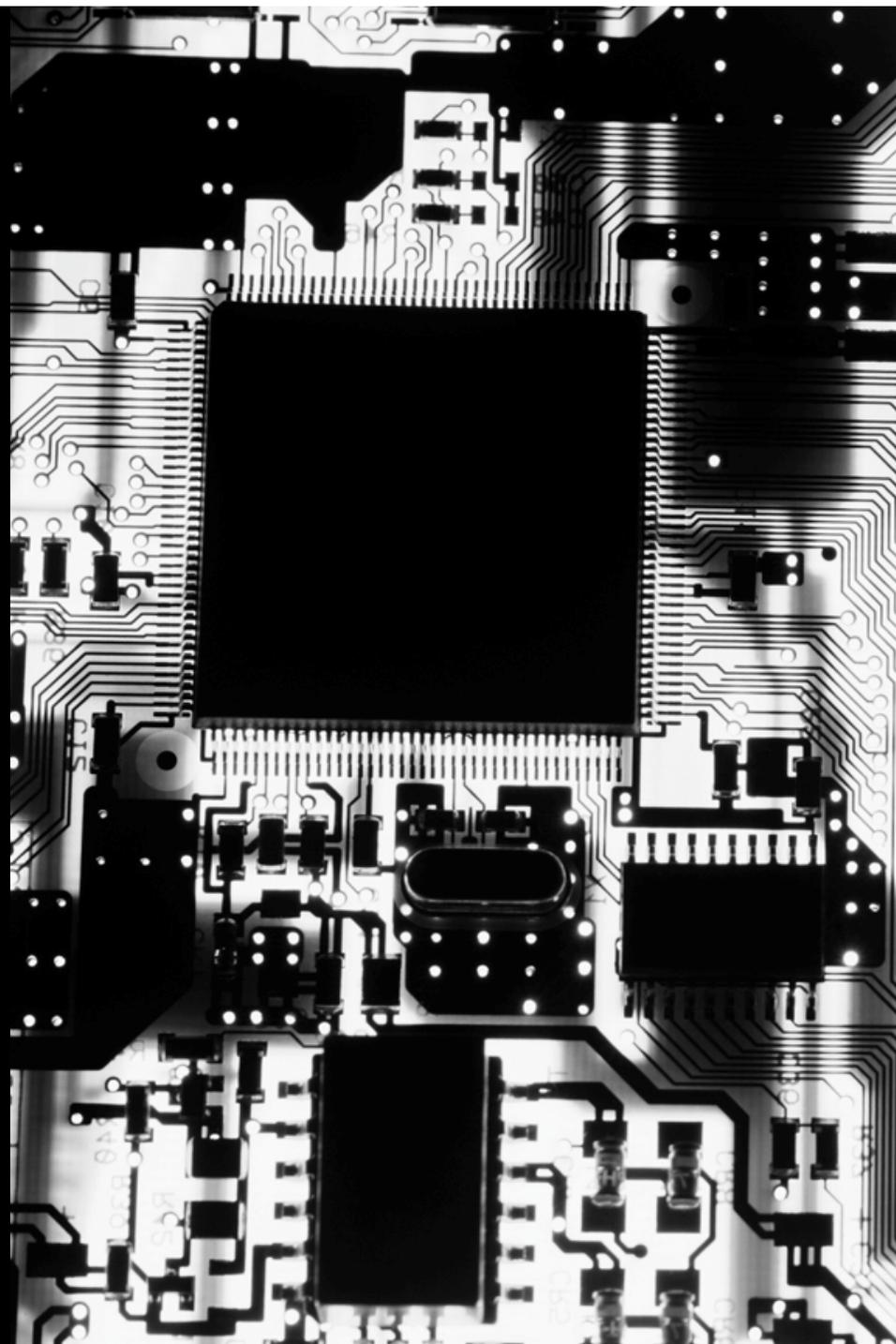




Preparing the Self-Study Report for Computing

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Session Deliverables

- Goal
 - To facilitate preparation of the self-study by computing programs preparing for an ABET Readiness Review or an ABET evaluation visit.
- Expected Outcomes
 - Participants will understand:
 - Structure and content of the self-study
 - Types of responses expected

