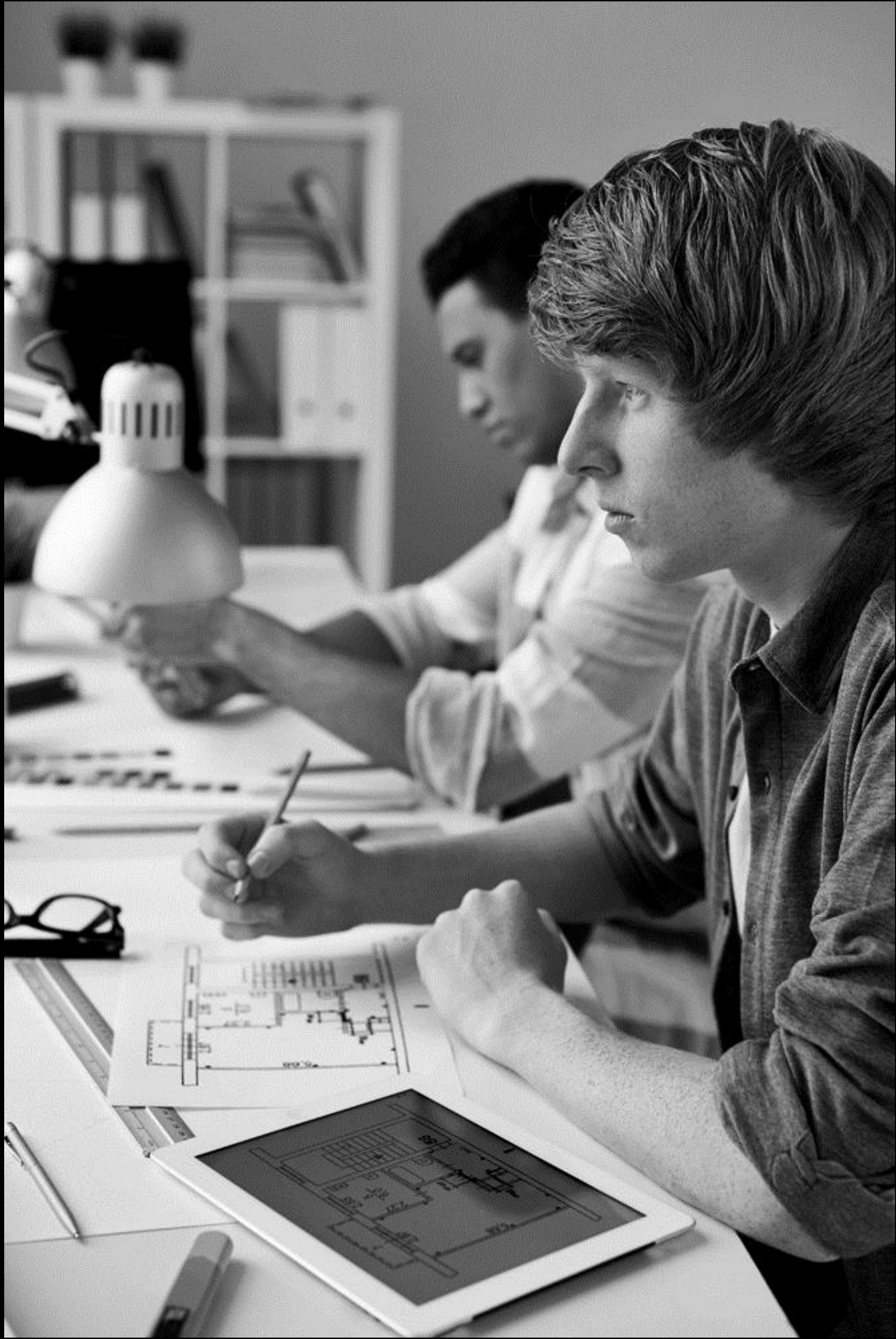
ABET

Preparing for Your ETAC of ABET Visit



Saturday July 16th, 2016

Overview of topics in presentation

- Objectives of the visit
- First contact with Team Chair
- Before the visit preparation
- The visit team
- Planning for the visit
- Visit by ABET Team
- Display materials
- Recommendations for hosting a visit
- Post-visit activities

ETAC Introductions

ABET ETAC Commissioners in the room:

Please stand and provide your name and affiliation!

