

ETAC PEV REVIEW

TC should adjust this presentation to fit their situations

Typically shown during first previsit team meeting.

Virtual Visits 2021

- **Planning:** All visits for the 2021-22 cycle will be virtual visits (no team travel to any on-site location)
- **Information Technology:** Zoom will be the default videoconferencing platform supplied and supported by ABET
- **Materials:** Programs are to provide all materials electronically (e.g., email, Dropbox, remote access, etc.). Teams will not accept or request printed/USB/physical formats.

Virtual Visits 2021

- **Facility Tours:** Programs will provide for virtual tours of the facilities and labs.
- **Interviews:** Teams will conduct all interviews of faculty, students, and staff virtually.
- **Exit Meeting** - The Exit Meeting will occur virtually.
- TC should schedule a ZOOM meeting with school coordinator prior to the scheduled “visit”

COVID-19 Impact on Programs and the ABET Review

Expect the need for programs to **temporarily modify** program delivery and make short term accommodations for:

- Faculty and administrative staff working remotely,
- Courses transitioning to fully-online modalities,
- Laboratories being unavailable,
- Grading systems needing to change to pass/fail or some other variation,
- Students needing to leave campus and continue their coursework in difficult circumstances,
- Data being difficult to collect and documentation difficult to produce

“Visit” Fundamentals

- The PEV will provide the TC with an electronic copy of the T351 form
- After the “exit meeting” an electronic copy of the Program Audit Form will be available to the dean via email from TC

Review Team Expectations

- Team effort – Team decisions
- Evaluators represent the ETAC of ABET and their societies
- All matters are to be treated as CONFIDENTIAL
- Conflict of Interest forms must be signed prior to visit
- Use current versions of T301 (AMS)
- T351 must be completed thorough, including reasons of satisfactory and findings (check updated form)
- Unless specific permission granted, only the TC will discuss issues with the school program coordinator (and if granted, all notes must be copied to the TC)

Important Issues Prior to Visit

- Download the PEV workbook material, 2021-22 version
- Provide TC with contact information (email, cell phone, emergency)
- Any deficiency or weakness should be communicated to the TC immediately (some may be fixed prior to the site visit)
- Complete all transcript reviews included in T351
- Two weeks prior to review, brief program introduction, provide softcopy of the T351 and T301 (AMS) to TC

Visit Communication

- Maintain open line of communication with TC and all Team Members
- Maintain open line of communication with program participants
- Discuss all shortcomings with responsible coordinator at debrief
- No surprises at the exit interview!
- Do not discuss recommended accreditation action with anyone except team members

Be Consistent

- Consistent across all programs
 - Depth of evaluation
 - Completeness of evaluation
 - Identification of shortcomings
- Consistent in assignments of appropriate levels of findings
 - Deficiency
 - Weakness
 - Concern

General Visit Schedule

- Team chair put relevant information here

Working Definitions

- **Deficiency:** assigned to any criterion, policy, or procedure that is totally or largely unmet
- **Weakness:** criterion, policy, or procedure is met to some meaningful extent, but compliance is insufficient to satisfy the requirements fully
- **Concern:** criterion, policy, or procedure is fully met, but has a potential for non-compliance in the near future
- **Observation:** general commentary not related to compliance with the criteria, and not explicitly linked to criteria
- Select level of shortcoming *only* in reference to *overall* evaluation of each criterion
- **Strength:** an exceptionally strong, effective practice or condition that stands above the norm, and has a positive effect on program

PEV Forms and Deliverables

- Softcopy T301 (AMS) and T351 to TC
- Exit statement, approved by TC and Team to be read verbatim at Exit Meeting
- Final accreditation recommendation

PEV Competency Model

- PEV performance will be evaluated against the PEV Competency Model
 - Technically concurrent
 - Effective communicator
 - Interpersonally skilled
 - Team oriented
 - Professional
 - Organized
- The TC will evaluate each PEV
- Each PEV will evaluate the TC and all other PEV's
- Evaluation forms are found on the ABET web site

Last Words

- Remember – the TEAM is “the face of ABET”
- The four big C’s go a long way to promoting success:
 - Courtesy
 - Consistency
 - Clarity
 - Confidentiality
- Remember – after the visit, all communication with the school is to be handled only by the TC. If contacted, the PEV will reference the caller to the TC and contact the TC immediately
- Communicate with TC on what evidence you seek to satisfy the findings during the visit
- Help the program improve.
- Read the ETAC PEV Pre-visit Document

Criterion 1 – Students

- Transcript Analysis – review and communicate shortcomings before the visit
- Programs follow their own rules:
 - If pre-requisites rules are not followed, they must be justifiable and documented according to the institution's process.

| ABET Curricular Category | ABET Criteria Requirement | Number of Credits* | | | | | |
|-------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------|---|---|---|---|---|
| | | Credits Actually Earned by Student # | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| Mathematics and Basic Sciences | | | | | | | |
| Discipline Specific Topics | | | | | | | |
| General Education | | | | | | | |
| Electives | | | | | | | |
| Total | | | | | | | |
| Other Transcript Analysis Questions | | Is this requirement met? YES or NO | | | | | |
| Transcript demonstrates the student meets all program graduation requirements? | | | | | | | |
| Transcript demonstrates the student follows all prerequisite requirements and any waivers documented? | | | | | | | |
| Degree audit information matches the program's published criteria? | | | | | | | |
| Document specific course prerequisite violations. | | | | | | | |

* Computed as in curriculum analysis table 5.1.

