

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SITE VISIT



August 2022

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**

*Covered in Evaluation
Preparation Webinar
(Spring)*



**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

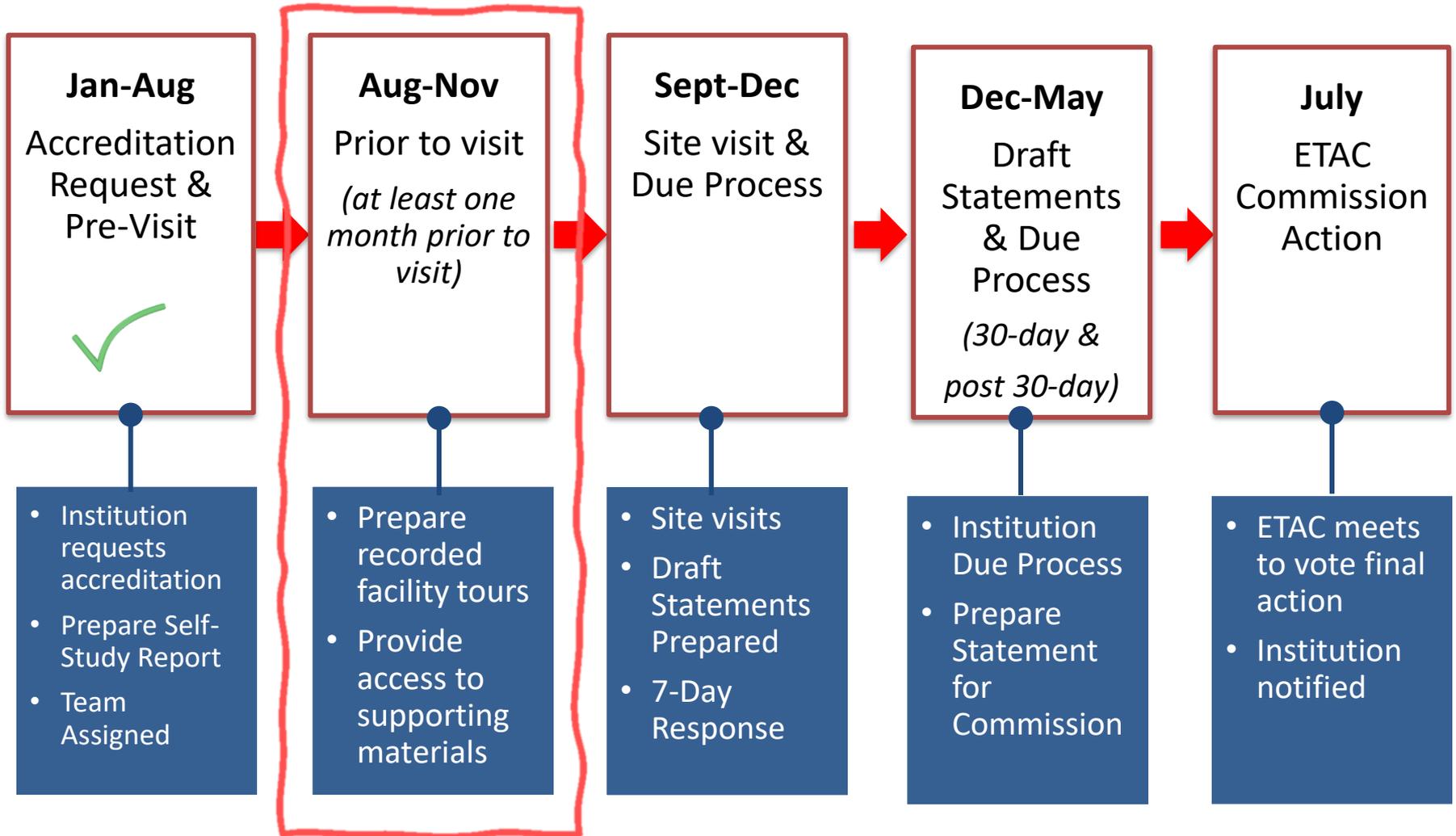


Rich
Warren
Commissioner
Training
Committee



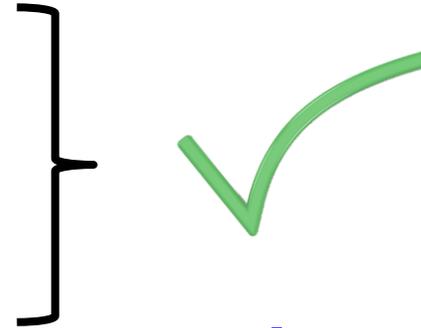
Berrin
Tansel
Member-at-
Large

Accreditation Timeline



By now, you should have...

