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.
Agenda

• ETAC Overview
• Timeline
  – Pre-visit activities
  – SITE VISIT Activities
  – Post-visit sequence
• Due Process & Accreditation
• Q&A

Our mutual goal is to have a successful and productive accreditation visit!
Today’s Presenters

Mark Lower
Vice-Chair of Operations

Gary Clark
Member-at-Large

Rich Warren
Commissioner
Training Committee

Berrin Tansel
Member-at-Large
Accreditation Timeline

**Jan-Aug**
Accreditation Request & Pre-Visit
- Institution requests accreditation
- Prepare Self-Study Report
- Team Assigned

**Aug-Nov**
Prior to visit (at least one month prior to visit)
- Prepare recorded facility tours
- Provide access to supporting materials

**Sept-Dec**
Site visit & Due Process
- Site visits
- Draft Statements Prepared
- 7-Day Response

**Dec-May**
Draft Statements & Due Process (30-day & post 30-day)
- Institution Due Process
- Prepare Statement for Commission

**July**
ETAC Commission Action
- ETAC meets to vote final action
- Institution notified

**ETAC Commission Action**
By now, you should have...

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

Prepare to provide transcripts...

✓ Transcripts for graduates of 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 & course waivers
✓ Approval process for transfer/substitution/waiver of courses
✓ Graduation audit form

Follow-up with Team Chair: Transcript and Enrollment documentation
Before the Visit

Transcripts
- Samples from each program
- Document all paths to graduation

Logistics
- Visit arrangements
- Access to materials
- Team room needs
- Meeting schedules
- Interviews (advisory board, alumni, faculty, students)

Additional information & supplemental materials
- Clarification of Self-Study Report
- Additional materials

Follow-up with Team Chair on Communication Protocol
What happens during an in-person site visit?

The goal is to conduct a site visit to review and evaluate facilities, resources, meet with program faculty and administrators.

**Team travels to institution**

**Programs provide tours of facilities and laboratories**

**Interviews with students, faculty, and staff, advisory board**

**Review of assessment and evaluation materials and other supporting materials**

**Other printed materials, USB, or other physical formats can be provided during the visit upon request**

**Team room and assistance for WiFi access. Team room should be equipped with a printer and shredder**

**Logistics**

**In person meeting locations**

**In person meetings**

**Work with Team Chair and PEVs to set up the schedule for meetings.**

**Make arrangements for face-to-face meetings (location, time), and provide support to team as needed.**

**On-line Programs:** Team to access the LMS course and assessment materials one month before the visit. Team members sign a confidentiality agreement. Identify online and/or hybrid.
What does a Virtual Review look like (most international visits)?

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
- Supporting materials to be provided electronically (Institutional or 3rd party i.e., Dropbox, Google drive, Canvas)
- No exchange of printed materials. Additional materials can be provided in digital format upon request

**Virtual meetings**

- Zoom is the default ABET video conferencing platform
- Work with Team Chair to set up meetings. IT support provided by institution.
- If requirements at your institution require an alternative platform for video conferencing, you will need to provide access, set up meetings, and provide training and support to the team.

**NOTE:** Any type of electronic recording of live ABET accreditation conversations or meetings is prohibited.
Getting Ready for the Visit
Getting Ready for the Visit
(in person or virtual)

Materials (Recommended): The program to make supporting materials available at least one month prior to the start date of the virtual visit.

Communications with PEVs: Teams AND programs benefit from clearing up documentation and supporting material issues before the visit begins.

Communications: Work with the Team Chair and PEVs regarding supporting materials they will require and where the materials will be located.

Materials: Guidance on materials from the program must be provided so team members can work efficiently.

Materials: If an institutional system is used for documentation, team members will need access to your network (or another accessible digital platform) and guidance to use the digital storage platform/software.

Note: Programs should 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 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 maximum number of students working concurrently in the lab and maximum team size working 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
- Show the classrooms to provide a sense of their general condition
- Show student study rooms and spaces

**Note:** For virtual visits: All parties involved in the pre-recorded laboratory and classroom tours must be identified by name and provide their recorded consent to be recorded.
Tips and Guidance for Videos (for virtual visits and if provided in advance to site visit)

- 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).
- Have 2 people record tours: 1 holding the camera with the other narrating.
- 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 difficult 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 live tour prior to the virtual visit.
Planning for Interviews & Group Meetings

✓ One-on-one meetings, such as interviews with institutional personnel and faculty are easier to schedule.

