



**ABET**

# Program Evaluator Candidate Training

Online Training Modules

2022-2023 Cycle

*This document consists of only the pre-work modules for 2022-2023 and is to be only used as a reference. Reviewing these documents is not equivalent to attending training.*

## Pre-Work Modules

# Pre-Work Modules

The online Program Evaluator Candidate (PEVC) Training consists of seven online modules designed to provide information about ABET, the accreditation process, the role of the Program Evaluator (PEV), and PEV tasks prior to and during an accreditation review.

## MODULE 1: Overview

Module 1 provides an overview of ABET's Program Evaluator Candidate Training, which includes online pre-work and PEVC Simulated Visit Training. You will also receive a general overview of ABET and the key players involved in the accreditation process.

## Training Overview

### Program Evaluator Candidate Training Overview

Candidates who are selected for ABET Program Evaluator Candidate (PEVC) Training are required to complete both the online Pre-Work Modules and attend PEVC Simulated Visit Training, an experiential workshop that simulates an accreditation visit. Review the overview and requirements for both below. Additionally, you can download a pre-work syllabus and checklist as a reference.

#### Pre-Work Modules

This online Program Evaluator Candidate (PEVC) Training Pre-Work consists of seven modules designed to provide information about ABET, the accreditation process, the role of the Program Evaluator (PEV), and PEV tasks prior to and during an accreditation visit. This training also prepares you for PEVC Simulated Visit Training.

The purpose of the online training is two-fold:

1. **To review the fundamental aspects of the overall ABET accreditation process:** These materials are contextual, somewhat static in nature, and best learned independently. During accreditation visits, you as a PEV are considered the face of ABET and are required to understand and apply the information from these modules accordingly.
2. **To simulate what happens in preparation for an accreditation visit:** In this portion, you will submit several items to be reviewed by your training mentor, your member society contact, and a PEVC simulated visit training support facilitator, much like that done by an accreditation visit team chair.

The following materials MUST be completed and submitted:

- Three proficiency assessments (following modules 3, 4, & 6) - ALL PEVCs
- Program Evaluator Report (Module 5) - ANSAC, CAC, ETAC PEVCs
- Program Evaluator Worksheet (Module 5) - CAC, EAC PEVCs

[Download a pre-work syllabus and checklist as a reference.](#) The Program Evaluator Report and Worksheet assignments are commission-specific. Detailed instructions for your commission's assignment are provided in Module 5. You will learn more about ABET's commissions later in this module. Please contact ABET's [Training Team](#) if you are unsure of your commission.

## IMPORTANT NOTE

If the aforementioned items are not complete by the indicated due date, you will not be able to attend PEVC Simulated Visit Training!

### PEVC Simulated Visit Training

PEVC Simulated Visit Training consists of three days of interactive training as a simulated visit team, [including homework the evening of Day 1](#). It will be hosted at ABET Headquarters, Baltimore, Maryland, USA.

PEVC Simulated Visit Training is designed for two purposes:

1. To immerse you in the real-life situations and activities that occur during a site visit to a university or college. The workshop uses and builds upon the online training pre-work materials that you are currently completing.
2. To provide opportunities to demonstrate the [PEV Competency Model](#).

Module 7 of this online training contains in-depth information on PEVC Simulated Visit Training. Please review this material in detail prior to attending the online training session to ensure you understand the expectations and requirements.

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## Training Mentors

Your member society will assign you a training mentor. The training mentor is available to answer questions and guide you through your learning process. Your training mentor will work with you throughout the training process to:

- Answer your questions in completing the online training pre-work
- Support your learning through PEVC Simulated Visit Training
- Answer your questions after PEVC Simulated Visit Training

Please note: Mentors are assigned by member societies on a rolling basis. You will receive an email message when you have been assigned a mentor. You should hear from your mentor within a few days of notification. If you do not hear from them in a timely manner, feel free to contact your mentor directly.

For more information about training mentors, visit ABET.org: [Training Mentors](#)

### Post-Training

Upon completion of PEVC Simulated Visit Training, your ABET member society will make the ultimate decision to approve or disapprove you for service as an ABET Program Evaluator. Your member society may assign you for a review in the upcoming cycle, based upon the number of programs being reviewed. If you are assigned to a specialized review (e.g., virtual, online/hybrid, international), you will need to complete an additional ABET online training course for that type of review prior to the visit. Your member society may require additional training prior to your visit. For more information, contact your [member society](#).

## About ABET

### About ABET

Read through each tab below to learn more about ABET. Understanding ABET's approach and philosophy will provide greater perspective and foundational knowledge for the information in upcoming modules.

### Background

#### What is ABET?

ABET is a US-based nonprofit, non-governmental organization that globally accredits college and university programs in applied and natural science, computing, engineering, and engineering technology.

#### Who is ABET?

Program Evaluators! ABET would not exist without ABET experts—leaders from industry, academia, and government dedicated to contributing to their professions as representatives from their ABET member society. We rely on our experts to evaluate program materials, visit campuses, and participate in accreditation decisions.

## What is Accreditation?

In the United States, accreditation is a non-governmental, peer-review process that assures the quality of the post-secondary education students receive. Educational programs volunteer to undergo this review periodically to determine if certain criteria are being met. [NOTE: Outside the United States, accreditation is not necessarily voluntary or non-governmental. For more information, see the United Nations Educational, Scientific, and Cultural Organization (UNESCO) website for more information on the world's post-secondary education systems and their quality assurance mechanisms.]

It is important to understand that accreditation is not a ranking system. It is an assurance that a program meets established quality standards. In addition, the role of ABET accreditation is to provide periodic external assessment and evaluation in support of the program's continuous improvement process. ABET accreditation provides assurance that a college or university program meets quality standards of the profession for which that program prepares graduates.

## Assuring Confidence

### Assuring Confidence

Industry can embrace the future with assured confidence knowing that the programs that invest in our accreditation services are held to a high standard of using continuous improvement principles to advance student learning.

ABET serves the public globally through the promotion and advancement of education in applied and natural science, computing, engineering, and engineering technology. ABET:

- Accredits educational programs, not institutions;
- Promotes quality and innovation in education;
- Consults and assists in the development and advancement of education worldwide in a financially self-sustaining manner;
- Communicates with our constituencies and the public regarding activities and accomplishments;
- Anticipates and prepares for the changing environment and the future needs of constituencies; and,
- Manages the operations and resources to be effective and fiscally responsible.

We champion excellence worldwide. Our approach, the standards we set, and the quality that we guarantee in accredited programs inspire confidence in those who aim to build a better world—one that is safer, more efficient, comfortable, and sustainable.

## Philosophy

### Outcomes-Based Accreditation

In 1997, following nearly a decade of development, ABET adopted Engineering Criteria 2000 (EC2000), considered at the time a revolutionary approach to accreditation criteria. EC2000 focused on learning outcomes (what students learn) rather than what is taught. By implementing such fundamental changes, ABET moved away from a rigid process orientation toward a set of attributes professionals must possess to excel in fields of critical importance to society.

ABET's current accreditation processes are strongly oriented toward continuous quality improvement (CQI) and outcomes-based accreditation.

An educational program CQI process should reflect a clear understanding of:

- Mission
- Constituents
- Objectives
- Outcomes
- Processes (internal practice to achieve the outcomes)
- Facts (data collection)
- Evaluation (interpretation of facts) and
- Action (feedback to support decision making and improve processes)

## Diversity, Equity & Inclusion

ABET staff, volunteers and leadership are committed to the principles of diversity, equity and inclusion through global leadership in STEM education, incorporating the highest standards of professional integrity, dignity, fairness, justice and respect for everyone.

In July 2022 the ABET Board voted to adopt a set of goals recommended by ABET's Inclusion, Diversity and Equity Advisory Council regarding overall ABET operations, volunteers, staff and accredited programs. The goals are as follows:

- To advance diversity, equity and inclusion principles across ABET operations.
- To improve representation, participation and engagement of volunteers.
- To recruit and retain a diverse group of ABET staff and foster an inclusive and equitable work environment.
- To prepare students to succeed in and contribute to a diverse global workforce and workplace environment.

To learn more, please visit [Diversity, Equity & Inclusion](#).

## Quality Promise

### Quality Promise

ABET is proud to have encouraged the introduction and development of a quality management system (QMS) in over 4100 academic programs at over 800 higher education institutions around the world. As an organization, ABET has developed and maintains a quality management system certified by TÜV SÜD, an international registrar responsible for the certification of ABET accreditation to the ISO9001:2015 standard. Of QMS regimes, the ISO 9000 family of standards is probably the most widely implemented worldwide.

A quality management system (QMS) is a collection of business processes:

- focused on consistently meeting customer requirements and enhancing their satisfaction,
- aligned with an organization's purpose and strategic direction, as detailed in ISO9001:2015,
- expressed as the organizational goals and aspirations, policies, processes, documented information, and resources needed to implement and maintain it.

ABET serves as an external auditor for these programs in much the same manner as TÜV SÜD serves ABET, supporting the ABET Quality Promise of its Core Purpose and Value Proposition.

### **Core Purpose**

With ABET accreditation, students, employers, and the society we serve can be confident that a program meets the quality standards that produce graduates prepared to enter a global workforce.

### **Value Proposition**

Our approach, the criteria and processes we use, and the quality we guarantee inspire confidence in the programs we accredit, whose graduates are building a world that is safer, more efficient, more comfortable, and more sustainable.

## **Member Societies & ABET Commissions**

The accreditation process requires the participation of many individuals, institutions, and organizations.

### **Member Societies**

ABET is a federation of professional and technical societies. Member societies with curricular responsibilities recruit, select, mentor, and assist in training qualified program evaluators who, along with team chairs, comprise the teams assigned to accreditation visits. ABET member societies also nominate individuals to the four ABET commissions (ANSAC, CAC, EAC, and ETAC) and appoint individuals to the ABET Board of Delegates.

[View a listing of our member societies and identify your affiliation.](#)

## ABET Commissions

Each of ABET's member societies is invited to have representation on one or more of the four ABET commissions according to the curricular areas that the ABET Board of Directors assigns to those societies. The commissions are responsible for administering the ABET accreditation process, conducting accreditation reviews, and determining accreditation actions (by vote of the entire membership), based on the Accreditation Policy and Procedure Manual (APPM) and on the accreditation criteria. The commissions are also responsible for the continuous review and enhancement of criteria, policies and procedures. For more information, see [Accreditation Policy and Procedure Manual \(APPM\) and criteria](#).

### ANSAC CAC EAC ETAC

*Applied and Natural Science Accreditation Commission*  
**ANSAC**

**Programs:** Applied and Natural Science

**Levels:** Associate, Bachelor, Master

*Computing Accreditation Commission*  
**CAC**

**Programs:** Computing

**Levels:** Associate, Bachelor

*Engineering Accreditation Commission*  
**EAC**

**Programs:** Engineering

**Levels:** Bachelor, Master

*Engineering Technology Accreditation Commission*  
**ETAC**

**Programs:** Engineering Technology

**Levels:** Associate, Bachelor



# MODULE 2: The Accreditation Process

You just received a brief overview of ABET and accreditation. Module 2 takes a deeper dive into the accreditation process, exploring the 18-month accreditation cycle, the accreditation criteria, and the important roles our societies and volunteer experts play in making it all happen.

## The Accreditation Process

### The 18-Month Accreditation Process

#### 1. Program completes the Readiness Review by October 1.



1 YEAR BEFORE THE ON-SITE VISIT

- The program collects samples of student work, syllabi, and sample assignments. ABET no longer requires textbooks as a mandatory part of the review materials. The syllabi in the Self-Study Report should list the texts used and indicate the material the course covers. If necessary, the evaluator can Google a text to check its appropriateness for a course.
- The program completes the [Readiness Review](#) (if required) by October 1.

#### 2. Program submits Request for Evaluation by January 31.



YEAR OF THE REVIEW

- The program submits the [Request for Evaluation \(RFE\)](#) by January 31 of the on-site visit year.
- ABET invoices the institution for the [on-site visit](#), sets a visit date, and forms a review team between April and June.
- PEVs are encouraged to complete their conflict of interest forms and keep their volunteer profile up to date, especially availability for upcoming visits.

