



Engineering Technology Accreditation Commission

# PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SITE VISIT



August 2023

# 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 timeline and activities
  - 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  
Chair Elect



Gary  
Clark  
Member-at-  
Large



Clay  
Gloster  
Commissioner  
Training  
Committee

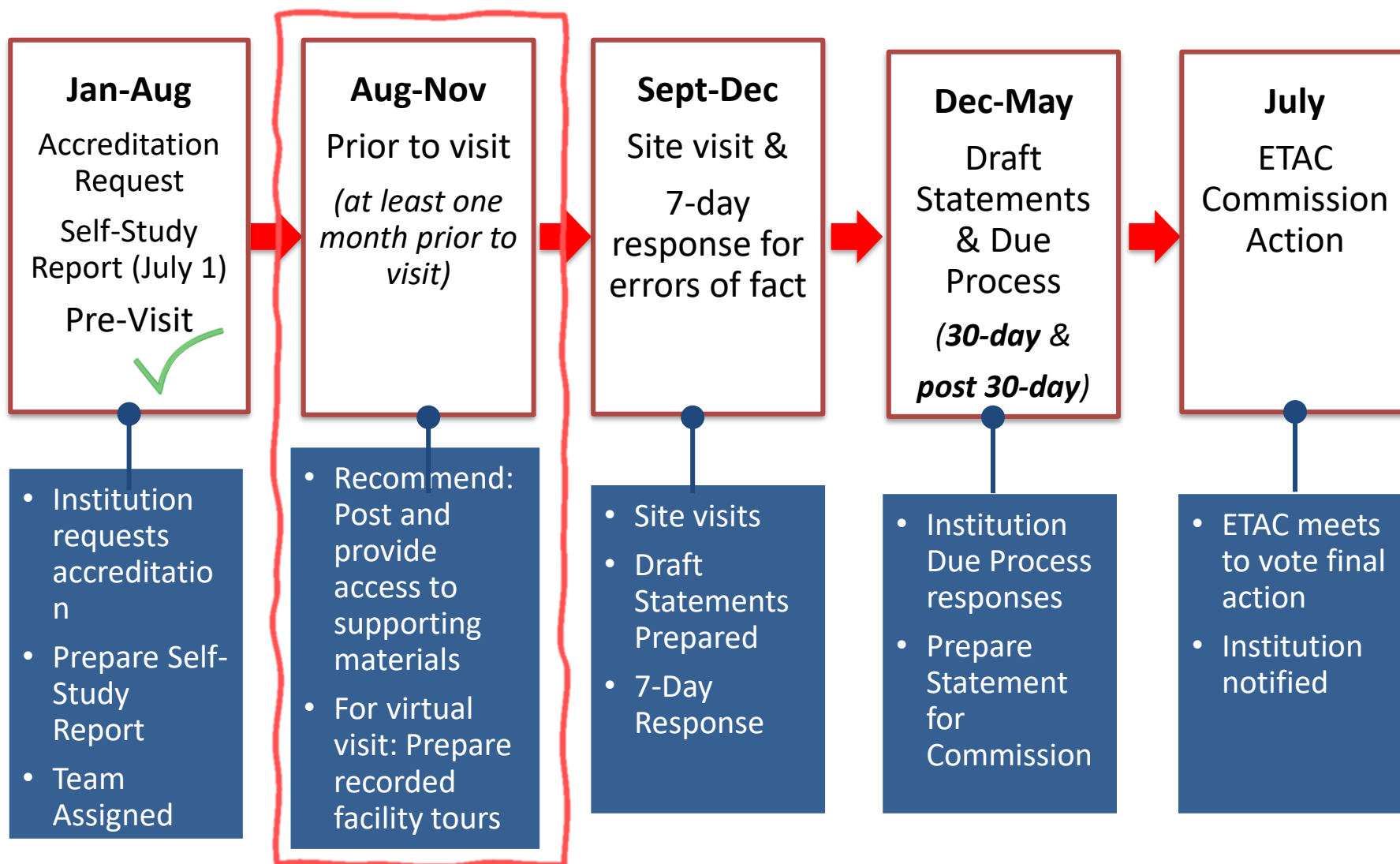


Berrin  
Tansel  
Member-at-  
Large

# Common Terms and Acronyms

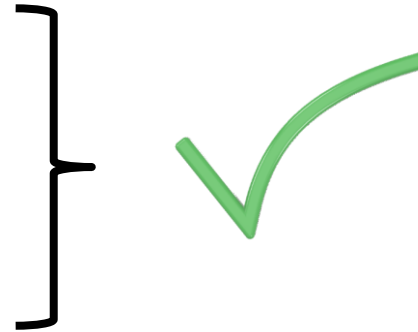
Acronym	Meaning
<b>ETAC</b>	Engineering Technology Accreditation Commission of ABET
<b>PEV</b>	Program Evaluator
<b>TC</b>	Team Chair leading visit/review
<b>RFE</b>	Request for Evaluation
<b>SSQ</b>	Self-Study Questionnaire
<b>SSR</b>	Self-Study Report
<b>SOs</b>	Student Outcomes
<b>PEOs</b>	Program Educational Objectives
<b>Ed 1, Ed 2</b>	Editor 1 and Editor 2 assigned to each visit/review, who edit the Draft and Final Statements for consistency
<b>Adjunct</b>	ABET Adjunct Accreditation Director for ETAC
<b>AMS</b>	ABET's Accreditation Management System
<b>APPM</b>	ABET's Accreditation Policy and Procedure Manual
<b>PAF</b>	Program Audit Form

# 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**



## Transcripts

- Requested by TC
