Engineering Technology Accreditation Committee

ABET

INSTITUTIONAL REPRESENTATIVE VISIT PREPARATION

August 26 & 27, 2020

WELCOME!
ETAC INSTITUTIONAL REPRESENTATIVE WEBINAR

We will be recording today's webinar

- The recording and the slides will be available on ABET's public website
- All Institutional Representatives will receive a follow up email with the link to the recording and slides and instructions to their location on the ABET public website.
- You will have access to webinars for all 4 commissions

Q&A

- You have opportunity to ask questions throughout the webinar using the Q&A button at the bottom of your Zoom screen.
- Chat function is disabled.

We will not be providing technical support during today's webinar. Recordings will be available after webinars are completed.

If we are unable to address all your question due to time constraints, please follow up with your team chair.

Today's Agenda

- Introductions/ETAC Overview
- Timeline
  - Pre-visit activities
  - VIRTUAL VISIT Activities
  - Post-visit sequence
- Due Process & Accreditation Actions
- Q&A

Our mutual goal is to have a successful and productive accreditation visit!

2020-2021 ETAC Executive Committee & Today's Presenters

Scott Danielson
Chair

April Cheung
Chair-Elect

Thomas Hall
Past Chair

Carol Schulte
Vice Chair - Operations

Steven Browning
Public Commissioner

Raju Dandu
Member-at-Large

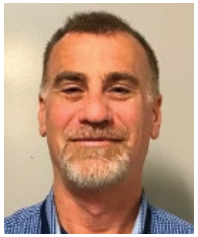
Harrie Stevens
Member-at-Large

Bobby Crawford
Member-at-Large

Marty Reed
Member-at-Large

Larraine Kapka
Board Area Delegation Chair

ETAC Institutional Day Training Chair



Mark Lower,
Commissioner

Overview

- Programs evaluated against a set of international standards

ABET/ETAC accredits PROGRAMS, not Institutions

ETAC accredits associate & bachelor degrees

- ETAC General Criteria

Programs will undergo preliminary self-study review followed by site visit

ABET accredits thousands of programs in over in 30 countries

- Accreditation Policy and Procedure Manual (APPM)
- Program Specific Criteria

Approximately 85,000 students graduate from ABET-accredited programs EACH YEAR!

Difficult and Challenging Times

- Faculty and administrative staff working remotely
- Courses transitioning to fully-online
- Laboratories unavailable
- Grading systems change to pass/fail (or some other variation)
- Students leave campus and continue under difficult circumstances
- Data is difficult to collect and documentation difficult to produce

Programs and processes will be evaluated for compliance with the criteria and the APPM based on the duration of the accreditation cycle—not just the last 6 months!

ABET will NOT be judging program(s) based on their COVID response

Suggestions in this presentation are only guidance. ABET encourages flexibility as we prepare for individual reviews.

Accreditation Timeline

Jan-Aug
Accreditation Request & Pre-Visit

- Institution requests accreditation
- Prepare Self-Study Report
- Team Assigned

Aug-Nov
Prior to visit

- Prepare recorded facility tours
- Provide access to display materials

Sept-Mar
Virtual visit & Due Process

- Virtual visits
- Draft Statements Prepared
- 7-Day Response

Dec-Mar
Draft Statements & Due Process

- Institution Due Process
- Prepare Statement for Commission

July
ETAC Commission Action

- ETAC meets to vote final action
- Institution notified

Self-Study Report

- Demonstrates program's compliance with key Criteria requirements
- Must be completed for each program and degree
- Multi-Mode or Multi-Site
  - Program(s) must demonstrate criteria compliance in all modalities/routes to a degree
  - Assessment and continuous improvement for each delivery method (e.g., F2F, online, hybrid, or multiple locations)

By now, you should have…

- ✓ Team Chair approved
- ✓ Visit dates set
- ✓ Self-Study report uploaded
- ✓ Visiting team PEVs approved

Also be prepared to provide…

- ✓ Transcripts for each program
  - ✓ Team chair can provide guidance on number of transcripts
  - ✓ Student names should be removed and replaced by a tracking system
- ✓ Explanation of course substitutions
- ✓ Approval of transfer/substitution of courses
- ✓ Graduation audit form