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

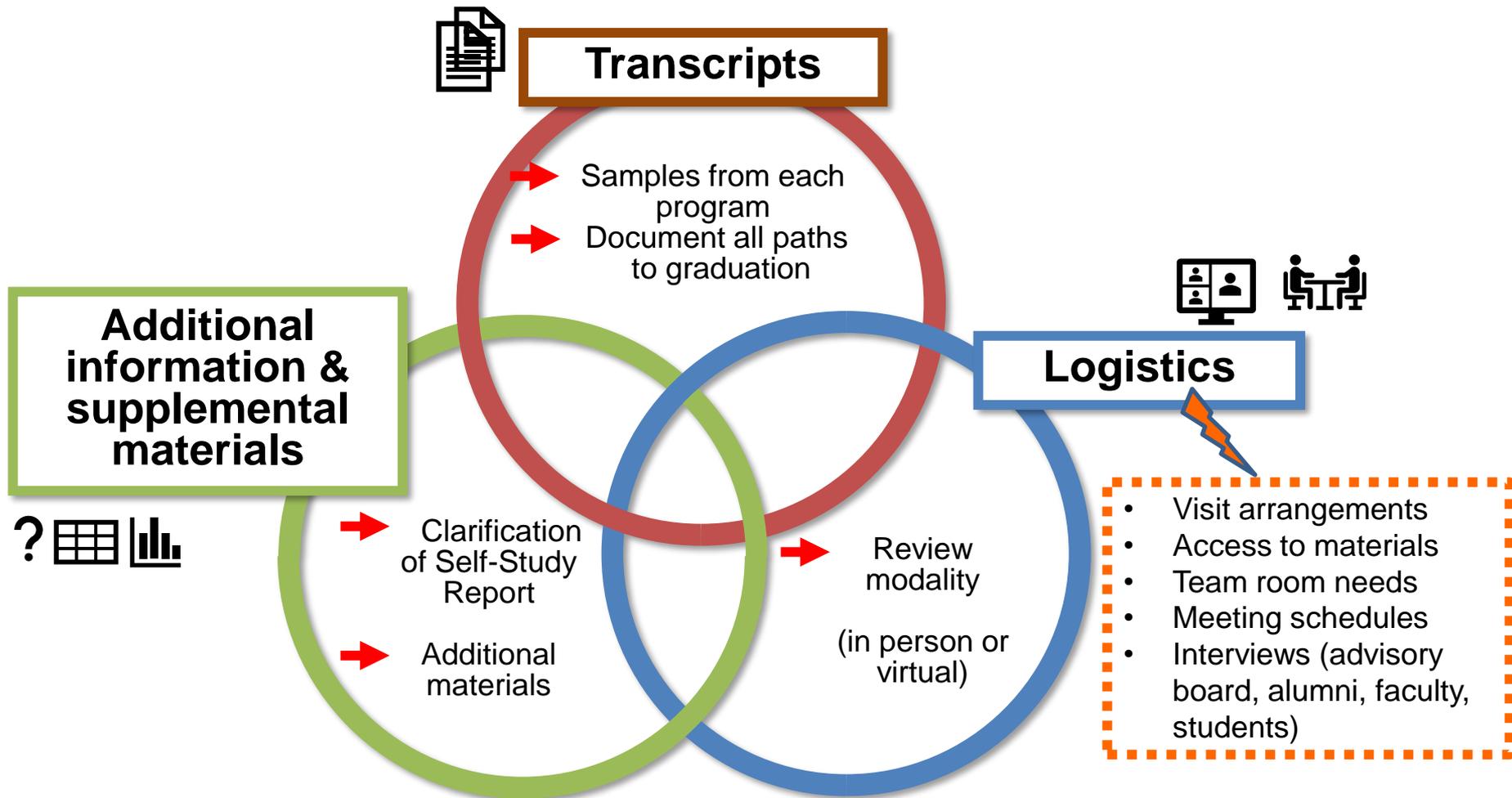


Prepare to provide transcripts...

- ✓ 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



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

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 on-line and/or hybrid.

In person meetings

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)

Requirements for in person and virtual visits are not different.

However, the timing and methods of submission, organization, and presentation may be different.

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

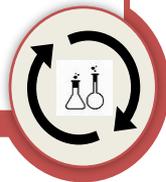
Materials: If an institutional system is used for documentation, team members will need access to your network (or another accessible digital platform) and guidance to use the digital storage platform/software.

