attached Program Audit Form (PAF) summarizes the visit team's initial assessment of each program being considered for accreditation and/or extension of accreditation by ABET.

The PAF has two parts. The first part summarizes the team's recommendation for shortcomings in each of the nine criteria. Shortcomings are shown as a Deficiency (D or D\*), Weakness (W or W\*), or Concern (C or C\*). An asterisk (\*) indicates a shortcoming that applies to all programs. Definitions are on the next page. The second part of the PAF is a detailed description of any identified shortcomings.

The due-process period begins with the departure of the visit team. Due process is a critical part of the accreditation effort and consists of the following steps:

- **7-day response:** Each program has 7 days to respond to the Team Chair in case of errors of fact. Only factual errors will be considered in this portion of the review process. Please provide this response in electronic format. Additional material (beyond errors of fact) included with the 7-day response will be considered with the due-process response. If no errors are noted, no 7-day



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**PROGRAM AUDIT FORM FOR 2008-09 VISITS**  
(PROVIDE A COPY TO INSTITUTION AT EXIT MEETING)

|   |                                   |                |                |             |                   |             |       |
|---|-----------------------------------|----------------|----------------|-------------|-------------------|-------------|-------|
| Institution   |                                   |                |                |             |                   |             |       |
| Program Name  |                                   |                |                |             | Program Evaluator |             |       |
| Program Criteria Used for Evaluation  |                                   |                |                |             |                   |             |       |
| Team Chair  |                                   |                |                | Visit Dates |                   |             |       |
| Use "C" or "C*" for concern, "W" or "W*" for weakness, and "D" or "D*" for deficiency in the appropriate line. <sup>1</sup> | Shortcomings from Previous Review | Exit Interview | 7-Day Response | Editor 1    | Editor 2          | Due Process | Final |
| If the program has no deficiencies or weaknesses, check this line.  |                                   |                |                |             |                   |             |       |
| 1. STUDENTS   |                                   |                |                |             |                   |             |       |
| 2. PROGRAM EDUCATIONAL OBJECTIVES   |                                   |                |                |             |                   |             |       |

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## Exit Interview Program Statement

- Documentation of strengths, deficiencies, weaknesses, concerns, and observations (suggestions for improvement)
  - For shortcomings (D/W/C) address only those criteria in which they are found
- Must correlate to Program Audit Form (PAF)

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# The Accreditation Process

## Post-Visit Activities



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## Post-Visit Process

- 7-day response from institution after the visit
  - Corrects *errors of fact* only
  - Extensive responses will not be considered until due process.
- Editing cycle
  - Team chair prepares draft statement
  - Two levels of editing by EAC executive committee members
- Draft statement prepared and sent to institution, typically beginning in January.



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## Important Point!

- All shortcomings identified at the time of the visit should be reflected on the PAF that is left with the institution.
- It is possible that a shortcoming identified at one level by the team may be framed at a different level later in the editing process if consistency in application of criteria across institutions demands it.
- An item identified as an observation at the time of the visit may be cited as a shortcoming in the statement of findings if consistency in application of criteria demands it.



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## Post-Visit Process (cont.)

- 30-day due process response from institution
  - 30 days after the draft statement is received
  - But don't wait for the draft to start working!
- Editing cycle
  - Team chair prepares final statement after receipt of the due process response.
  - Review by two EAC executive committee members
- EAC takes final accreditation action at summer meeting.
- ABET sends final statement and accreditation letter to institution.



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## It's Not Done Until the Commission Votes

- Institution may submit supplemental material within a reasonable time prior to annual EAC meeting.
  - Supplemental material provided after the 30-day due process period should be material that was not available when the due process report was submitted, e.g., end-of-semester project reports or transcripts.
  - Communication with your team chair is key to ensuring relevancy.
- Programs are encouraged to solve problems quickly — **This is, in fact, the desired result!**
- Final statement is considered by the commission (EAC), which makes the final decision on accreditation
- Only “Not to Accredite” can be appealed.



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## What If You Are Dealing with an Interim Evaluation?