Follow-up with Team Chair: Transcript and Enrollment documentation

Visiting Team

Team Chair

Primary Contact before and after the visit

Volunteers selected by ETAC ExCom

Will decide communication protocol

Program Evaluators

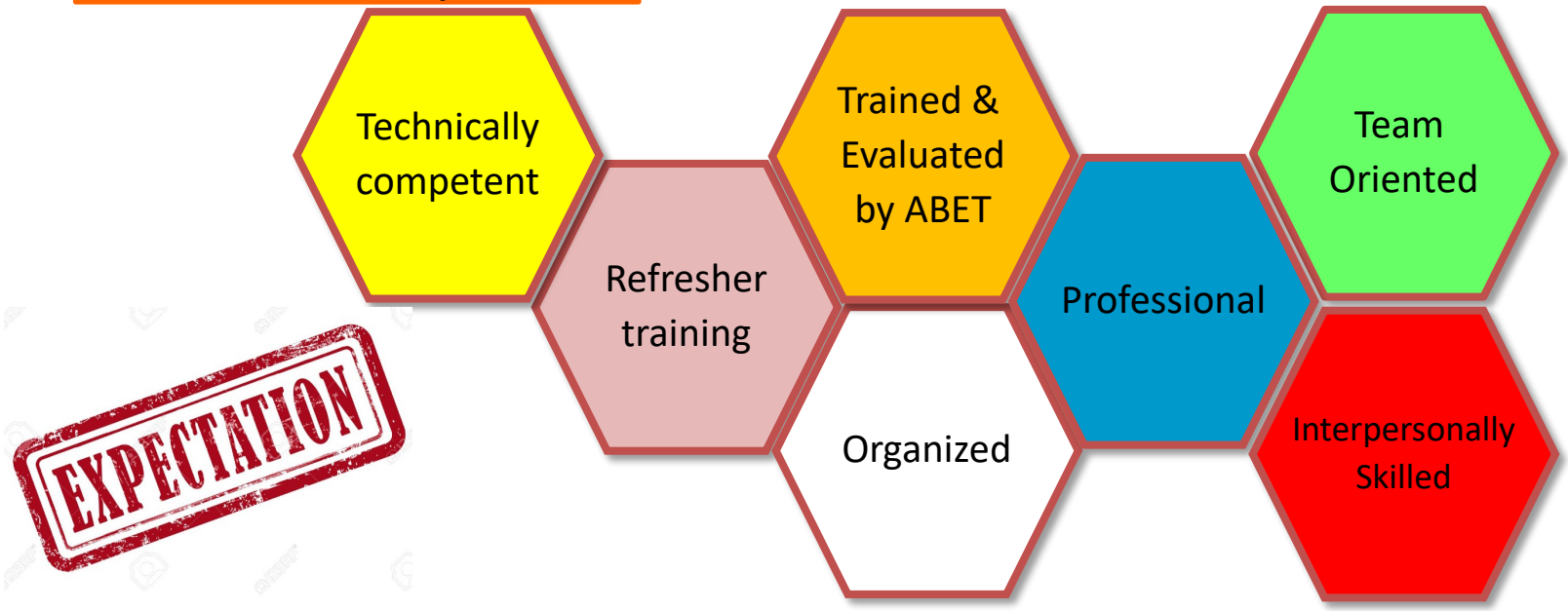
Program Specialists

Volunteers selected by professional society

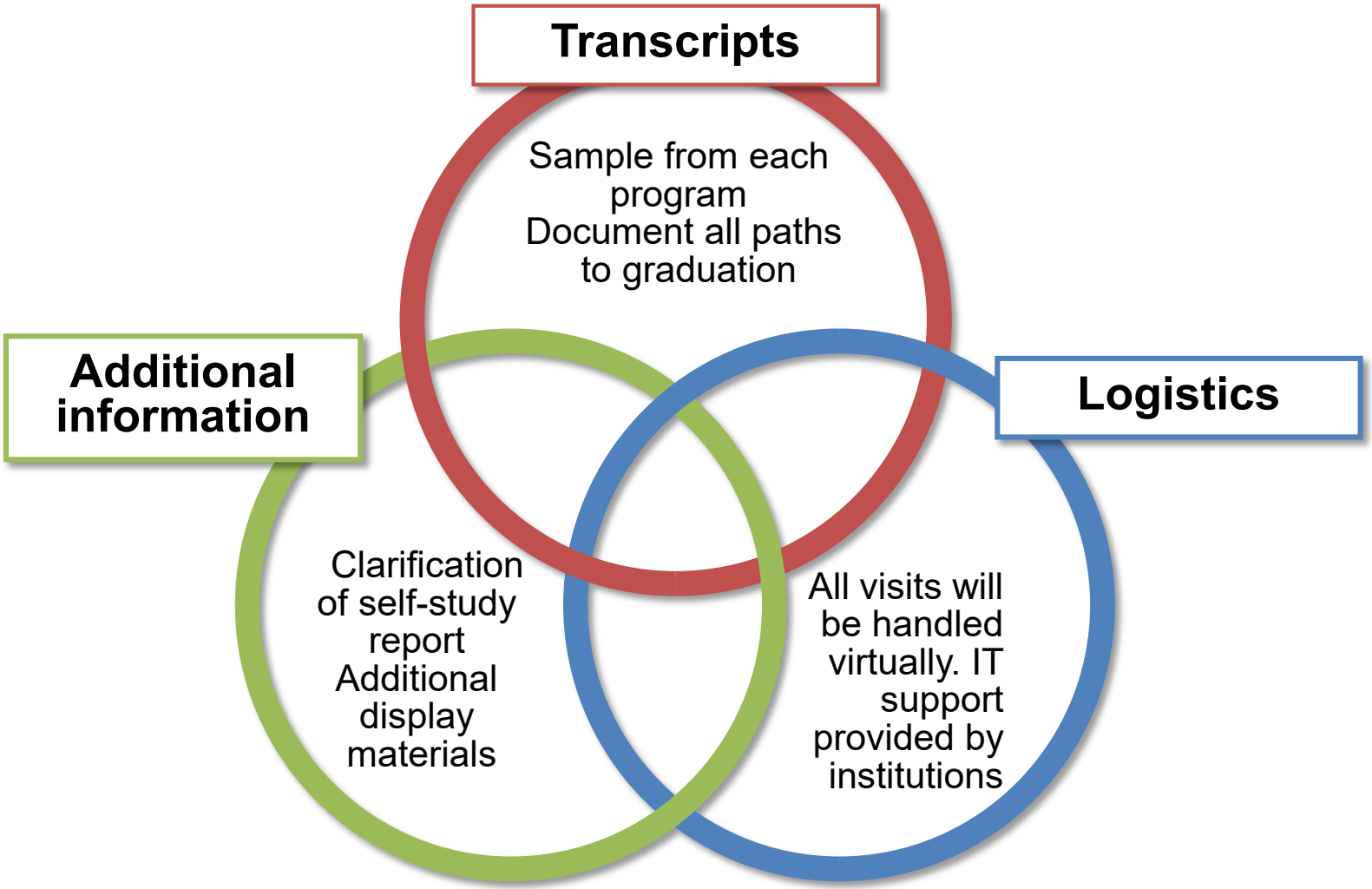
Observers

No vote in accreditation process

PEV in training or state board member



Before the Visit



Follow-up with Team Chair on Communication Protocol

What does a Virtual Review look like??

The goal is to conduct a virtual visit which achieves the same goals as a traditional on-site visit, recognizing the team members and institution representatives may all be in different time zones.

