ABET

Applied Science Accreditation Commission

Program Evaluator Report

**INSTRUCTIONS**

*The Evaluator Program Report is* ***required*** *for each program being evaluated. It is to be completed by the Program Evaluator during the visit and left with the Team Chair.* ***Some technical societies require their evaluators to submit additional information. It is the responsibility of the evaluator to determine and meet this requirement.***

For a General Review Visit, all of the forms in the Program Report should be completed and submitted to the Team Chair at the conclusion of the visit. Some forms may be extracted from the Program Self-Study Reports.

*For an Interim Visit, only the part of the Program Report relevant to the identified shortcomings needs to be completed.*

*The PEV Transcript and Curriculum Analysis Review Form, the first column of the Program Evaluator Worksheet, and the first column of the Program Audit Form should be completed by the Program Evaluator before the visit, with a copy of each submitted to the Team Chair at the first meeting of the team, and modified during the visit as required.*

*Each Program Report will also become an important part of the Team Chair Visit Report which is prepared by the Team Chair and sent to ABET headquarters.*

*The* ***Program Evaluator Worksheet****,* ***Program Audit Form, Recommended Accreditation Action and Proposed Statement to the Institution*** *are of particular importance****.*** *Together, these form a basis from which the Team Chair will draft the Statement to the Institution. A copy of the* ***Program Audit Form*** *is to be left with the institution. Please, pay close attention to the instructions on these forms.*

\* For the most current edition, please refer to the ABET website: http://www.abet.org

ABET

Applied Science Accreditation Commission

**PROGRAM REPORT FOR 2016-2017 VISITS**

**(Please Type or Print Legibly in Black Ink.)**

Evaluation of Program in Click here to enter text.

(Title of Program)

at Click here to enter text.

(Official Name of the Institution)

Dates of Visit: Click here to enter text.

Evaluated by: Click here to enter text.

(Name and Address)

Office Home

Phone: Click here to enter text. Phone: Click here to enter text.

Email: Click here to enter text. Fax: Click here to enter text.

Society Represented by Evaluator Click here to enter text.

Evaluation conducted in accordance with ABET ASAC General Criteria, and program criteria for program Click here to enter text. (Discipline of study.)

1. LIST OF PERSONS INTERVIEWED

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| **NAME** | **POSITION** |
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ABET-ASAC PEV Transcript and Curriculum Analysis Review Form

1. **Bachelor Degree Transcripts of Graduates from the Evaluated Baccalaureate Program.** (**Instructions:**  PEV enters in first column the courses required in the institution’s program curriculum. Then, based on review of the transcript, enter the number of credits in the applicable cell reflecting completed required courses.)

Check One:  Semester Credits  Quarter Credits  Other (Explain Click here to enter text.)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Courses Required for the Evaluated Program** | **Transcript No.** | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |  |
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| **Matches Published Curriculum?**  **(Y/N/?)** |  |  |  |  |  |  |  |  |  |  |  |

Comments **(An answer of “No” or “?” for the last row requires a comment/explanation)**:

**2.** **Bachelor Degree Transcripts of Applicants to Evaluated Master Degree Program.** (**Instructions:** PEV enters in first column the content areas cited in the program criteria. Then, based on review of the transcript, enter the number of credits (or place a check when appropriate) in the applicable cell reflecting completed content for each required foundation  
subject area.)

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| Credits of Completed Content for Each Required Foundation Subject **Area** | **Transcript No.** | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |  |
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| **Meets Program Admission Criteria (i.e., GPA, foundation courses, etc.)?**  **(Y/N/?)** |  |  |  |  |  |  |  |  |  |  |  |

Comments **(An answer of “No” or “?” for the last row requires a comment/explanation)**:

3. Master Degree Transcripts of Graduates from the Evaluated Master-level Program.(Instructions: **PEV enters in first column the courses required in the institution’s program curriculum. Then, based on review of the transcript, enter the number of credits in the applicable cell reflecting completed required courses.)**

Check One:  Semester Credits  Quarter Credits  (Explain Click here to enter text.)