#### 3. The program completes and submits Self-Study Report by July 1.



## YEAR OF THE ON-SITE VISIT

- The program completes and submits the [Self-Study Report](#) to ABET no later than July 1.
- The review team assigned to the program begins reviewing the [Self-Study Report](#).
- Primary and Secondary Institutional contacts are invited to participate in Institutional Representatives webinars provided by each commission.
- PEVs provide early feedback to Team Chair identifying issues the program can work on before the visit team arrives.

### 4. *The on-site visit takes place September – December.*



#### ON-SITE VISIT

- The [on-site visit](#) typically lasts three days (usually Sunday through Tuesday). It includes a review of materials; interviews with students, faculty, staff, and administrators; team meetings, and concludes with an exit meeting, when the team conveys its findings.
- The team chair and the institution should discuss and agree upon when the institution will make materials available to the team. Early access to supplemental materials is critical for success.

### 5. *Due process and the accreditation decision*



#### 1 WEEK AFTER THE VISIT

- The program can provide the review team with any corrections to errors of fact resulting from the exit meeting.

#### 2-3 MONTHS AFTER THE VISIT

- After the visit, the team chair develops a Draft Statement to the institution by editing and combining the material written by the program evaluators and adding material that applies to the institution as a whole.
- The Draft Statement is reviewed by two editors from the respective commission and by ABET headquarters staff for adherence to standards and consistency with other Draft Statements.
- The edited Draft Statement is sent to the institution, which has 30 days to respond in due process.

### 3-4 MONTHS AFTER THE VISIT

- During the [30-Day Due Process](#) period the program may respond to any shortcomings identified in the Draft Statement.
- The team chair uses the response from the programs, if any, with assistance from the PEV as needed, to prepare the Final Statement, which again is edited and then provided to the full commission for action.
- If requested by the dean and agreed upon by the team chair, programs may submit additional evidence of compliance after the 30-Day Due Process response.

### JULY

- The ABET commissions meet to decide on [accreditation actions](#) in July of the second year. At this meeting the program's accreditation action is discussed and determined.

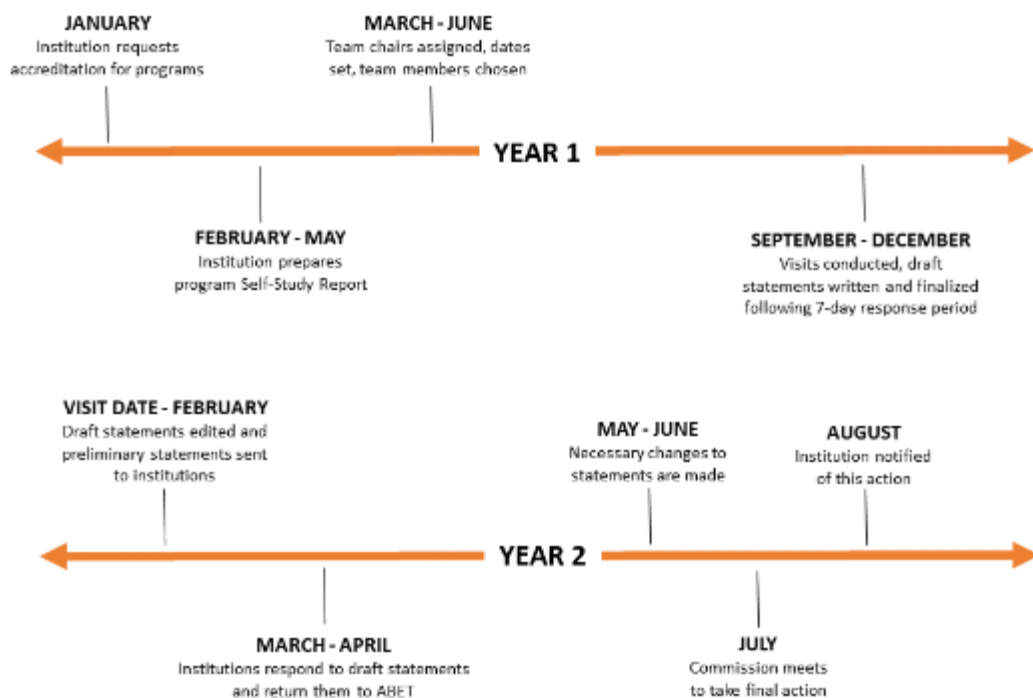
### BY AUGUST 31

- ABET formally notifies the institution of the final accreditation action, via the Final Statement to the institution, in August of the second year.

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## Accreditation Activities Timeline

The steps listed above describe only the actual program review process. The entire accreditation process (see figure below) involves continuous quality improvement processes by the program, as well as significant efforts to prepare a self study and collect course and assessment materials.



# Key Players

There are many individuals and organizations involved in the accreditation process. The following are the **key players** for an accreditation visit.

## Institutions

Institutions requesting an ABET review have significant responsibilities to complete before the visit team arrives on site. Each program completes a Self-Study Report, which serves as the central document on which the team relies for the review. In the Self-Study Report, each program details how the ABET criteria are being met. Programs also supply transcripts as requested by the team chair and collect supplementary materials in accordance with the APPM I.E.5.b(2). Read the [Accreditation Step-by-Step](#) document for a detailed description of the accreditation process from the institution's point of view.

The institution hosts the site visit. On campus, institutions arrange for interviews and reviews of display materials, facilities, equipment, and other observations that cannot be included in the Self-Study Report. Emphasize to institutions that the team needs display materials early to resolve issues prior to the start of virtual visit. It is difficult for teams and programs to resolve issues if materials are not available and reviewed until the start of the official virtual visit.

After the visit, the institution has seven days to report errors of fact in the visiting team's preliminary findings. After it receives the Draft Statement, the institution has 30 days to report actions it has taken since the visit to address the team's findings and improve the program. This is the [Due Process Response Period](#).

## Visit Team

The visit team evaluates one or more programs at an institution against the [Accreditation Policies and Procedures Manual and on the Accreditation Criteria](#). The visit team is composed of a team chair and at least one program evaluator for each program being evaluated. Observers may also be included.

## Team Chair (TC)

The team chair is a member of the commission (or, occasionally, a former member), appointed by the Commission's Executive Committee to lead the visit team. The team chair is the primary contact with the institution. The team chair is responsible for contact with the dean overseeing the programs being evaluated. For large visits, the team may involve a co-team chair whose role is coordinated with that of the team chair.

Individual programs are involved in approving the composition of the visit team. As the leader of the visit team, the team chair assembles the Draft Statement and the Final Statement, and presents the findings to the ABET commission at the July Commission Meeting.

Team chairs may use different leadership approaches and organizational strategies to ensure a successful visit. Some team chairs, for example, may conduct conference calls with their team prior to the visit. Some may request an additional team meeting while on the visit.

## Program Evaluators (PEVs)

PEVs are selected by their member societies to represent ABET on site visits, where they work with a team of colleagues from other member societies. As an ABET team member, the program evaluator's role is to provide knowledge on professional practice, professional preparation, and continuous improvement. The program evaluator also provides sound judgment about how the program they are evaluating complies with ABET's Accreditation Criteria and ABET's Accreditation Policies and Procedures. As a program evaluator, you will have responsibilities before, during, and after the site visit.

One of the program evaluator's most important responsibilities is to behave in an ethical and professional manner and to uphold [ABET's Code of Conduct, in Section IV of the ABET Board of Delegates Rules of Procedure](#). It is particularly important to avoid any real or perceived conflicts of interest with the institutions being evaluated. Program evaluators must disclose any real or perceived conflicts and recuse themselves from discussions or decisions related to any associated issues. If you have any questions about this, contact your team chair or ABET at [accreditation@abet.org](mailto:accreditation@abet.org) or 410-347-7700.

To avoid being assigned as a PEV for a visit to an institution for which you have a conflict of interest, it is important that you keep your list of conflicts current in your ABET profile. You should update your profile whenever a new conflict of interest develops, but not later than mid-spring of each year.

**Special Note:** Avoid any real or perceived conflicts of interest with the institutions being evaluated. If you are not sure about a possible perception of a conflict of interest, contact your team chair or ABET.

# Accreditation Criteria

## Overview of Accreditation Criteria

Programs must comply with the criteria and ABET's Accreditation Policies and Procedures Manual to achieve accreditation. As a program evaluator, you are responsible for evaluating a program's compliance.

The criteria and policies are intended to:

- Ensure the quality of educational programs.
- Foster the systematic pursuit of quality improvement in educational programs.
- Help develop educational programs that satisfy the needs of constituencies in a dynamic and competitive environment.

It is the responsibility of the institution seeking accreditation of a program to demonstrate clearly that the program meets the criteria and policies.

Please note: To evaluate a program, it is critical that you thoroughly understand the criteria and policies and how to apply them. In this training, we will only be addressing the general criteria. Your member society will cover program-specific criteria as needed.

For more information, please see the [Accreditation Policy and Procedure Manual and the Accreditation Criteria](#).

## Definitions of Levels of Compliance

When writing the Exit Statement for the program you will be evaluating, you will need to use a variety of terms and statements to define levels of compliance ([Accreditation Policy and Procedures Manual I.E.8.a.](#)). You must fully understand what is required to meet the criteria and the levels of compliance. More will be covered in Module 5: Applying the Criteria.

**Findings of Concern:** A **Concern** indicates that a program currently satisfies a criterion, policy, or procedure. However, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

**Findings of Weakness:** A **Weakness** indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.

**Findings of Deficiency:** A **Deficiency** indicates a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

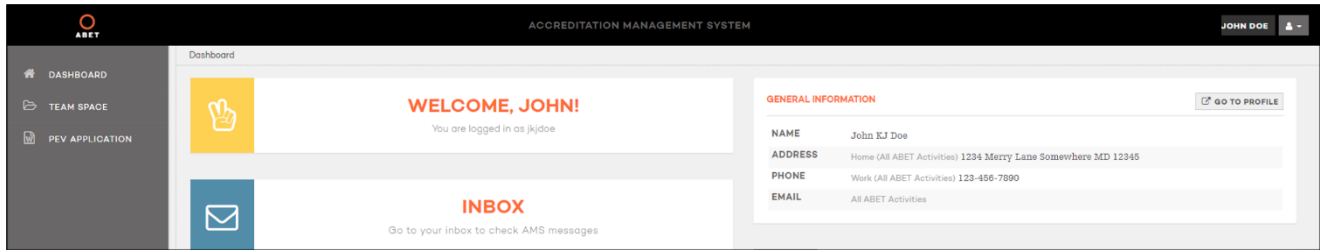
**Statements of Observation:** An **Observation** is a comment or suggestion that does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

**Statements of Strength:** A **Strength** is an exceptionally strong, effective practice or condition that stands above the norm and has a positive effect on the program.



If you would like more information on the academic environment and terminology, please review the following document: [Understanding Academic Culture](#).

# Accreditation Management System



## The AMS

The Accreditation Management System, commonly referred to as "the AMS," is ABET's core tool for managing accreditation processes, users, and data. It serves as a one-stop hub for all users to perform actions relevant to their role in the accreditation process.

## Overview of User Roles and Functions

- **Program Evaluators** use the AMS to view and manage their contact information and availability, accept/decline visit assignments, input program findings into the Program Audit Tool (PAT), and submit performance appraisals for fellow team members.
- **Team Chairs** and **Adjuncts** use the AMS to edit and finalize draft statements, which are sent to the institutions with their final accreditation decision.
- **Institution** users manage contacts, submit Requests for Evaluation (RFEs), and submit self-studies, transcripts, and post-visit due process responses.
- **Society** users approve Program Evaluator applications and assign Team Chairs and Program Evaluators to accreditation reviews.
- **ABET Staff** use the AMS for all the above and much, much more!

As a **PEVC**, you have already used the AMS to apply for Program Evaluator Candidate Training, register for a PEVC Simulated Visit Training session, and access important links like Brightspace. Throughout Program Evaluator Candidate training, you will learn more about the AMS functions applicable to Program Evaluators, such as the Program Audit Tool and performance appraisals.