- Provide worksheets/audit forms to assist PEV with transcript review
- Names redacted

- Samples from each program
- Document all paths to graduation

## Additional information & supplemental materials



- Clarification of Self-Study Report
- Additional materials

## Logistics



- Review modality (in person or virtual)
- Be prepared to switch modality if conditions change

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

**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.

## Logistics

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 Wi-Fi access. Team room should be equipped with a printer and shredder

## In person meetings

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.

# What does a Virtual Review look like (some 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 3<sup>rd</sup> 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

**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.

**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

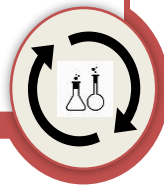
**Communications with TC:** Start early.

**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

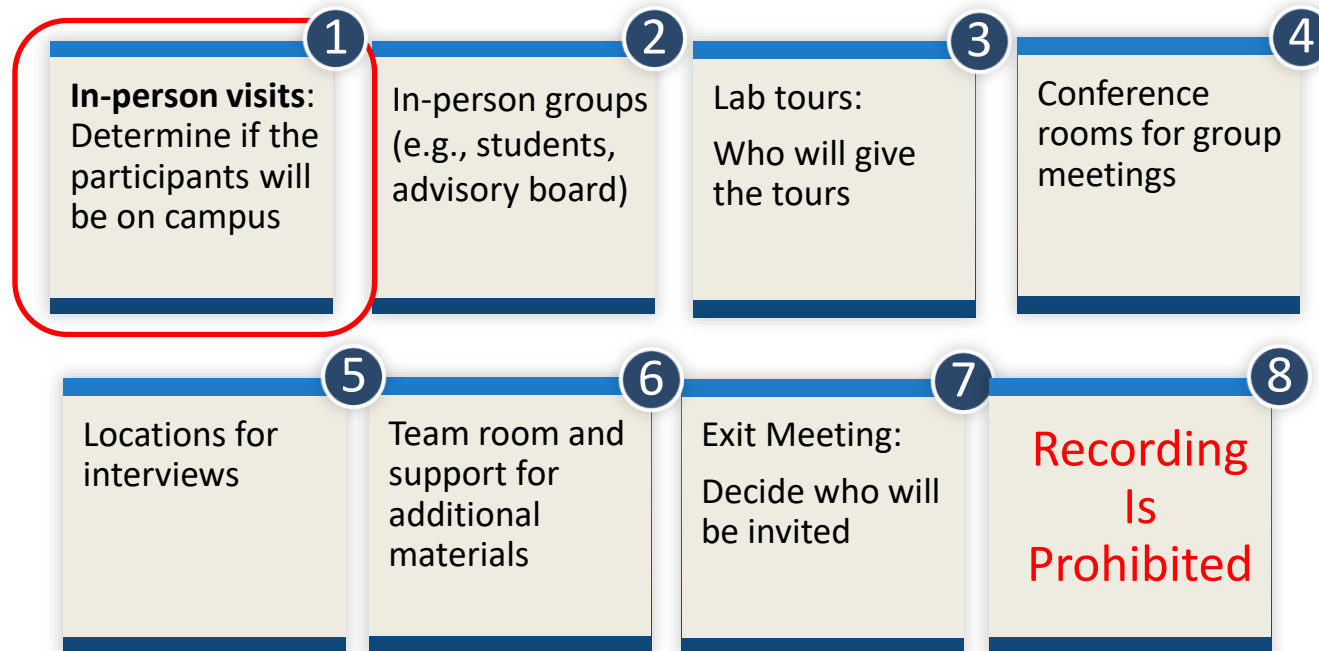
## (for virtual visits and if provided in advance to site visit)

