

# Preparing a for the site visit

The Last Act to Perform before ABET Evaluate Compliance

*Association of Thai Professionals in America and Canada*

# Three Key Steps to Prepare for ABET

1. Make sure that Curriculum is in compliance with ABET Criterion 5
2. Prepare Self-Study Report and all supporting documents
3. **Prepare for and Host the actual site visit by the PEVs**

NEXT

# The purpose of the actual site visit by the PEV

The primary purpose of a site visit is to assess factors that cannot be adequately addressed in the SSR. 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 character of the work performed.

Here is a list of what should be made available before and during at the site visit and what the PEV will do with them during the visit:

# Prior to the visit

- **SSR along with PEV-specified sample transcripts of graduating students** should be sent to the PEV at least 2 month prior to the scheduled visit.
- During this period, the PEV will perform preliminary analysis of the SSR and the sampled transcripts to assess compliance with the ABET Criteria or Accreditation Policies and Procedures.
- Should the PEV require additional information or further clarifications concerning the SSR and the transcripts, the PEV will communicate with the designated program representative to request the additional information or to clarify all PEV's questions prior to the site visit.

# During to the visit

The following should be made available to the PEV at the site during the visit:

- **Assessment materials:** The PEV will examine the “assessment materials” to corroborate the assessment process for student outcomes as provided in the SSR, including ensuring that appropriate documentation exists for the various phases of the assessment process,
- **Sample course materials:** The PEV will examine “sample course materials” of all required courses in the major (including **course syllabi**, **textbooks**, example assignments and exams, and **examples of student work**, typically ranging from excellent through poor) to 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

# During to the visit

The PEV would be meet to interview with the following people:

- **Program Head:** The PEV will interview with the program head or department chair to get a better feel for the program's strengths, weaknesses, and the vision of its leadership for the future, and to resolve any issues that arose during the pre-visit preparation (if any). In addition, the PEV may interview others with administrative duties (class scheduling, student advising, transfer course evaluation, etc.) relative to the program.
- **Faculty Members:** The PEV will interview "faculty members"
  - to get a feel for the philosophy of each faculty member towards teaching; activities undertaken to maintain up-to-date level of understanding of, and participation in, the assessment process and preparation for the visit; and the view of the strengths and weaknesses of the program and its future direction.
  - To initially identify or corroborate problems with such aspects as the quality and maintenance of facilities (labs, classrooms, library, etc.).
  - To get a feel of faculty attitudes regarding the work environment and their commitment to remaining at the institution, which are important in assessing the adequacy of institutional support to maintain program stability during the potential period of accreditation.
- **Randomly selected upper-level students:** The PEV will interview randomly selected upper-level students as a group (which is often one of the most rewarding and enjoyable parts of the visit) to determine the level of satisfaction with, and enthusiasm for, the program (which is 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.).

# During to the visit

Time permitting, The PEV would also be requesting to have **Access to key Facilities and Supporting Resources**. In particular, the PEV would like to:

- **Visit the library:** To verify the evidence in the SSR: adequacy of the collection, availability of staff support, electronic access to information and materials, etc.
- **Visit one or more supporting departments** (e.g. mathematics, physics, English, etc.), which play an important role in laying foundations for students, to get a feel for how well the students of the reviewed programs do in the supporting courses and whether there are any problems with the nature of the courses from the perspective of the supporting department.
- **Visit the career support center, placement office, cooperative education office, etc.** to assess availability and level of support for students and to observe general procedures for students to obtain the support

# At the end of the visit

The PEV will:

**Prepare an Exit Statement** to clearly identify each shortcoming (if any) relative to the ABET Criteria or Accreditation Policies and Procedures

**Informally Debrief the Program Head**

- To ensure that the program head understands the shortcomings that have been identified
- To provide helpful information in addressing the shortcomings