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| **Courses Required for the Evaluated Program** | **Transcript No.** | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |  |
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| **Matches Published Curriculum?**  **(Y/N/?)** |  |  |  |  |  |  |  |  |  |  |  |

Comments **(An answer of “No” or “?” for the last row requires a comment/explanation)**:

4. Program Title on Transcripts for the Graduates of the Evaluated Program

|  |  |  |
| --- | --- | --- |
| Transcript No. | Does the program title on the graduate’s transcript match the institution’s program title  (Y/N)? | If not, what is the institution’s program title shown  on the transcripts? |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
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Comments:

**RECOMMENDED ACCREDITATION ACTION FORM**

\_\_\_ NGR This action indicates that the program has no Deficiencies or Weaknesses. This action is taken only after a Comprehensive General Review and has a typical duration of six years.

\_\_\_ RE This action indicates that satisfactory remedial action has been taken by the institution with respect to Weaknesses identified in the prior IR action. This action is taken only after an IR review. This action extends accreditation to the next General Review and has a typical duration of either two or four years.

\_\_\_ VE This action indicates that satisfactory remedial action has been taken by the institution with respect to Weaknesses identified in the prior IV action. This action is taken only after an IV review. This action extends accreditation to the next General Review and has a typical duration of either two or four years.

\_\_\_ SE This action indicates that satisfactory remedial action has been taken by the institution with respect to all Deficiencies and Weaknesses identified in the prior SC action. This action is taken only after either a SCR or SCV review. This action typically extends accreditation to the next General Review and has a typical duration of either two or four years.

\_\_\_ IR This action indicates that the program has no Deficiencies but has one or more Weaknesses. The Weaknesses are such that a progress report will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years.

\_\_\_ IV This action indicates that the program has no Deficiencies but has one or more Weaknesses. The Weaknesses are such that an on-site review will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years.

\_\_\_ SCR This action indicates that a currently accredited program has one or more Deficiencies. The Deficiencies are such that a progress report will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years. This action cannot follow a previous SC action for the same Deficiency(s).

\_\_\_ SCV This action indicates that a currently accredited program has one or more Deficiencies. The Deficiencies are such that an on-site review will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years. This action cannot follow a previous SC action for the same Deficiency(s).

\_\_\_ NA This action indicates that the program has Deficiencies such that the program is not in compliance with the applicable criteria. This action is usually taken only after an SCR or SCV review, or the review of a previously unaccredited program. Accreditation is not extended as a result of this action.

If this is a new program, indicate the date at which accreditation is to begin.

Normally accreditation applies to all students who graduated after October 1

of the year preceding the on-site review (see section II.G.7 of the

Accreditation Policy and Procedures Manual) Click here to enter text.