- ☐ 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 –To be coordinated with TC
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

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# **Visit Schedule and Post Visit Follow up**

# Visit Schedule

<b>Day 0 (Sunday)</b>	Lab & facility tours
	PEVs meet program chairs/directors, TC meet dean
	PEVs review materials as needed
	ABET team review Day 0 findings
<b>Day 1 (Monday)</b>	Team meets with Dean (brief orientation and review of visit)
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni, advisory boards, and support departments
	ABET team review Day 1 findings
<b>Day 2 (Tuesday)</b>	Meetings with faculty and staff, as needed
	Team finalized findings
	PEVs brief program chair/directors, TC briefs dean
	Team members draft exit statements and forms
	Exit meeting (Institution may invite anyone they wish. ABET typically expects President and/or Provost to be present.)
	TC provides Program Audit Forms to dean

**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**

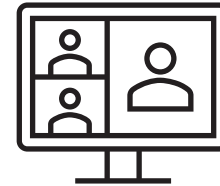
# Sample Virtual Visit Schedule

Prior to  
Day 0

Team Meeting

Facility Tours

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?



# Team Requirements

## On-site visits

- Work with the Team Chair on details.
- Room needed from the time the team shows up until it leaves. Typically, Sunday through Tuesday (or dates of visit).
- Room requirements:
  - At least one computer connected to a printer.
  - A paper shredder.
  - Internet access with WiFi for team laptops.
  - Technical support on first day (Sunday) to ensure all equipment (including team laptops) are fully functional in your environment.


## Virtual visits

- Work with the Team Chair on details.
- Schedule can be extended by the Team Chair due to time zone differences.
- Communication platform requirements:
  - Reliable WiFi.
  - Meeting times and connection details.
- If something unexpected should happen to prevent the normal operation
  - Team Chair will help you restructure the visit to proceed in a different communication platform or on different days.

# Exit Meeting

*Purpose: Report team findings to institution's CEO and other institution representatives*

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

## 1 7-Day Response

May submit a response to TC within 7 days of visit conclusion

Address **only** errors of fact.

For example:

- Graduation data*
- Enrollment data*
- Course name or number*

Do not include planned actions, actions in progress, or errors of interpretation

## Due Process

### 2 30-Day

Documentation of corrective actions and evidence addressing shortcomings. Submitted once the draft report is provided to the institution.

**DON'T WAIT! After the visit,** begin drafting this response.  
Note: Findings and severity may change during editing.

### 3 Post 30-Day

Must submit a 30-day due response

**Can be submitted until May 20<sup>th</sup>:**  
Limited to information that was not available at the time of the 30-day due process response

## 4

## ABET Team Evaluation

Institution feedback is a key component in ETAC's continuous improvement efforts

Online Team Chair evaluation

Online PEV evaluation

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# **Common findings and accreditation actions**

# What did we learn from previous cycles?

## ETAC Criteria

### General Criteria

- 1 Students
- 2 Program Educational Objectives (PEOs)
- 3 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 cycles?

## • Criterion 4

~40% 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 5

~14% of shortcomings

- Insufficient documentation of advisory committee engagement in curriculum/advisement.
- Curriculum lacking
  - design considerations appropriate to the discipline
  - Appropriate level of math
  - Coverage of ethics, diversity and inclusion awareness, quality, or continuous improvement topics

**Curriculum**

## • Criterion 6

~16% of shortcomings

- Faculty numbers not adequate for advising, interaction, or professional development
- Faculty lack professional development activity or involvement with industry

**Faculty**

# What did we learn from the last cycle?

## • Criterion 1

~8% of shortcomings

- Lack of documentation on why prerequisite requirements are not met
- Inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

**Students**

## • Criterion 7

~7% of shortcomings

- Equipment needs upgrade, repair, or maintenance
- Program lacks planning for staff or other resources related to maintenance or upgrades

