Team Chair Draft Statement Editing Exercise - 2016

**The statements below represent potential findings as described in a draft PEV exit statement of a General Review. The team has agreed that the situation, which is summarized below, warrants the specified shortcoming levels. Your task is to edit each statement for inclusion in a Draft Statement.**

For each finding statement, review the criterion citation, description of the level of compliance and use of proper statement formatting. Identify issues (if any) with the statement and edit the statement to appropriately describe the issue at the specified shortcoming level and conform to proper ABET format. If the language in the statement does not match the shortcoming level, change the language to match the shortcoming level, not *vice versa*. Post your edited statements on the ABET Training website **no later than May 15, 2016.**

**Background Scenario**

* The transcripts examined contained some cases of graduation requirements being met with transfer credits.
* Replacements for graduation requirements are approved by a senior faculty member, Dr. Oldtimer, who during the visit described the process that had been approved by the department.
* A written description of the process for approving course substitutions was not available.
* The cases of course substitution appeared to be appropriate.
* Students were satisfied with the advising process.
* The college administers alumni and employer surveys, that ask about the skills and knowledge needed for engineering careers and how well the institution prepares students for engineering careers.
* The program has a four Program Educational Objectives (PEO) that were developed based on the college survey results.
* One of the three PEOs describes career accomplishments and three describe capabilities that prepare the graduates for these accomplishments.
* The program has an annual budget for instructional laboratories that covers disposable supplies and some equipment maintenance upgrades, but this budget is supplemented with unrestricted departmental funds for additional equipment maintenance and upgrades.
* The lab manager thought that computers should be upgraded more frequently.
* The laboratory equipment was minimally adequate for the activities that support the student outcomes.
* Equipment is usually available for student laboratories, but there were cases when equipment was not operational for student laboratories. In one case, students had to come after hours to complete the laboratory experiment and in another the students used data from a previous semester but were shown how the data was collected.

**Draft Exit Statement**

Program Weakness

1. Criterion 2. Program Educational Objectives The PEOs of the program are primarily cast in terms of what its graduates will be capable of doing, and not in terms of their career accomplishments and achievements. Constituent needs relative to PEOs are evaluated via employer and alumni surveys. These surveys are administered by the college and are web-based. The responses to these surveys are generally poor, especially for the employer survey. The survey instruments ask a series of questions generic to the College with no explanation of what each response really means in relationship to the objectives. This makes it more difficult for the survey to address the program’s PEOs.
2. Criterion 8. Support This criteria requires that “institutional support must include sufficient financial and human resources to acquire, maintain, update, and operate facilities and equipment appropriate for the program.” During the interview, the lab manager mentioned that there was no process to maintain the equipment and the PCs. There was also not enough funding available. Students were not able to do their lab experiments and they would complain about it. It is recommended that a process be defined and implemented to provide adequate support for equipment and human resources.

Program Concern

1. Criterion 1. Students Criterion 1 requires programs to have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. For several years, evaluation of transfer courses and awarding credit for work experience has been carried out by a senior faculty member, Dr. Oldtimer, who will be retiring next year.  Although Dr. Oldtimer states that a department approved process is used for these evaluations, written documentation of the process could not be located.