**PROGRAM EVALUATOR WORKSHEET**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Use “C” for concern, “W” for weakness, and “D” for deficiency in the appropriate line.** | Pre-visit  Estimate | Day 0 | Day 1 | Exit Statement |
| **IF THE PROGRAM HAS NO DEFICIENCIES OR WEAKNESSES,**  **CHECK THIS LINE AT EACH APPROPRIATE TIME** |  |  |  |  |
| **1. STUDENTS** |  |  |  |  |
| Program evaluates student performance |  |  |  |  |
| Program monitors students to determine its success in meeting program objectives |  |  |  |  |
| Program advises students regarding curricular and career matters |  |  |  |  |
| Program has policies for acceptance of transfer students in place and enforced |  |  |  |  |
| Program has process in place for awarding academic credit for work in lieu of courses taken at the institution |  |  |  |  |
| Program has process in place to ensure all students meet all program requirements |  |  |  |  |
| **2. PROGRAM EDUCATIONAL OBJECTIVES** |  |  |  |  |
| Program has published program educational objectives in place which are consistent with mission of the institution and ASAC criteria |  |  |  |  |
| Program has a documented, systematically utilized, and effective process in place in which the program educational objectives are periodically reviewed to ensure they remain consistent with the institutional mission, the constituents’ needs, and these criteria. |  |  |  |  |
| **3. STUDENT OUTCOMES** |  |  |  |  |
| Program has documented student outcomes that prepare graduates to attain program educational objectives |  |  |  |  |
| Program has documented and effective process in place to review and revise student outcomes |  |  |  |  |
| **Associate Degree Programs:** |  |  |  |  |
| Demonstration (incl. Process & Measurements) that Graduates have: |  |  |  |  |
| (a) ability to apply knowledge of mathematics, sciences, and other related disciplines |  |  |  |  |
| (b1) ability to conduct experiments |  |  |  |  |
| (b2) ability to analyze and interpret data |  |  |  |  |
| (c) ability to identify, formulate, and solve applied science problems |  |  |  |  |
| (d) ability to function on teams |  |  |  |  |
| (e) understanding of professional and ethical responsibility |  |  |  |  |
| (f) ability to communicate effectively |  |  |  |  |
| (g) recognition of need and ability to engage in life-long learning |  |  |  |  |
| (h) knowledge of contemporary issues |  |  |  |  |
| 1. ability to use techniques, skills, and modern applied science tools necessary for professional practice |  |  |  |  |
| **Baccalaureate Degree Programs:** |  |  |  |  |
| Demonstration (incl. Process & Measurements) that Graduates have: |  |  |  |  |
| (a) ability to apply knowledge of mathematics, science, and applied sciences |  |  |  |  |
| (b1) ability to design and conduct experiments |  |  |  |  |
| (b2) ability to analyze and interpret data |  |  |  |  |
| (c) ability to formulate or design a system, process or program to meet desired needs |  |  |  |  |
| (d) ability to function on multi-disciplinary teams |  |  |  |  |
| (e) ability to identify and solve applied science problems |  |  |  |  |
| (f) understanding of professional and ethical responsibility |  |  |  |  |
| (g) ability to communicate effectively |  |  |  |  |
| (h) broad education necessary to understand the impact of solutions in a global and societal context |  |  |  |  |
| 1. recognition of need for and ability to engage in life-long learning |  |  |  |  |
| (j) knowledge of contemporary issues |  |  |  |  |
| (k) ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice |  |  |  |  |
| **4. CONTINUOUS IMPROVEMENT** |  |  |  |  |
| Program uses documented processes to regularly assess its student outcomes |  |  |  |  |
| Program uses documented processes to evaluate the extent to which student outcomes are being met |  |  |  |  |
| Results of evaluations are used to effect continuous improvement of the program |  |  |  |  |

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| **5. CURRICULUM** |  |  |  |  |
| Curriculum requirements specify subject areas appropriate to Applied Science Programs |  |  |  |  |
| Curriculum devotes adequate attention and time to each component |  |  |  |  |
| Curriculum includes college-level math and basic sciences(with some experimental experience) and applied sciences appropriate to the discipline |  |  |  |  |
| Curriculum includes a general education component that complements the technical content and is consistent with program and institution objectives |  |  |  |  |
| Curriculum includes a culminating project or experience based on the cumulative knowledge and skills acquired in the program (baccalaureate program) |  |  |  |  |
| **6. FACULTY** |  |  |  |  |
| Faculty members have necessary expertise and educational backgrounds |  |  |  |  |
| Faculty have sufficient breadth and depth to cover all curricular areas |  |  |  |  |
| Sufficient number of faculty to maintain continuity, stability, oversight, student interaction, and advising. |  |  |  |  |
| Faculty members have sufficient responsibility and authority to improve the program |  |  |  |  |
| **7. FACILITIES** |  |  |  |  |
| Classrooms, laboratories and associated equipment adequate to attain student outcomes |  |  |  |  |
| Modern tools, equipment, computing resources, and laboratories appropriate to the program are available, accessible, and systematically maintained and upgraded to enable students to attain student outcomes and support program needs |  |  |  |  |
| Students provided guidance regarding the use of tools, equipment, computing resources, and laboratories available to the program |  |  |  |  |
| Library services and computing and information infrastructure adequate to support scholarly activities of students and faculty |  |  |  |  |
| **8. INSTITUTIONAL SUPPORT** |  |  |  |  |
| Institutional support and effective leadership adequate to assure quality and continuity of the program |  |  |  |  |
| Support personnel, financial resources, and institutional services adequate to meet program needs |  |  |  |  |
| Resources sufficient to attract, retain, and provide for the continued professional development of a qualified faculty |  |  |  |  |
| Resources sufficient to acquire, maintain, and operate infrastructures, facilities and equipment |  |  |  |  |
| **Program Criteria** |  |  |  |  |
| Program satisfies applicable Program Criteria |  |  |  |  |
| **Accreditation Policies and Procedures** |  |  |  |  |
| Program satisfies applicable APPM Requirements |  |  |  |  |