**Facilities**

## • APPM

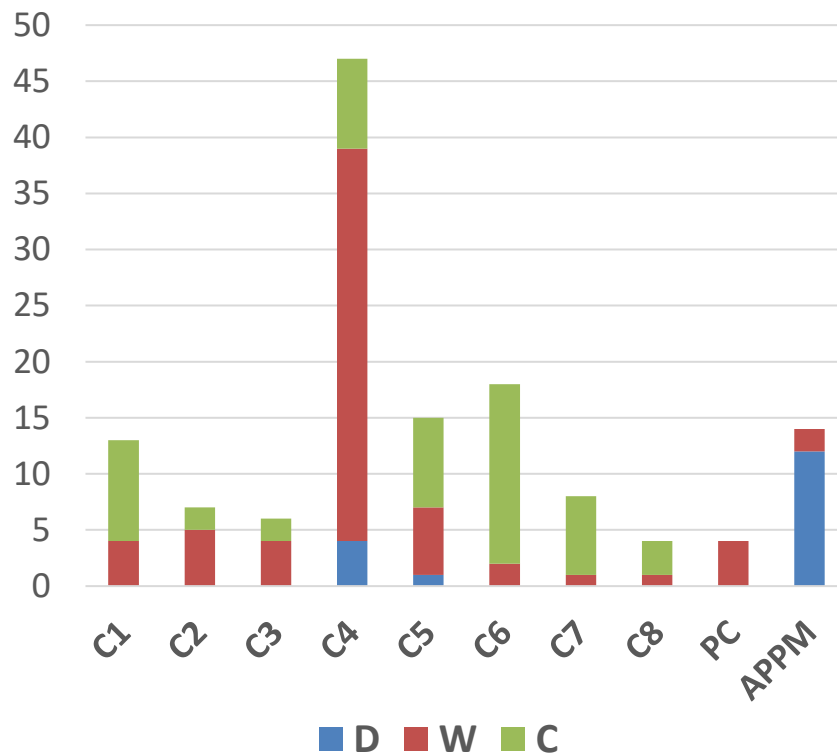
~10% of shortcomings

- Posting information on web site
  - the program educational objectives,
  - student outcomes,
  - annual student enrollment, and graduation data
- Program name inconsistencies in catalog, transcripts, RFE