Logistics

- No team travel
- Programs to provide virtual facility and lab tours
- Interviews of students, faculty, and staff conducted virtually
- Program materials to be provided electronically (Institutional or 3rd party i.e. Dropbox, Google)
- No exchange of printed materials, USB, or other physical formats will be requested or accepted

<u>NOTE:</u> Any type of electronic recording of live ABET accreditation conversations or meetings is prohibited.

Systems

- Zoom is the default ABET videoconferencing platform
- If requirements at your institution require an alternative videoconferencing platform, you will need to provide access, set up meetings, and provide training and support to the team.
- Virtual visits MAY be extended beyond 3 days but not longer than 1 week (end by March 31, 2021)
- Team chair and PEVs will set up meetings. (IT support provided by institution)

Getting Ready for a Virtual Visit

Requirements are not different for virtual visits; however, the timing and methods of submission, organization, and presentation may be different

- The program must make materials available at least one month prior to the start date of the virtual visit
- Teams AND programs benefit from clearing up documentation and support material issues before the visit begins
- Work with the Team Chair and PEVs regarding materials they will require and where the materials will be located
- Guidance on materials from the institution must be provided so team members can work efficiently
- If an institutional system is used for documentation, team members must be given access to your network and the software

Note: Programs need not duplicate and resubmit documentation and supporting material submitted with the Self-Study Report.

Facility Tours

Laboratory Tours

- Identify the name of lab and physical location in building/on campus
- Identify who uses the lab and the courses the lab supports
- Provide a general layout and views of the setting of labs
- Show safety equipment (PPE, eyewash stations, showers, first aid kits, SDS sheets, inspection reports, etc.)
- Identify number of instructional experimental setups in the lab
- Show instructional equipment and supplies
- Provide the number of students working concurrently in the lab or on any single experimental station (capacity)

Classroom Tours

- Show bigger and smaller classrooms, to give the team a sense for representative types of classrooms
- Show a regular (whiteboard) and a technology classroom with associated audio-visual equipment
- Identify the courses using the classroom
- Provide the capacity of the classroom
- Show a typical instructor station
- Pan the classroom to provide a sense of its general condition
- Show student study rooms and spaces

Note: All parties involved in the pre-recorded laboratory/classroom tours must be identified by name and provide their recorded consent to be recorded.

Tips and Guidance for Videos

- ❑ Develop the pre-recorded videos as early as feasible. If campus accessibility becomes a problem as the academic year progresses, you will have addressed this critical component of the review.
- ❑ Where possible, use a smartphone (typically has a decent camera) rather than an iPad (awkward to hold) or a video camera (does not integrate with Zoom easily for a live broadcast).
- ❑ Charge your phone before the tour
- ❑ Use landscape mode for a better and larger image
- ❑ Record the tour through Zoom
- ❑ Have WIFI and LTE services turned on
- ❑ Start each tour with a view of the signage for the space
- ❑ Include name, location, signage, general layout, safety, courses supported, instructional equipment, etc.
- ❑ Move the camera slowly around the room. Rapid movement will make it impossible to clearly see details.
- ❑ Provide a narrative as you walk through the tour
- ❑ Short videos (10 min/lab, one video/lab or other location)
- ❑ Practice a tour prior to the virtual visit

Interviews & Group Meetings

- ✓ One-on-one meetings, such as interviews with institutional personnel and faculty are easier to do.
- ✓ All participants will require a camera and are encouraged to use a headset, for high fidelity in communications.
- ✓ Group meetings, such as meetings with students, advisory boards, and the Exit Interview require some thought.

1. Determine if the participants will be on campus
2. In-person groups will need shared microphone & external speaker
3. Headsets are preferred for individual interviews
4. Business Zoom license for large range of capabilities
5. Determine IT/Bandwidth requirements (Wired, wireless, and cellular)
6. Schedule and conduct testing
7. Recording Is prohibited

Are you ready?

The following tasks should be completed soon.
Visit dates set

1. Team Chair approved
2. PEVs approved
3. Self-Study Report received by the team
4. Transcripts/Audit forms sent
5. IT system requirements established

Choose one that fits your situation. How many of the above tasks have been completed?

A. One
B. Two
C. Three
D. Four
E. All !!!

What else needs to be done?

Follow-up with Team Chair: Outstanding tasks

ETAC CRITERIA

General Criteria

1. Students
2. Program Educational Objectives
3. Student Outcomes
   - Now mapped to 1-5 (previously a-k/a-i)
   - If program uses different outcomes, provide map to new student outcomes
4. Continuous Improvement
5. Curriculum
6. Faculty
7. Facilities
8. Instructional Support

Program Criteria

Program criteria limited to curriculum and faculty

Accreditation Policy and Procedure Manual (APPM)

Criteria Revisions – BS Program

Criteria 3 – Previous Format

a. an ability to apply the knowledge, techniques, skills, and modern tools of the discipline to broadly defined engineering technology activities;

b. an ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies;

c. an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes;

d. An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives:

e. an ability to function effectively as a member of a technical team;

f. an ability to identify, analyze, and solve broadly defined engineering technology problems;

g. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;

h. an understanding of the need for and an ability to engage in self-directed continuing professional development;

i. an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity;

j. a knowledge of the impact of engineering technology solutions in a societal and global context; and

k. a commitment to quality, ~~timeliness~~, and continuous improvement.

Criteria 3 – New Format

(1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems;

(2) an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to the discipline;

(3) an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;

(4) an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments;

(5) an ability to function effectively as a member of a technical team;

Criterion 5. Curriculum

Revisions to Criterion 3, 5, & 6

Student Outcomes criteria change from a-k to 1-5

Criterion 6

- Program criteria may add specificity to faculty requirements

Criteria Revisions - Associate Program

Criteria 3 – Previous Format

a. an ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities;

b. an ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge;

c. an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments;

d. an ability to function effectively as a member of a technical team;

e. an ability to identify, analyze, and solve narrowly defined engineering technology problems;

f. an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;

g. an understanding of the need for and an ability to engage in self-directed continuing professional development;

h. an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity; and

i. a commitment to quality, ~~timeliness~~, and continuous improvement.