2016 -17 ETAC Executive Committee

Kirk Lindstrom
Chair

Wilson Gautreaux
Past Chair

Scott Dunning
Chair-Elect

Scott Danielson
Vice-Chair Operations

Thomas Hall
Member-at-Large

James Lookadoo
Member-at-Large

April Cheung
Member-at-Large

Frank Young
Member-at-Large

Christine Johnson
Public Member

Institutional Introductions

Please introduce yourself, your position and your institution

And…

What are your goals or needs?

- What do you want from today?
- Specific questions you have?
- Other needs?

Thank You!

We hope to accomplish all
of the things you have mentioned,
plus a number of other things.

Our goal is for you to have
a successful and productive
ABET visit!

Special Note!

Much of what follows applies to both international and domestic (within the USA) visits.

BUT, there are some aspects of visit that are different for an international visit. Your commissioner will discuss those things as we go through the material.

Basis for Program Evaluation

Your program(s) will be evaluated on compliance with:

- ETAC Criteria
- Accreditation Policy and Procedure Manual (APPM)

Clicker Question

We have clickers available for the institutional representatives to gather feedback and information.

And to see if you are still awake!

Clicker Question

Which ETAC Criterion has the most program compliance issues?

A. Criterion 2 PEOs
B. Criterion 4 Assessment & Evaluation
C. Criterion 5 Curriculum
D. Criterion 8 Institutional Support
E. Program Criteria

Clicker Question

What are APPM requirements that the PEVs will check?

A. Public Release of Information
B. Consistency of Use of Program Name
C. All Routes to the Degree
D. Display Materials
E. All of the Above

Campus Visit Objectives

- Make a qualitative assessment of factors that cannot be documented in a written questionnaire
- Confirm elements reported in the Self-Study Report
- Conduct a detailed examination of the materials compiled by the institution (What do the students and faculty actually do?)
- Provide the institution/program with a preliminary assessment of areas needing improvement
- **ASSIST** the institution and its programs in program quality improvement

The Accreditation Timeline
Visits for Year 1

Jan
- Institution requests accreditation for ET programs

Feb - May
- Institution prepares Self-Study Reports

Jun – Aug
- Team Chair (TC) assigned, dates set, team members chosen and prepared

Sept – Dec
- Visits take place
- Draft statements written and finalized after 7-day response period

The Accreditation Timeline Visits for Year 2

Nov - Jan
- Draft statements edited
- Preliminary statements sent to institution

Dec - Feb
- Institutional Due Process response to draft statement and return to ABET

Feb - Mar
- EC, Editor, ETAC chair change draft statements to include Due Process response

Jul
- TC presents results before the ETAC commission
- ETAC meets to take final Action.

Aug – Sept
- Institutions informed of actions

The Visit Team

Team Members

- One team chair (TC)
- Typically one program evaluator (PEV) for each program being evaluated (but with a minimum team size of 3)
- Possibly one or more observers (state board representative or society evaluator in training)

Clicker Question

How big do you expect your visiting team to be this fall?

A. Three people
B. Five or fewer people
C. Seven or fewer people
D. More than seven people

The Team Chair (TC)

- Represents one of ABET's member societies on ETAC and, therefore, the profession
  - Nominated by the society they represent, elected by the ETAC, and approved by the ABET Board of Directors
- Experienced as a program evaluator (PEV) with multiple program visits
- Evaluated against the ABET Team Chair Competency Model on an annual basis

Clicker Question

Who is responsible for making the Team Chair assignments?

A. Member society

B. ABET Staff

C. Institution Selects

D. ETAC ExCom

Communications with Team Chair

Your primary contact person with ABET team chair should be responsive and proactive!

Is this person in the room now? Please raise your hand if you are designated as primary contact on the Request for Evaluation (RFE) you filed with ABET.

Team Chair Communications

- Questions about that process?
- Develop a working relationship
  - Team Chair: your resource for questions regarding accreditation process.
  - Establish visit date
  - Discuss requirement for transcripts
  - Meet Team Chair in July meeting

Communication Before the Visit

- Communication between the institution and team chair is very important.
- Communicate often and early!
- Team Chair is your sole person of contact before and after the visit in an ETAC-only visit

What You Can Expect of Team Members

- Technically current
- Effective communicators
- Professional
- Skilled interpersonally
- Team-oriented
- Organized

Program Evaluators

- Each program evaluator has been selected by the professional society (ASME, IEEE, etc.) connected to the program being evaluated.
- Each program evaluator has been trained and evaluated using ABET’s PEV Competency Model.
- Each program evaluator has undergone yearly refresher training.