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

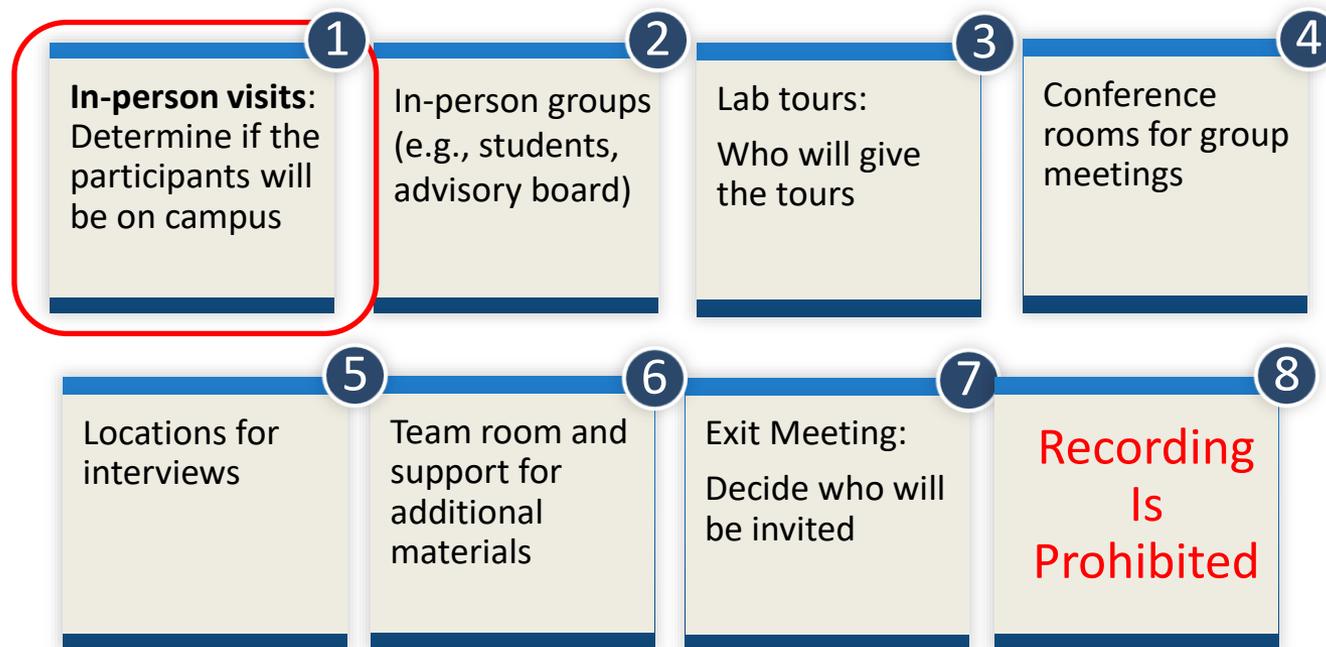
(for virtual visits and if provided in advance to site visit)

- 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 (APPM I.E.5.b (5))

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

Textbooks are not required

Review Process

- 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

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.

Expectations (Recommended)