✓ Group meetings, such as meetings with students, advisory boards, and the exit interview require some advance planning.

✓ For virtual visits: All participants will require a camera and are encouraged to use a headset, for high fidelity in communications.
Are you ready?

The following tasks should be completed soon:

1. Team Chair approved
2. PEVs approved
3. Self-Study Report received by the team
4. Transcripts/Audit forms uploaded to AMS
5. Establish team-accessible file storage system

What else needs to be done?

Follow-up with Team Chair: Outstanding tasks
### Supporting Materials

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Review Process</th>
<th>Expectations (Recommended)</th>
</tr>
</thead>
</table>
| - 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 | - Assessment instruments used and connected to 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 | - Electronically available with easy access to ABET team members  
- Focus on outcomes and the process of meeting criteria and policies  
- Demonstrate level of attainment of student outcomes  
- Completion of continuous improvement feedback loop |

**Recommend:**
- **In person visits:** Some materials should be available to PEVs prior to visit.
- **Virtual visits:** Supporting materials should be accessible by PEVs at least one month prior to visit date.

Textbooks are not required.
Supporting Materials

Supporting materials:

1. Location
2. What materials are to be available (on-line and on-site)
3. PEV access to files (for on-line programs: access to LMS)
4. Guidance on how to access information

On-line programs:

1. PEV access to files (one month before visit: access to LMS)
2. Guidance on how to access information

What else must you do in order to be prepared?
Visit Schedule and Post Visit Follow up
Visit Schedule

Day 0
Reviewing supporting materials and conducting facility tours. 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
Team working on statements and Exit Meeting.

In-person visits (Recommended): The supporting materials must be available one month prior to Day 0

Virtual visits: The supporting materials must be available one month prior to Day 0
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.

Sample Virtual Visit Schedule

Prior to Day 0
- Team Meeting
- Facility Tour
- Materials Review

Day 0
- Meetings with the Dean and Program Heads

Day 1
- Opening Meeting – brief orientation and review of visit.
- Individual assignments
  - TC meets with institution officials
  - PEV with program chairs and faculty
- Interviews
  - 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 and appointments with individuals well ahead of time. (Do it NOW)

1. Facility tours
2. Opening meeting
3. Interviews with administrators, President, Provost, faculty
4. Student interviews
5. Advisory Board interviews
6. Exit meeting (President decides who to invite to the exit meeting)

Who else in your institution should be included?

Follow-up with Team Chair: Visit schedule, attendance, logistics (IT, materials, etc.)
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 be provided with the Program Audit Forms.

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

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

- Preliminary report provided at exit meeting
- Draft statement sent to institution 2-3 months after visit
- Final statement prepared
- July Commission meeting accreditation action

September → September

- 7-day response from institution for errors of fact
- 30-day response from institution on Draft statement
- Post 30-day response due by May 20
- Institution notified of action

*If no response is received either to provide or not providing materials during the 30-day response period, then post 30-day documentation may not be accepted. Response should fully document (provide evidence of) 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 of 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**
  - Until May 20th: 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 ETAC’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 of 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 be challenging to resolve in the time between the visit and the Commission meeting.

Follow-up with Team Chair: other questions / concerns
Common findings and accreditation actions
What did we learn from previous cycles?