- For 2008-2009 cycle, institution submits report by 1 July 2008, which means it should already have been done.
- ABET HQ sends the TC the previous statement to the institution.
- For institutions with both an interim visit (IV) and interim report (IR), TC for IV will also review IR.
  - TC may discuss IR issues with the dean during campus visit in Fall 2008.
  - No program evaluator will be assigned for IR programs.
- The applicable criteria are the criteria that were in effect at the time the shortcomings were identified unless it is in the institution's interest to apply later criteria.



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## It's Time for a Break!

- After we've had coffee, we'll talk about what is new in 2008-2009 and things that can be done to help make a visit go smoothly.



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## Criteria: What's New This Year

| 2008-2009 (new)                   | 2007-2008 (old)                                  |
|-----------------------------------|--|
| 1) Students                       | 1) Students                                      |
| 2) Program Educational Objectives | 2) Program Educational Objectives                |
| 3) Program Outcomes               | 3) Program Outcomes and Assessment               |
| 4) Continuous Improvement         | 4) Professional Component                        |
| 5) Curriculum                     | 5) Faculty                                       |
| 6) Faculty                        | 6) Facilities                                    |
| 7) Facilities                     | 7) Institutional Support and Financial Resources |
| 8) Support                        | 8) Program Criteria                              |
| 9) Program Criteria               |  |

**Mostly just renumbered, but there are some changes!**



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## What Remains Unchanged

- Criterion 1 concerning students is essentially unchanged
- The **only** change from 2007-2008 in the following criteria is number and (in two cases) title:
  - Criterion 4 Professional Component (**now Curriculum**)
  - Criterion 5 Faculty
  - Criterion 6 Facilities
  - Criterion 7 Institutional Support and Financial Resources (**now Support**)
  - Criterion 8 Program Criteria



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## What Remains Unchanged (cont.)

- Assessment and evaluation of the degree to which Program Educational Objectives are attained is still required by Criterion 2.
- Assessment and evaluation of the degree to which Program Outcomes are attained is still required by Criterion 3.
- Criterion 3 still requires that attainment of (a) through (k) be demonstrated
  - and (a) through (k) remain unchanged



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## What Has Changed

- Criterion 2 concerning Program Educational Objectives
  - A process that documents and demonstrates that the PEO's are based on constituent needs is required [In 2007-2008, a process based on constituent needs for determining and evaluating PEO's was required]
  - Criterion 2 no longer requires that the results be used for program outcome development [Continuous improvement is now required by Criterion 4 – Continuous Improvement.]



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## What Has Changed (cont.)

- Criterion 3 concerning Program Outcomes
  - Program Outcomes are now defined as (a) through (k) plus any outcomes articulated by the program.
  - Criterion 3 no longer requires that results of the assessment process are applied to further development of the program. [Continuous improvement is now required by Criterion 4 – Continuous Improvement.]



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## What Has Changed (cont.)

- Criterion 4. Continuous Improvement
  - This is a new criterion.
  - Effectively, this consolidates the quality improvement aspects of the old Criterion 2 and Criterion 3 into the new Criterion 4.
  - Criterion 4 reads:

“Each program must show evidence of actions to improve the program. These actions should be based on available information, such as results from Criteria 2 and 3 processes.”



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## Making a Visit Productive

Subtext: What can be done  
to make things go smoothly?



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## Before the Visit

- Communication between dean and TC is very important!
  - Dean
    - Making local arrangements – identify hotel early and let the TC know.
    - Suggest good restaurants!!
    - Work with the TC to flesh out the schedule.
      - You know your campus environment well.
        - » Plan for transit time between visits.
        - » Suggest people who can be helpful in building an accurate snapshot of the learning environment.
    - If questions are raised by the team, try to understand the questions and help to clarify – questions addressed before the visit tend not to become problematic.



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## Before the Visit (cont.)

- More on communication
  - TC
    - Establish rapport with your dean early.
    - Be respectful of the institutional context.
    - Interact with the dean earlier rather than later.
      - Keep the dean informed – no secrets!
    - Don't make "busy work" – ask only for those things that directly contribute to building an accurate assessment.
    - Be organized.
    - Interact with the evaluators to ensure appropriate interactions with the program heads.