- 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

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

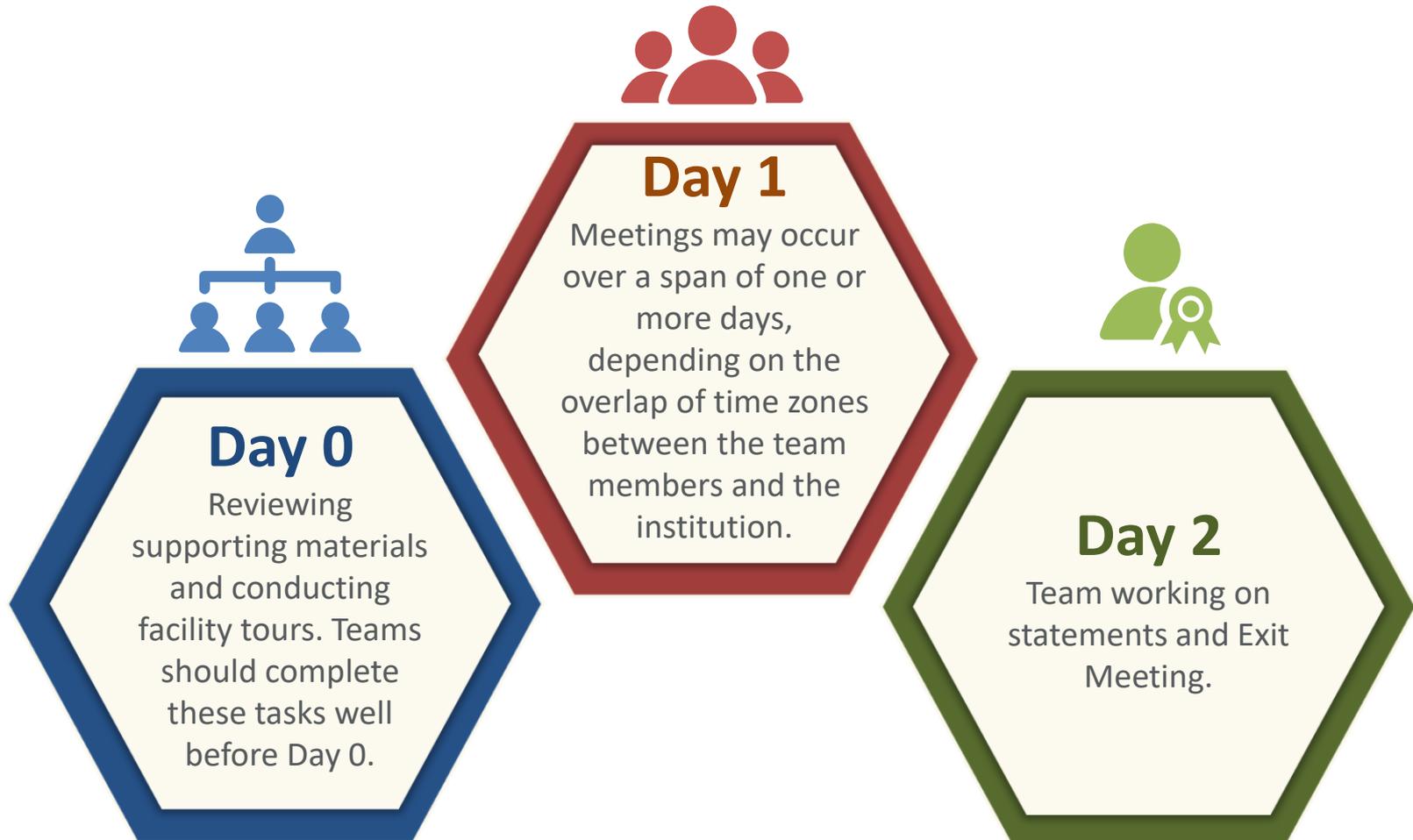


What else must you do in order to be prepared?



Visit Schedule and Post Visit Follow up

Visit Schedule



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

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

Sample Virtual 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
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)

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

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?



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.



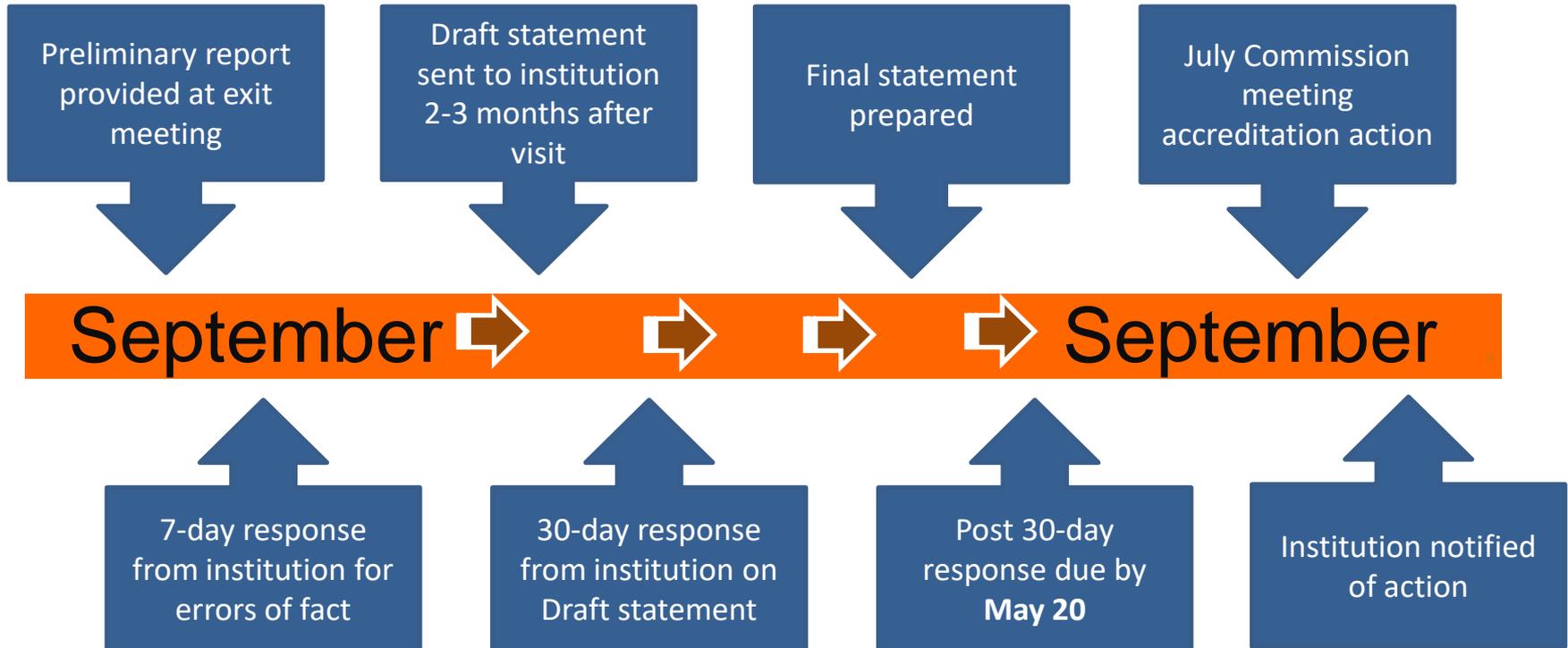
Preliminary findings will be entered into AMS.
The Dean will be provided with the Program Audit Forms.