ETAC Criteria

**General Criteria**

1. Students
2. Program Educational Objectives (PEOs)
   - Student Outcomes (SOs)
     - SO elements 1-5
     - If program uses different outcomes, provide map to new elements, 1-5
3. Continuous Improvement
4. Curriculum
5. Faculty
6. Facilities
7. Institutional Support

**Other requirements**

**Program Criteria**

- Program criteria limited to curriculum and faculty

**Accreditation Policy and Procedure Manual (APPM)**
What did we learn from the last cycle?

<table>
<thead>
<tr>
<th>Criterion 4</th>
<th>Criterion 2</th>
<th>Criterion 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>37% of shortcomings</strong></td>
<td><strong>15% of shortcomings</strong></td>
<td><strong>13% of shortcomings</strong></td>
</tr>
<tr>
<td>- Process not regular or documented</td>
<td>- Process not documented, systematically used, or effective</td>
<td>- Frequency change of leadership</td>
</tr>
<tr>
<td>- Not all SOs assessed</td>
<td>- All key constituencies not involved in the review or revision of PEOs</td>
<td>- Insufficient support for space and faculty teaching in the program</td>
</tr>
<tr>
<td>- Assessment but no evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No demonstration of level of attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No evidence results used for continuous improvement of the program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Continuous Improvement**

**PEOs**

**Institutional Support**
2021-2022 Findings

Findings at Draft Statement

Findings at Post 30-day

Number of findings

Criterion

- Deficiency
- Weakness
- Concern

Criterion

- Deficiency
- Weakness
- Concern
- Resolved
2021-2022 Findings

Findings at Draft Statement

Findings at Post 30-day

Criterion

Number of findings

Deficiency
Weakness
Concern

Criterion

Number of findings

Deficiency
Weakness
Concern
2021-2022 Findings

Before DP  |  After Post 30 Day
---|---
Deficiency  |  19  |  2
Weakness  |  112  |  48
Concern  |  61  |  48
Criterion 4 Continuous Improvement
Common Findings

- Process
  - Process not documented, appropriate, or regularly used

- Assessment
  - Not assessing ALL student outcomes
  - Not using direct or primary assessment data for measuring student outcome attainment
  - Not segregating student attainment by program (i.e., separating out students by major when assessing an outcome in the same class)
  - Student outcomes not assessed at least once during a program’s defined cycle (e.g., 2 yrs., 3 yrs.)

- Evaluation
  - Not evaluating assessment data
  - No demonstration of attainment level of Student Outcomes

- Continuous Improvement
  - Not using evaluation results to improve the program
  - Using inappropriate assessment and evaluation processes to avoid taking improvement actions
  - Not improving program only because attainment goal achieved
  - Using class average of attainment level vs. percentage of students who met or exceeded attainment goal.
Criterion 2 Program Educational Objectives (PEOs)
Common Findings

• Definition
  • PEOs are broad statements that describe the endeavors graduates are prepared to engage in after graduation.
  • Program educational objectives are based on the needs and interests of the program’s constituencies.

• Key Constituencies
  • Not all stated constituents are involved in the review process.

• Process
  • Process not documented, systematically used, or effective (e.g., timetable, review process)
  • If the PEOs do not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the statement is well documented.
APPMM 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 program educational objectives, student outcomes, annual student enrollment, and graduation data on the program’s web site?

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

Accreditation Action

*Only “Not to Accredit” can be appealed
Time to get started!

- Communicate early and often with your Team Chair to assure the visit will be trouble-free and productive.
- Start working on schedule and meeting details (who, when)
- **Materials**: Recommend providing as many materials as possible available to PEVS before the visit. Organization of materials is very important, however.
- The more materials are available to the PEVS before the visit, the more issues will be resolved before the site visit.

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

abed.org/accreditation/accreditation-criteria/

**Engineering Technology Accreditation Commission (ETAC)**

- 2022-2023 Criteria
- 2021-2022 Criteria
- 2020-2021 Criteria
- 2019-2020 Criteria
- 2018-2019 Criteria
- 2017-2018 Criteria
- 2016-2017 Criteria
- ETAC Program Evaluator Workbook
- Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)
- Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab
- Guidance on Materials
- ETAC Program Self-Evaluation Tool
- 2022 ETAC Institutional Representative Self-Study Report Slides
- 2022 ETAC Institutional Representative Self-Study Report Webinar (Video)
- 2022 ETAC Institutional Representative Interim Report Slides
- 2022 ETAC Institutional Representative Interim Report Webinar (Video)
- 2022-2023 Questionnaire Template for Interim Reports
Thank you!

ETAC INSTITUTIONAL REPRESENTATIVE VISIT PREPARATION

Please provide us your feedback for this session

https://meet.ps/etac-sv

- 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