# MODULE 3: The Role of the Program Evaluator

Program evaluators have an important role in the accreditation process. Module 3 will clearly outline the roles and responsibilities of a program evaluator. To help you better understand your role, we will walk through each stage of an accreditation visit, highlighting the responsibilities of a PEV.

## Program Evaluator Roles & Responsibilities Overview

**Program Evaluators are the face of ABET.**

### Program Evaluator Roles

**ABET Representative:** As a program evaluator, you are devoting your time and expertise to ensuring quality education for students studying for entry into your profession. You represent ABET when conducting all accreditation-related activities, and the institution judges ABET by your actions. You must follow ABET's Code of Conduct and adhere to ABET's Conflict of Interest Policy.

**Evaluator:** You have been selected as a program evaluator because you have subject matter expertise in the discipline you will be evaluating. Every program evaluator on your team is assigned a program to evaluate, based on the expertise he or she has in that program area. Accepting a position on a visit team is a commitment to fulfill all the obligations required. The role of the program evaluator is not to be a critic, but rather to be a partner with the institution in the improvement of the program.

**Team Member:** As a program evaluator, you also play the important role of team member. Your interaction with your colleagues, particularly during team meetings, is crucial to an efficient and successful visit. Being team-oriented is an important competency for all program evaluators.

### Program Evaluator Responsibilities

- Complete the pre-visit work, including inspecting the materials provided by the institution.
- Participate in a 2-5 day on-site (or virtual) visit.
- Evaluate information obtained according to the current ABET Criteria for the accreditation cycle. These criteria include APPM, Commission specific General Criteria, and Program Criteria (if there is a program criteria).
- Prepare materials in a timely manner, including recommended accreditation action.
- Enter program findings into the Accreditation Management System (AMS) and provide visit materials to the team chair at the conclusion of the visit.
- Complete performance appraisal forms. (This will be covered in Module 6.)
- Submit expenses to ABET using the on-line expense system within 10 days of your visit.
- Assist the team chair, as requested, in review of the institution's 30-day due process response and development of the Final Statement.



- Avoid any real or perceived conflicts of interest with the institutions being evaluated.

The following pages will review your roles and responsibilities before, during, and after the accreditation visit in detail. Additionally, for more information, review [ABET's Code of Conduct, Conflict of Interest, and Confidentiality Policies in the ABET Board of Delegates Rules of Procedure](#).

## Before the Visit

### Activities Before the Visit

Whether the visit is to be conducted virtually or in-person, you will have a significant number of tasks to complete prior to your visit. Your thorough preparation before the visit is essential to an efficient and successful review. Below are some of the activities and deliverables you will need to complete prior to arriving on campus.

#### Additional Training

If you are assigned to a specialized review (e.g., virtual review, review of an online/hybrid program, or a review outside of the U.S.), you will need to complete the ABET online training course for that type of review. Additionally, your member society may require additional program-specific training prior to your visit. For more information, contact your [member society](#).

#### Make Travel Arrangements

You are responsible for making your own travel arrangements in consultation with the team chair and in alignment with the ABET Travel Policy. Travel arrangements should be made as soon as the team chair communicates visit details, including overall schedule, hotel accommodations, and transportation arrangements to and from the airport. All reasonable attempts should be made to minimize travel costs. All travel must follow the ABET Travel Policy to be reimbursed ([Travel Policy and Procedures Manual](#)). NOTE: ABET volunteers are *strongly* encouraged to use ABET's travel agent.

#### Pre-Visit Analysis

Your pre-visit analysis will enable you to identify additional information you will need during the visit. If the program is already ABET-accredited, the program evaluator will receive a copy of the previous final accreditation statement for the program from the team chair. As a best practice, a PEV should complete the appropriate review forms (report and/or worksheet) prior to arriving on a site visit.

#### Review the Criteria

Use the current [ABET Criteria](#) for your commission to make a preliminary assessment of apparent strengths and shortcomings as you review the documents the institution provided (described below).

## Self-Study Report

This is the primary document the institution prepares to demonstrate compliance with ABET Criteria. Each program uses the [Self-Study Questionnaire Template](#) appropriate to the commission. While the majority of the program's Self-Study Report will be in paragraph format, a program may use tables, graphs, charts, and figures to illustrate compliance. You **must** thoroughly review the Self-Study Report prior to your scheduled visit, and prior to pre-visit conferences if scheduled by the team chair.

Please note: In Module 5 you will be provided with a variety of forms to help you walk through the Self-Study Report and conduct a preliminary review of a program's compliance with the ABET Criteria.

The Self-Study Questionnaire includes tables that a program is required to complete along with prescribed formats for certain types of information such as course descriptions and faculty curriculum vita. Here are samples of what those may look like:

- [Course Description Sample 1](#)
- [Course Description Sample 2](#)
- [Course Description Sample 3](#)
- [Faculty Curriculum Vitae \(CV\) Sample 1](#)
- [Faculty Curriculum Vitae \(CV\) Sample 2](#)

## Transcript Analysis

As part of your review of the Self-Study Report, you will need to analyze student records of academic work. ABET recognizes transcripts as the official record of student coursework in the United States; however, it may be referred to differently in other countries. "Record of academic work" and "transcript" will be used interchangeably for the purpose of this training. Information on transcript analysis is located in Module 5.

## Draft Plans

Your draft plan includes the questions and areas that require additional information based on your review of the Self-Study Report. Additional information requests must be given to the program well in advance of the visit and should be coordinated with the team chair. Because this is a collaborative process, you need to meet your obligations in a timely manner to allow the institution to gather additional information in a reasonable time. The draft plan helps you manage your time efficiently during your visit.

- Convey your preferences and arrangements for interviews and meetings with faculty, students (e.g., classroom visit, group of juniors and/or seniors), and others to your team chair and then contact the program head if directed to do so by the team chair.
- Tell your team chair about visits needed to supporting areas such as math, science, advising, etc. (Team chairs usually coordinate visits to supporting areas.)



Note: Check your commission's [Program Evaluator Workbook](#) for current forms and an interview guide for Program Evaluators. These are located on the current Accreditation Criteria & Supporting Documents page (link above) and in your MYABET portal after you are approved for visits.

## Communicate with Your Team Chair

- Follow up with the team chair regarding additional information you will need during the accreditation visit. Your team chair may direct you to communicate this information to the program representative.
- Always respond promptly to requests from your team chair.
- Coordinate your travel plans with your team chair.

## The Visit

### The Visit

The accreditation visit enables ABET to assess factors that cannot be adequately addressed in the Self-Study Report. These factors include the intellectual atmosphere, the morale of the faculty and students, the caliber of the staff and student body, the facilities, and the outcome of the education offered as evidenced by the quality of the work performed. For traditional in-person reviews, Program Evaluators do not conduct interviews or share preliminary conclusions with the institution prior to the site visit. If assigned to a virtual review, consult with your Team Chair prior to making arrangements.

#### **Your objectives during a visit are to:**

- Make a qualitative assessment of factors that cannot be documented in the Self-Study Report.
- Conduct a detailed examination of the materials compiled by the institution (this includes course materials and assessment materials).
- Provide the program with a preliminary assessment of its strong points and shortcomings.
- Review facilities.

Visiting teams should help the programs assess their strong points as well as their weak points. You are not there only as an auditor but also as a consultant to assist the program in its continuous improvement efforts.

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## Activities You Will Conduct During the Visit

Expand each topic to learn more about the activities Program Evaluators are responsible for during an accreditation visit.

### Materials

#### Examine Assessment Materials\*

Assessment materials are usually located with the course materials. The purpose is to corroborate the assessment plan for student outcomes that was provided in the Self-Study Report, including ensuring that appropriate documentation exists for the various phases of the assessment process.

#### Examine Course Materials\*

Evaluators will review samples of course materials including, course syllabi, example assignments and exams, and representative examples of graded student work including, when applicable, major design or capstone projects. ([Accreditation Policy and Procedure Manual, Section I.E.5.b.\(2\)](#)).

The display materials should be readily available throughout the visit. You should verify that:

- The course is up-to-date and appropriate for the objectives of the program.
- The course prerequisites are adequate.
- The learning activities are appropriate for the course outcomes.
- The graded work adequately assesses the course learning outcomes.

Note that it is unlikely that a problem with a single course would be enough evidence for a Weakness or a Deficiency. Rather, the course materials should be used to corroborate potential problems indicated elsewhere, such as suspected failure by some faculty members to remain current, or should suggest potential problems that need to be corroborated by additional evidence, such as an apparent lack of coverage sufficient to achieve the course learning outcomes.

\*For **virtual visits**, assessment materials and course materials will be made available to PEVs at least 30 days prior to the virtual visit. Adjustments in procedures will be needed to allow for remote interviews.

### Tours

#### Tour the Facility\*

In touring the facilities, you want to ensure that they are sufficiently up-to-date and maintained to support the needs of the program. You also want to be aware of safety and access issues. The adequacy of the support staff is important, as is a mechanism for ensuring the continuing adequacy through the period of accreditation.

\*For **virtual visits**, recorded facilities tours will be made available to PEVs at least 30 days prior to the virtual visit. PEVs can also request a live walk through of the facilities during a remote meeting. Adjustments in procedures will be needed to allow for remote interviews.

# Interviewing

## **Interview the Program Head**

This is an opportunity to develop a better understanding of the program's strengths and weaknesses and the vision of its leadership for the future. Any issues that arose during your pre-visit preparation should be discussed to ensure that you are aware of all appropriate facts and have planned appropriate activities for further investigation. If a single program is being evaluated, the team chair may decide to interview the program head.

It is preferable not to make requests that require substantial effort to satisfy during this meeting (or at any time during the visit). Such requests should be made well in advance of the visit. However, do not hesitate to make requests for information and clarifications that are needed to ensure a fair and complete review. Discuss such requests with your team chair if they are likely to require a substantial amount of work from the program's staff.

## **Interview Administrators & Staff Members**

You should also interview others with administrative duties (class scheduling, student advising, transfer course evaluation, etc.) relative to the program. This does not include administrators at the institutional level, whose visits are coordinated by the team chair. If the program head is not the department chair or the administrative head over the program, then you should also interview the administrative head. If more than one program under the administrative head is being reviewed, you may wish to coordinate your interview with the program evaluator(s) for the other program(s), perhaps even doing the interview simultaneously with the other PEV(s).

## **Interview Faculty Members**

During faculty interviews, you should try to understand each faculty member's teaching philosophy; level of interaction with students; activities undertaken to maintain currency; level of understanding of, and participation in, the assessment process and preparation for the visit; and their view of the strengths and weaknesses of the program and its future direction.

Faculty members also can be a source of initial identification or corroboration of problems related to the quality and maintenance of facilities (labs, classrooms, library, etc.). Faculty attitudes regarding the work environment and their commitment to remaining at the institution are also important in assessing the adequacy of institutional support to maintain program stability during the potential period of accreditation.

There are many personal preferences regarding the best way to interview faculty members. Often it is best to interview faculty members in their offices on a one-on-one basis to maintain confidentiality. However, if the faculty is large or offices do not provide sufficient confidentiality, an alternative approach may be needed. Individual appointments should last for approximately 20-30 minutes. You should identify some of the faculty you are especially interested in interviewing if you will not have time to interview all of them. When selecting faculty to interview, consider those teaching courses for which you have questions, those with laboratory responsibilities, length of service, and rank. This should all be arranged before the visit and in consultation with your team chair.

## **Interview Students**

Interviewing the students is often one of the most rewarding and enjoyable parts of the visit. The level of satisfaction with, and enthusiasm for, the program can be a good indicator of the program quality. In addition, students can provide important corroboration for such aspects as the lack of adequate quality in certain courses, problems with advising, and the adequacy of facilities (labs, classrooms, library, etc.).

As we know, the student perspective on the importance of certain courses and the characteristics of the program is often quite different from the perspectives of the faculty and administration. Although student perspectives can be valuable in getting a feel about the overall quality of a program, it is important to keep in mind that students are not always in a good position to judge the real value of an educational experience. Therefore, student complaints should not result in a conclusion that there is a problem unless the observation can be corroborated by additional evidence.

