



Preparing the Engineering Technology Self-Study

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Preparing an Effective Self-Study

- Goal
 - To facilitate preparation of the self-study.
- Expected Outcome
 - Participants will have a better understanding of how to complete their self-studies.

Self-Study

Basics and Context

- Describes your program to the evaluation team.
- Presents the elements of your program as they relate to the criteria.
- Is the team's **FIRST IMPRESSION** of the extent to which the program meets the criteria.
- Provides an initial view of the institution's preparation for the upcoming visit.

Audience for the Self-Study

- **Team Chair**

- Overall team manager
- Typically responsible for institutional issues
- Responsible for overall report and serves as an advocate for the institution in reporting to the commission
- Experienced evaluator but maybe not in your specific discipline

- **Program Evaluator (PEV)**

- Expertise in specific discipline
- Concerned with program-specific details
- Will coordinate findings with other PEVs on team and the chair to seek consistent and appropriate interpretation of the findings relative to the criteria
- May or may not have a lot of ABET experience

What is the Visiting Team Really Looking For?

- Between the self-study and the visit, evidence that your program meets the criteria.
- While the self-study provides written evidence, the visit provides visual and oral evidence.
- The visit provides the team the opportunity to see the facilities and talk to students, faculty, and staff about the program.

Questions & Answers

The Preparation Activity

How Do I Start?

Get a copy of the ETAC Self-Study Guide, which is available on the ABET website.

- It is a point-by-point guide to what you will want to put into your self-study.
- It can be used as a checklist to help you gauge criteria compliance and prepare for your on-site visit.
- You may provide additional information beyond what the guide requests.
- It is posted on the ABET website in July of the year prior to the visit.

Preparation Tips

- Appoint a leader for the self-study preparation early in fall prior to year of visit.
- Assign tasks to key persons at the program, college, and institutional level as appropriate.
- Synthesize materials into a coherent whole.
- Leave time for review before due date. (By someone not involved in the preparation, if possible.)

How is Self-Study Organized?

- In concert with the criteria
 - Students
 - Program Educational Objectives
 - Student Outcomes
 - Continuous Improvement
 - Curriculum
 - Faculty
 - Facilities
 - Support
 - Program Criteria (as applicable)

Self Study Submittal

- Self Study document is due on July 1st
- Send Self Study to ABET, Team Chair, Program Evaluators, and Observers
- Self Study must be submitted on CD, data stick, or DVD. Paper form not accepted
- Catalogs must be provided as pdf files
- No hyperlinks in Self Study document

Criterion 1. Students

(For the sections below, attach any written policies that apply.)

- Student Admissions
- Evaluating Student Performance
- Transfer Students and Transfer Courses
- Advising and Career Guidance
- Work in Lieu of Courses
- Graduation Requirements
- Transcripts of Recent Graduates (not part of self-study)

Criterion 2. Program Educational Objectives

- Institutional Mission Statement
- Program Educational Objectives (post-graduation)
- Consistency of the Program Educational Objectives with the Mission of the Institution
- Program Constituencies
- Process for Review and Revision of the Program Educational Objectives

Criterion 3. Student Outcomes

- Describe the process used for establishing and revising student outcomes.
- List the student outcomes for the program and describe their mapping to those in Criterion 3 and any applicable program criteria.
- Describe how the student outcomes prepare graduates to attain the program educational objectives.

Criterion 4.

Continuous Improvement

- Documentation of the processes used for the assessment and evaluation of the Student Outcomes (SOs).
- Description of how the results are utilized to affect continuous improvement of the program.

Criterion 4. Continuous Improvement (cont.)

- Student Outcomes (recommended information to be included)
 - The frequency with which these processes are carried out
 - The expected level of attainment for each of the SOs
 - Summaries of the results of the evaluation processes
 - How the results are documented and maintained

Criterion 4. Continuous Improvement (cont.)

- **Continuous Improvement**
 - Describe how the results for the SOs have been used for continuous improvement. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.
- **Additional Information**
 - Provide appropriate additional information related to your assessment processes.