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

Findings

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

Post Visit



*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
- 4 Continuous Improvement
- 5 Curriculum
- 6 Faculty
- 7 Facilities
- 8 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?

• Criterion 4

37% of shortcomings

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

Continuous Improvement

• Criterion 2

15% of shortcomings*

- Process not documented, systematically used, or effective
- All key constituencies not involved in the review or revision of PEOs

PEOs

• Criterion 8

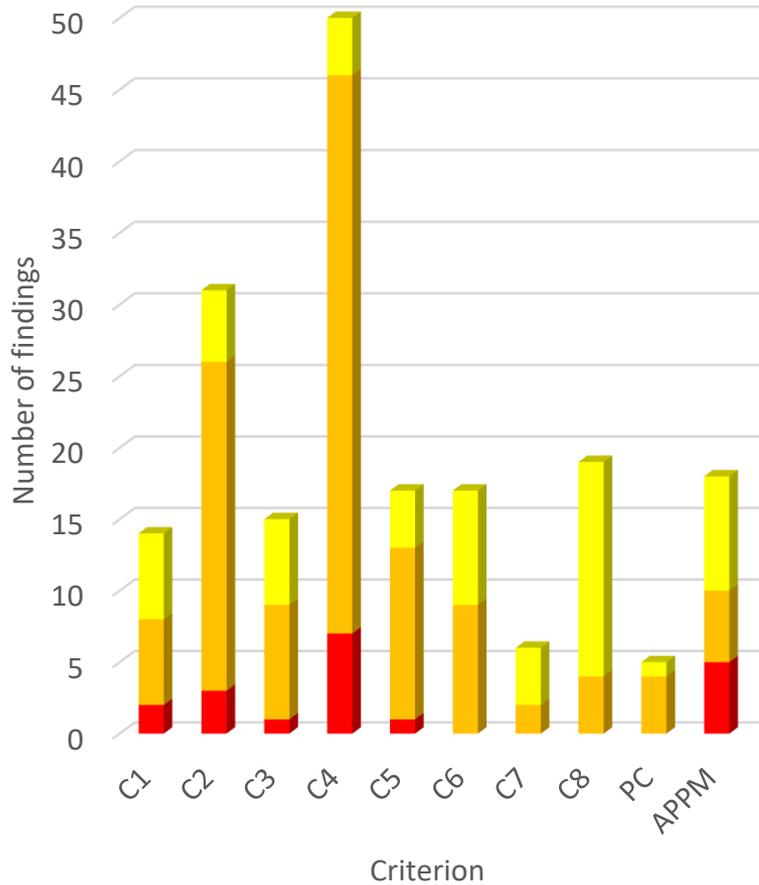
13% of shortcomings

- Frequency change of leadership
- Insufficient support for space and faculty teaching in the program