Observers

- Observers may be assigned to the team
  - Observers have no “vote” in the findings being written or the eventual accreditation action.
  - New program evaluators are often required to participate in a visit as an observer before doing a visit as a program evaluator.
  - A state board may assign an observer.
  - An observer will normally “shadow” a program evaluator.
  - Institution can decline observers generally or specifically.

Pre-Visit Work

Communication

- All communication goes through the team chair!
- Institution has control over with whom the team chair communicates, but a single person should be the primary contact.

Pre-Visit Evaluation

- Institution provides Self-Study Report and transcripts to team members to start the evaluations.
- The team chair will provide distribution instructions for the program evaluators (PEVs) to the institution.
- Program evaluators will examine the Self-Study Reports and transcripts (comparing them to the published curriculum).
- Program evaluators may ask programs for additional information via the team chair.

Local Arrangements

- Transportation
  - Team chair will arrange.
  - But the team chair may seek advice on airports, etc.
  - The team will appreciate help with on-campus parking arrangements.

Local Arrangements

- Team meeting room
  - Secure room on campus within engineering technology facilities (if possible)
  - Large enough for the whole team with table work space
  - Displays of assessment and other program materials
  - Computers, printers, shredder, access to copier, and office supplies.
  - Access to WIFI or wired internet service

Local Arrangements

- Hotel rooms - Team chair may ask dean (or designee) for advice on a convenient hotel – the team pays lodging costs.
  - Advice: The closer to campus the better; of reasonable quality; with space to work in rooms.
- Restaurants – Team chair will ask for advice for Sunday and Monday night team dinners.
  - Advice: Nice restaurants, short travel time, reasonable service time.
- Team can not accept any gifts except drinks / snack in the meeting room

Interaction Time

Discuss with your Team Chair any issues or questions related to pre-visit preparations.

The Visit

Detailed Visit Schedule

- Team chair should send a “skeleton schedule” in July/August.
- Dean (or designee) and team chair finalize schedule details for team chair and various team member activities.

Reminder: For ETAC, all communication between the team and the institution is through the team chair.

Sample Schedule (Sunday)

Noon	Team meets for lunch.
1:30 PM	Team visits campus to look over display material. Program coordinators should be available for a brief tour of their facilities (less than 30 minutes). Institution provides a briefing on the organization of the display materials.
5:00 PM	Team departs campus for dinner and evening meeting.

Facilities Tour

- Team chair gets an overview of facilities.
  - Usually dean or designee conducts the tour
- Program evaluators tour individual program facilities.
  - Facilities for the academic program (not research)
  - Equipment – reviewing condition, amount, currency
  - Learning environment – reviewing safety, organization

Sample Schedule (Monday AM)

8:30 AM	**Opening Meeting:** Brief orientation, review of visit purpose and procedures, schedule details, etc., and is scripted by team chair. Institutional attendees are the choice of the institution but typically include: • President or Provost • Dean • Director or chair of unit(s) • Program coordinators • Others (such as faculty)
9:00 AM	Team proceeds with individual assignments: • Team chair meets with institution officials as agreed (~30 minutes each). • Each program evaluator meets first with program coordinator, then visits classes and faculty as scheduled.

Who Meets with Whom

- Each Team member has individual schedule, arranged and agreed upon before visit by TC and Institution.
- Team chair should meet with college and institutional officials as appropriate:
  - Dean, assoc. dean, president, provost, assessment officer, etc.
- Program evaluators meet with:
  - Program head, faculty, students at upper and lower levels, and support staff
  - Who exactly is interviewed will depend on the pre-visit analysis of who can contribute insight.
- Team members **may** meet with personnel in support areas:
  - Librarian, placement office, registrar, admissions, financial aid, computer networking
  - Supporting academic departments such as communications, mathematics or science

Sample Schedule (Monday PM)

Noon – 1:30 PM	Luncheon (typically hosted by institution) with industrial advisory board members, alumni, faculty, and administrators. *(A breakfast meeting is an alternative to a noon meeting.)*
1:30 PM	Team resumes individual assignments (meetings with faculty, students, and others).
5:00 PM	Team meets with evening classes and faculty (where applicable).
6:30 PM	Team departs for dinner, hotel, and evening meeting.