Criteria 3 – New Format

(1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline;

(2) an ability to design solutions for well-defined technical problems and assist with engineering design of systems, components, or processes appropriate to the discipline;

(3) an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature;

(4) an ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments;

(5) an ability to function effectively as a member of a technical team;

Criterion 5. Curriculum

- Revisions to Criterion 3, 5, & 6
- Student Outcomes criteria change from a-i to 1-5. New (2) - design

Criterion 6

- Program criteria may add specificity to faculty requirements

Program criteria limited to curriculum and faculty

Criteria Change Benefits and Pitfalls

ALL Student Outcomes identified by the program must be assessed. To take attain reduced assessment burden, programs should change their outcomes

Fewer Student Outcomes are required by General Criteria

Provides performance indicators for assessment (e.g., old a, b, e/f)

Reduces assessment burden

Programs not required to change Student Outcomes to comply*
* Associate Degree programs compelled to put appropriate "design" (back) into their Student Outcomes. (IEA Dublin Accords)

Reduces the required number of Student Outcomes

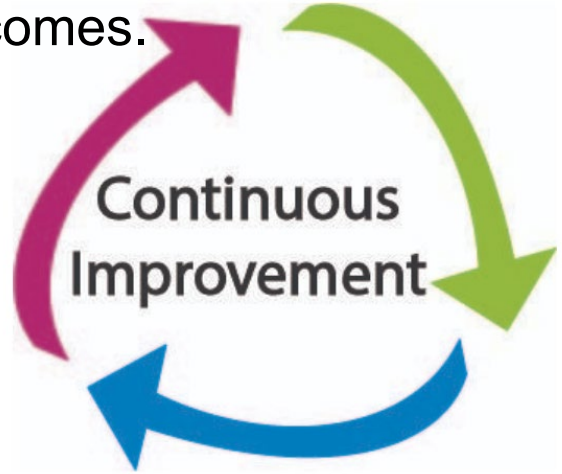
Strengthens ties between General Criteria and Program Criteria

Program must ensure that curricular requirements are met.

Changes allow efficient use of time to effect program continuous improvement

Continuous Improvement

We have discussed the new criteria and Student Outcomes. Assessments must:



1. regularly use appropriate, documented process
2. assess and evaluate extent criteria is attained
3. evaluate ALL Student Outcomes
4. feed the continuous improvement effort

Choose all that fit your situation during the past accreditation cycle.

A. At least one assessment has been performed for every course
B. An assessment has been performed for every criterion
C. Assessments have been performed on Student Outcomes
D. Random assessments have been performed on Program Criteria
E. Assessments have been used in the evaluation of Student Outcomes

Follow-up with Team Chair: Criteria changes / concerns

Materials (APPM I.E.5.b (2)-(8)

Preparation

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

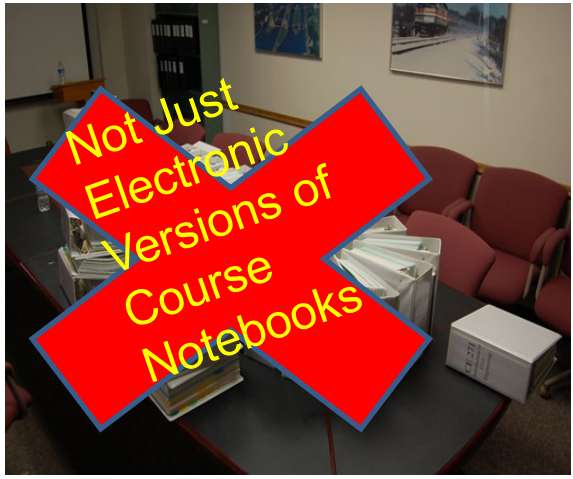
Review Process

- Assessment instruments used and connected primary evidence (student work) being assessed
- Summaries of the data with results reported in a usable form (have a "scorecard" for program student outcomes, demonstrate level of attainment)
- Recommendations for program improvement based on the data (Continuous Improvement)
- Implementation and results

Expectation

- Electronically available
- Focus on outcomes and the process of meeting criteria
- Demonstrate level of attainment
- Completion of feedback loop

Materials must be available/accessible by PEVs at least one month prior to virtual visit



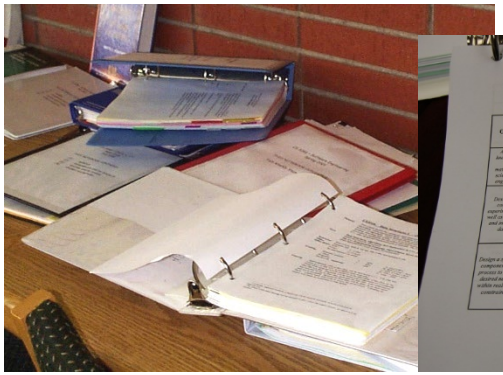
Program Materials

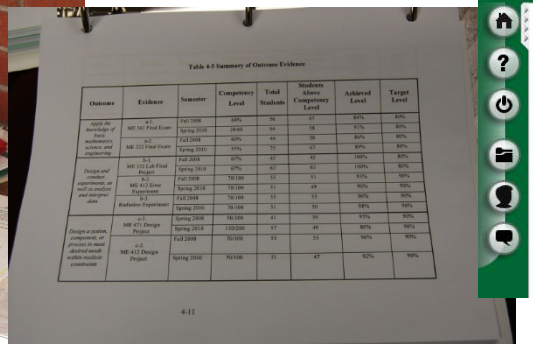
We have discussed the program materials:

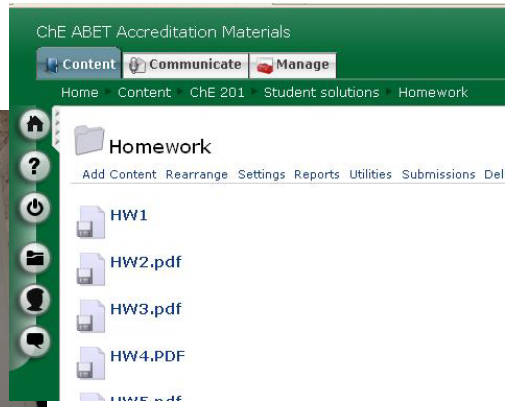
1. Location
2. What materials are to be available
3. PEV access to files
4. Guidance on how to access information

Out of the above four tasks, you fully understand and have plan of action for _____ out of the four tasks

A. One
B. Two
C. Three
D. All







What else must you do in order to be prepared?

Traditional Schedule Recast into Virtual Schedule

Day 0

Traditionally for reviewing display materials and conducting facility tours. For a virtual visit, teams should complete these tasks well before Day 0.

Day 1

Meetings may occur over a span of one or more days, depending on the overlap of time zones between the team members and the institution.

Day 2

Working on statements and Exit Meeting remain at the end of the virtual visit and might also require more than one day

The display materials must be available one month prior to Day 0

Sample Visit Schedule

Prior to Day 0

- Team Meeting
- Facility Tour
- Materials Review

Day 0

- Meetings with the Dean and Program Heads

Meetings with the Dean and Program Heads

The team chair should plan on meeting with the Dean each day of the virtual visit and program evaluators should meet with the heads of their programs to keep everyone connected and to make sure there are no surprises.

Day 1

- Opening Meeting – brief orientation and review of visit.
- Individual assignments
  - -TC meets with institution officials
  - -PEV with program chairs and faculty
- Interviews
  - -industrial advisory board, alumni, faculty, students

Day 2

- Team follow-up
- Individual briefings
- Exit meeting

Visit Schedule

The following are events for which you will need to make arrangements/ appointments with individuals well ahead of time. (Do it NOW)

Follow-up with Team Chair: Visit schedule, attendance, logistics (IT, etc.)

1. Facility tours
2. Opening meeting
3. Advisory Board interviews
4. Exit meeting
5. Interviews with administrators, President, Provost

Choose which applies to your institution

A. 1 and 4
B. 3,4, and 5
C. 2,3,4 and 5
D. All of the above

Who else in your institution should be included?

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

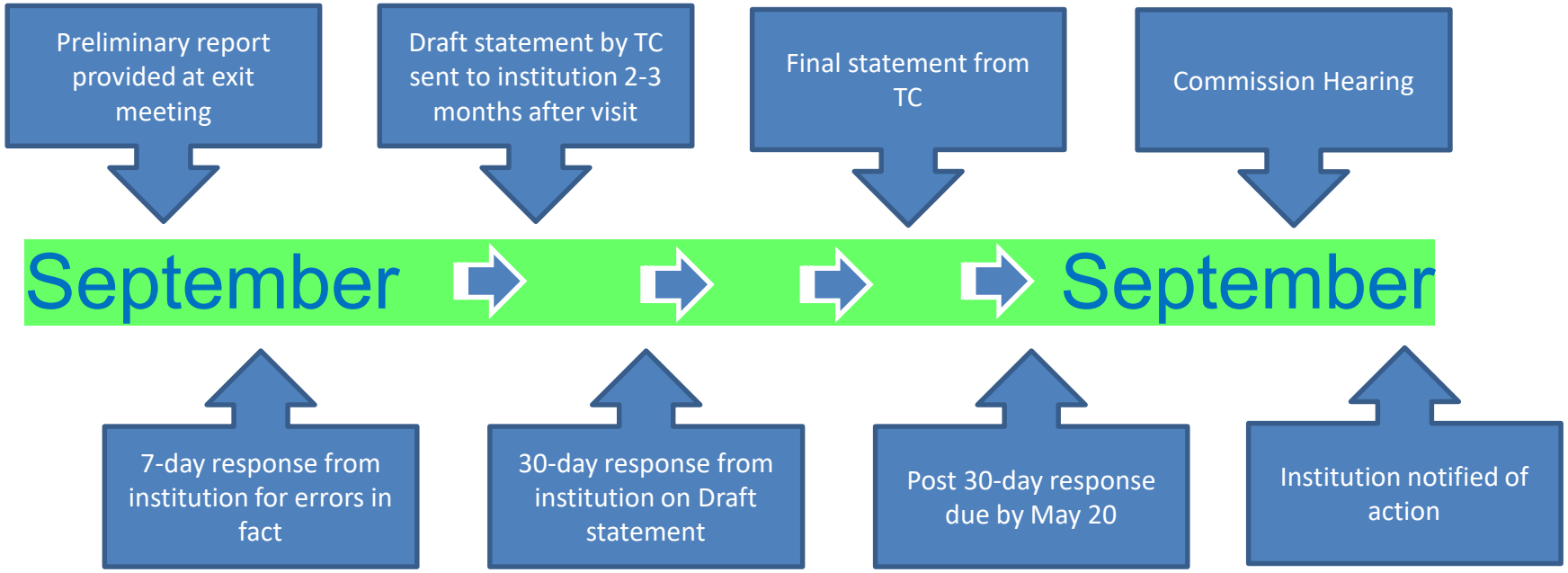
Preliminary findings will be entered into AMS. The Dean will have access to the information in AMS

This is a scripted meeting. There should be no surprises. Recording is prohibited

Findings

Strength	Observation	Concern	Weakness	Deficiency
Recognizes an exceptionally strong and effective practice or condition that stands above the norm and has a positive effect on the program Does not relate directly to the criteria	A comment or suggestion offered to assist the institution in its continuing efforts to improve the program	Program currently satisfies criterion Potential exists for the situation to change such that the criterion may not be satisfied.	Program lacks strength of compliance with criterion to ensure quality of program will not be compromised Remedial action is required to strengthen compliance with the criterion prior to the next evaluation	Program does NOT satisfy criterion Action is required to restore compliance

Post Visit



*If no response is received either to provide or not providing materials during the 30-day response then post 30-day documentation may not be accepted. Response should fully document (provide evidence) any developments that could mitigate any shortcomings identified by the team.