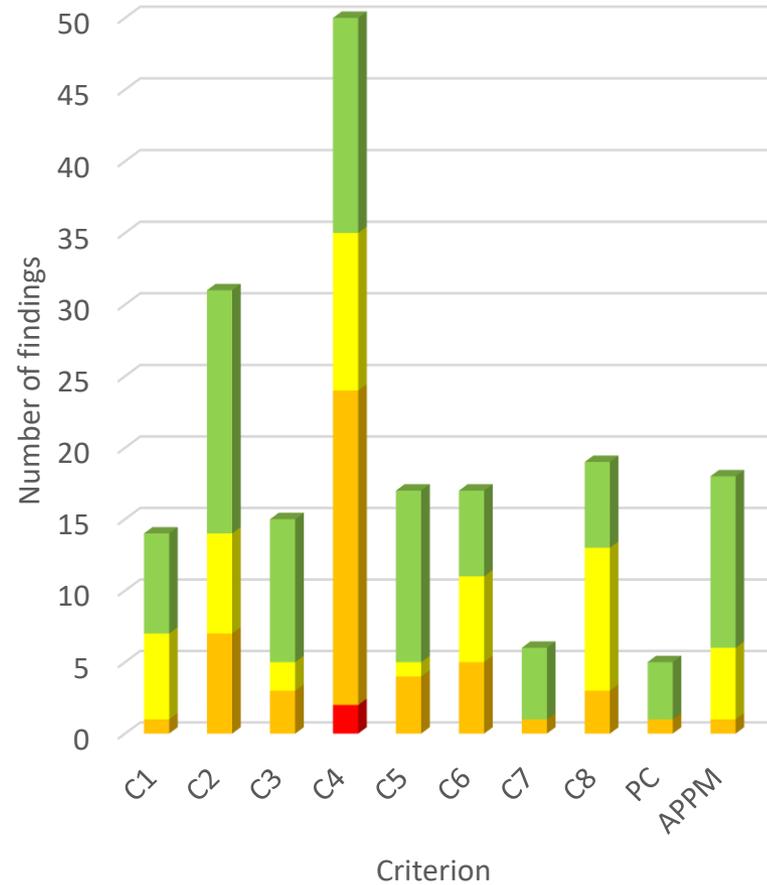
Institutional Support

2021-2022 Findings

Findings at Draft Statement



Findings at Post 30-day

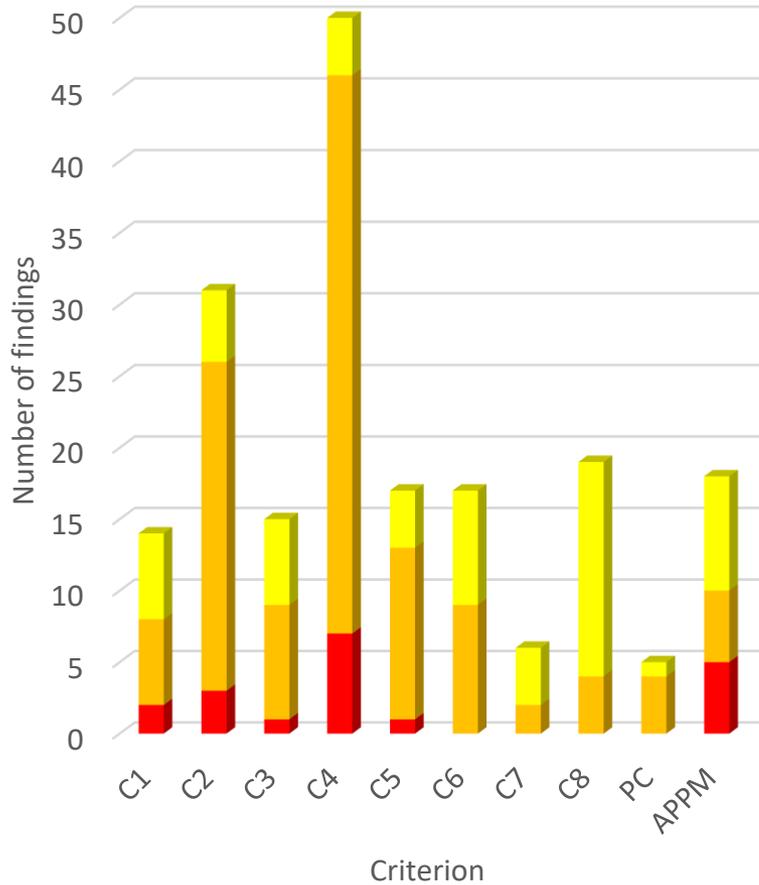


■ Deficiency ■ Weakness ■ Concern

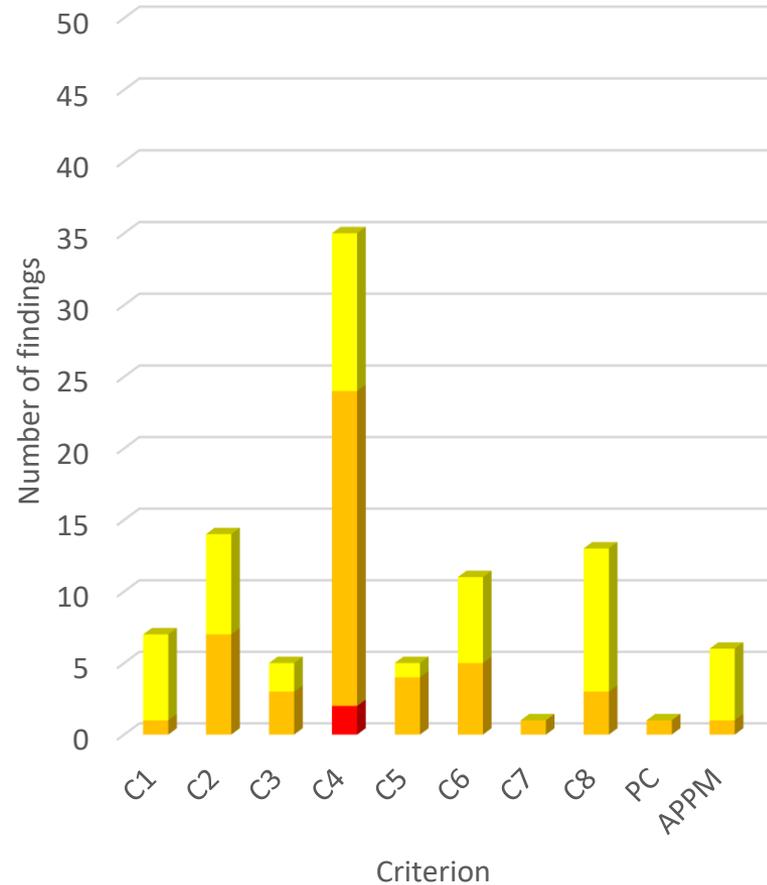
■ Deficiency ■ Weakness ■ Concern ■ Resolved