Questions & Answers

Criterion 5. Curriculum

- **Program Curriculum**

- Complete Table 5-1 that describes the plan of study for students in the program.
- Describe how the curriculum aligns with the PEOs.
- Describe how the curriculum supports the attainment of the SOs.
- Attach a flowchart to show the prerequisite structure

Criterion 5. Curriculum

- For each curricular area addressed by the general criteria or the program criteria, describe how the program meets the requirements for this program area.
- If your program has a capstone or other culminating experience for students, describe how this experience helps students attain the SOs.
- If your program allows cooperative education to satisfy curricular requirements, describe the academic component of this experience and how it is evaluated by the faculty.
- Describe by example how the evaluation team will be able to relate the display materials to each SO.

Criterion 5. Curriculum

- **Course Syllabi**
 - In appendix A, include a syllabus for each course used to satisfy the mathematics, science, and discipline-specific requirements required by Criterion 5 or any applicable Program Criteria.
- **Advisory Committee**
 - Describe the composition of the program's advisory committee and show that it is representative of organizations being served by the program's graduates. Provide evidence that it is assisting the program to (1) review the curriculum and (2) maintain the validity of the PEOs.

Table 5-1. Curriculum Program Name

Course (Department, Number, Title) List all courses in the program by term starting with the first term of first year and ending with the last term of the final year.	Indicate whether course is Required, Elective, or a Selective Elective by an R, E, or SE ²	Curricular Area (Credit Hours)				Last Two Terms the Course was Offered: Year and Semester, or Quarter	Average Section Enrollment for the Last Two Terms the Course was Offered ¹
		Math & Basic Science	Discipline Specific Topics	General Education	Other		
<i>Add rows as needed to show all courses in the curriculum</i>							
OVERALL TOTAL CREDIT HOURS FOR THE DEGREE							
PERCENT OF TOTAL							

1. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the average enrollment in each element.
2. Required courses are required of all students in the program, elective courses are optional for students, and selective electives are courses where students must take one or more courses from a specified group.

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the campus visit.

Syllabi – Format

- Follow specified outline (specifies minimum required information).
 - Use a common format for all courses.
 - No more than two pages for each course.
 - Shows scopes of courses and breadth and depth.

Criterion 6. Faculty

- Describe the qualifications of the faculty and complete Table 6-1.
- Complete Table 6-2, Faculty Workload Summary.
- Discuss the adequacy of the size of the faculty and describe their interactions with students, student advising, and program oversight.
- Describe the faculty's professional development activities.
- Describe the role played by the faculty with respect to the curriculum and the PEOs.

Table 6-1

Name of Program

Faculty Name	Highest Degree Earned- Field and Year	Rank ¹	Type of Academic Appointment ² T, TT, NTT	FT or PT ⁴	Years of Experience			Professional Registration/ Certification	Level of Activity H, M, or L		
					Govt./Ind. Practice	Teaching This Institution			Professional Organizations	Professional Development	Consulting/summer work in industry

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary. Updated information is to be provided at the time of the visit.

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other

2. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track

3. The level of activity, high, medium or low, should reflect an average over the year prior to the visit plus the two previous years.

4. Full Time (FT) or Part Time (PT) at the institution

Faculty Vitae – Purpose

- Support summary shown in faculty analysis table
- Show education, experience, recent and current activities, currency in the field
- Help PEV identify potential interviewees

Faculty Vitae – Format

- Common format for all faculty – include requested information
- Two-page limit

Criterion 7. Facilities

- Summarize the program's facilities including offices, classrooms, and laboratories.
- Describe any computing resources in addition to those described in the laboratories above.
- Describe guidance to students regarding the use of the tools, equipment, computing resources and laboratories.
- Describe the policies and procedures for maintaining and upgrading facilities and equipment.

Criterion 7. Facilities

- Describe and evaluate the capability of the library (or libraries) to serve the program.
- Describe how the facilities, tools, and equipment used in the program are kept safe for their intended purposes. (Refer to APPM II.G.6.b(1).)