There are many individual preferences for selecting the students to be interviewed as a group. You will want to interview a representative number of upper-level students, and possibly a second group of students who are earlier in the program. The student interviews could be done during a scheduled class with the instructor not present, or at a time outside of class. The group to be interviewed should not be selected by the program staff unless you ensure that those selected are a representative sample of the student body. You should allow about 30 minutes for meeting with the students.

## **Sensitivity & Awareness**

ABET Team members have an inherent power dynamic. Program faculty and staff will strive to make the most favorable impression possible, and they may fear consequences if they do not. ABET Team members must be exceptionally professional and courteous in all interactions with individuals at the institution. Self-awareness of our biases can help alleviate subconscious actions that may be interpreted negatively or offensively.

Bias may be implicit or explicit. Explicit bias can consist of overtly discriminatory beliefs, actions, or institutional policies. Implicit bias consists of unconscious tacit attitudes and unintentional actions. When we visit a campus, it is important for us to take cues from the people and environment around us. Implicit bias occurs when we are not aware that our actions, words, or decisions are biased.

Some examples of bias are:

- Stereotyping of a person from another race or gender
- Unconscious offensive actions
  - Touching the arm, shoulder, or back of a faculty member - male or female.
  - Closing the office door when interviewing a faculty member of the opposite sex without first getting permission to do so.
- Violation of cultural customs
  - Attempting to shake hands with an individual of the opposite sex.
  - Physical contact with a person you just met.

## Supporting Units

### Visit Supporting Units

If more than one program is being visited, these activities may be coordinated among the program evaluators and team chair and findings shared.

**Visit the library.** When you visit the library, you are primarily verifying the evidence in the Self-Study Report: adequacy of the collection, availability of staff support, electronic access to information and materials, etc. The adequacy of the resources is important to observe, and this is difficult to determine from the Self-Study Report.

**Visit one or more supporting departments.** Supporting departments (mathematics, physics, English, etc.) play an important role in the foundational preparation of students. In interviewing the department chair or other departmental representative, you should try to determine how well the students of the programs that the team is reviewing do in the supporting courses and whether there are any problems with the nature of the courses from the perspective of the supporting department. If course materials have been provided in a course materials display area, you should review these materials before going to visit the supporting department. If the materials have not been arranged in advance, then you cannot expect to see much more than course textbooks and syllabi for courses that are currently being offered.

**Visit the advising center, career support center, cooperative education office, etc.** The intent of visits to offices such as these is to assess the level of support for students. You should inquire about the support that is available and general procedures for students to obtain the support. Sometimes you can assist the program, students, or faculty by identifying available support that is not being used effectively in the program. Understaffed offices, inadequate facilities, or outdated programs can indicate or corroborate problems that appear in assessment results, student or faculty interviews, etc.

## Exit Statement & Program Audit

### Enter Program Findings Into AMS

The program audit provides a record of the shortcomings discovered for a program over the course of a review. As a PEV, you must clearly identify each shortcoming relative to the criteria or the Accreditation Policy and Procedure Manual. This information is entered into the AMS by the PEV using the AMS Program Audit Tool (PAT) function prior to the Exit Meeting. The shortcomings entered through the PAT are then used by the Team Chair in preparing a script or Exit Statement for the Exit Meeting. The Exit Statement script for the team identifies the shortcomings for all programs under review. At the conclusion of the Exit Meeting, Program Audit Forms are downloaded from AMS and emailed to the institution by the team chair. These forms also serve as a written summary of the team's preliminary findings for each of the programs that were evaluated for accreditation.

# Debrief & Exit Meeting

## Debrief the Program Head

The debrief for the program head by the PEV is less formal than the exit meeting. There should be sufficient discussion to ensure that the program head understands the shortcomings that have been identified. Information that could be helpful in addressing the shortcomings can be provided by the PEV, but care must be taken to avoid any communicate the team’s impression of prescribing a solution.

## Participate in Exit Meeting

The purpose of the Exit Meeting is to findings relative to all programs under review. Following initial statements by the team chair, each PEV identifies the shortcomings for the program they evaluated. The procedure varies somewhat among commissions but commonly requires the PEV to read from the Exit Statement script previously prepared by the team chair, based on information entered into the Program Audit Tool. The Exit Meeting is a formal report by the team. The team chair serves as chair for the Exit Meeting, and only questions for clarification are permitted.

The team chair may modify this basic procedure as appropriate. For example, if the number of programs reviewed is large, general information about each program and the program strengths might be omitted from what is read at the Exit Meeting. Similarly, if there is a shortcoming that is common to all programs, then the team chair may state that shortcoming in the introductory remarks, and each PEV would then omit that shortcoming from the reading of the PEV's statement. Finally, if there is more than one PEV for a program, the team chair will determine what is to be read by each PEV.

# Visit Agenda

## A Typical Visit Agenda

Please note, while the content will be similar, please note that the schedule for a virtual visit may deviate substantially from this example.

### Sunday (Day 0)

Time of Day	Responsibilities
Morning/ Afternoon	During the initial team meeting, your responsibilities are to: <ul style="list-style-type: none"><li>• Review visit plan.</li><li>• Provide initial reports and/or worksheets required by your commission. <b>Note:</b> Your team chair may request these prior to the visit.</li><li>• Discuss pre-visit assessment.</li><li>• Review criteria, policy, and procedure changes.</li></ul> You will also visit the program to:



<b>Time of Day</b>	<b>Responsibilities</b>
	<ul style="list-style-type: none"> <li>• Evaluate course materials (syllabi, content documentation, graded student work, etc.).</li> <li>• Evaluate assessment materials (results and analysis from surveys, etc.).</li> <li>• Conduct other visits (labs, etc.) as needed.</li> </ul>
Evening	<p>During the team meeting, your responsibilities are to:</p> <ul style="list-style-type: none"> <li>• Identify all potential Deficiencies, Weaknesses, and Concerns.</li> <li>• Work as a team to come to consensus and to ensure consistency about findings among programs.</li> </ul>

### Monday (Day 1)

<b>Time of Day</b>	<b>Responsibilities</b>
Morning	<ul style="list-style-type: none"> <li>• Team meets with president and/or dean and designated guests.</li> <li>• Meet with program head.</li> <li>• Meet with program faculty, students, and support staff.</li> <li>• Attend optional luncheon for team with institutional officials and guests.</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>• Continue meetings and interviews.</li> <li>• Visit facilities.</li> <li>• Visit supporting departments.</li> </ul>
Evening	<p>During the team meeting, your responsibilities are to:</p> <ul style="list-style-type: none"> <li>• Report on findings relative to previously identified potential Deficiencies, Weaknesses, and Concerns.</li> <li>• Identify, report on, and document potential strengths and observations, as appropriate to the commission.</li> <li>• Discuss possible accreditation action.</li> <li>• Access the Program Audit Tool in the AMS and enter preliminary shortcomings.</li> </ul>

### Tuesday (Day 2)

<b>Time of Day</b>	<b>Responsibilities</b>
Morning	<ul style="list-style-type: none"> <li>• Review program shortcomings entered in the Program Audit Tool with team chair and edit as needed.</li> <li>• Take care of any last-minute interviews if needed to complete the review.</li> <li>• Brief program head on findings (informal debrief).</li> <li>• Attend team meeting (working lunch).</li> </ul>
Afternoon	<p>Review exit meeting script drafted by team chair, be sure that it:</p> <ul style="list-style-type: none"> <li>• Addresses each criterion for which there are findings.</li> </ul>

Time of Day	Responsibilities
	<ul style="list-style-type: none"> <li>• Documents facts, Deficiencies, Weaknesses, Concerns, and Observations following the format of your commission.</li> <li>• Matches findings identified in the Program Audit Form.</li> <li>• Matches any reports/worksheets required by your commission.</li> </ul> <p>Provide team chair with any reports/worksheets required by your commission.</p> <p>Identify the recommended accreditation action in the AMS.</p> <p>Participate in exit meeting. Read the portion of the written exit statement relating to the program reviewed.</p> <p>As a program evaluator, your responsibilities include:</p> <ul style="list-style-type: none"> <li>• Identifying potential shortcomings by criterion.</li> <li>• Determining appropriate findings.</li> <li>• Selecting the key term that applies for each finding.</li> <li>• Providing evidence for each finding and the effect it has on the program in the exit statement.</li> </ul> <p>As a program evaluator, you should never:</p> <ul style="list-style-type: none"> <li>• Be prescriptive in suggesting improvements.</li> <li>• Share the recommended accreditation action with anyone outside the team.</li> </ul>

## After the Visit

### After the Visit

#### Draft Statement Outline

Using ABET's Draft Statement Tool, the team chair will review and combine the exit statements of all programs evaluated into a Draft Statement. The Draft Statement will follow this outline:

- Introduction

*For each program:*

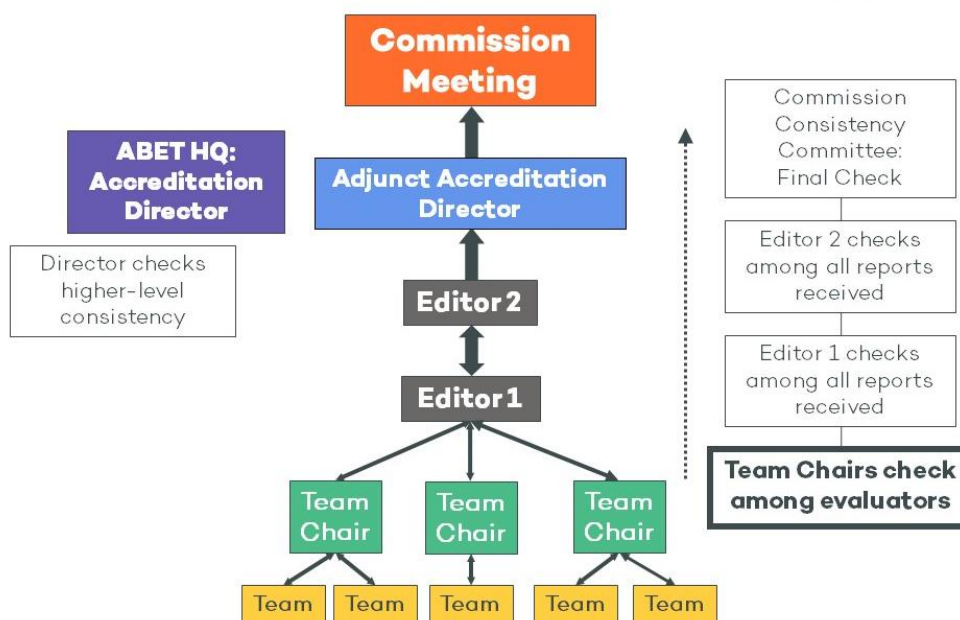
- Program Description
- Program Strengths
- Program Deficiencies
- Program Weaknesses
- Program Concerns
- Program Observations

After going through an editing process, the Draft Statement will be sent to the institution. The institution then has 30 days to respond. This response is called the Due Process Response.

## Applying the Criteria: Consistency Counts

Accreditation actions must be consistent across all programs with similar shortcomings (Concern, Weakness, Deficiency) and across all institutions. As a PEV, it is essential that you compare your findings with those of the other programs being evaluated at the institution, potentially by PEVs from different commissions, and ensure that similar situations result in similar findings. The visit team should work together to resolve potential differences in findings for situations that are the same or very similar. Consistency is checked throughout the ABET Accreditation Process. The process is visually illustrated in the following graphic.

### DRAFT & FINAL STATEMENT PROCESS



## Expense Reports & Performance Appraisals

Within ten business days after the visit, you will need to:

1. Submit your expenses using the ABET on-line expense system (Concur), including uploading all receipts. Note that receipts must be itemized, e.g., meal receipts must include the items purchased, not just the total bill. The expense report will be reviewed by ABET staff to ensure compliance with current policy. Payment will be issued upon approval. Information on submitting your expense reports is available.
2. Complete the online appraisal form for the team chair and program evaluators on your visiting team.

## ABET Expense & Reimbursement Policy

All travelers should be aware that only persons who are authorized prior to visiting campuses or attending pertinent meetings and activities will be reimbursed for their allowable and reasonable expenses. If there is a question on reimbursements or allowable expenses, please seek guidance from your team chair or ABET liaison. It is ABET's policy to reimburse reasonable expenses incurred by those individuals who are authorized to attend specific visits. All expenses should be submitted within ten working days after returning from your trip. Failure to comply with the travel policy instructions will delay the reimbursement of your expenses. Expenses submitted more than sixty days after the end of travel may not be reimbursed.