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## What Causes Evaluators to Get Headaches?

- Transcript Evaluation
  - The dean can encourage the program head to make it easy for the evaluator to understand the transcript:
    - Include any internally used check sheets or other tracking materials.
    - Explain any course substitutions that may have been made and why the substitutions make sense.
    - Explain how any transfer credits were determined.



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## Determining PEV Schedules

- Each PEV should be in contact with the relevant program head early.
- Based on a preliminary assessment, the PEV will identify who he/she would like to interview.
- The program head knows more about who can be available when and should work with the PEV to arrange a schedule that works.
- At the end of the day, the team determines who is on the schedule.
- Inclusion of students in the PEV schedule is very important – and the PEV may have some desired sample characteristics in mind.



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## What If the PEV Has Questions?

- Assure the program head that this is normal.
- The goal is to obtain clarifying information before the team gets to campus.
- The PEV should be reasonable about the amount of pre-visit information requested. If you think it's getting out of hand, contact your TC.
- Encourage the program head to consider it an opportunity to portray the program accurately!

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## Display of Materials

- It is the program's job to demonstrate that the criteria are met.
  - Display of materials should make it easy for the evaluator to:
    - Conclude that the required outcomes are attained.
    - Evaluate the content of courses.
  - Many ways of organizing the displays are effective, but the harder it is for the evaluator to dig out the evidence, the larger the number of issues raised is likely to be.

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## During the Visit

- Be flexible – **EVERYONE**
  - Sometimes schedules need to be rearranged on the fly – flexibility helps.
- Understand what the purpose of the campus visit is – the goal is to improve engineering education.
- Remember that issues can be and often are resolved to a meaningful extent by the time of the EAC summer meeting.



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## After the Visit

- Your point of contact is the TC.
  - He or she will maintain contact with PEVs.
- If you believe the team has made an error in fact, send the TC information as to why you believe this is so within 7 days.
  - Errors in fact are not planned actions or actions in progress that are not yet in place.
  - Errors in fact are things such as a misstatement of the number of faculty or a misunderstanding concerning whether all students take a particular course.
- Documentation of anything other than an error in fact should be submitted with the due process response.



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## Due Process

- After receipt of the draft statement, the institution may provide a 30-day due process response.
  - This response should document any and all developments that could mitigate any shortcomings identified by the team.
- If it is necessary to provide information that is not available until after conclusion of the spring term, go ahead and provide a response in the 30-day period.
  - Indicate what additional information will be provided later and when that information will be available – send it as quickly as it is available!
  - **Within reason**, late information will be considered.
    - Boxes and boxes of information delivered a few days before the commission meeting is not likely to be fully considered.



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## What Words Might I Hear?

And what do they mean?



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## Keywords of Importance

- The review is focused on programs, so the applicable terms are applied in the context of programs.
  - There are four keywords:
    - Deficiency
    - Weakness
    - Concern
    - Observation – “friendly advice”
- } Terms Indicating Shortcomings



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## Definitions

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



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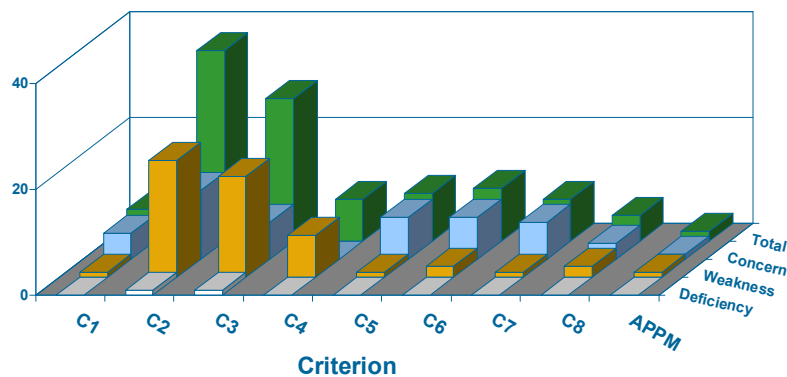
## Definitions (cont.)