Sample Schedule (Tuesday AM)

8:00 AM	Team checks out of hotel and returns to campus to resume individual assignments and any necessary follow-up.
11:00 AM	Team meets in executive session to finalize findings.
Noon	Team has a working lunch. (Team chair may ask the institution to help arrange this but will pay for the lunch.)

Sample Schedule (Tuesday PM)

1:00 PM	Individual briefings: • Team chair meets with dean. • Program evaluators meet with their respective program coordinators.
2:00 PM	Exit meeting to hear an oral report of team findings. The institution chooses attendees at this meeting. A copy of the preliminary findings are left with the institution.
3:00 PM	Team departs

Exit Meeting

- Team chair makes introductory remarks and reads any statements or findings that apply at the institutional level.
- Each program evaluator **reads** findings related to their program.
- Team chair makes concluding remarks.
- There is limited discussion since this is a presentation of preliminary findings, not a time for debate of those findings.

Program Audit Forms

- These forms are the findings read by the team at the exit meeting.
- Findings are categorized as institutional (only strengths and observations) or by program.
- The applicable ETAC criterion or APPM language is cited, except in the case of strengths and observations.
- A copy of all program audit forms is presented to the Dean at the end of the meeting.

Findings Terminology

Strength – A comment or suggestion that does not relate directly to the accreditation action but recognizes an exceptionally strong and effective practice or condition that stands above the norm **and** that has a positive effect on the program.

Findings Terminology

Observation – A comment or suggestion that does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve the program.

Concern – A program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied. Positive action is needed to ensure continued compliance.

Findings Terminology

Weakness – A program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised.

Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next evaluation.

Findings Terminology

Deficiency – A criterion, policy, or procedure is **NOT** satisfied. Therefore, the program is not in compliance with the criteria.

Action is required to restore compliance.

Interaction Time

Discuss with your Team Chair any issues or questions related to the visit, its various activities, or schedule details.

Recommendations for Hosting A Smooth Visit

Program Evaluator (PEV) Schedules

- The institution should propose a schedule for each program evaluator based on the draft provided by the team chair, to include:
  - Program coordinator or chair (after opening meeting)
  - Program faculty (include some adjuncts if possible)
  - Two or three classes (mix of upper and lower levels, day and evening, if applicable)
  - Staff, especially laboratory technicians
- These meetings should be scheduled for Monday.

Transcript Documentation

- Transcripts will be requested by your team chair; the number requested will depend on program size. (Student names must be removed, but a tracking system should be used.)
  - **These transcripts are in addition to the sample sent to ABET as part of the Request for Evaluation (RFE).**
- Transcripts will be requested for each program.
- If the transcript does not show it, indicate what transfer courses were used for the student.
- If the self-study report does not include it, provide an explanation of how transfer courses or course substitutions are validated.
- Should provide all paths for graduation

If the Program Evaluator Has Questions Before the Visit…

- Don’t panic - this is normal.
- The goal is to obtain clarifying information before the team gets to campus.
- It’s an opportunity, not a threat!
  - Remember that all communications goes through team chair.

During the Visit

- Be flexible – true for ***everyone!***
  - Sometimes schedules need to be rearranged on the fly.
- Remember the purpose of the campus visit – improve your program(s).
- Remember that any issues can be, and often are, resolved to a great extent before the ETAC accreditation action, which will be decided next July.

Nobody Wants to Think About It, But What If…

- The program thinks the program evaluator does not understand or is being overly picky.
- The program’s most negative faculty member is interviewed.
- Something unusual (and negative) is happening while the team is on campus.
- Something ugly emerges while the team is on campus.

Nobody Wants to Think About It, But What If…

At your table, please briefly discuss how such situations should be handled!

Recommendations

- Pre-Visit: Designate a primary person as the interface with the team chair.
- Visit: Have the display room marked with “Do Not Disturb” signs. Remove all distractions. Secure the room.
- Pre- and Visit: Be responsive on information requests. Help the reviewers find the information in your materials or agree on a time that you can have the information available.

Recommendations

- Communicate with the team chair and understand his/her expectations.
- Do not be combative. If you disagree with the evaluator, have the Dean talk with the team chair.
- Consider the evaluation as soliciting expert advice.
- Keep a positive attitude.