Post-visit Follow-up

7 Day Response

- May submit a response to TC within 7 days of visit conclusion
- Addresses errors in fact only
- Does not include planned actions, actions in progress, or errors of interpretation

Due Process

30-Day

- Documentation of corrective actions can be submitted as part of the 30-day response process once the draft report is provided to the institution

Post 30-Day

- Limited to information not available at the time of the 30-day due process period

ABET Team Evaluation

- Institution feedback is a key component in ABET's continuous improvement efforts
- Online Team Chair evaluation
- Online PEV evaluation

Due Process

Which of the following actions can a program take after the visit and before the July Commission meeting?

a. 7-day response - errors in fact
b. 30-day due process response to resolve shortcomings
c. Post 30-day response to resolve shortcomings
d. All of the above

NOTE: Some shortcomings may not be resolved in the time between the visit and the Commission meeting.

Follow-up with Team Chair: other questions / concerns

What did we learn from previous cycles?

PEOs

Continuous Improvement

Institutional Support

Student Outcomes

Faculty

Students

APPM

Facilities

Curriculum

Program Criteria

What did we learn from the last cycle?

- Criterion 4

34% of shortcomings

- Process not documented
- Not regular
- Assessment but no evaluation
- No demonstration of level of attainment
- No evidence results used for continuous improvement of the program

Continuous Improvement

- Criterion 6

14% of shortcomings

- Faculty size not sufficient for continuity of programs
- Faculty does not have authority to implement changes or improvements to programs