# Summary of Responsibilities

## Summary of Responsibilities

### Pre-Visit

- Arrange travel through Concur
- Prepare for visit:
  - Read Self-Study Report and any previous final statements of relevance
  - Evaluate transcripts
- Participate in pre-visit conference calls
- If applicable, complete training for specialized reviews (e.g., virtual review, review of an online/hybrid program, or a review outside the US)
- Convey preferences and arrangements for interviews and meetings to team chair and contact the program head if directed to do so by the team chair
- Start your Program Evaluator Report and/or Worksheet

### Visit

- Complete all assigned meetings and tasks
- Work with team to arrive at consensus on finding level.
- Participate in development and delivery of the Exit Statement
- Submit Program Evaluator Report and/or Worksheet to team chair

### Post-Visit

- Participate in any post-visit activities as agreed upon with the team chair
- Within 10 days: Submit expense report via Concur
- Submit team chair and PEV evaluations as soon as possible

# Proficiency Assessment #1

# MODULE 4: Quality Improvement of Student Learning

Module 4 transitions into the assessment and evaluation of student learning. You will learn about program educational objectives and student outcomes, as well as terms and concepts used in continuous quality improvement.

## Terms & Definitions

### Terms & Definitions

The evaluation of a program's compliance with each of the various requirements of the Program Educational Objectives, Student Outcomes, and Continuous Improvement Criteria (Criteria 2, 3, and 4) is an important element of ABET's outcomes-based accreditation criteria and the program's continuous improvement processes.

Although you as a program evaluator will be reviewing many aspects of the program you visit, your review of the program educational objective review process and the program's process for continuous improvement will be an important part of your work. This module will provide you with information that will help you in the evaluation of these processes.

There is no universally accepted set of terms used in the assessment field. Below are terms used in the ABET Criteria and defined in the Accreditation Policy and Procedure Manual.

### ABET Terms

**Program Educational Objectives:** Broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies.

**Student Outcomes:** Statements that describe what students are expected to know and be able to do by the time of graduation. These relate to skills, knowledge, and behaviors that students acquire as they progress through the program.

**Assessment:** One or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process.

**Evaluation:** One or more processes for interpreting the data and evidence accumulated through assessment practices. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.

Programs may have adopted a specific language of assessment, which varies from the terms above. Terminology might also vary from one program to another within an institution. If a program is using different terms, it is important that the program defines its terms in the self-study and uses them

consistently in its documentation for ABET. If the Self-Study Report does not clearly indicate how terms are being used, this should be clarified before the visit.

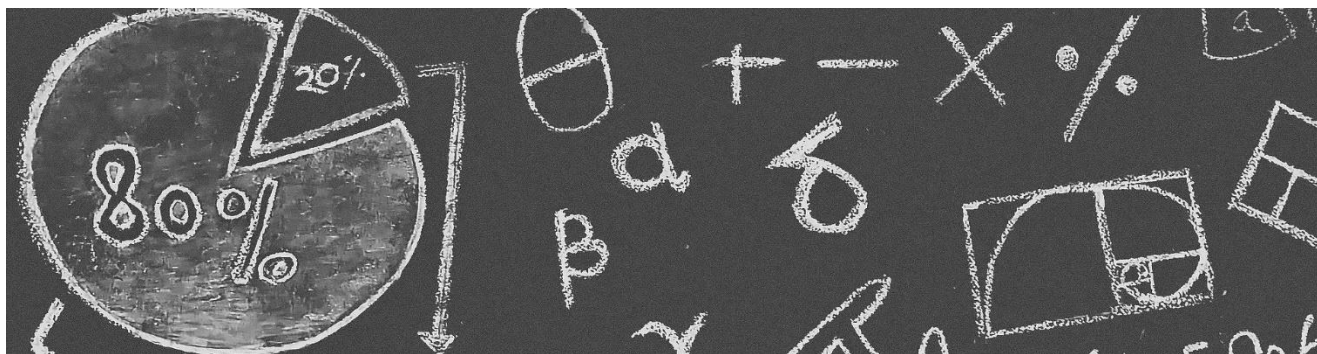
## Program Educational Objectives

### Review of Program Educational Objectives

Program educational objectives focus on what graduates are expected to attain within a few years after graduation. Criterion 2 requires "a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria."

The review of program educational objectives requires appropriate monitoring of the currency and relevance of the objectives themselves. The currency and relevance of the program educational objectives should be reviewed periodically. The time span will depend on the nature of the discipline, the changing needs of the constituents, and the mission of the program. Programs in disciplines that are dynamic and rapidly changing will need to have more frequent review cycles to be sure the program educational objectives are current and that the student outcomes will enable the attainment of the objectives.

Constituents should be identified in meaningful ways, and information on the needs of constituents for the development and revision of the program educational objectives should be gathered by appropriate means. All identified constituencies must take part in the review process. Determining compliance with this aspect of Criterion 2 will take informed judgment on the part of the evaluator.



# Student Outcomes



## Assessment and Evaluation of Student Outcomes

For student outcomes, the focus of the data collection is to answer the question, “To what level have students attained the stated student outcomes specified in Criterion 3 and other student outcomes added by the program?” Evaluation of the extent to which student outcomes are attained identifies strengths and weaknesses in student learning. This provides evidence for making decisions about how to improve the program’s teaching and learning processes. An academic program under accreditation review must provide evidence it has a working and effective assessment and evaluation system in place.

This evidence should be the product of careful examination of student work related to the program requirements and expectations. In preparation for reviewing a program’s processes related to Criterion 4, Continuous Improvement, for student outcomes, it is important to understand several principles of a well-constructed process to enable continuous improvement related to program-level student learning.

## Continuous Improvement Process

**Student Outcomes provide faculty with a common understanding of the expectations for student learning.** They also communicate to students what learning will be expected as they progress through the program. Assessment of the attainment of student outcomes at the program level focuses on the performances of selected and representative student cohorts. Program faculty gain insights into how well students are learning through the assessment of student work that demonstrates the stated outcomes. In general, results are reported in terms of the percentage of students in the student cohort who meet the program’s student outcome thresholds. The program’s evaluation and interpretation of the results informs decision making for the purpose of continuous program improvement.

Student outcomes must include all of the ABET-defined student outcomes. Some commissions require using the provided outcomes directly. Others require that each of these items be included in the student outcomes and may include additional outcomes defined by the program.

**The focus of Criterion 4 (continuous improvement related to student outcomes) is on student learning and not the assessment or evaluation of individual courses.** At the program level, assessment and evaluation should be focused on the learning that has resulted from the student

experiences (curricular and co-curricular) in the program by the time of graduation. The purpose is to provide information on the program's efficacy (its ability to achieve what it was designed to achieve).

**Student outcomes should be defined to provide faculty with a common understanding of the expectations for student learning and to achieve consistency across the curriculum.** Well-defined student outcomes also communicate to students what learning will be expected as they progress through the program. Without agreed-upon definitions of the student outcomes, faculty may have differing understanding of what constitutes acceptable demonstration of a given outcome. When faculty have varied definitions of the student outcomes, it is difficult to measure with any consistency the extent to which a student cohort has attained the outcomes. One way to establish a common and consistent understanding of what identifies the performances that faculty will look for in order to determine the extent to which a student outcome is met is for those faculty to develop a few measurable performance indicators for each student outcome. For further information on writing performance indicators, see [Student Outcomes and Performance Indicators](#).

**A program does not have to collect data on every student in every course to know how well the program is doing in facilitating student attainment of outcomes.** Because the focus of the assessment activity is on the program and not individual students, it is important that the cohort from which data are being collected be representative of the range of students in the program. If a sample is drawn from the cohort, it must include the same proportion of student characteristics (grade averages, gender, diversity, etc.) that describe the program's general student population. In programs that have a small graduation class, sampling may not be appropriate. However, if data are collected on a specific student outcome once every three years (see #5 below) a program would, in fact, be sampling regardless of cohort size as it is not collecting data on every student who studies in the program.

**To provide evidence of attainment of student outcomes by the time of graduation for program reporting purposes, programs may choose to evaluate and report only data collected in core upper-level courses.** Although not required by the accreditation criteria, a best practice is to sample from strategically selected, required upper-level courses (meaning those where the most representative sample of student attainment of outcomes can be gathered). There are many reasons why programs might collect data (baseline or other) in the lower-level courses over which they have control for their continuous improvement, but it is sufficient to choose from upper-level courses for ABET-reporting purposes. In general, knowledge, skills, or behaviors that students demonstrate in lower-level courses are not as likely a result of the program's discipline-specific curriculum but may provide formative assessment that is useful for proactive program improvement.

**A program does not have to assess every outcome every year to know how well it is doing in facilitating student attainment of outcomes.** One approach that often leads to difficulty is to collect too many data on individual students. This can occur if a program requires faculty members to collect data in every course where student outcomes are being "covered." Not only does this make the data collection process cumbersome, but it also makes it difficult to turn the data into useful information through analysis. A viable alternative data-collection approach is to use assessment cycles where, on a rotating basis, performance indicator data for a portion of the student outcomes are sampled from two, or preferably three, core upper-level courses where every course supporting a given outcome is "covered." Using this approach produces evidence that can be used for



evaluation and decisions about improvement actions, and relieves faculty of unnecessary data collection. Staggering the data collection over the six-year accreditation cycle (e.g. two 3-year cycles or three 2-year cycles) produces a process that is continuous and systematic. It is also important that programs assess the effectiveness of their improvement actions. For an example of a continuous data collection process, see [Timelines and Responsibilities](#).

**The focus is continuous improvement based on information for decision making, not just data collection (i.e., data ≠ information).** ABET accreditation criteria mandate that the program focus on continuous improvement using documented processes for assessing and evaluating attainment of student outcomes. These processes should produce results that can be systematically used by faculty and administration in meaningful ways. Investment of faculty members' time and data collection requirements of these assessment processes should be consistent with day-to-day operations of the program. However, in order to remain continuous, the faculty should clearly maintain these processes of assessment and subsequent evaluation across the interval between successive accreditation visits.

**Best practices suggest that more than one method should be used to assess student learning.** Direct assessment involves measurement of student learning through their “performances” (projects, exams, homework, etc.). Direct assessment should be the primary means of assessing student learning. This does not preclude the use of other assessment methods that provide indirect or secondary evidence of student learning. For example, surveys allow students to provide their opinions and to assess their own performance in the outcome areas. Indeed, for some outcomes, student opinion can help determine the extent to which an outcome is being met. However, an effective assessment and evaluation process should not depend solely on data obtained from surveys.

## Underlying Principles

The following are the underlying principles of continuous quality improvement of student learning at the program level:

- 1.** The focus of Criterion 4 (continuous improvement related to student outcomes) is on student learning, not the assessment or evaluation of individual **students or courses**.
- 2.** Student outcomes should be defined to provide program faculty members with a common understanding of the expectations for student learning and to achieve assessment consistency across the curriculum.
- 3.** A program does not have to collect data on every student in every course to know how well students are doing with respect to the attainment of student outcomes.
- 4.** A program does not have to assess every outcome every year to know how well its students are doing with respect to the attainment of student outcomes.
- 5.** To provide evidence of attainment of student outcomes for program-reporting purposes, programs may choose to evaluate and report only data collected in required upper-level courses.
- 6.** The focus is on continuous improvement based on information and evidence for decision making.

# Evidence of Continuous Quality Improvement

## Evidence of CQI

How do I know if a program has an adequate continuous quality improvement (CQI) process for improving student learning? An effective continuous quality improvement process is comprised of the following areas. Below is a list of CQI process evidence items and related questions/requests to obtain this information.

### *Evidence*

A timeline of regular, repeated activities related to assessment and evaluation.

### *Question*

"What is your data collection and evaluation timeline?"

### *Evidence*

Agreed-upon definitions of student outcomes. (Identifying a few performance indicators per outcome is an effective way to develop measurable definitions.)

### *Question*

"How does your program define its student outcomes to ensure consistent assessment across the curriculum?"

