

Program Review Guidelines
Supplemental Characteristics for Team Chairs/Program Evaluators
Online, Hybrid, or Multi-Site Visits

(Intended for use with Societies, Team Chairs and Program Evaluators)

An ABET program review may be for a program offered in face-to-face modality only; however, it is becoming more common that programs are offered online or hybrid or both face-to-face and online/hybrid. In addition, it is becoming common for a program to be offered at more than one site.

Below are recommendations for assignment of Team Chairs and/or Program Evaluators for program reviews with one or more such complexities.

- The Team Chair (TC) should have chaired at least one previous visit and the Program Evaluator (PEV) should have participated on at least one prior visit.
- For an online/hybrid program review, the PEV should have prior personal experience with the delivery and/or creation of online courses or webinars. If he/she does not have such experience, he/she will be required to participate in training provided by ABET. That training (to be developed) will include working with a web-conferencing tool and learning how a learning management system (LMS) functions.
- For online/hybrid programs, the team should expect to be briefed by the program on the use of the program's LMS prior to the visit and have access for review of course materials prior to and during the visit.
- A successful evaluation of online/hybrid program is likely to require additional time/energy from the TC and PEV before the visit. Activities such as learning how the program operates in its different modalities, understanding and investigating the program's LMS, and coordinating the logistics of the visit will add complexity to the visit process.
- For online/hybrid programs, interviews with program faculty and students will probably be done via web-conferencing and may occur prior to the visit.

For a program offered using multiple modalities, the program must be able to demonstrate that the program is equivalent in all modalities. Otherwise, each different modality must be considered to be a separate program and be reviewed as a separate program, with appropriate differences in degree titles.

Similarly, if a program, or portions 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. This may clearly add to the length of the visit.

Program Review Guidelines for Online, Hybrid, or Multi-Site Visits

(Intended for use with Societies, Team Chairs, Program Evaluators and Institutions)

The following information provides guidelines, based on the current ABET *Policy and Procedures Manual* (APPM) and the appropriate Criteria.

- An online/hybrid/multiple-site program should expect a greater time commitment in preparation and evaluation than is normal for a single-site program delivered face-to face. Additional time may be needed prior to the visit and the visit dates may be extended.
- The institution submitting a Request for Evaluation of one or more programs delivered using mixed modalities and/or at multiple sites, should be made aware of the following points:
 - The “weakest link” concept applies to the program 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.
 - If a program is available by more than one delivery method (for example online and face-to-face or at multiple sites), the program by each delivery method must satisfy all appropriate criteria and APPM requirements.
 - If a program or one or more required courses supporting the program are delivered by more than one method, e.g., both totally online, hybrid and/or face-to-face or at different physical sites, the evaluators expect to see separate course/assessment materials for each delivery method/location. This includes graded student work ranging from excellent through poor for students by each delivery method (APPM II.G.6.b. (2)).
 - If the program is delivered either by face-to-face or electronic delivery to multiple student-group locations, the program should facilitate team visits to the locations if deemed necessary (APPM II.G.6)).
 - For required courses delivered online/hybrid, the program must provide opportunities for the visit team to observe online/hybrid classes/course delivery, discussion sessions, labs, multidisciplinary team activities, and chat room entries (Criteria 1 and 5).
 - If it is not practical to bring some faculty members, course instructors, students, program administrators, and/or constituents to the visit site, the institution and the ABET team should arrange for video conferencing between team members and those persons identified by the team for interview. If such video conferencing is not possible, other electronic methods may be used if such methods are approved by the team. Multiple visit sites can be requested, but this typically will increase the length of the ABET team visit (APPM II.G.6.a).

- If students are expected to provide facilities or equipment for laboratory or other experiential components of the curriculum, there must be policies or program requirements that ensure each student has adequate, modern and safe facilities and equipment to satisfy program needs and prepare the student to achieve the student outcomes (APPM II.G. 6. b. (1)). The team will expect to see evidence that these policies and program requirements are enforced.
- If required courses or a portion of a course, e.g., an experiential/laboratory component, must be taken at another institution, the program must have and enforce policies, procedures and agreements to ensure that these student experiences support student attainment of related student outcomes. The program must be able to provide any related contracts or service agreements. The program must demonstrate that any such learning environments are adequate, modern, and safe for the intended purposes (APPM II.G.6.b. (1)). If deemed necessary, the program may be asked to facilitate team member visits to those laboratories for evaluation of the instructional and learning environments and guidance provided to the students.
- Most online programs and courses are delivered and student work submitted through a learning management system (LMS). If a program or courses in a program are dependent on a LMS, visiting team members must be provided with necessary access to the course materials, discussion boards, chat rooms, and graded student work (APPM II.G.6.b.(2)). This access will be needed before, during and after the visit to support due process, and includes access to the entire record of the year's offerings.
- If the curriculum for a program requires that one or more courses be taken at another institution and transferred to the program's institution, there must be appropriate policies, procedures, standards and inter-institutional agreements for such academic credit transfers and these must be enforced (Criterion 1 and APPPM II.G.6).