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**

SAMPLE

ABET
Applied Science Accreditation Commission

PROGRAM REPORT FOR 2016-2017 VISITS
(Please Type or Print Legibly in Black Ink.)

Evaluation of Program in Applied Science Program
(Title of Program)

at Upper State University
(Official Name of the Institution)
Dates of Visit: 12-13 April 2016

Evaluated by: Bud Cupper; 9 Wickhar Ln. Ormond Beach, FL 32174
(Name and Address)

Office
Phone: 386-999-5062

Home
Phone: 386-999-9087

Email: BUCU@XXX.EDU Fax: None

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.)

I. LIST OF PERSONS INTERVIEWED

NAME	POSITION
Dr. Mark T. Newman	**Chair and Professor**
Dr. Michael Redcliff	**Professor**
Dr. Olivia Older	**Professor**
Dr. Margret Fox	**Dean of the CNSE**
Dr. David Murr	**President of USU**
Dr. J. Heo	**Provost**
Marjorie Buggle	**Director, Admissions**
Sam Nick	**Director, Career Services**
Dr. Nancy Reads	**Head Librarian**

SAMPLE

Institution	Upper State University		
Program Name	Applied Science Program	Program Evaluator(s)	Bud Cupper, Ph.D.
Team Chair	Leonard Michael	Visit Dates	12-13 April 2016

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.)

Courses Required for the Evaluated Program	Transcript No.										
	1	2	3	4	5	6	7	8	9	10	
CHEM 113	3	3	3								
MATH 151	3	3	3								
APS 101	1	1	1								
APS 111	3	3	3								
WTL 1020	3	3	3								
COM 102	3	3	3								
CHEM 114	1	1	3								
PHYS 152	3	3	3								
APS 131	3	3	3								
WTL 1030	3	3	3								
COM 112	3	3	3								
HIST 141	3	3	3								
MTH 251/(APS 251)	3	3	3								
APS 201	1	3	3								
APS 211	3	3	3								
APS 212	3	3	3								
APS 231	3	3	3								
WTL 1040		3									
MATH 252/(APS 252)	3	3	3								
APS 222	3	3	3								
APS 253	3	3	3								
WTL 2040	3	3	3								
ECN 205	3	3	3								
APS 330	3	3	3								
APS 350	3	3	3								
WTL 3040	3	3	3								
COM 312	3	3	3								
WTL (SE)	3	3	3								
APS 301	3	3	3								
APS 302	3	3	3								
APS 310	3	3	3								
APS 341	3	3	3								
APS 358	3		3								
PHIL 309	3	3	3								
APS 491	3	3	3								
APS elective	3	3	3								
APS elective	3	3	3								
BIO 401	3	3	3								
General elective	3	3	3								

APS 492	**3**	**3**	**3**								
APS 456	**3**		**3**								
APS Elective	**3**	**3**	**3**								
General elective	**3**	**3**	**3**								
Matches Published Curriculum? (Y/N/?)	**N**	**N**	**N**								

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

#1. The student's transcript fails to show that they took WTL 1040, a required General Education course in the curriculum. WTL 1040 does not appear on Figure 5.1: Flowchart of Prerequisites yet is noted in the self-study materials (pg. 60 and pg. 65.). The student did not attempt MATH 252 until their very last semester at USU. The catalog lists MATH 252 as a course to be taken during a student's 3rd semester. Math 252 is a co-requisite for APS 341, which this student took 1st semester of their junior year.

#2. It appears that this student did not attempt APS 358 or APS 456, both are required courses according to the catalog information provided. The student's transcript does indicate that he graduated after having completed 121 credits (120 required) with the degree in Applied Sciences despite apparently missing two required classes.

This student had transfer credits from another institution that satisfied a number of requirements in the Applied Sciences degree program. The following needs to be noted; on the student's Transfer Credit Assignment sheet attached to the transcript, the student was given credit for CHEM 113 as 3 OUS credits, given that the course was 4 credits at his previous institution. On the student's transcript, A course CHEM 131 is listed for 4 OUS credits. This appears to be a couple of transposition errors, by listing CHEM 131 instead of CHEM 113 and issuing 4 credits instead of 3 credits for this course.

While pursuing his degree, the student did take a number of courses outside the degree program. The curriculum allows for up to 2 general or open electives to satisfy the degree requirements. This student apparently completed 4 courses (12 credit hours) beyond the 2 open electives. Those courses are BUS 333, WTL 4010, WTL 3556 and HIST 120. I counted the ECE 141 and WTL 2000 as the open electives.

APS 456 is an Ethics course that is essential in meeting ABET's core requirements. Documentation must be provided to justify why this student did not take this required course.

Additionally, this student did not take MATH 252 until his last semester. The catalog lists MATH 252 as a course to be taken during a student's 3rd semester. Math 252 is a co-requisite for APS 341, which this student took 1st semester of their junior year.