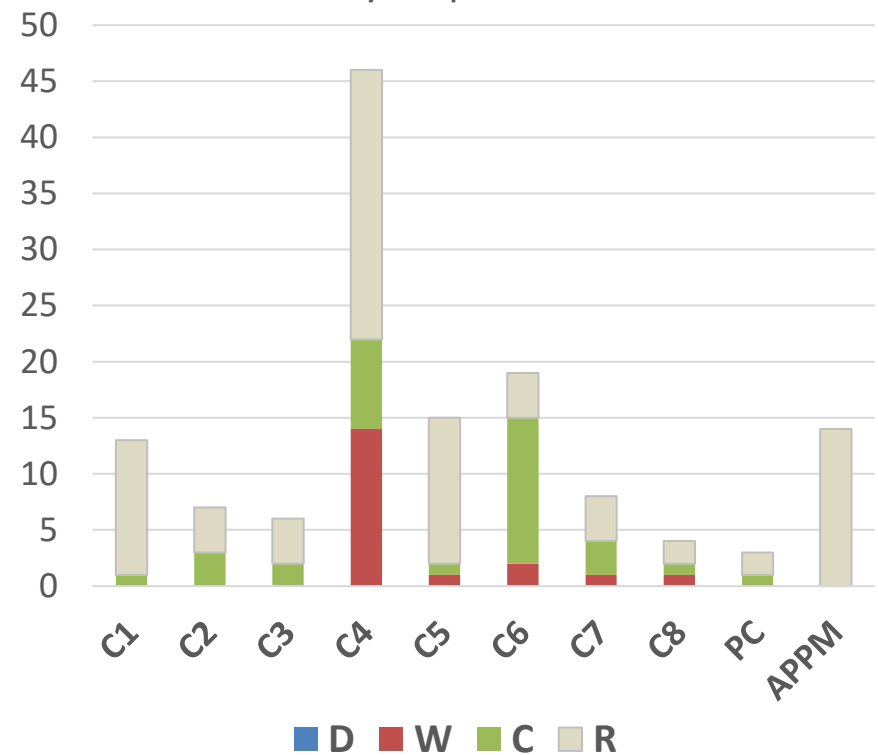
**APPM**

# Typical Findings (2022-2023)

Findings at Draft Statement



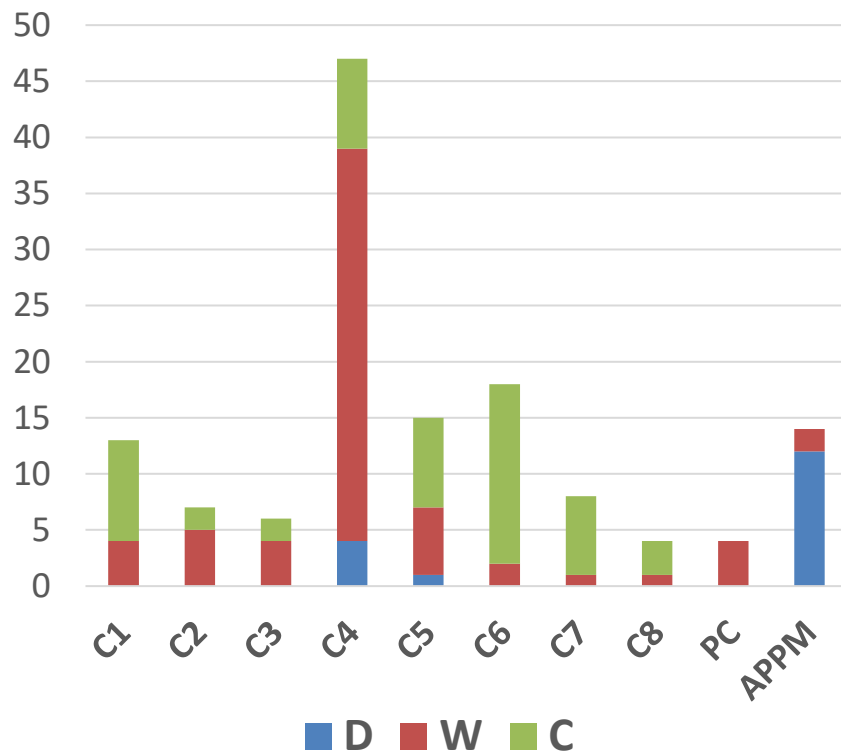
Findings after 30-day and Post 30-day responses