Interaction Time

Discuss with your commissioner any issues or questions related to how to have a smooth visit or special factors about your programs.

Basis for Program Evaluation

Remember that your program(s) will be evaluated based on ETAC Criteria and the Accreditation Policy and Procedure Manual (APPM).

Everyone should be familiar with both!

ETAC Criteria and APPM Changes

Please use the ABET web site to stay up to date or review any changes that may have happened since your last review!

See http://www.abet.org/keep-up-with-accreditation-changes/

Recent APPM Changes*

II.A.6.a. Each ABET-accredited program must publicly state the program’s educational objectives and student outcomes.

Clicker Question:

Has your program(s) posted their objectives and student outcomes on the program’s web site?

A. Yes
B. No
C. Will do it next week!

*Effective for the 2014 – 2015 Cycle

Recent APPM Changes*

II.A.6.b. Each ABET-accredited program must publicly post annual student enrollment and graduation data per program.

Clicker Question:

Has your program(s) posted annual student enrollment and graduation data on the web site?

A. Yes
B. No
C. Will do it next week!

*Effective for the 2014 – 2015 Cycle

Recent APPM or Criteria Changes

Questions about any changes you may think have happened or heard rumors about?

Display Materials: A Key Tool During Program Evaluation

Display Material Requirements

Stem from APPM Section II.G.6.b

- Self-Study report provides written evidence, the visit provides visual and oral evidence

Display Materials (APPM II.G.6.b)

- Course materials, including course syllabi, textbooks, example assignments and exams, and examples of student work
- Evidence that the program's educational objectives are based on needs of program constituencies
- Evidence of the assessment, **evaluation**, and <u>attainment</u> of **student outcomes**
- Evidence of actions taken to improve the program based on the evaluation of assessment data

Course Materials

- Textbook, Syllabus and Student Work Samples—emphasis here is on technical courses in the program
- PEVs will check to see if courses appear appropriate to accomplish the program’s student outcomes
- PEVs will check to see if student work indicates demonstration of learning and reasonable grading standards

Student Work Samples

- Student work displays should be comprehensive—required and elective technical courses.
- Student work should include samples showing the range of student achievement (not just the good examples).
- These display materials are important to show compliance with Criterion 5.

Functional Need for Display Materials

- Not everything the program evaluator needs to know will be in the self-study report (especially for Criteria 2, 3, 4 and **the program criteria**).
- Think about each accreditation criterion and whether you should provide display materials related to it.
- Additional materials should be provided within the program's display materials.

Display Material Guidelines

- Make it easy for program evaluators to find information.
- Be ready to explain to the PEV how the display materials are organized.
- Clearly label all documentation.
- Display material may duplicate and should expand upon what is included in self-study report.

Accreditation Criteria

1) Students
2) Program Educational Objectives
3) Student Outcomes
4) Continuous Improvement
5) Curriculum
6) Faculty
7) Facilities
8) Institutional Support
9) Program Criteria (not for all programs)

Special Note on Criterion 3: Student Outcomes

Note that the required Criterion 3 student outcomes for associate degree level programs are fewer in number (only a - i) with slightly different wording than those required for baccalaureate programs (a – k).

Primary Evidence

- ETAC places emphasis on the use of **Primary/Direct Evidence in Assessment and Evaluation of Student Outcomes**
- Primary evidence is closely associated with direct evidence of student work
- Primary evidence is **created** by someone **directly observing/assessing** the student's work
- Most primary evidence is found in display materials

Primary vs. Secondary Evidence

Exiting students rated their satisfaction with their understanding of and their commitment to address professional and ethical responsibilities from 1 poor to 5 outstanding on a survey. The results of this survey were used to demonstrate attainment of this student outcome in the self-study report.

Using your clicker, select your answer

A. This is primary evidence.

B. This is secondary evidence.

Primary vs. Secondary Evidence

When a PEV inspected the display materials, a rubric and mid-term tests with an embedded question on ethics were found. The rubric score for the embedded question was marked on each test, and summary results were furnished.

Using your clicker, select your answer

A. This is primary evidence.

B. This is secondary evidence.

Primary vs. Secondary Evidence

A program’s students have a supervised internship at local companies. The students' supervisor completes a survey about the individual student’s performance while on the internship. The data from these surveys are collated and used to assess student attainment of several different program outcomes.