Criterion 8. Institutional Support

- Describe the process used to establish the program's budget.
- Provide evidence of continuity of institutional support for the program.
- Describe how teaching is supported by the institution.
- Describe how resources are provided to acquire, maintain, and upgrade the infrastructures, facilities, and equipment.
- Assess the adequacy of the resources described in this section.
- Describe the adequacy of the staff.

Criterion 8. Institutional Support

- Describe the process for hiring of new faculty.
- Describe strategies used to retain faculty.
- Describe the adequacy of support for faculty professional development.
- Describe how the program satisfies any applicable Program Criteria. If already covered elsewhere in the Self-Study Report, provide appropriate references.

Appendices

Appendix A – Course Syllabi

Appendix B – Faculty Vitae

Appendix C – Equipment

- Please list the major pieces of equipment used by the program in support of instruction.

Appendix D –Institutional Summary

Programs are requested to provide the following information.

The Institution

- Name and address of the institution
- Name and title of the chief executive officer of the institution
- Name and title of the person submitting the self-study
- Name and organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations

Type of Control

- Describe the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.

Appendix D – Institutional Summary

Educational Unit

- Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organizational chart may be included.

Academic Support Units

- List the names and titles of the individuals responsible for each of the units that teach courses required by the program being evaluated, e.g., mathematics, physics, etc.

Appendix D –Institutional Summary

Non-Academic Support Units

- List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated, e.g., library, computing facilities, placement, tutoring, etc.

Credit Unit

- It is assumed that one semester or quarter credit normally represents one class hour or three laboratory hours per week. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

Table

- Complete the following table for the program undergoing evaluation.

Table D-1. Program Enrollment and Degree Data

		Name of Program												
		Academic Year		Enrollment Year							Degrees Awarded			
				1st	2nd	3rd	4th	5th	Total Undergrad	Total Grad	Associates	Bachelors	Masters	Doctorates
Current Year	FT													
	PT													
1	FT													
	PT													
2	FT													
	PT													
3	FT													
	PT													
4	FT													
	PT													

Give official fall term enrollment figures (head count) for the current and preceding four academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the fall visit.

Questions & Answers

Am I Required to Follow the Format of the Self-Study Guide?

- Doing so makes it much easier for the PEVs and team chair to understand your program.
- Be sure to include all items that appear in the Self-Study Guide **Table of Contents**.
- If you deviate, make it clear for the reader how and why, and enable the reader to find material easily.

2+2 ET Programs (AS +BS)

- The institution prepares separate Self-Studies for the AS and BS programs in same discipline.
- The AS Self-Study Report can reference information in BS Self-Study Report if the information is identical.

2+2 ET Programs (cont.)

- The AS program's Self Study Report sections on Criteria 2, 3, 4, 5, and Program Criteria must be completed in full when Criteria 2, 3, 4, 5, or Program Criteria for the AS program are different than the BS program.

What About Tables and Figures?

- Don't change the format without a good reason.
- Feel free to include additional tables and/or figures, if relevant, to make your self-study more understandable and to explain important points about your program.
- The objectives are content (numbers, facts, and adherence to the criteria) and clear communication.

We Made Major Changes in the Program Recently. What Do We Do (No New Data)?

- Great! You identified (perhaps through your program of assessment and evaluation) that a change was needed to achieve objectives and/or outcomes or improve the program.
- Relate the changes to statements to the appropriate criteria as much as possible and describe them in the parts of the self-study that relate to those criteria.
- Include what led to any changes, when they take effect, and when their impact will be assessed.

Time Frame for Responses

- Responses generally are for year in which self-study is prepared (year prior to visit).
- Self-study is due July 1 of the year of the visit.
- Assessment material will cover previous years as well.
- Some tables request information for years prior to the year of the self-study.
- Updates for year of visit can be provided ahead of time onsite to evaluation team.
- Upcoming changes should be noted in self-study, especially if they will become effective in year of visit.

If You Have Questions While Preparing the Self-Study

- Call ABET HQ.
- Ask for Maryanne Weiss, ABET's Accreditation Director.

Questions & Answers

Thank you for your participation!
Please fill out the session evaluation