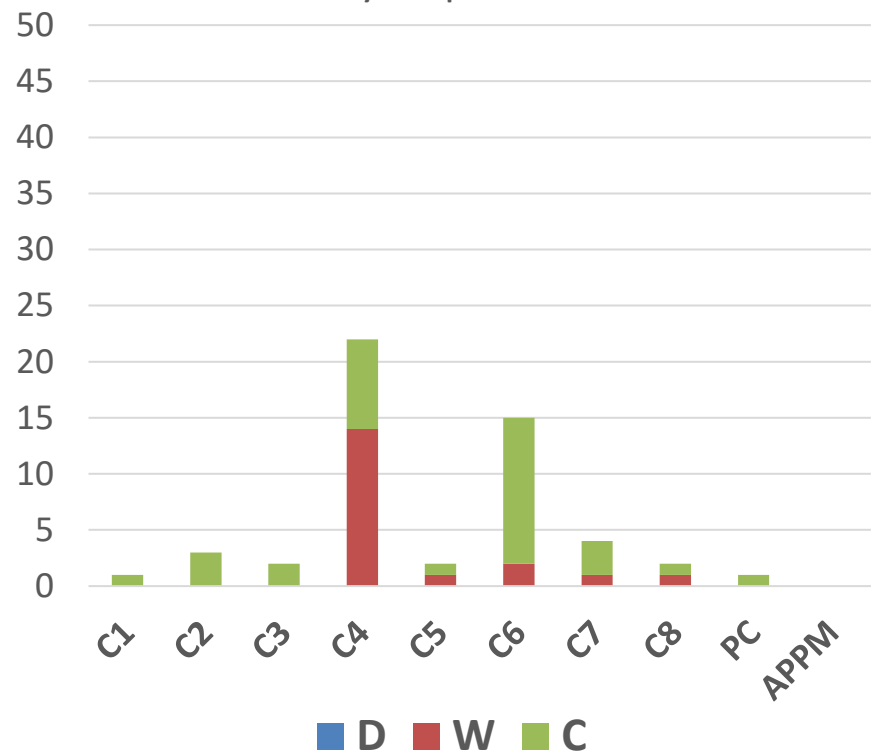


# Typical Findings (2022-2023)

Findings at Draft Statement

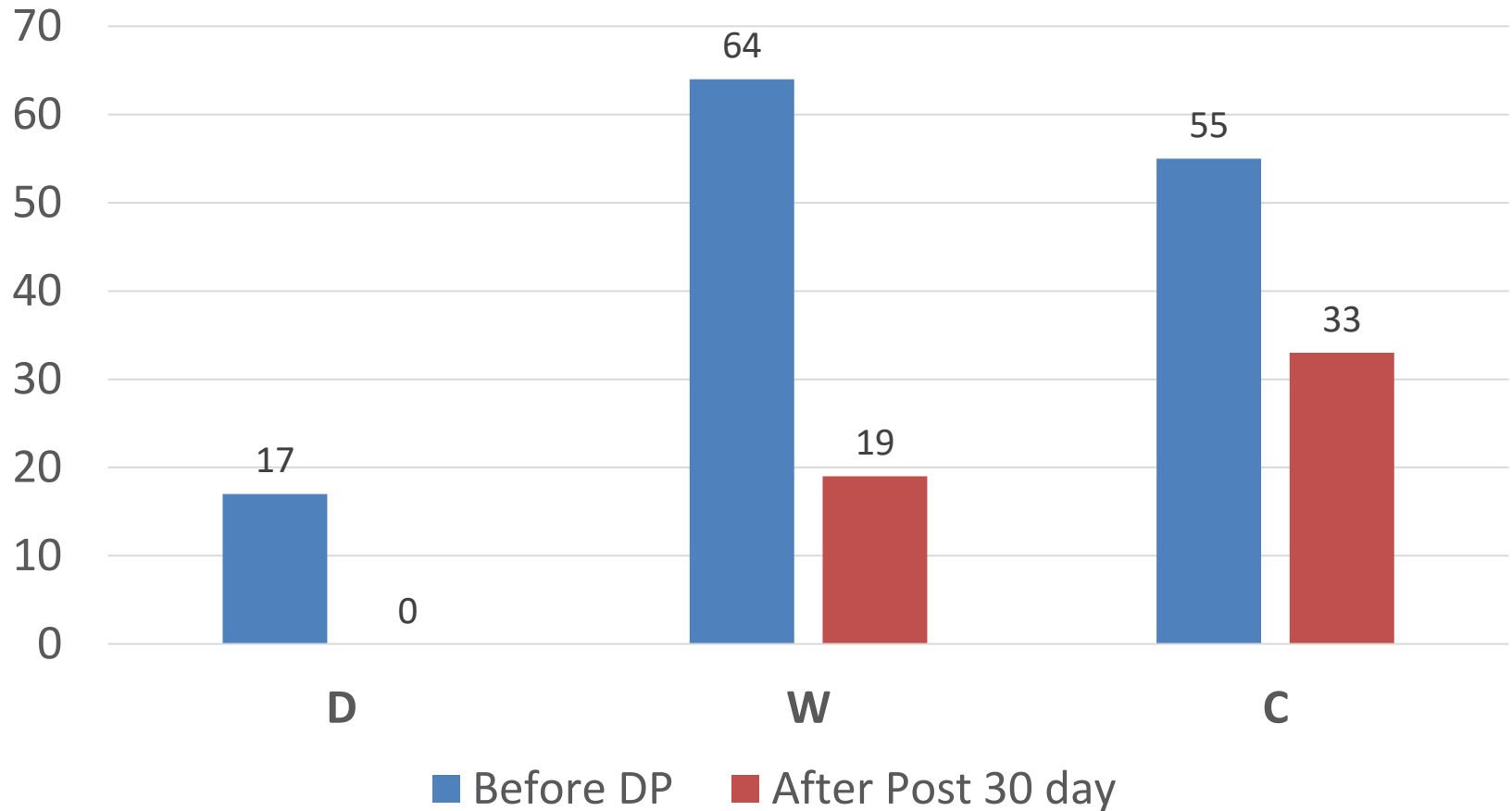


Findings after 30-day and Post 30-day responses



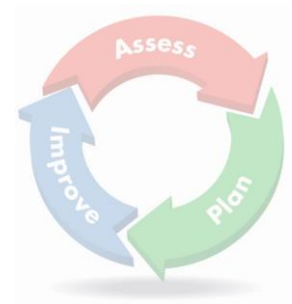
# Typical Findings (2022-2023)

Before and After Due Process Finding Numbers



# 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 Requirements

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

The following information must be posted on the program's web site:

- the program educational objectives,
- student outcomes,
- annual student enrollment, and graduation data

# APPM Requirements

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>, under the General Criteria and the Program Criteria for \_\_\_\_\_.”*

Note: the program criteria is also included in the statement.

# APPM Requirements, APPM Section I.A

Please note the new language with this section of the APPM.

## Example statements of accreditation

### Bachelor Program

The Bachelor of Science in Electrical Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and the Program Criteria for Electrical/Electronic(s) Engineering Technology and Similarly Named Programs.