Using your clicker, select your answer

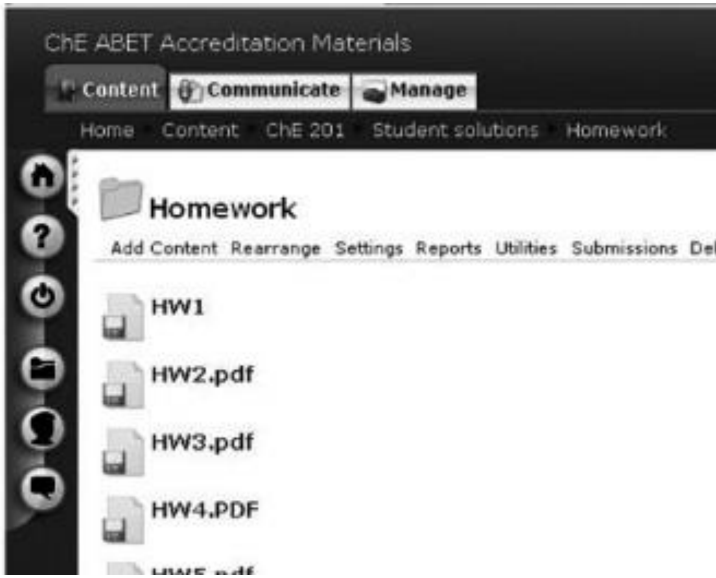
A. This is primary evidence.

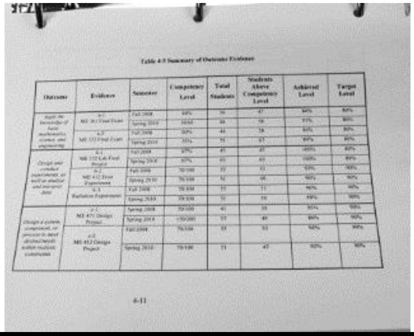
B. This is secondary evidence.

Display Materials

- **Should be arranged by criteria; especially those materials concerned with the review of program educational objectives by constituencies, assessment and evaluation of student outcome attainment and resulting actions for improvement!**
- Student work (primary evidence!) used for assessment activities should be arranged by program student outcome, not by course!
- Additional student work can be arranged by course, along with the textbooks.

Display Materials: Hardcopy or Electronic





A Display Material Arrangement We Don’t Want to See

Nothing but a set of large course notebooks!

Display Materials for:

2) Review of Program Educational Objectives by Constituencies
3) Student Outcomes – review process
4) Continuous Improvement (focused on the program's assessment and evaluation processes and resulting actions to improve the program)

Display materials are critical to the program evaluators as they assess the program's status with respect to these three criteria.

Primary Time for Reviewing Display Materials

- Sunday is when display materials—the primary evidence—will be first reviewed
- The PEV needs to review the primary evidence used for program assessment and evaluation of student attainment of outcomes.
- Have a program person there who can guide the PEV through the materials and the assessment/evaluation process!

PEVs Will Be Looking For:

- Assessment instruments used and connected primary evidence (student work) being assessed
- The resulting assessment data collected
- Summaries of the data with results reported in a usable form (have a “scorecard” for program student outcomes!)
- Recommendations for program improvement based on the data
- Implementation and results

If Laboratory Reports Are In Assessment Display Materials:

- Is there evidence of appropriate student learning?
- Is there evidence of communication skills?
- Is there evidence to support assessment of the program’s student outcomes?

Clicker Question

Do any of your programs offer BOTH a face-to-face (F2F) and online route to the degree? Or do any of your program have multiple sites for delivery of the degree? (Answer “Yes” if either of the above is the case.)

A. Yes

B. No

Multi-Mode or Multi-Site Programs

If you have F2F and online delivery of the same program or a hybrid program or a program with multiple F2F delivery sites, there are some additional aspects to program evaluation that should be considered with regard to display materials (and visit preparation).

Multi-Mode or Multi-Site Programs

The program must be able to demonstrate that the program is equivalent in all modalities/routes to the degree.

If a program, or portion of a program, is offered at multiple sites, the program must be able to demonstrate that the program is **equivalent** at all sites and be prepared for the team to visit any site at which the program is offered.