**PROGRAM EVALUATOR WORKSHEET**

**For each Deficiency (D), Weakness (W) and/or Concern (C) shown on the preceding program evaluator worksheet, please summarize the basis for your conclusion in the appropriate box.**

|  |  |
| --- | --- |
| **1. STUDENTS** |  |
| Program evaluates student performance |  |
| Program monitors students to determine its success in meeting program objectives |  |
| Program advises students regarding curricular and career matters |  |
| Program has policies for acceptance of transfer students in place and enforced |  |
| Program has process in place for awarding academic credit for work in lieu of courses taken at the institution |  |
| Program has process in place to ensure all students meet all program requirements |  |
| **2. PROGRAM EDUCATIONAL OBJECTIVES** |  |
| Program has published program educational objectives in place which are consistent with mission of the institution and ASAC criteria |  |
| Program has a process in place a documented, systematically utilized, and effective process in which the program educational objectives are determined and periodically reviewed to ensure they remain consistent with the institutional mission, the constituents’ needs, and these criteria. |  |

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| **3. STUDENT OUTCOMES** |  |
| Program has documented student outcomes that prepare graduates to attain program educational objectives |  |
| Program has documented and effective process in place to review and revise student outcomes |  |
| **Associate Degree Programs:** |  |
| Demonstration (incl. Process & Measurements) that Graduates have: |  |
| (a) ability to apply knowledge of mathematics, sciences, and other related disciplines |  |
| (b1) ability to conduct experiments |  |
| (b2) ability to analyze and interpret data |  |
| (c) ability to identify, formulate, and solve applied science problems |  |
| (d) ability to function on teams |  |
| (e) understanding of professional and ethical responsibility |  |
| (f) ability to communicate effectively |  |
| (g) recognition of need and ability to engage in life-long learning |  |
| (h) knowledge of contemporary issues |  |
| 1. ability to use techniques, skills, and modern applied science tools necessary for professional practice |  |

|  |  |
| --- | --- |
| **Baccalaureate Degree Programs:** |  |
| Demonstration (incl. Process & Measurements) that Graduates have: |  |
| (a) ability to apply knowledge of mathematics, science, and applied sciences |  |
| (b1) ability to design and conduct experiments |  |
| (b2) ability to analyze and interpret data |  |
| (c) ability to formulate or design a system, process or program to meet desired needs |  |
| (d) ability to function on multi- disciplinary teams |  |
| (e) ability to identify and solve applied science problems |  |
| (f) understanding of professional and ethical responsibility |  |
| (g) ability to communicate effectively |  |
| (h) broad education necessary to understand the impact of solutions in a global and societal context |  |
| 1. recognition of need for and ability to engage in life-long learning |  |
| (j) knowledge of contemporary issues |  |
| (k) ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice |  |