### *Evidence*

Systematic data collection that focuses on performance related to the student outcomes.

### *Question*

"Where do you collect the data that is evidence of student learning?"

### *Evidence*

Systematic data collection that ensures the extent of attainment of all student outcomes is determined.

### *Question/Request*

"How do you know which outcomes should be assessed in which courses?"

"Describe how the data being presented were collected."

### *Evidence*

Data collection and analysis that provide information that enables faculty to identify strengths and weaknesses in student learning and opportunities for improvement related to the outcomes.

### *Questions*

"I see that X% of your students have attained outcome Y. Were there any notable positive or negative aspects of the students' performance?"

"How did you use this information to improve student learning?"

### *Evidence*

An evaluation process that clearly communicates to program faculty opportunities for improvement in student learning.

### *Request*

"Describe how the proposed actions improved student learning or are anticipated to improve student learning."

### *Evidence*

A broad engagement of most program faculty in the improvement process.

### *Questions*

"How are you involved in the process?"

"What kind of changes/improvements have you implemented in the course(s) that you teach to improve student learning?"

"How do you determine if the changes have been effective?"

## Proficiency Assessment #2

# MODULE 5: Applying the Criteria

Get ready to apply the criteria! Module 5 will provide a review of the criteria and provide examples of common issues that occur during reviews. Additionally, you will learn about compliance and consistency. Each will help prepare you to complete your commission's self-study and transcript analysis assignment at the end of the module.

## Understanding & Applying Criteria

### Criteria Application Basics

- ABET accredits **educational programs** leading to degrees. ABET does NOT accredit institutions, departments, or degrees.
- ABET defines an educational program as an integrated, organized experience that culminates in the awarding of a degree. The program will have program educational objectives, student outcomes, a curriculum, faculty, and facilities.
- ABET does not dictate program names to an institution.

You can find a thorough explanation of the above in the [Accreditation Policy and Procedure Manual, Section I.C.](#) Also, you will find the ABET Criteria for each commission on that page.

### Understanding the Criteria

Evaluating a program's compliance begins with understanding the criteria. ABET Criteria are based on the principles of continuous quality improvement. General Criteria cover the following areas of an educational program:

- Students
- Program Educational Objectives
- Student Outcomes
- Continuous Improvement
- Curriculum
- Faculty
- Facilities
- Institutional Support

Your member society may also have additional criteria that cover minimum standards for the specific program discipline you will be evaluating. These are called "Program Criteria."

# Common Issues

## Common Issues Associated with Each Criterion

The ABET Criteria are minimum standards that you apply with judgment. Over the years, ABET has identified common issues that may surface as you review a program's Self-Study Report and make observations during a visit for evidence of compliance.

The issues listed below for each criterion area are not exhaustive. You may identify additional issues as you review the Self-Study Report. Additionally, some issues listed here may not by themselves represent a shortcoming relative to the criteria, but rather may indicate a need to seek additional information in order to determine whether there is a shortcoming. Remember each shortcoming must refer to specific requirements in the criteria or APPM that are not fully met or potentially may not be met in the future.

**Note:** Your draft visit plan should detail with whom you will meet to resolve any issues with program compliance with criteria, which are not explained to your satisfaction in the Self-Study Report.

### Criterion 1: Students

#### Example Issues

- Students receive ineffective or inconsistent advising.
- There is a lack of understanding of curricular requirements, especially if many options are available.
- There is no documentation of course substitutions or missing prerequisites.
- There is no documentation on acceptability of transfer credits.

### Criterion 2: Program Educational Objectives

#### Example Issues

- Program educational objectives are not published or readily accessible to the public.
- Program educational objectives are not related to institutional mission or are inconsistent with the mission.
- Program educational objectives are not consistent with the needs of the program's various constituencies.
- Program educational objectives do not describe what graduates are expected to attain within a few years after graduation.
- There is no indication as to who are the program's constituencies.
- There is little evidence that the needs of the program's constituencies have been considered in the formulation of the program's educational objectives.
- There is no process to periodically review and revise the program educational objectives.
- There is minimal evidence of constituency involvement in the periodic review and revision of program educational objectives.

### Criterion 3: Student Outcomes

#### Example Issues

- Student outcomes are stated such that attainment is not measurable. (Note: Having student outcomes whose attainment is not measurable with quantitative methods is not by itself a violation of any criterion, but the extent to which it is attained must still be evaluated by other means, as required in Criterion 4.)
- There is missing or incomplete justification as to how the student outcomes prepare graduates to attain the program educational objectives (ANSAC & ETAC only).
- The student outcomes do not reflect what the students should know and be able to do at the time of graduation.
- The student outcomes do not include all of the ABET-required outcomes as appropriate.
- There is no process to periodically review and revise the student outcomes (ANSAC & ETAC only).

#### Criterion 4: Continuous Improvement

##### Example Issues: Processes

- The assessment and evaluation processes are not documented.
- The program cannot demonstrate the processes do what they claim.
- The assessment, evaluation, and improvement cycle is not complete.
- The process is not sustainable.

##### Example Issues: Assessment

- Indicators of student performance have not been defined or a priori level of student performance has not been established. (Although there is no criteria requirement for performance indicators or a priori levels of performance, without these or something equivalent it may be difficult to appropriately evaluate the extent to which student outcomes are attained, and additional information may be needed to determine the appropriateness of the evaluation process for determining outcomes attainment.)
- The program uses only anecdotal results (versus measured results).
- The program relies only on course grades as assessment for one or more student outcomes. There are many factors, rarely all relating to a single student outcome for the program, that are used to determine a course grade. Thus, the level of granularity of course grades relative to student outcomes is almost always too coarse for course grades to be used as reliable indicators for attainment of specific student outcomes.
- There is an over-reliance on student self-assessment (e.g., surveys) as opposed to assessment methods based on actual student performance. As a rule, student self-assessment of outcomes attainment is considered much less reliable than attainment data from actual student performance relative to each outcome.
- Assessment data are being collected for only some outcomes.

##### Example Issues: Evaluation

- The data collected are not analyzed and used as input to a program improvement process.
- The continuous improvement process appears to ignore evidence that students are not attaining the student outcomes at the expected level of student performance.
- The evaluation of data does not provide the information needed to make program improvements.

## Example Issues: Results

- Program improvement plans are developed but not implemented.
- There is no documentation of how the results of assessment and evaluation processes are used to determine needed program improvements.
- Results of the evaluation of student outcomes are not used to make needed improvements to the student outcomes.
- There is little evidence that improvement efforts are being assessed and evaluated.

## Criterion 5: Curriculum

### Example Issues

*Curriculum criterion varies among the commissions so the following issues related to this criterion may not all be applicable to your commission.*

- The curriculum fails to meet credit hour requirements (if specified by criterion).
- The quality of the culminating or integrating experience, comprehensive project, capstone or major design experience (if required by the criterion) is poor.
- There is no culminating experience.
- There are several courses with elements of a comprehensive project but are not identified as the culminating experience.
- There are multiple culminating courses, or courses taught by different instructors, that do not all satisfy the requirements of the criteria.
- The culminating design experience does not address multiple constraints and appropriate standards (EAC only).

## Criterion 6: Faculty

### Example Issues

- The program has an insufficient number of faculty members to support concentrations, electives, etc. and maintain continuity and stability.
- Poor faculty morale is affecting the program.
- There is a lack of professional development for faculty members.
- Faculty members have excessive workloads.
- The program has a low faculty retention or high faculty turnover rate.
- The program has a heavy reliance on temporary faculty appointments or adjuncts, potentially jeopardizing program stability.
- Faculty members have insufficient responsibility and authority to improve the program.

## Criterion 7: Facilities

### Example Issues

- There is insufficient space.
- Laboratories and classrooms are overcrowded.
- Some essential equipment is inoperable.
- There is a lack of modern instrumentation.

- There is a lack of software and/or hardware needed to support the curriculum.

#### Criterion 8: Institutional Support

##### Example Issues: Leadership

- Unstable leadership is affecting programs.
- The dean and/or program head positions are open, or have been filled by interim appointments for an extended period.
- There is frequent turnover of university administration and unit leadership.

##### Example Issues: Operating budget

- Inadequate operating budget for acquisition and maintenance of laboratories and appropriate equipment.
- Inadequate operating budget for faculty salaries, promotions, and professional development.
- Inadequate operating budget for hiring and retention of faculty and staff.

##### Example Issues: Support Staff

- Insufficient number of teaching assistants.
- Insufficient number of technicians for instructional laboratories, machine shops, and laboratory services.
- Insufficient administrative and/or clerical support staff.

You do not have to be an expert on assessment. The program must provide evidence that it has a working and effective system in place.



## During the Visit

During the on-site or virtual visit, you may revise your evaluation after conducting interviews with faculty members, students, and administrators; reviewing documentation; and viewing facilities. You will share your findings with your team members at team meetings on Sunday and Monday nights. This will assist you in refining your recommended action. At the conclusion of the visit, you will provide your team chair with the recommended action for your program and an Exit Statement to support that action. These activities will be simulated during PEVC Simulated Visit Training.

It is essential all team members make decisions on findings in a consistent manner. All team members should listen carefully to the proposed findings of other team members to identify potential inconsistent findings in different programs. For reaccreditation visits, team members should be cognizant of findings that may appear inconsistent with findings from previous evaluations, and should, if possible, make clear the reasons for any finding that may appear inconsistent with a previous finding.

## Post-Visit

The team chair develops the Draft Statement to the institution by combining and editing the program Exit Statement material from the program evaluators and adding material that applies to the institution as a whole. Two editors and ABET Headquarters staff review the Draft Statement for adherence to standards and consistency with other statements. It is then sent to the institution, which has 30 days to respond as part of due process. The team chair uses the response from the institution to prepare the Final Statement, which is edited again and then provided to the full commission for action. In preparing the Final Statement, the team chair may consult with the program evaluators as needed to determine whether there are any changes to the recommended accreditation action because of the institution's actions since the visit. Final accreditation decisions are made at the July Commission Meeting each year.

## Evaluating a Program's Compliance with the Criteria

To decide if a program complies with each criterion and to recommend an accreditation action, follow these steps:

- - Identify issues by criterion. (Remember: You may find issues not listed in Common Issues.)
  - Determine the appropriate finding.
  - Select the key term that applies for the finding. Base your decisions on the criteria and/or the APPM, NOT on your opinion. Consider the resulting recommended action. Is it consistent with the nature of the shortcoming?
  - Explain each concern, weakness, and deficiency in relation to the specific criterion using wording consistent with the definition of the shortcoming.
  - Recommend the accreditation action. Prior to the site visit, your team chair will ask you where the program stands in overall compliance to ABET Criteria. Based on your

preliminary review, you will select one of the following potential actions as described in the [Accreditation Policy and Procedure Manual, Section I.E.12](#). This preliminary judgment may be revisited after you gather more information during the campus site visit. Your available accreditation actions include:

- Next General Review (NGR)
- Interim Report (IR)
- Interim Visit (IV)
- Report Extended (RE)
- Visit Extended (VE)
- Show Cause Report (SCR)
- Show Cause Visit (SCV)
- Show Cause Extended (SE)
- Not to Accredit (NA)

In Module 2, [The Accreditation Process](#), you read about levels of compliance, statements of compliance, concern, weakness, and deficiency, as well as observations with regard to your findings when evaluating a program. You can also find these in the [Accreditation Policy and Procedure Manual, Section I.E.8.a.\(2\)](#).

### General Review Terminology vs Action

If the evidence supports a program Weakness for any criterion, you must recommend either an Interim Report or an Interim Visit action (if there is no Deficiency). Note there is no difference in severity for the IR and IV actions. The only difference is whether the adequacy of the corrective action(s) can be determined based on a written report (with appropriate supporting documentation), or whether a visit is required in order to assess the adequacy of the action(s).

If the evidence supports a program Deficiency for a given criterion, you must recommend a Show Cause action for currently accredited programs or a Not-to-Accredit action if this is an initial review. Also, note a Not-to-Accredit action can only result from an evaluation of a new program or from a show cause visit or report.