#3. Similar to transcript #1, this student's transcript does not show that the student completed WTL 1040, a required course. There is a need to show if and what course may have been substituted to replace this required course.

Additionally, this student did not take MATH 252 until his last semester. The catalog lists MATH 252 as a course to be taken during a student's 3rd semester. Math 252 is a co-requisite for APS 341, which this student took 1st semester of their junior year.

General comment based on the 3 transcripts provided.

- MATH 252 is a required course and according to the catalog is supposed to be taken early in the student's academic career, such as in the sophomore year.
- Since this course is a co-requisite for APS 341, students need to be better advised to schedule this course in the right sequence in order to better assure their success in degree completion.
- Faculty should examine the ordering of classes, since all three of these students did not take the co-requisite for APS 341, with all three students passing with an A or B grade. If a co-requisite does not add to student's ability to mater the material, consideration should be given to eliminating MATH 252 as a co-requisite for APS 341.

Institution	Upper State University		
Program Name	Applied Science Program	Program Evaluator(s)	Bud Cupper, Ph.D.
Team Chair	Leonard Michael	Visit Dates	12-13 April 2016

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.)

Credits of Completed Content for Each Required Foundation Subject Area	Transcript No.										
	1	2	3	4	5	6	7	8	9	10	
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)**:

Institution	**Upper State University**		
Program Name	**Applied Science Program**	**Program Evaluator(s)**	**Bud Cupper, Ph.D.**
Team Chair	**Leonard Michael**	**Visit Dates**	**12-13 April 2016**

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.)

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

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

Institution	**Upper State University**		
Program Name	**Applied Science Program**	**Program Evaluator(s)**	**Bud Cupper, Ph.D.**
Team Chair	**Leonard Michael**	**Visit Dates**	**12-13 April 2016**

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		
4		
5		
6		
7		
8		
9		
10		

Comments:

Institution	**Upper State University**		
Program Name	**Applied Science Program**	**Program Evaluator(s)**	**Bud Cupper, Ph.D.**
Team Chair	**Leonard Michael**	**Visit Dates**	**12-13 April 2016**

RECOMMENDED ACCREDITATION ACTION FORM

_X_ 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.

Institution	**Upper State University**		
Program Name	**Applied Science Program**	**Program Evaluator(s)**	**Bud Cupper, Ph.D.**
Team Chair	**Leonard Michael**	**Visit Dates**	**12-13 April 2016**

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	C			
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	C			
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				
(i) 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	C			
(g) ability to communicate effectively				
(h) broad education necessary to understand the impact of solutions in a global and societal context				
(i) 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				

Institution	**Upper State University**		
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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	C			
Faculty have sufficient breadth and depth to cover all curricular areas				
Sufficient number of faculty to maintain continuity, stability, oversight, student interaction, and advising.	C			
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				

Institution	**Upper State University**		
Program Name	**Applied Science Program**	**Program Evaluator(s)**	**Bud Cupper, Ph.D.**
Team Chair	**Leonard Michael**	**Visit Dates**	**12-13 April 2016**

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	The program has full-time advisors for students to plan their schedules. There appears to be some need to increase teaching faculty's involvement with student advising to better coordinate with the full-time advisors and further ensure timely degree completion.
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	The self-study report is clear about the support related to advising. Evidence discovered when reviewing 3 student transcripts suggest that in some cases, advising needs to better follow up with students to better guide students through the course 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.	

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	
(i) ability to use techniques, skills, and modern applied science tools necessary for professional practice	

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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	Two out of three student transcripts reviewed revealed that students did not take APS 456. It is a goal of ABET for students graduating from accredited programs to have an understanding of their professional and ethical responsibilities.
(g) ability to communicate effectively	
(h) broad education necessary to understand the impact of solutions in a global and societal context	
(i) 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 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	
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	No Vita or resumes were included in the Study Year Packet, therefore the PEV could not effectively assess this item.
Faculty have sufficient breadth and depth to cover all curricular areas	
Sufficient number of faculty to maintain continuity, stability, oversight, student interaction, and advising.	Within the Applied Sciences Program, faculty have no direct responsibility for advising. Documentation that shows more contact with the academic advisors and/or students, dealing with planning of class schedules would be helpful
Faculty members have sufficient responsibility and authority to improve the program	

Institution	**Upper State University**		
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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)

Institution	Upper State University		
Program Name	Applied Science Program	Program Evaluator(s)	Bud Cupper, Ph.D.
Team Chair	Leonard Michael	Visit Dates	12-13 April 2016

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.

Institution	**Upper State University**		
Program Name	**Applied Science Program**	**Program Evaluator(s)**	**Bud Cupper, Ph.D.**
Team Chair	**Leonard Michael**	**Visit Dates**	**12-13 April 2016**

PROGRAM EXIT STATEMENT

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