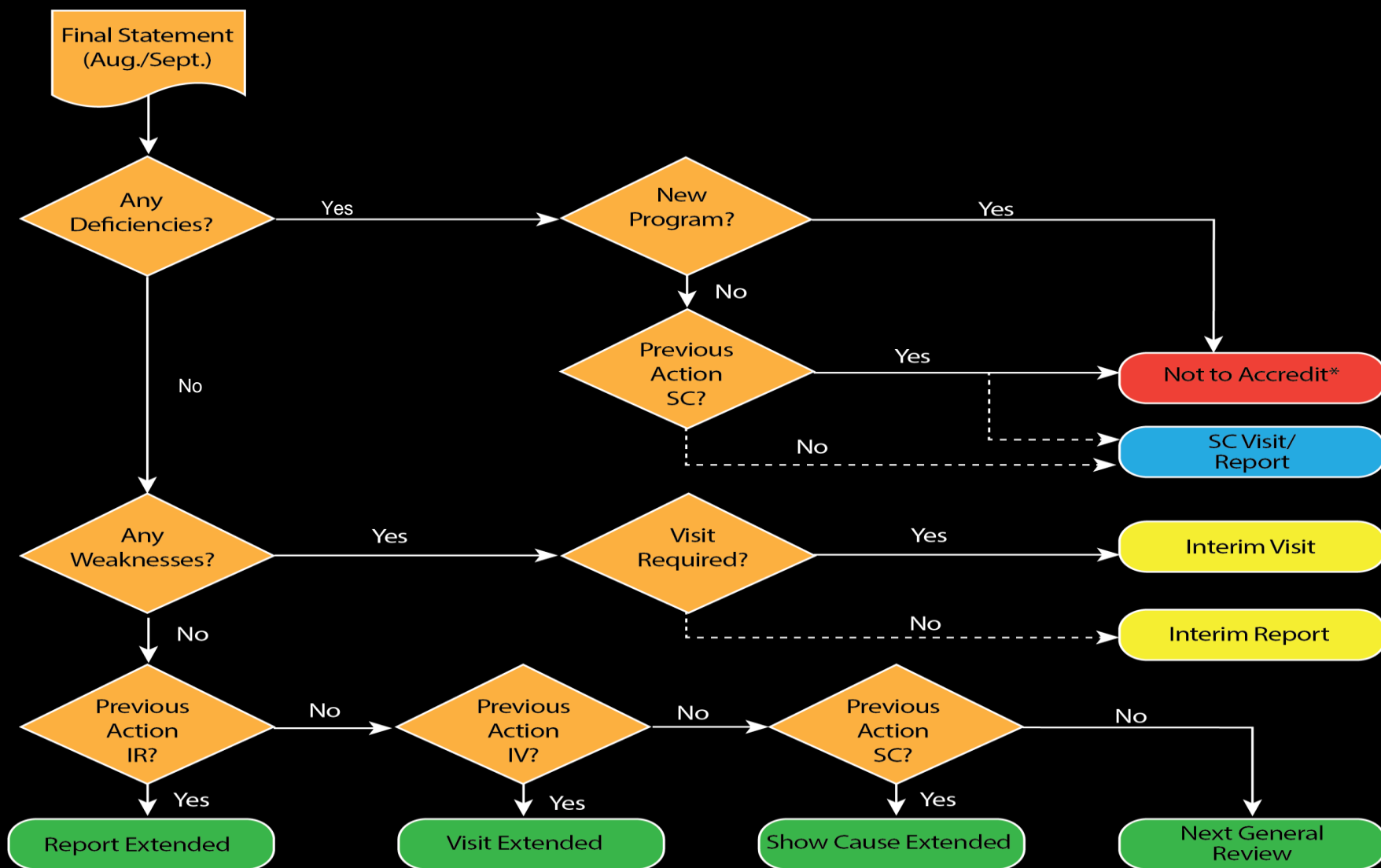
### General Criteria Only

The Bachelor of Science in Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria.

### Associate Program under Two Program Criteria

The Associate of Science in Civil and Environmental Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, <https://www.abet.org>, under the General Criteria and the Program Criteria for Civil Engineering Technology and Similarly Named Programs and the Program Criteria for Environmental Engineering Technology and Similarly Named Programs.