2021-2022 Findings

Findings at Draft Statement



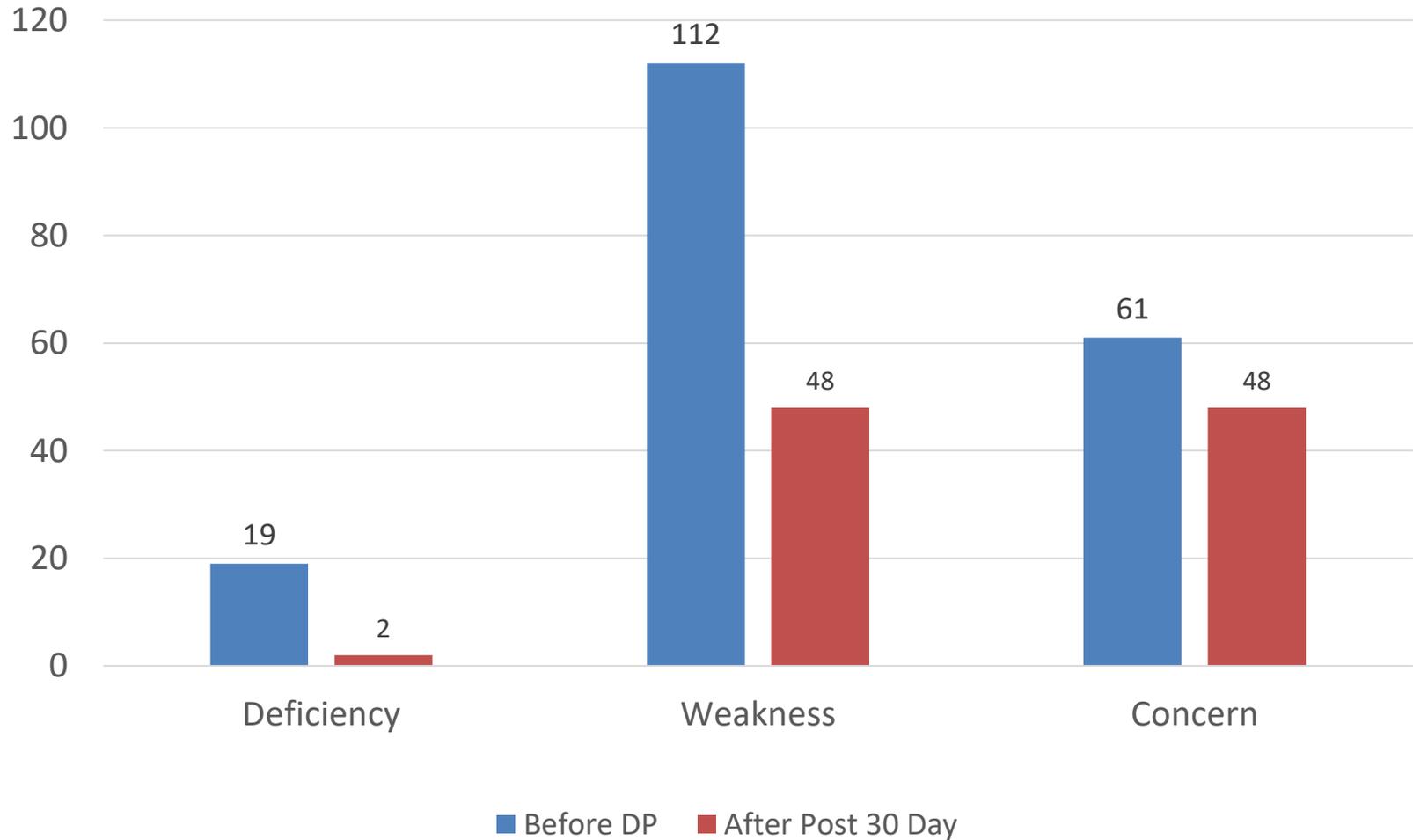
Findings at Post 30-day



■ Deficiency ■ Weakness ■ Concern

■ Deficiency ■ Weakness ■ Concern

2021-2022 Findings



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.