Please refer to the chart below for reference:

### Ensuring Consistency

Action	NGR	IR	IV	SCR	SCV	NA
<b>Definitions</b>	Next General Review	Interim Report	Interim Visit	Show Cause Report	Show Cause Visit	Not to Accredit (only for new programs)
<b>Weakness?</b>	No	Yes	Yes	—	—	—
<b>Deficiency?</b>	No	No	No	Yes	Yes	Yes
<b>Duration (years)</b>	6	2	2	2	2	—

Accreditation actions must be consistent across all programs and institutions. Accreditation actions must be consistent with actions given for other programs with similar shortcomings (Concern, Weakness, Deficiency). The ABET Accreditation Process includes multiple checkpoints to ensure consistency.

## Sample Situations Quiz

### Transcript Analysis

#### Transcript Analysis

Records of academic work, such as transcripts, provide direct evidence the institution's program requirements are met. ABET recognizes transcripts as the official record of student coursework in the United States; however, it may be referred to differently in other countries. "Record of academic work" and "transcript" will be used interchangeably for the purpose of this training.

As part of your review of the self-study report, you will need to analyze transcripts. Procedures for doing this include the following:

- The program name must be shown consistently on the record of academic work of its graduates and in the institution's electronic and print publications (i.e. department web page, course catalog). The program name must be distinguishable from any non-accredited programs with which it could be confused by a potential employer. Identify any problems in this regard to your team chair.
- Make sure the courses counted toward the degree are consistent with the published requirements of the program. In cases where the record of academic work is for a graduate of an earlier curriculum, the institution must provide a copy of the appropriate curriculum. The institution also should provide justification for any variances, such as transfer credits or substitutions not clearly documented on the record of academic work.
- Check to be sure prerequisites are taken before each course that requires them and the course sequence on the record of academic work does not vary unreasonably from the recommended sequence. If courses are taken out of sequence, check to see if there is an indication of difficulty for the students in terms of the course grades. (If there are difficulties for students, then there could be a problem with the mechanisms for advising and the enforcement of prerequisites. If there are no problems, it could indicate prerequisite requirements that are not needed.)
- Request clarification for any apparent problems in the record of academic work. Do your transcript analysis and request clarifications soon enough to allow reasonable time for the institution to respond.
- Review transfer course and course substitution decisions for reasonableness related to course content and credit allocation. Review documentation of the decisions. If there are questionable substitutions, request clarification from the program.

[Please click here for commission analysis guides.](#)

# Self-Study & Transcript Assignment



## Pre-Work Assignment Instructions

The pre-work assignment materials are separated by commission (ANSAC, CAC, EAC, ETAC). Evaluate your program's Upper State University Self-Study Report, example student transcripts, and website for compliance to the ABET General Criteria using the provided forms for your commission.

- You are reviewing the Upper State University program against General Criteria for your commission only.
- This review may take eight or more hours to complete.
- Upload the specified documents to your commission's assignment page as Microsoft Word/Excel files.
- Contact your assigned mentor as a resource throughout this process.
- If you have questions about the assignment or your assigned commission, email [training@abet.org](mailto:training@abet.org) now.

Your assignment must be uploaded by **xxxx xx, xxxx** in order to attend PEVC Simulated Visit Training.

# MODULE 6: The PEV Appraisal Process

After each visit, program evaluators are evaluated against the Program Evaluator (PEV) Competencies. Module 6 reviews the competency model, as well as the appraisal process.

## PEV Competencies

### ABET PEV Competencies

The [PEV Competency Model](#) was developed with input from veteran program evaluators, team chairs, and ABET leadership. You have been selected to participate in Program Evaluator Candidate (PEVC) Training because you meet a set of minimum qualifications and exhibit the characteristics, behaviors, and attitudes that ABET has identified as vital to high-performing program evaluators (PEVs). You will be evaluated on how you demonstrate these core competencies during the training process and during your service as an ABET PEV.

The ABET PEV Competency Model serves several purposes:

- It informs PEVs and PEVCs of expectations of program evaluators.
- It serves as a focus for training PEVCs.
- It serves as a tool for assessing candidates against the PEV competencies.
- It provides standards for performance appraisal and enables continuous improvement feedback for PEVs and member societies.

The PEV Competency Model has raised the bar for PEV performance and improved the consistency of team evaluations. It is important for program evaluators, team chairs, member societies, and program administrators and faculty to be familiar with the PEV Competency Model and understand the expectations for each competency. Learn more about each competency below.

### **Technically Current**

- Demonstrates required technical credentials for the position
- Engaged in lifelong learning and current in their field
- Able to apply technical knowledge to ascertain the level of conformance to program accreditation requirements
- Remains current in accreditation procedures and requirements

### **Effective at Communicating**

- Easily conducts face-to-face interviews

- Writes clearly and succinctly
- Presents focused, concise oral briefings
- Interviews personnel to understand program operations
- Writes succinct, criterion-centered statements of program strengths and weaknesses
- Develops succinct findings for exit interview
- Keeps team chair informed prior to and during the visit

### **Interpersonally Skilled**

- Friendly and sets others at ease
- Listens and places input into context
- Remains open-minded and avoids personal bias
- Forthright, doesn't hold back what needs to be said
- Adept at pointing out strengths and weaknesses in nonconfrontational manner
- Interviews and readily obtains input from faculty, administration, industry advisors, and students
- Evaluates program against criteria within the context of the institution
- Evaluates and constructively conveys program strengths and weaknesses

### **Team-Oriented**

- Readily accepts input from team members
- Works with team members to reach consensus
- Values team success over personal success
- Compares program findings with those of other visitation team members to improve consistency
- Looks for and listens to common issues across programs
- Assists other team members as needed during the visit

### **Professional**

- Conveys professional appearance and demeanor
- Is committed to contributing and adding value to the evaluation process

- Considered a person with high integrity and ethical standards
- Represents ABET and responsible technical society as a practicing professional
- Willing to make observations to stimulate innovation and further the program's efforts toward continuous improvement
- Shows professional respect for institution faculty and staff
- Upholds ABET code of conduct at all times

### **Organized**

- Is focused on meeting deadlines
- Focuses on critical issues and avoids minutia
- Displays take-charge initiative
- Takes responsibility and works under minimum supervision
- Formulates preliminary program strengths and weakness assessment based upon review of materials supplied prior to the visit
- Focuses on critical findings, effectively cites supportive observations, relates to appropriate criteria and suggests possible avenues to resolution
- Submits high quality documentation to team chair on time
- Makes difficult recommendations when appropriate

## **Summary of Competencies**

### Summary of Competencies

#### **Summarizing, a program evaluator should:**

1. Be knowledgeable about current standards in his or her field and ABET Criteria and policies and procedures
2. Have strong oral and written communication skills
3. Be professional in appearance and actions
4. Listen well, be open-minded and fair, and communicate clearly with the team
5. Be a team player
6. Do their part in completing required documents in a timely, complete manner

**Note:** There is also a [Team Chair Competency Model](#), which is used to select, train, and evaluate team chairs.

# PEV Appraisal Process

## PEV Appraisal Process

ABET has a strong commitment to continuous improvement. PEV performance appraisals:

- Evaluate against the PEV Competency Model.
- Clearly communicate to the PEV what is expected.
- Serve as a vehicle for professional development.
- Serve as a tool for continuous improvement.

Your qualifications were reviewed against the [PEV Competency Model](#) as part of your selection. Your performance will be evaluated as you complete the online training pre-work and PEVC Simulated Visit Training by both the support facilitator at your table and your peers at PEVC Simulated Visit Training.

Most important, your team chair, institution representatives, and fellow team members will appraise your performance each time you are assigned to an accreditation evaluation team. Think of this as a 360-degree review designed to ensure decisions are not made on a single data point.

The program evaluator performance appraisal forms are based on the competencies. The following are the appraisals that occur after a visit:

- Team Chair Appraisal of the Program Evaluator
- Program Evaluator Appraisal of Program Evaluator (Peer-to-Peer)
- Institution Appraisal of the Program Evaluator
- Institutional Appraisal of the Team Chair

The following images are an example of the Team Chair Appraisal of the Program Evaluator:

The image shows a screenshot of the ABET Program Evaluator Appraisal form. The form is titled "PROGRAM EVALUATOR APPRAISAL" and is displayed in a modal window over a dashboard. The dashboard background shows a sidebar with navigation options like "DASHBOARD", "MANAGE REVIEWS", "VOLUNTEER PROFILE", and "PEV APPLICATION". The main content area of the dashboard is partially visible, showing "REVIEW STATUS" and "TEAM CHAIRS (TC) AND EDITORS".

The appraisal form itself is titled "PROGRAM EVALUATOR APPRAISAL" and "TEAM CHAIR EVALUATION OF PEV". It contains the following sections:

- WOULD YOU LIKE TO WORK WITH THIS PEV ON ANOTHER VISIT TEAM?**
  - Yes, without reservation
  - Yes, but with some reservation
  - No
- Comments:** A text area with a placeholder: "Please check the area(s) of concern you have regarding this PEV."
- ORGANIZATION**
  - Preparation
  - Time Management
  - Responsiveness/Timeliness
  - Organization of the evaluation process
- PROFESSIONALISM**
  - Showing respect for the institution
  - Compliance with ABET's Code of Conduct
  - Judgement in evaluating process
- CURRENCY**
  - Knowledge of general criteria
  - Knowledge of assessment methods

At the bottom of the form, there are "Invalid" and "Valid" buttons, and "SUBMIT" and "CANCEL" buttons.



Once performance appraisal forms are completed and submitted, ABET compiles a report for each PEV. These reports are sent to the appropriate commission executive committee and your ABET member society. Reports will identify exceptional performers for recognition and any PEVs who need remediation or removal.

Both the commission executive committee and the PEV's member society will review your performance report. If needed, the society will provide any additional input concerning the PEV's performance. Finally, the commission executive committee will make a determination for recognition, remediation, or removal. PEVs will receive the performance appraisal results after the July Commission Meeting. This timeline assures programs that performance appraisals do not influence accreditation actions.

## Proficiency Assessment #3

# MODULE 7: Simulated Visit Training

When the modules, self-study and record of academic work analysis, and proficiency assessments are complete, you are eligible to attend PEVC Simulated Visit Training! Learn what to expect at PEVC Simulated Visit Training, review connectivity and system requirements, and find information technology support documents.

## Learning Objectives

### Learning Objectives

PEVC Simulated Visit Training is a one-and-a-half-day experiential workshop. You will be seated at a table with other PEV Candidates from your commission and a Support Facilitator. You will act as a visit team for the simulated Upper State University program, with the Support Facilitator acting as the Team Chair. You will continue the evaluation of the Upper State University program you started in Module 5 of this online pre-work.

Through lectures, exercises, role-plays, and team meetings, you will learn to:

1. Plan an effective, cordial, efficient site visit.
2. Interact with your team during a site visit.
3. Ascertain which criteria are relevant to determining the team's recommended accreditation action given a specific situation or evidence.
4. Determine if the simulated program complies with a criterion. If not, determine the level of compliance and the team's recommended accreditation action.
5. Conduct interviews of faculty, staff, and students.
6. Write an exit statement to the institution.
7. Conduct an informal debrief with the program head and exit meeting with leaders of the institution.
8. Complete Program Evaluator forms.
9. Demonstrate "in practice" effective use of the competencies in the PEV Competency Model.

These objectives will be measured through end of training evaluations, similar to the performance appraisal form completed by team chairs and program evaluators on an accreditation visit. Your performance will be evaluated by your Support Facilitator, using the Exit Statement Rubric (provided during Simulated Visit Training) and the PEV Competencies. Your evaluation results will be shared with your member society, which will make the final approval decision.

# Training Schedule



## Training Schedule

### Pre-Training Virtual Meeting

Prior to Simulated Visit Training, you will be invited to a virtual meeting with your assigned PEVC Support Facilitator and the other PEVCs assigned to your group. During this meeting you will:

- Meet your fellow trainees and your support facilitator.
- Review ABET terminology.
- Discuss the findings you have tentatively identified as a result of your review of the self-study, transcripts, and website.
- Discuss how training will be conducted and get support on technical issues required to fully participate.
- Ask any questions you have about training.

This meeting is similar to the virtual meeting scheduled by the Team Chair prior to an actual accreditation visit. It should take approximately 2 hours.