Quick Check of Who Is In the Audience

- Where are you in the process of putting together a self-study
 - Almost done, being visited in 2015, just doing final edits
 - Fixin' to start (we are in Atlanta after all) for a 2016 visit
 - We got visited last year, I just wanted to gloat
- Which commission accredits your program?
 - CAC
 - EAC
 - Other

Quick Check on Questions You May Have

- Talk to 2-3 people around you about why you are at this session and what questions you have
- We'll give you two minutes then ask for some questions that you have in common



SELF-STUDY FUNDAMENTALS

Why Generate a Self-Study?

- To improve your program
- Allows you to:
 - Critically assess your practices & operations
 - What are you doing well?
 - What needs improvement?
 - Measure your program against the internationally recognized ABET criteria
 - Exactly what the review team will be doing!

No, Really, Why Generate a Good Self-Study?

- Presents your program to visiting team
 - Who you are, what you do, why you do it
- Provides visiting team a solid understanding of your program prior to arrival on campus
 - On-site team has very limited time on campus
 - Understanding your program prior to the actual visit is critical. The visiting team will have thoroughly reviewed your self-study before arriving on campus.

“the better the self study, the smoother the visit”

Quick Check for Understanding

T/F A program can submit supplementary information after the self-study is submitted but prior to the campus visit.

T/F If your program is delivered at multiple sites you need to inform the team chair when she arrives on campus.

Quick Check for Preconceptions

- What is the audience for the self-study?
 - The staff at ABET headquarters
 - The PEV visiting the program
 - The faculty in the program that is being visited
 - The team chair of the visiting program
 - The administration at the school being visited
 - Some combination of a-e

Who Reads the Self-Study?

- Team Chair – TC
 - Overall manager for your accreditation process
 - Responsible for program report and presentation to commission
 - Focuses on higher-level, institutional aspects
- Program Evaluator(s) – PEVs
 - Have expertise in specific discipline
 - Focus on program-specific details

“yes, they read it all, usually several times”

What Goes In a Self-Study?

- Background Information
 - Program history
 - Degree options and tracks and concentrations
 - Locations/delivery modes
 - Previous shortcomings
- The Eight criteria (plus applicable program criteria)
- Appendices
 - Course syllabi
 - Faculty vitae
 - Equipment
 - Institutional information

What Timeframe Is Used?

- Responses generally are for the year in which self-study is prepared
 - The “academic year” prior to the on-site visit.
- If you are being visited in Fall 2015
 - Self-Study is due July 1 of year of visit (July 1, 2015)
 - Self-Study is written based on your program during the 2014-2015 academic year
- Remember
 - Assessment info probably contains multiple years of data
 - Some tables request two years of information
 - Updates can be provided on site
 - Planned (upcoming) changes should be highlighted

Is The Self-Study The Same for All Programs?

- Eight criteria
 - Students
 - Program Educational Objectives
 - **Student Outcomes**
 - Continuous Improvement
 - **Curriculum**
 - **Faculty**
 - Facilities
 - Support
- Program Specific
- Four ABET commissions
 - EAC, CAC, ETAC, ASAC
- Many institutions have multiple programs accredited by ABET
 - All but three criteria (in green) are identical across all commissions
- See the ABET web site before preparing a self-study for a multiple commission review (joint review)

Quick Check for Preconceptions

- Who typically writes the self-study document?
 - The university's assessment office personnel
 - The associate dean for the college
 - The department chair for the program being visited
 - The faculty in the program being visited
 - The faculty member who is lowest on the totem pole in the department

Writing a Self-Study

How Do I Start?