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 program educational objectives, student outcomes, annual student enrollment, and graduation data on the program's web site?

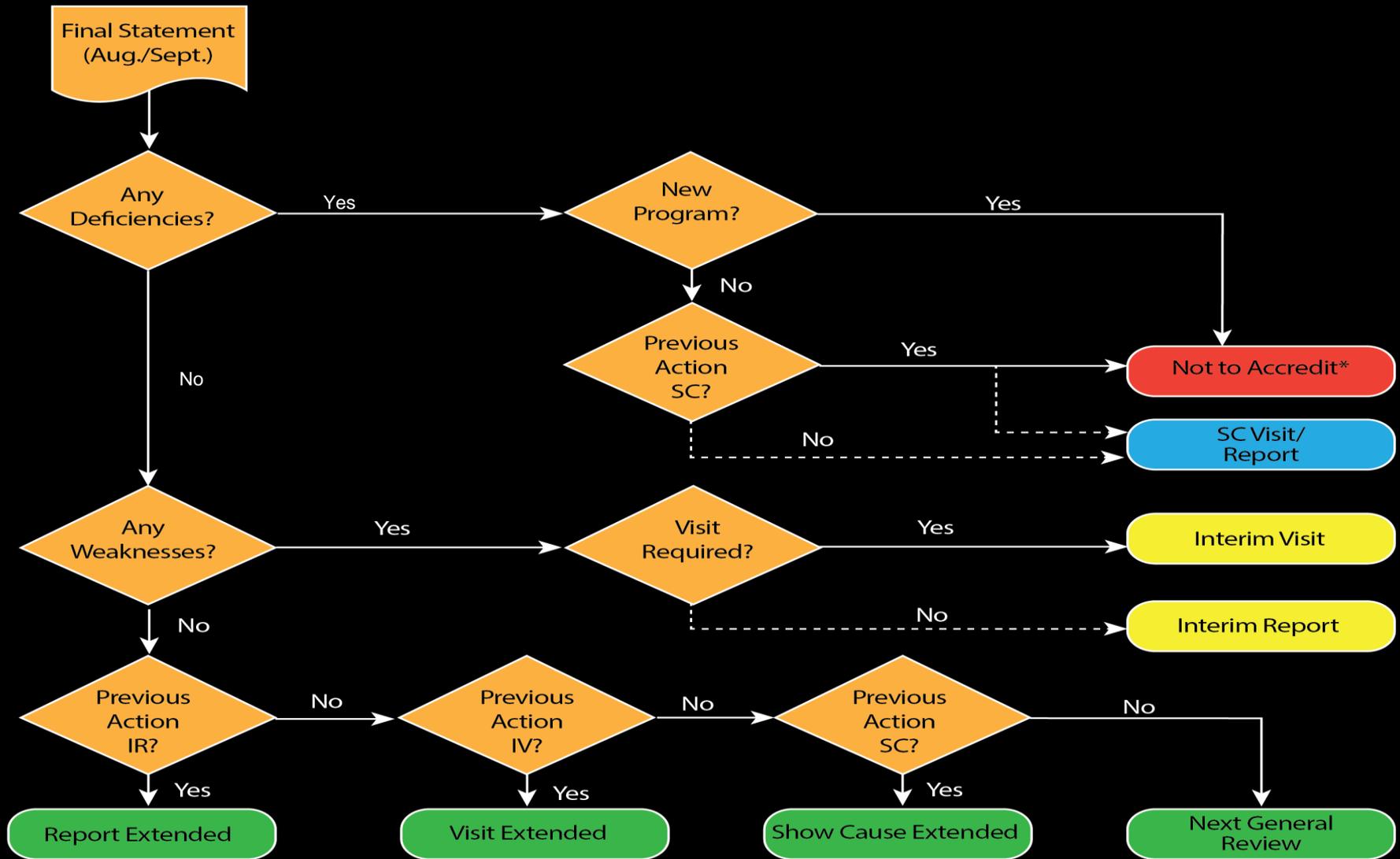
- A. Yes
- B. No
- C. Will do it next week!

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!

- 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

abet.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