Following the meeting you will:

- Write an email to the Program Head (your Support Facilitator) identifying issues with the website and requesting that these be corrected. This email is due one day prior to your training session.

Unfamiliar with Zoom? Click the following links to view the [Zoom Training Webinar](#) and [Presentation Slides](#).

### Simulated Visit Training

Located at ABET Headquarters, 415 N. Charles St., Baltimore, Maryland. Day 1 of training begins promptly at 8:00 a.m. and concludes by 5:00 p.m. All PEVCs are expected to attend a group dinner meeting at 6:00 p.m. at Hotel Indigo, where we will continue to discuss the topics of Day 1.

Additionally, there will be a homework assignment to be completed as directed at the close of Day 1.

Please note: Coffee, assorted beverages, and snacks will be available throughout the day.

Activity	Time (EDT)/Location
Breakfast	6:30 - 7:30 a.m./Hotel Indio, 9th floor
Arrive at ABET & Check-in	No later than 7:45 a.m./ABET Headquarters Lobby
Training begins	8:00 a.m. <i>sharp</i> /ABET 3rd floor Learning Center
Break	10:05 - 10:20 a.m./ABET 3rd floor (various spaces)
Lunch	11:50 a.m. - 12:50 p.m./ABET 3rd floor (various spaces)
Break	3:00 - 3:15 p.m./ABET 3rd floor (various spaces)
Training closes	4:50 p.m./return to Hotel Indigo
Dinner	6:00 p.m./Hotel Indigo, 9th floor

Day 2 of training will begin promptly at 8:00 a.m. and conclude by 12:15 p.m. Check out of the hotel and bring your luggage with you to ABET Headquarters prior to the start of Day 2. Luggage will be stored in a secure location. A free shuttle will transport you to Baltimore-Washington International (BWI) Airport after closing.

Please note: Coffee, assorted beverages, and snacks will be available throughout the day.

Activity	Time (EDT)/Location
Breakfast	6:30 - 7:30 a.m./Hotel Indigo, 9th floor
Arrive at ABET & Check-in	No later than 7:45 a.m./ABET Headquarters lobby
Training begins	8:00 a.m. <i>sharp</i> /ABET 3rd floor Learning Center
Break	10:05 - 10:20 a.m./ABET 3rd floor (various spaces)
Training closes	12:15 p.m.
Shuttle to BWI airport	12:30 p.m./ABET lobby

# Travel Policy & Reimbursement

## Travel Policy & Reimbursement

Please note: ABET Training staff will contact you with instructions regarding booking travel and hotel accommodations according to ABET's travel policy. You will receive this message approximately one month prior to your training session training.

### Expense Report & Travel Video

The following video reviews important information on traveling and submitting expenses for an ABET review. Please note, until you are approved as a PEV, you will not have access to all functions of Concur covered in this video.

- [Expense Report & Travel Video Presentation \(Download\)](#)
- [Expense Report & Travel Presentation \(PDF\)](#)

### Important Documents

Please review the following documents prior to booking travel and traveling through ABET.

#### [Important Travel Information](#)

[Travel Policy and Procedures Manual](#) - 2023 to be posted when available. In the meantime, please watch the video and refer to the abbreviated Important Travel Information document for updated information.

#### [Creating a Concur Expense Report](#)

## Expense Reimbursement

### Flights

When you book using ABET's travel agent, Concur, the cost of your flight will be direct billed to ABET. You will receive email instructions when it is time to book your travel. Transportation to and from the airport, as well as airport parking, are all reimbursable with receipts. If you are driving to the airport, mileage can be submitted through Concur.

### Alternate Transportation: Driving, Train

If you are **driving** to Baltimore, you can submit the mileage for reimbursement after the completion of the training. Free parking is available at the hotel.

If you are taking a **train** to Baltimore, you can book your tickets through Concur.

**Please note**, per the ABET Travel Policy, mileage reimbursement or alternative transportation options are not to exceed the cost of a round trip airline ticket. Using Concur as a resource, you will

need to provide a quote for round-trip airfare to prove you are using the more cost-effective mode of transportation.

## Hotel

ABET will book hotel reservations on your behalf at Hotel Indigo Downtown Baltimore, 24 W. Franklin St., Baltimore, Maryland, 21201 for two nights. **DO NOT** book a hotel through Concur. The cost of your hotel room will be billed directly to ABET. However, you will be asked to check in with a credit card to cover any incidentals.

If you need an additional night at the hotel, please email [training@abet.org](mailto:training@abet.org) with the date(s) and an explanation of your need (i.e. international travel, flight times). It will be reviewed and approved on a case-by-case basis according to policy. If you would like to stay at Hotel Indigo for personal travel, ABET can book additional nights for you; however, you will be required to cover the cost personally.

## Meals

ABET will provide breakfast, lunch, dinner and snacks on Day 1, as well as breakfast and snacks on Day 2. Any meals not provided will be reimbursed according to ABET's Travel and Procedures Policy. You will be required to submit for expense reimbursement electronically using itemized receipts through Concur.

# Travel & Accommodation Details



## Traveling to Baltimore!

### Important Information for Your Trip

This page includes important information, and useful tips, for booking travel and planning your trip to Baltimore for Simulated Visit Training. *Remember:* Do not book your travel or hotel prior receiving the instructional email from ABET staff.

## Flights

After you receive instructions from ABET staff, you will use ABET's travel agent, Concur, to book your flights. For international travel, it is helpful to contact American Express Travel directly at 1-312-340-

2745. Additionally, if you are in need of a visa letter to travel to the United States, please send a request to [training@abet.org](mailto:training@abet.org) as soon as you are able.

To minimize costs, it is preferred that you fly into Baltimore/Washington International Thurgood Marshall Airport (BWI), which is approximately 20 miles from ABET and the hotel. Ronald Reagan Washington National Airport (DCA) and Dulles International Airport (IAD) are alternative options (43 miles and 60 miles respectively).

Due to the early start time (8 a.m. EDT) you will be expected to arrive at Hotel Indigo the day prior to the training start. Additionally, you should schedule your flight with departure after 3:00 p.m. the closing day of training. You need 30 minutes to travel from ABET to BWI; also allow at least 30 minutes to one hour for check-in and security.

## Transportation

**Arrival:** You are responsible for traveling to Hotel Indigo when you arrive. We recommend you take a taxi or rideshare (Uber, Lyft) from BWI to the hotel. The travel time is typically 25 minutes and the cost is approximately \$40.00. Additionally, You can book a shuttle in advance through [SuperShuttle Express](#). Regardless, save your receipt to submit with your travel expenses after the training is completed.

**Departure:** ABET will provide a free shuttle to BWI will leave directly from ABET Headquarters at 12:30 p.m. following training on Day 2. Check out of the hotel before walking to Headquarters for the final half-day of training. Bring your luggage with you; it will be stored in a secure location at ABET.

If your flight is later in the day, or the following day, feel free to take a taxi or ride share on your own. Late check-out is typically granted through 3 p.m. without additional fees; check with the receptionist at the front desk of the hotel.

**Washington DC airports:** If you are traveling from DCA or IAD airports, there are a few options for traveling to Baltimore. Use the following website to review time and cost: [Rome2rio: DCA](#) or [Rome2rio: IAD](#)

Additionally, Hotel Indigo has a helpful page with various options and details for local transportation: [Transportation Details](#).

## ABET Headquarters

Simulated Visit Training will be held at [ABET Headquarters, located at 415 N. Charles Street, Baltimore, Maryland 21201](#). The building will open at 7:15 a.m. each morning of training. A staff member will be present in the lobby to check you in and direct you to the Learning Center on the third floor.

## Hotel Indigo



Guest Room at Hotel Indigo, [Hotel Indigo](#)

ABET will book hotel reservations on your behalf at Hotel Indigo, 24 West Franklin Street, Baltimore MD, 21202. The hotel is located approximately one block from ABET Headquarters (easy walk). The cost of your hotel room will be billed directly to ABET. You will be asked to check in with a credit card to cover any incidentals.

If you are driving to Baltimore, parking is available at Penn Parking, 15 W. Franklin St., directly across the street from the hotel. Parking can be billed to the hotel; speak with the front desk receptionist.

## Restaurants

Because you arrive in Baltimore the day prior to the training session, you may have a meal on your own. Hotel Indigo has a restaurant on the first floor, Poets. If you feel like venturing out, below are a few walkable options in the historic Mt. Vernon neighborhood.

Restaurant	Cuisine	Address	Distance from Hotel
<a href="#">HomeSlyce</a>	Pizza & Italian	336 N Charles St	0.1 mi/0.2 km
<a href="#">Mt. Vernon Marketplace</a>	Multiple vendors	520 Park Ave	0.2 mi/0.3 km
<a href="#">Mick O'Shea's</a>	Irish Pub	328 N Charles St	0.2 mi/0.3 km
<a href="#">Lumbini</a>	Indian & Nepalese	322 N Charles St	0.2 mi/0.3 km
<a href="#">The Helmand</a>	Afghani	806 N Charles St	0.3 mi/0.5 km



## Sightseeing

The Mount Vernon neighborhood is rich in American history, with beautiful 19th-century architecture and the nation's first monument to George Washington. Below are some nearby, free attractions.

Place of Interest	Address	Distance from Hotel
<a href="#">Baltimore Basilica (America's first cathedral)</a>	409 Cathedral St	300 ft/91 m
<a href="#">Walters Art Museum</a>	600 N Charles St	0.1 mi/0.2 km
<a href="#">George Peabody Library</a>	17 E Mount Vernon Place	0.2 mi/0.3 km
<a href="#">Washington Monument</a>	699 N Charles St	0.2 mi/0.3 km

## Safety Tips

When traveling in the city, it is best to take general precautions for your safety.

1. **Be aware of your environment.** Use well-lit streets and select a direct route between the hotel and your destination. Avoid deserted areas.
2. **Walk with confidence.** Use body language to communicate that you're calm, know where you're going, and aware of your surroundings.
3. **Remove your name badge.** Only wear your name badge when you're in ABET Headquarters. Wearing a badge is a sign that you're from out of town and may make you a target.
4. **Safety in numbers.** Travel in groups and avoid walking by yourself if possible.
5. **Avoid street solicitors.** Do not to engage verbally or provide assistance. Consider donating to a local charitable organization instead!
6. **Carry only what you need.** Avoid carrying all your cash/credit cards with you and secure other valuables (including your passport) in your hotel room safe. This way, should you be robbed or lose your money, you will have the means to travel home.
7. **Use a ridesharing app.** If you choose to sightsee outside the vicinity of the hotel and ABET Headquarters, such as the Inner Harbor, we recommend using a ridesharing app such as Uber or Lyft.

## Final Preparation

### What to Bring

**Laptop Computer.** You will be using it during the training session and for the assignment the evening of Day 1. Double check that you packed your charging cable. Electrical outlets are available at each table.

**Your submitted Self-Study Analysis assignment.** Save/download a version of the Program Evaluator Report/Worksheet you submitted during the online pre-work. You will be updating your work as we progress through the session.

**Business casual clothing.** Meeting rooms are generally cool; dress for comfort.

## Accessibility Requests

We strive to host inclusive, accessible events that enable all individuals to engage fully. To request an accommodation, or for inquiries about accessibility, please contact Training Manager Ashley Appleman at [aappleman@abet.org](mailto:aappleman@abet.org) or 1-410-347-7707. Please be aware that at least two weeks advance notice is requested, as some accommodations may require time to arrange. Additionally, dietary restrictions and requests will be collected in a pre-training survey to help us better meet your needs.

## Prior to Simulated Visit Training

Carefully review the material you have covered in the past seven modules, paying particular attention to the following:

- Accreditation criteria and terms
- Definition of levels of compliance
- The simulated Upper State University Self-Study Report, including:
  - Transcript analysis
  - Program Evaluation Report and/or Worksheet
  - PEV competencies

## Closing

### Congratulations!

You have completed the online pre-work portion of ABET's PEVC Training. Refer to the table below for important dates and deadlines. Please contact ABET's training team at [training@abet.org](mailto:training@abet.org) with any training related questions.

We look forward to meeting you at Simulated Visit Training!