In the space below, document specific course prerequisite concerns/violations for each transcript as needed.

Criterion 2 - PEO

- If there is no documented process → shortcoming
- Program must obtain input from key constituents they feel are the most influential in program development.
- Observation recommended if PEO is written similar to SO- if this is the only finding for this criterion
- If PEO review process has not been followed/documented and PEOs reads like an outcome, the finding should address both issues.

Criterion 4 – Continuous Improvement

- Process in place and documented?
- Process appropriate and effective – uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured
- Collect data → evaluate data → improvement action. If not done, there is a finding
- Direct measures of student performance should be found in the display materials

Criterion 5 - Curriculum

- Curriculum include and demonstrate that topics related to
 - Commitment to professional and ethical responsibilities
 - Diversity and inclusion awareness
 - Quality
 - Continuous improvement
- Student work, lecture presentations, or assignment sheets can be considered as evidence for topic coverage

Criterion 6 - Faculty

- Check Program Criteria to determine if there is specificity to this requirement
- Provide clear evidence related to impact on the program

Criterion 7 – Facilities

- If appropriate industry and engineering standards and codes are not available → finding
- If safety related practices, such as personal protective equipment, proper clothing, in use of equipment or laboratories → finding related to appropriate guidance relating to the use of tools, etc.
- Facility safety related → APPM

Criterion 8 - Support

- Do not require program to hire additional personnel.
- Finding should be based on what is not being accomplished.

Program Criteria

- Focus is on curriculum and faculty
- If adopted and embedded as student outcomes, they must be assessed and evaluated as input into continuous improvement actions
- If not embedded in student outcomes they must be demonstrated as addressed in the curriculum

**PROGRAM CRITERIA FOR
MANUFACTURING ENGINEERING TECHNOLOGY
AND SIMILARLY NAMED PROGRAMS**

Lead Society: Society of Manufacturing Engineers

These program criteria apply to engineering technology programs that include manufacturing or similar modifiers in their titles. An accreditable degree program in manufacturing engineering technology will provide graduates with instruction in technical and leadership skills necessary for manufacturing competitiveness and to enter careers in manufacturing process and systems design, operations, quality, continuous improvement, lean manufacturing, and sustainability. Level and scope of career preparation will depend on the degree level and specific program orientation as portrayed by its program educational objectives.

I. PROGRAM CRITERIA FOR ASSOCIATE LEVEL PROGRAMS

Curriculum

The curriculum must provide associate degree graduates with instruction in the knowledge, techniques, skills, and use of modern equipment in manufacturing engineering technology. Graduates typically enter the professions in manufacturing operations and service functions or are prepared for transfer to a baccalaureate degree program, as appropriate to the program educational objectives. The curriculum must include instruction in the following topics:

- a. materials and manufacturing processes;
- b. product design process, tooling, and assembly;
- c. manufacturing systems, automation, and operations; and
- d. statistics, quality and continuous improvement, and industrial organization and management.

Program Criteria

Performance: *If specific program criteria apply to this program, enter the title(s). If needed, reproduce this entire section for each set of program-specific criteria that apply.*

Manufacturing Engineering Technology

Criteria title

2020-2021

Date of criteria document

For each element of these criteria, enter a brief description and record appropriate quality ratings for each. Add rows as needed.

| Element | Quality Rating | Comment |
|----------------------------------------------------------------------------------------------|----------------|---------|
| a. Materials and manufacturing processes | | |
| b. Product design process, tooling, and assembly | | |
| c. Manufacturing systems, automation, and operations | | |
| d. Statistics quality and continuous improvement, and industrial organization and management | | |
| | | |
| | | |

APPM

- The same program name cannot be used for accredited and non-accredited programs
- Program name must be consistent on transcripts, publications, and the Request for Evaluation (RFE)
- Program must be identified as “accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>”
- Program must publically state PEOs, SOs, annual enrollment and graduation data
- All paths to completion of program must satisfy the appropriate criteria
- Facilities must be safe

Accreditation Policy and Procedure Manual (APPM)

| APPM Requirements | Quality Rating | Comment |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------|
| I.A.4 Accredited program must have a name that is distinct from that of any non-accredited program. | | Check also multiple sites |
| I.A.6 Accredited programs identified as “accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org ” | | Do a search for ABET on website and catalog |
| I.A.6.a. Accredited programs must publicly state their program educational objectives and student outcomes. | | |
| I.A.6.b. Accredited programs must publicly post annual enrollment and graduation data per program. | | Are these up-to-date |
| I.C.4.b Program name must be shown consistently on the record of academic work (transcripts), all publications, and the Request for Evaluation (RFE). | | RFE is available in the AMS |
| I.C.4.c. (2) All program criteria for any implied program specialization must be satisfied. | | |
| I.E.1 All paths to completion of the program must satisfy the appropriate criteria. | | Check all majors/minors under each accredited program |
| I.E.5.b. (1) Facilities used by program are adequate and safe for intended purposes. | | Lab tour |
| I.E.5.b. (2) The program provides materials to the visit team including examples of graded student work, addressing review issues of Self-Study Report or on-line instructional materials , documentation to substantiate the Self-Study Report, and demonstration of compliance with criteria and policies. | | |
| Other APPM requirements. | | |