# Accreditation Actions



**\*Only "Not to Accredit" can be appealed**



# Accreditation Actions

TYPE OF REVIEW		D and W Shortcomings (duration)		
		No W's, No D's	W, No D's	D
GENERAL REVIEW	existing programs	NGR (6 years)	IR or IV (2 years)	SCR or SCV (2 years)
	new programs	NGR (6 years)	IR or IV (2 years)	NA
	following SCR or SCV	NGR (6 years)	IR or IV (2 years)	SCR or SCV (2 years) or NA <sup>1</sup>
INTERIM REVIEW	following IR or IV	RE or VE (2 or 4 years)	IR or IV (2 years) <sup>2</sup>	SCR or SCV (2 years) <sup>2</sup>
	following SCR or SCV	SE (2 or 4 years)	IR or IV (2 years) <sup>2</sup>	SCR or SCV (2 years) <sup>2</sup> or NA <sup>1</sup>

NGR	Next General Review
IR	Interim Report
IV	Interim Visit
SCR	Show Cause Report
SCV	Show Cause Visit
RE	Report Extended <sup>3</sup>
VE	Visit Extended <sup>3</sup>
SE	Show Cause Extended <sup>3</sup>
NA	Not to Accredit
T	Terminate <sup>4</sup>

<sup>1</sup> NA—Accreditation action for programs that have not resolved a Deficiency(D) within two years following an SCR or SCV.

<sup>2</sup> When the accreditation action is a second consecutive interim review, the remaining shortcomings will be scrutinized during the next general review visit.

<sup>3</sup> Interim evaluations only.

<sup>4</sup> Initiated by institutions for programs being discontinued or for which accreditation is no longer being maintained.

# 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

<https://www.abet.org/accreditation/accreditation-criteria/>

**ABET**

## Accreditation Criteria & Supporting Documents

Home > Accreditation > Accreditation Criteria & Supporting Documents

**COVID-19 UPDATES**

**ABOUT ABET**

**ACCREDITATION**

- COVID-19 Updates
- What is Accreditation?
  - Why ABET Accreditation Matters
  - What Programs Does ABET Accredited?
  - Program Eligibility Requirements
  - Licensure, Registration & Certification
- Get Accredited
  - Accreditation Step by Step
  - Assessment Planning
  - Request for Evaluation (RFE)
  - Changes During the Period of Accreditation
  - Decision & Notification
  - Accreditation Outside the U.S.
  - Reaccreditation
  - Additional Resources
- Promote Your ABET Accreditation
  - ABET-Accredited Logos
  - Accreditation Criteria & Supporting Documents**
  - Self-Study Templates
  - Accreditation Changes
  - Accreditation Fees and Invoice

The *Accreditation Criteria* and the *Accreditation Policy and Procedure Manual* may change from one accreditation cycle to the next. Please see [Accreditation Changes](#) for a summary of the important board-approved changes for each year.

### Accreditation Policy and Procedure Manuals

<a href="#">2023-2024</a>	<a href="#">2019-2020</a>
<a href="#">2022-2023</a>	<a href="#">2018-2019</a>
<a href="#">2021-2022</a>	<a href="#">2017-2018</a>
<a href="#">2020-2021</a>	

### Applied and Natural Science Accreditation Commission (ANSAC)

<a href="#">2023-2024 Criteria</a>	<a href="#">ANSAC Program Evaluator Workbook</a>
<a href="#">2022-2023 Criteria</a>	<a href="#">Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)</a>
<a href="#">2021-2022 Criteria</a>	<a href="#">Facilities — Annotated EAC Photos</a>
<a href="#">2020-2021 Criteria</a>	<a href="#">Guidance on Materials</a>
<a href="#">2019-2020 Criteria</a>	
<a href="#">2018-2019 Criteria</a>	
<a href="#">2017-2018 Criteria</a>	

# References

<https://www.abet.org/accreditation/accreditation-criteria/>

## Engineering Technology Accreditation Commission (ETAC)

- [2023-2024 Criteria](#)
- [2022-2023 Criteria](#)
- [2021-2022 Criteria](#)
- [2020-2021 Criteria](#)
- [2019-2020 Criteria](#)
- [2018-2019 Criteria](#)
- [2017-2018 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](#)
- [2023-2024 Questionnaire Template for Interim Reports](#)
- 2023-2024 Institutional Representatives Webinar: Interim Reviews ([Recording](#)) ([Slides](#))
- 2023-2024 Institutional Representatives Webinar: Self-Study Reports ([Recording](#)) ([Slides](#))

# Thank you!

## ETAC INSTITUTIONAL REPRESENTATIVE VISIT PREPARATION

Please provide us your feedback for this session

<https://app.meet.ps/attendee/m2y14gw4>

- 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