- Get a copy of the Self-Study Questionnaire from ABET's web site
 - MS-Word document
- Build your Self-Study from this template
 - Some parts are long (e.g. course syllabi)
 - Need to address all the items in template

The latest template is posted by August of the year prior to your visit

Must I Follow This Format?

- This is what the TC & PEVs know best
 - They are comfortable with this format
 - If you deviate, make it clear what you are doing (and why)
 - A good Self-Study enables the reader to find materials easily
- Regardless of your approach
 - Make sure to include all items that appear in the Self-Study's Table of Contents

Can I Delegate?

Yes!

- Appoint a leader for process
 - Early in fall prior to year of visit
 - Consider release time (if appropriate)
- Assign tasks to people
 - Course materials (sample work)
 - Coherent presentation of assessment materials
 - Course syllabi
 - Faculty CVs
- Merge into coherent (standardized) whole
- Leave time for review before submission
 - Review by someone not involved in Self-Study creation

The more people involved, the better the study reflects reality

What About Tables and Figures?

- We only require five (for CAC programs):
 - One table in Criterion 5, Curriculum
 - Two tables in Criterion 6, Faculty
 - Two tables in Appendix D, Institutional Summary
- However
 - Feel free to add tables and/or figures
 - Helps explain relevant points about program
- The objective is clear communication of your program (processes, facts, and trends)
 - Use whatever works best for you

A picture is worth a thousand words

Any Style Recommendations?

- Make it easy to find information required
 - Good Table of Contents
 - To-the-point responses
 - Reference other documents or sections as appropriate
 - Footnote if not sure what response is expected, to explain your interpretation
- Explain institution/program-specific jargon
 - Disciplinary jargon is OK
 - The readers do not know your institution/program (yet)
 - Your course numbers and titles
 - Building names and abbreviations
 - Your curriculum structure (pre-requisites, etc.)
 - Who teaches which courses

A few (more) recommendations

- Consider color, font, and/or tables to distinguish questions from your responses
 - Self-study question in one color
 - **Response in a different color (or font)**
- Consider tables, figures, diagrams, and pictures (illustrations)
 - Example: high-level diagram illustrating your overall continuous improvement process
- Tabs (pdf bookmarks) or other aids to easily find sections

What Does the Visiting Team Really Want?

- When the TC and PEVs finish reading the Self Study, they want to:
 - Understand how your program works
 - Understand how your program meets the Criteria

How to Submit the Self-Study

- Self-Study documents are now submitted electronically
 - On CD/DVD or other digital medium but without hyperlinks
 - Some TCs & PEVs may request a hardcopy
 - Catalog should be submitted as a PDF file
- Visiting team will request anonymous transcripts for some recent graduates
 - Either paper or digital format (work with TC)
 - Six transcripts is a typical number but not an absolute
 - **Include degree check-sheets**

Quick Check for Preconceptions

- Which of the following would you not expect to see in the self-study?
 - Information on shortcomings from the previous visit
 - All assessment data collected since the last visit
 - Information on the adjunct faculty in the program being visited
 - Course syllabi

Self-Study Components

Background Information

- Fundamental Information
- Things that are important to ABET/CAC
 - Delivery modes
 - Program locations
 - Previous shortcomings
 - Joint Accreditation

Students

- TC & PEVs don't know your processes
 - Admitting students
 - Advising students
 - Verifying graduation requirements
- Be sure to explain
 - Forms used
 - Institutional processes and checks
 - How exceptions are initiated, processed, approved, and documented

Program Educational Objectives

- Identify program objectives
- Identify your constituencies
- Describe processes for their review and revision (including how the constituencies are involved)

Remember – you no longer have to assess achievement of program educational objectives

Student Outcomes

- Identify your Student Outcomes
- Describe the process for their review and revision
- Show how all of (a) to (i) plus any program specific characteristics are enabled