- **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.
- **Observation** – A comment or suggestion which does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.



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## Percentage of Programs with Shortcoming Prior to Due Process (Partial Data for 2007-2008)

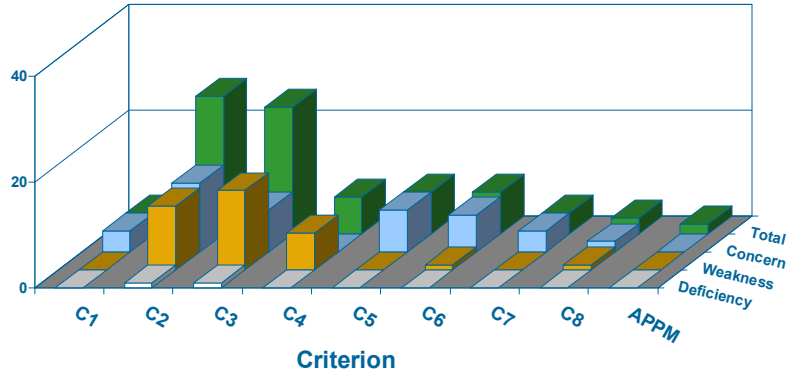


Data reflects evaluation of 59 programs at 20 institutions. GR, IR, and IV evaluations represented.



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## Percentage of Programs with Shortcoming After Due Process (Partial Data for 2007-2008)



Data reflects evaluation of 59 programs at 20 institutions. GR, IR, and IV evaluations represented.

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## Accreditation Actions

**NGR** Next General Review

**IR** Interim Report

**IV** Interim Visit

**SC** Show Cause

|   |   |                                  |
|---|---|----------------------------------|
| } | <p><b>RE</b> Report Extended</p> <p><b>VE</b> Visit Extended</p> <p><b>SE</b> Show Cause Extended</p> | } <b>Interim evaluation only</b> |
|---|---|----------------------------------|

**NA** Not to Accredite

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## Linking Actions to Terms

### General Review Visits

| Terminology             | Results of Evaluations |     |     |          |
|-------------------------|------------------------|-----|-----|----------|
| Weakness                | No                     | Yes | Yes | —        |
| Deficiency              | No                     | No  | No  | Yes      |
| Type of Review          | Possible Actions       |     |     |          |
| General (Comprehensive) | NGR                    | IR  | IV  | SC       |
| Following a SC          | NGR                    | IR  | IV  | SC or NA |

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## Duration of Accreditation Actions

### General Review Visits

| Weak? | Def? | Action |                     | Duration (in years) |
|-------|------|--------|---------------------|---------------------|
| 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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## Interim Evaluations

- Focus **only** on the shortcomings (concerns, weaknesses, and deficiencies) noted in the prior review.
- The team will evaluate the resolution of the identified shortcomings.
  - If the team determines that circumstances that had raised a concern have significantly deteriorated, the issues involved may lead to a finding of weakness or deficiency in the interim evaluation.
- Even though the evaluation is a focused one, **if** there is some blatant evidence of “new” ways in which the program has a shortcoming with respect to the Criteria, the team **must** cite a finding about it.



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## Interim Actions

- **Interim Report:** Recommended when resolution of shortcomings can be described by a report (e.g., faculty hiring); a team chair will be assigned to review the interim report. No team is sent.
- **Interim Visit:** Recommended only when degree of resolution requires the evaluator to be on campus and cannot be determined by review of a report or when previous written information has not been effective in providing the necessary evidence (e.g., facilities or faculty morale). A new team is sent.



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## Interim Report Review

- TC reviews the report, drafts a statement, and recommends an accreditation action.
- ABET sends draft statement to institution.
- IR due process follows the same timeline as due process steps for visits, but events normally occur earlier in the cycle.



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## Many Accreditation Decisions Are Not Simple!