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| **4. CONTINUOUS IMPROVEMENT** |  |
| Program uses documented processes to regularly assess its and student outcomes |  |
| Program uses documented processes to evaluate the extent to which student outcomes are being met |  |
| Results of evaluations are used to effect continuous improvement of the program |  |
| 1. **CURRICULUM** |  |
| Curriculum requirements specify subject areas appropriate to Applied Science Programs |  |
| Curriculum devotes adequate attention and time to each component |  |
| Curriculum includes college-level math and basic sciences(with some experimental experience) and applied sciences appropriate to the discipline |  |
| Curriculum includes a general education component that complements the technical content and is consistent with program and institution objectives |  |
| Curriculum includes a culminating project or experience based on the cumulative knowledge and skills acquired in the program (baccalaureate program) |  |
| **6. FACULTY** |  |
| Faculty members have necessary expertise and educational backgrounds |  |
| Faculty have sufficient breadth and depth to cover all curricular areas |  |
| Sufficient number of faculty to maintain continuity, stability, oversight, student interaction, and advising. |  |
| Faculty members have sufficient responsibility and authority to improve the program |  |

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| **7. FACILITIES** |  |
| Classrooms, laboratories and associated equipment adequate to attain student outcomes |  |
| Modern tools, equipment, computing resources, and laboratories appropriate to the program are available, accessible, and systematically maintained and upgraded to enable students to attain student outcomes and support program needs |  |
| Students provided guidance regarding the use of tools, equipment, computing resources, and laboratories available to the program |  |
| Library services and computing and information infrastructure adequate to support scholarly activities of students and faculty |  |
| **8. INSTITUTIONAL SUPPORT** |  |
| Institutional support and effective leadership adequate to assure quality and continuity of the program |  |
| Support personnel, financial resources, and institutional services adequate to meet program needs |  |
| Resources sufficient to attract, retain, and provide for the continued professional development of a qualified faculty |  |
| Resources sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment |  |
| **PROGRAM CRITERIA** |  |
| Program satisfies applicable Program Criteria |  |
| **ACCREDITATION POLICIES AND PROCEDURES** |  |
| Program satisfies applicable APPM Requirements |  |

**Please attach a copy of the “Program Audit Form”** (Form R301)

**EXIT STATEMENT TO THE INSTITUTION**

INSTRUCTIONS (NOT to be read at exit meeting)

This statement should include the Program Evaluator’s findings relative to the applicable General Criteria, Program Criteria, and Accreditation Policy and Procedure Manual (APPM). The general format for the statement should be as follows: 1) General Description of the Program, *[2) Strengths]*, 3) Shortcomings and 4) Observations.

The General Description of the Program normally includes information about the program’s administrative location at the institution, its enrollment and faculty size, and number of recent graduates.

*[Each program strength should have three components: a) the observed facts that represent the strength, b) what makes it stand out above the norm, and c) what positive effect it has on the program.]*

The Shortcomings sections should be in order of 1) Deficiencies, 2) Weaknesses, and 3) Concerns, and a section should exist only if one or more Criteria or APPM elements have that type of shortcoming. *[Commission specific language can be inserted here to explain, for example, how to deal with multiple shortcomings relative to a single criterion.]*

Please ensure that any shortcoming relates directly to the Criteria or APPM. Each shortcoming should have three components: a) the applicable part of the criterion, using the exact language from the Criteria or APPM where possible, b) the observed facts that are inconsistent or potentially inconsistent with the stated criterion or APPM element, and c) the negative impact on the program of the inconsistencies or potential inconsistencies. It is essential that all deficiencies and/or weaknesses identified on the Program Audit Form, which could lead to an action different than NGR, be discussed in this statement exactly as they are discussed in the Program Audit Form.

*[To save time during the Exit Meeting, the Team Chair may read the citations for any of shortcomings common to all of the programs that were evaluated, first explaining that they were common to all programs. However, the shortcoming will be cited in each program section in the Draft and Final Statements as applicable.]*

Observations do not relate to findings relative to the Criteria or APPM. They may include suggestions based on the Program Evaluator’s experience, and are provided in the interest of general program improvement. They must not appear prescriptive, and have no consequence relative to accreditation if ignored by the institution.

PROGRAM EXIT STATEMENT

**(**TO BE READ AT EXIT MEETING – DO NOT LEAVE A COPY WITH THE INSTITUTION)