Continuous Improvement

- Presentation (organization) is critical
 - High-level overview is extremely helpful
 - Explain the processes clearly
 - Identify all the materials/artifacts involved
 - Do NOT include all the supporting material
- Need supporting material available at visit
 - Properly organized and labeled
 - Consider wall charts and posters that outline the key components of your process
 - Consider wall charts and posters that show linkages between outcomes and potential program changes

CI Supporting Materials

- You need to decide
 - What goes in the Self-Study?
 - What you will have on site as supporting materials
- Try to avoid either extreme
 - Nothing in Self-Study, everything available on site
 - Everything in the Self-Study, nothing new on site
- Recommendation
 - Self-study should clearly
 - Explain the process
 - Identify the data that is collected and examined
 - Present the results of your process and potential program changes

Curriculum

- Definition of “one year of study”
 - 30 semester hours (or 45 quarter hours)
- Critical: **you must show how your curriculum enables attainment of all Student Outcomes**
 - Consider a presentation format (chart, diagram, etc.) that shows this mapping clearly
- Course material display
 - Can be presented course-by-course
 - Can be organized around student outcomes

Be sure the readers know what to expect

Recommend panel on “Preparing for the On-Site Review”

Comments on Display Materials

- Courses outside of discipline
 - You have no control over these courses
 - Need display materials only if course is integral to your student outcomes or continuous improvement processes or curriculum, otherwise may want to collect syllabi
- “coverage of the fundamentals”
 - Program Criteria specifies the fundamentals
 - Demonstrate how your curriculum covers them
- “math appropriate to the discipline”
 - Justify your position
 - Be proactive!

Curriculum Table (sample)

Course (Department, Number, Title)	Indicate whether the course is Required, Elective, or a Selective Elective (R, E, SE)	Category (Credit Hours)				Last two terms the course was offered	Average enrollment for the last two terms the course was offered
		Math & Basic Sciences	Computing Topics Mark with an F or A for Fundamental or Advanced	General Education	Other		
MA 200	R	3				Fall 14 Spr 15	19
CS 210	R	1.5	1.5 (F)			Fall 14 Fall 15	32
EN 101	R			3		Fall 14 Spr 15	20

Fractions are allowed in the reporting of hours within a category

Faculty

- Focus is on faculty who are involved with the program. Be sure to clarify:
 - Adjunct faculty used by the program
 - Temporary faculty used in service courses
 - Research faculty with no undergrad duties
- Two faculty tables
 - Table 6.1 – qualifications
 - Table 6.2 – workload and activities

Program-specific Criteria

- Extra information required that is specific to your program
- Often easiest to address as part of the discussion covering the basic topic
 - Example: “computer science” programs have additional Curriculum requirements
- Recommendation
 - Be clear and consistent in handling this
 - Note what is “program specific” in response
 - Reference materials discussed elsewhere

Course Syllabi (Appendix A)

Purpose

- Support classification of courses as shown in curriculum table
- Show scope of courses; breadth/depth of topics
- Indicate rigor of courses
- Indicate textbooks or other supporting documents

Format

- Follow specified outline (specifies minimum required information)
- Common format for all courses
- No more than two pages for each course

This is critical Information

A common format is helpful for all courses listed in the Appendix

Faculty Vitae (Appendix B)

- Shows education, experience, recent and current activities, currency
- Helps team identify whom to interview
- Include faculty with only a partial commitment to the program
- Limit to 2 pages

A common format is also extremely helpful for this Appendix

Institutional Summary (Appendix D)

- Two tables
 - Enrollment & degrees
 - Staffing/Personnel
- Support unit information
 - Used to determine who will be interviewed during on-site visit

True/False

T/F If there are multiple *paths* through your program you need to complete multiple self-studies.

T/F If you have multiple programs under accreditation review you need to complete multiple self-studies.

T/F If your program is undergoing a **joint** review by CAC and EAC you need to complete two self-studies.

QUESTIONS