Multi-Mode or Multi-Site Programs

An online/hybrid/multiple-site program may require a greater time commitment in preparation and evaluation than is normal for a single site program delivered face-to face.

Additional effort may be needed prior to the visit and the visit dates may be extended.

Multi-Mode or Multi-Site Programs

The “weakest link” concept applies to the program’s evaluation.

If an issue is found within one delivery modality or at a specific site, the finding and resulting accreditation action, if impacted by that finding, will apply to the program in its entirety, regardless of its delivery method or site.

Multi-Mode or Multi-Site Programs

The evaluators will expect to see separate course/assessment materials for each delivery method, e.g., F2F/Online/Hybrid or different locations.

This includes assessment and evaluation results and graded student work, ranging from excellent through poor, for students by each delivery method.

Interaction Time

Discuss with your Team Chair any issues or questions related to display materials for your programs.

Post-Visit Activities

Key Events Post-Visit

- Institution responds to any errors of fact.
- Institution evaluates TC and PEVs.
- TC creates the draft statement.
- ABET sends draft statement to institution.
- Institution sends 30-day response to TC/ETAC.
- TC produces final statement based on 30-day response.
- ETAC makes accreditation decision.
- ETAC issues final statement.

Seven-Day Response

- Institution can submit a response to the team chair within seven days of the visit's conclusion.
  - Addresses ***errors of fact*** only
    - Errors in fact are items such as a misstatement of the number of faculty or whether all students take a particular course.
    - Errors in fact are not planned actions or actions in progress.
    - Errors in fact are not perceived errors of interpretation.
  - Extensive responses will not be considered until due process.

Seven-Day Response

Clicker Question:

A program submits 10 pages of documentation about a finding with which they disagree. Is this likely a submission of an error of fact?

A. Yes

B. No

Evaluation of Team Chair and Program Evaluators

- Institution feedback is a key component in ABET's continuous improvement efforts.
- Institutions – after the visit
  - Complete the online team chair evaluation.
  - Complete the online program evaluator evaluations.
- Evaluations are not shared with team chair or program evaluators until after the final statement is released to the institution.

Draft Statement

- Team chair prepares the draft statement.
- Then, two levels of editing are done by ETAC Executive Committee Members.
- ABET ETAC Adjunct Accreditation Director does a review.
- Draft statement sent to institution two to three months after the visit, **typically in January.**

Important Points!

- All findings identified during the visit should be reflected in the documents left with the institution.
- It is possible that the severity of a finding identified by the team may be changed to a different severity or linked to another criterion in the editing process if consistency across institutions demands it.
  - For instance, an item identified as an Observation at the time of the visit might be cited as a Concern in the draft statement if consistency demands it.

Important Point!

- Institutions and their programs should start working on corrective actions for any findings as soon as the visit is completed!
- The goal is to mediate the situation so the issue is resolved by the time the draft report is issued by ABET.

Interaction Time

Discuss with your Team Chair any issues or questions related to the post-visit events or steps.

30-Day Due Process Response

- Upon receiving the draft statement from ETAC, the institution may submit a response (which is recommended if shortcoming are noted in the draft statement!).
- It should be submitted to the team chair and ABET Headquarters within 30 days of receiving the draft statement.

30-Day Due Process Response

- Response should fully document (provide evidence) any developments that could mitigate any shortcomings identified by the team.
- Don't wait for the draft statement to start working on mitigation!
- An electronic format of the response is desired but not required.

Post 30-Day Due Process Response

- If it is necessary to provide information that is not available until after the due process period, STILL provide a response by the end of the 30-day period.
- Supplemental materials should be submitted **NLT May 20th** to receive full consideration (the earlier, the better)!
- Information received after May 20th will be considered on a case-by-case basis by the TC and the Commission.