- Each institutional context is unique.
- The EAC tries very hard to ensure consistency.
- The overriding goal is to achieve an end result in which programs with similar observed shortcomings are accorded the same actions.
  - Ideally there are no shortcomings, in which case an NGR is the action!



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## Consistency Issues at the Team Level

- The depth and completeness of the evaluation from program to program
- Consistency across all programs in an institution
- The assignment of appropriate key terms (deficiency, weakness, concern) to describe shortcomings
- For weaknesses, consistency on interim recommendations — IR vs. IV



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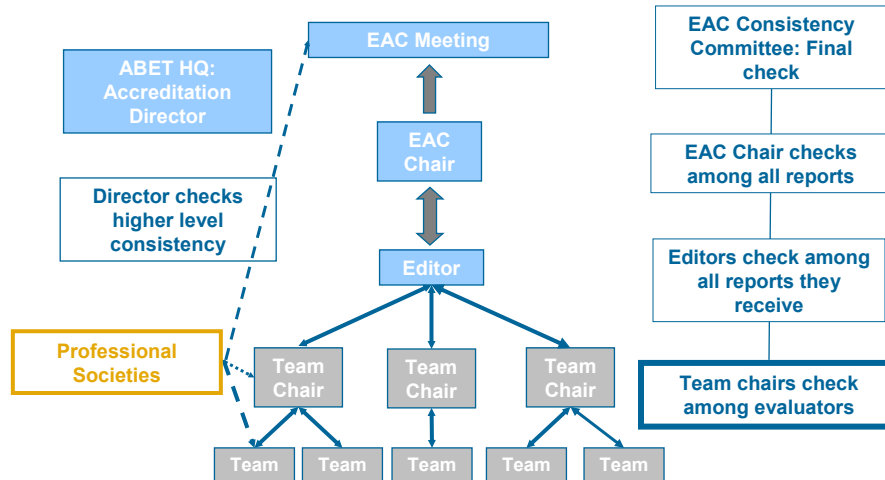
## Consistency Checks at the Commission Level

- Overall considerations
  - Accreditation actions must be consistent **across all institutions** and **across all** programs.
  - Accreditation actions must be consistent with those given for other programs with **similar shortcomings** (weaknesses, deficiencies).
  - Consistency is **checked at five levels** to various degrees of detail.



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## Consistency Checks



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## Next Steps...

- A few “what if” thoughts
- Final comments and alerts for the future
- Engage in some one-on-one time between team chair and dean.
- Allow time for less formal conversation with the EAC leadership.



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## Nobody Wants to Think About It, But What If...

- The program thinks the PEV does not understand or is being overly picky.
- The one faculty member who is the sore thumb is the one the PEV chooses to interview.
- Some unusual happening is evident while the team is on campus.
- Something crawls out of the woodwork when the team is on campus.



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## Final Comments



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## Considerations for Visit Success

- Institutions
  - On-going compliance with the criteria
  - Thorough preparation of program self-study reports
  - Supporting materials that are accessible and clearly tied to the outcomes that you wish to demonstrate
  - Timely 7-day and due process responses
  - Good communication with team chair and evaluators



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## More Information

- Reference material ([www.abet.org](http://www.abet.org)):
  - Accreditation Policy and Procedures
  - 2008-2009 Criteria
  - Manual of Evaluation Process
  - 2006 EAC Commission Summit Presentation (on how a PEV evaluates a program)
  - Team Chair Workbooks (TCs only)
  - Program Evaluator and Observer Workbooks
  - Self-Study Questionnaire



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## Feedback

- Your feedback is a key component in our continuous improvement efforts.
- Institutions – after the visit
  - Fill out the online team chair evaluation.
  - Fill out the online PEV evaluations.
- Team chairs – after the visit
  - Fill out the online PEV evaluations.



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## It's Time for Another Short Break!

- After we've stretched our legs, we break into two subgroups:
  - Half of the deans will meet with their TCs.
  - Half of the deans will meet in conversation with the EAC leadership to learn about what is “coming down the pike” and air thoughts and concerns.
  - Then, we'll reverse halves.



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**Before you leave –  
Please fill out session  
evaluation form!**

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