Faculty

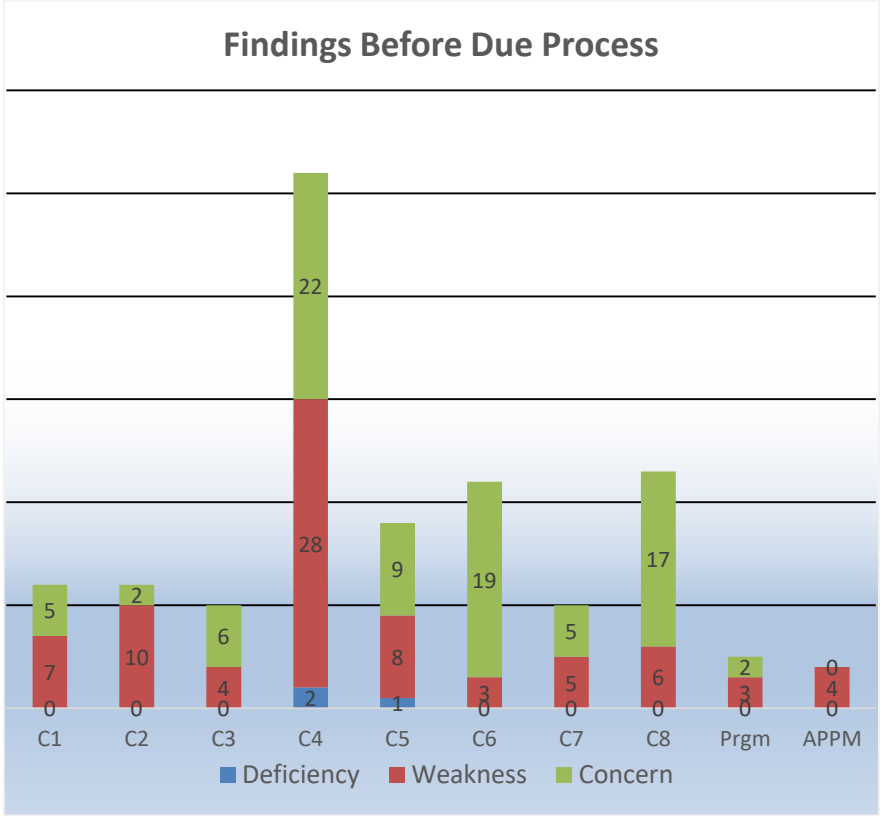
- Criterion 8

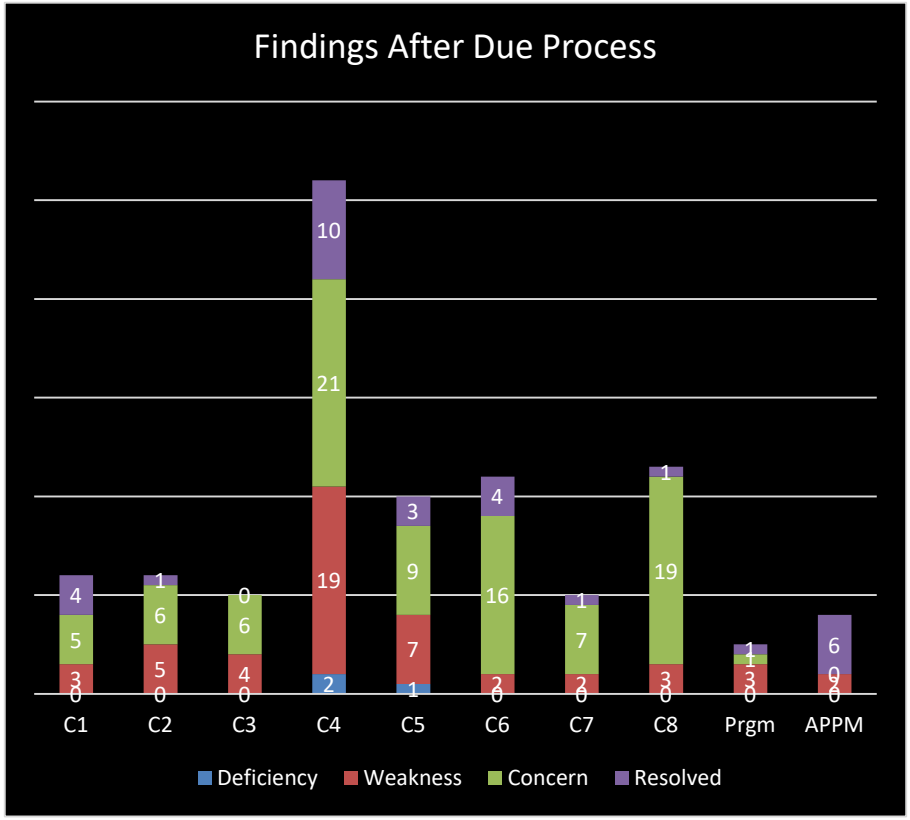
18% of shortcomings

- Financial support not sufficient to meet program needs

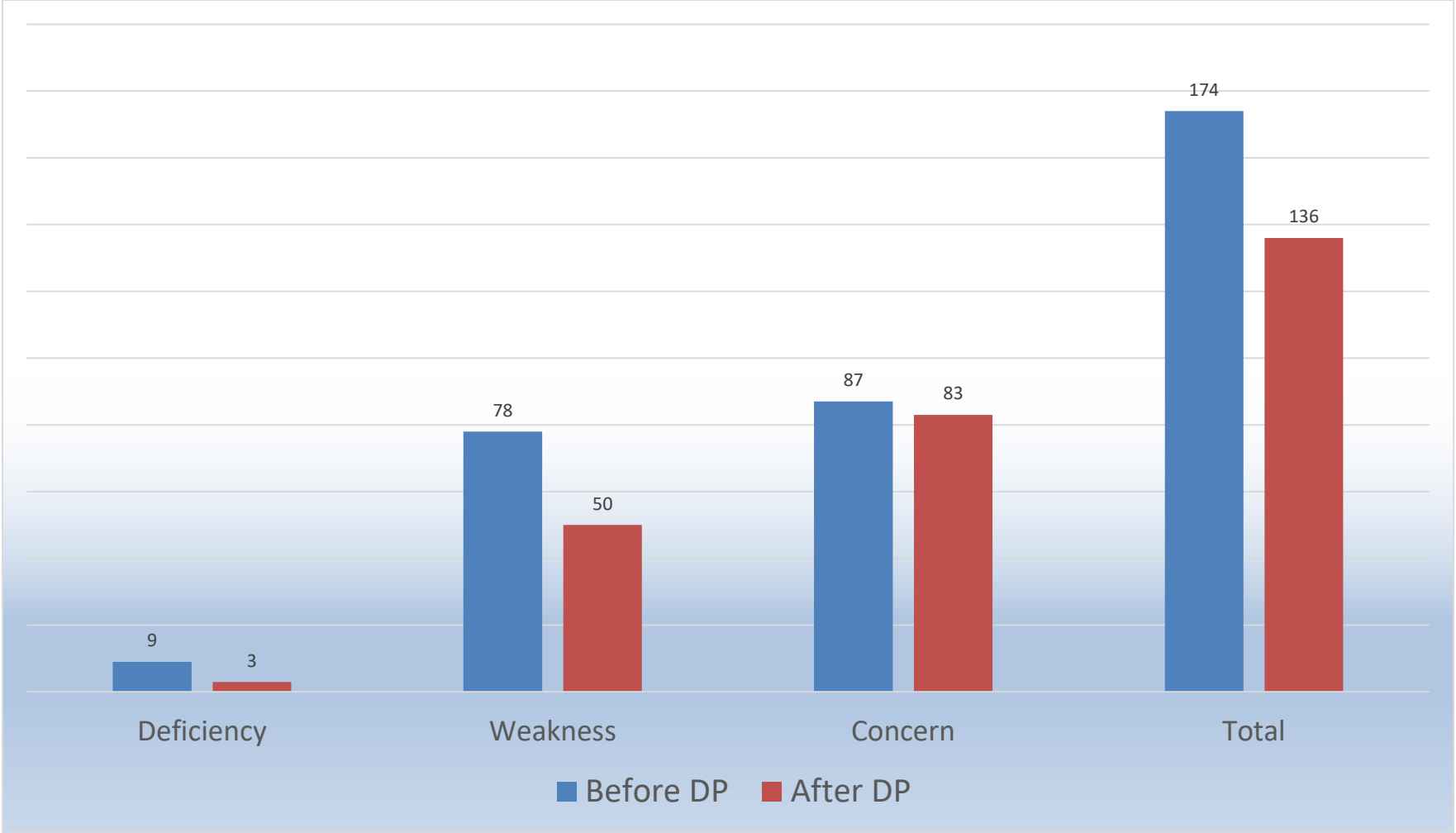
Institutional Support

2019-2020 Finding Progress



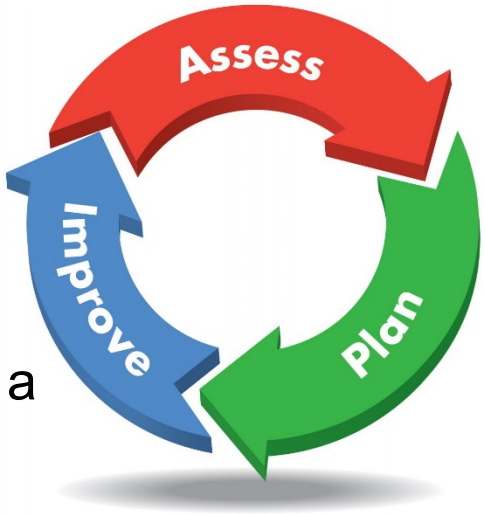


2019-2020 Finding Progress



Criterion 4 Continuous Improvement Common Findings

- Not using evaluation results to improve the program.
- Using inappropriate assessment and evaluation processes to avoid taking improvement actions.
- Not improving program just because attainment goal achieved
- Not evaluating assessment data
- Not assessing ALL student outcomes
- Not using Direct or Primary assessment data for measuring student outcome attainment.
- Student outcomes not assessed at least once during a program's defined cycle (e.g. 2 yrs., 3, yrs., etc.)



