

January 31, 2013	CoE to request evaluations for program reaccreditation
March 29, 2013	Self Studies due to Dean Hughes
July 1, 2013	Self Studies & supplements due to ABET



ABET Cheat Sheet

Assessment Contacts

Department

CAEE	Patrick Gurian	plg28@drexel.edu
CBE	Steve Wrenn	spw22@drexel.edu
CS/SE	Bill Mongan	wmm24@drexel.edu
ECE	Tim Kurzweg	kurzweg@coe.drexel.edu
MSE	Rick Knight	knightr@coe.drexel.edu
MEM	Sorin Siegler	ssiegler@coe.drexel.edu

College

Prof. Adam Fontecchio	afontecchio@coe.drexel.edu
Associate Dean of Undergraduate Affairs	
Kristin Imhoff	imhoffk@coe.drexel.edu
Program Manager for Retention & Assessment	
Christe Thompson	assessment_help@coe.drexel.edu
Assessment & Retention Co-op	

Student Outcomes

Engineering Accreditation Committee

- An ability to apply knowledge of mathematics, science, and engineering
- An ability to design and conduct experiments, as well as to analyze and interpret data
- An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- An ability to function on multidisciplinary teams
- An ability to identify, formulate, and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- A recognition of the need for, and an ability to engage in life-long learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Computing Accreditation Committee (Applicable to Computer Science Only)

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations, and society
- Recognition of the need for and an ability to engage in continuing professional development
- An ability to use current techniques, skills, and tools necessary for computing practice

Definitions

Student Outcomes (SOs)	What students are expected to know and able to do by the time of graduation
Program Educational Objective (PEOs)	Broad statements that describe what graduates are expected to attain within a few years after graduation
Performance Indicators (PIs)	Specific, measurable statements articulating the key characteristics of the outcome
Assessment	Identification, collection, and preparation of data to evaluate attainment of SOs and PEOs using direct, indirect, quantitative and qualitative measures
Evaluation	Interpretation of data and evidence accumulated through assessment, determining the extent to which SOs and PEOs are being attained

Direct versus indirect assessment

Direct assessment is the direct examination of student knowledge or skills against measurable learning outcomes. Examples of such assessment are exams, quizzes, demonstrations, and reports.

Indirect assessment ascertains the perceived extent or value of learning experiences, utilizing opinion or thoughts about student knowledge or skill. Examples of indirect assessments are student end of term surveys and Steinbright Career Development Center's student employer summary & planner survey.

It is important to note that both direct and indirect assessment when used together provide the most robust data for evaluation of student outcome and PEO achievement. Sources of data are not just limited to students and faculty – employers, alumni, and peers at other institutions can also provide useful data and feedback.

FAQs

What is expected of me as a faculty member?

You need to be aware of the student outcomes and your department program educational objectives. You may want to familiarize yourself with your department's assessment methods, including performance indicators, and who serves on the department assessment committee.

You need the following items readily accessible:

- 1) ABET formatted syllabus for all courses you have taught (Note: If you have entered your syllabi into AEFIS, this is done automatically for you)
- 2) ABET formatted CV
- 3) Samples of student work (excellent, medium, and poor) from courses you have taught
- 4) Copy of any textbooks/course material you have used in courses you have taught

What are the self study requirements?

Self study requirements can be found at <http://www.abet.org/accreditation-criteria-policies-documents/>.

When do I get a copy of my department's self study?

These will become available after they are submitted to ABET at the end of June. If you wish to read your department's self study as it develops, please contact your department's assessment coordinator for details.

What is the agenda of an ABET accreditation visit?

The detailed schedule will be available prior to the visit; a skeleton schedule will be available in August. Sometime between September and December, teams will visit for a three-day period, usually Sunday through Tuesday. They will be focused on verifying the information provided in the Self-Study Report, investigating issues identified during review of the Self-Study Report, interviewing students, faculty members, administrators, and staff, reviewing display materials, and visiting classrooms, labs, and other key facilities. They will determine compliance with the applicable ABET Criteria and policies, assist each program under review in recognizing its strong and weak points, and share suggestions for improvements or exchange best practices. A more detailed explanation can be found at <http://www.abet.org/on-site-visit/>.

When do I know who is on my department's visiting team?

The visit team chair will contact COE sometime in May or June to schedule dates for the visit. The team's composition is developed and shared with Drexel to vet for conflicts of interest. COE will hold a faculty meeting to introduce the teams and their bios to better inform the faculty.