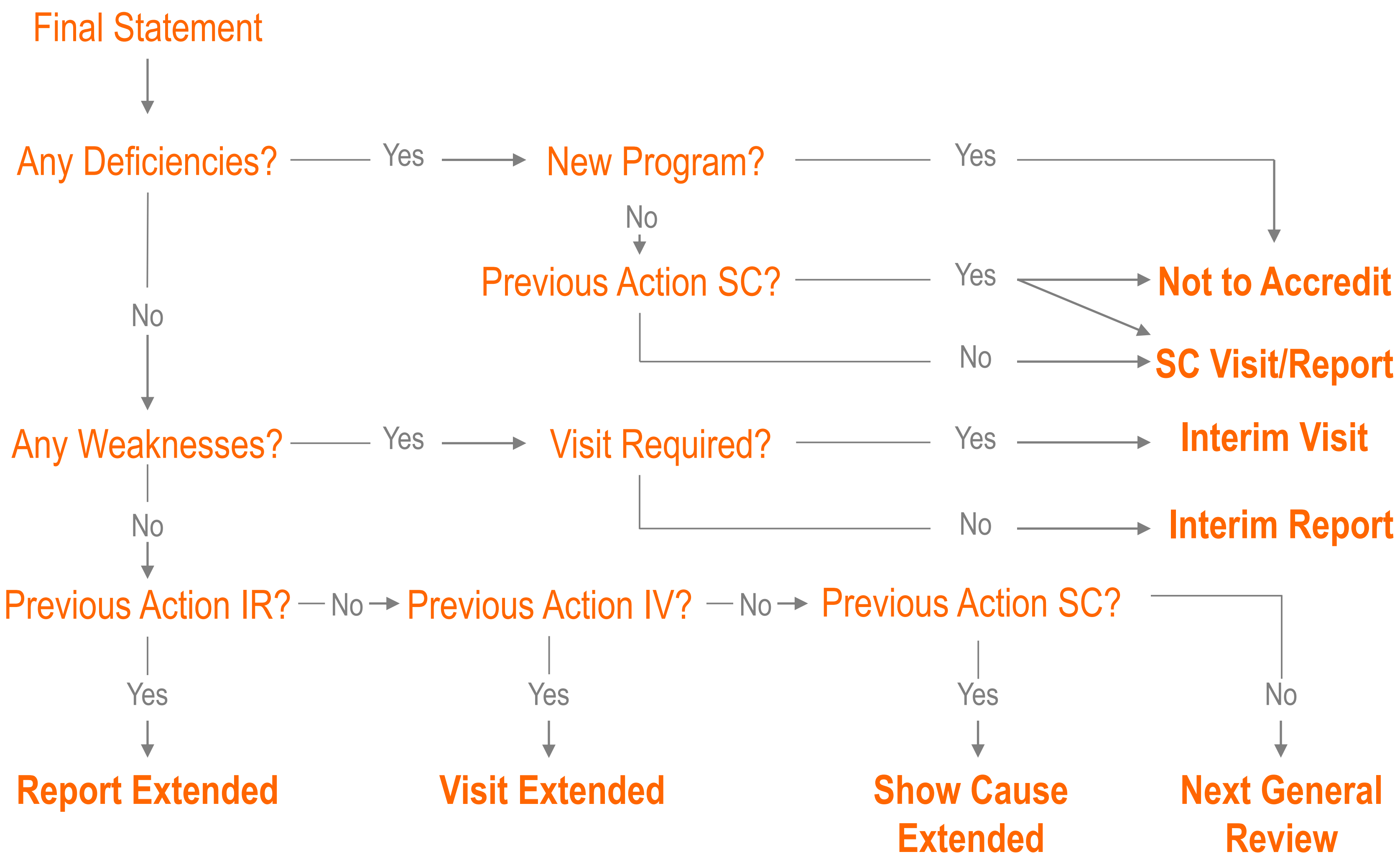
Final Statement Preparation

- The team chair prepares the final statement by summarizing due process response and recommending a status of each finding.
- The same two Executive Committee members who edited the Draft Statement also review and edit the Final Statement.

Accreditation Action

- Engineering Technology Accreditation Commission (ETAC) decides the final accreditation action in mid-July, based on the final statement.
- ABET sends final statement and accreditation letter to institution typically in August/September.
- Only “Not to Accredit” can be appealed.

Possible Accreditation Actions



Evaluation Success Factors

- On-going compliance with criteria
- Thorough preparation of self-study reports
- Good communication with team chair before and after the visit, and with the entire team during the visit
- Accessible supporting materials clearly tied to demonstrating compliance with the criteria
- Timely and complete due-process response

More Information

- Reference material (**www.abet.org**):
  - *2016 - 2017 Accreditation Policy and Procedure Manual*
  - *2016 - 2017 Criteria for Accrediting Engineering Technology Programs*

Thank You!

- Please complete the session evaluation.
- The remaining time is for you to spend with your Team Chair.