APPM Requirement

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

Has your program(s) posted their objectives and student outcomes, annual student enrollment, and graduation data on the program's web site?

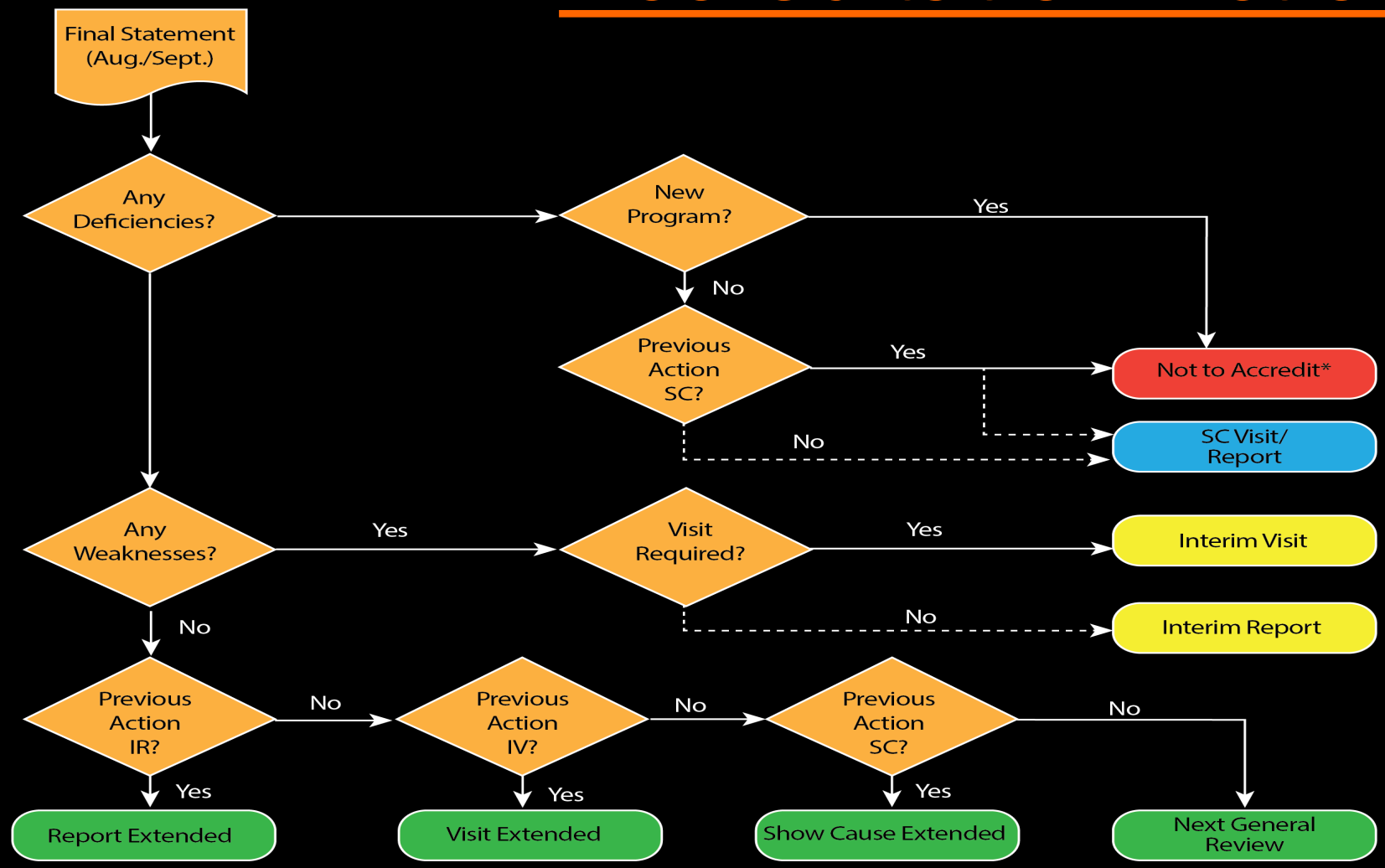
A. Yes
B. No
C. Will do it next week!

APPM Requirement

Institution catalogs and similar publications must clearly indicate the programs accredited by the commissions of ABET as separate and distinct from any other programs or kinds of accreditation. Each accredited program must be specifically identified as:

"accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org."

Accreditation Action



*Only "Not to Accredit" can be appealed

Time to get started!

- Identify your IT point of contact and ABET HQ IT personnel.
- Communicate early and often with your Team Chair to assure the visit will be trouble-free and productive.
- Confidentiality is important. Don't broadcast meeting details and passwords

If you have questions, reach out to your team chair!

Training Feedback

Select the area where you would like more information.

A. Pre-visit: Tours, transcript preparation.
B. Visit schedule and virtual visit information
C. After the visit information
D. Accreditation Process
E. Nothing. I'm ready to go

In which areas do you need more information?

Thank you!

ETAC INSTITUTIONAL REPRESENTATIVE VISIT PREPARATION

Please provide us your feedback for this session

https://meet.ps/etac

- **Survey is only for the Institutional Representatives**
- **There are 5 very short questions**
- **Poll should begin automatically when this meeting ends**
- **Link can be opened using any browser or a smart phone**