CCGB MINUTES  
March 6, 1998  


Members Absent:  D. Grubb, J. Jenkins, J. Hopcroft  

Ex-Officio:  K. Braxton, K. Hover, S. Youra  


Minutes:  J. Abel, Chair, CEE:  Minutes of February 27, 1998 approved as distributed.  

Announcements:  K. Hover, Assoc. Dean:  Distributed a handout from The American Society for Engineering Education (ASEE) announcing the Eighth Annual National Effective Teaching Institute (NETI) to be held Thursday, June 25 - Saturday, June 27th (attached).  

ABET Discussion:  J. Abel, Chair, CEE: Introduced the panel of guest speakers who have first hand experiences with previous ABET accreditation.  

College Role:  G. Rehkugler, Assoc. Dean Emeritus:  The college role is that of the key liaison and coordinator for the ABET accreditation.  Any questions or issues should flow through the Dean’s office.  ABET wants one central contact.  Any communication to ABET should be occurring through the Dean’s Office.  The long-term record keeping is housed in the Dean’s office.  Any inquiry regarding long term information by either the departments or ABET comes through to the Dean’s office.  All arrangements, including accommodations, questions from the ABET team leader and scheduling are done through the Dean’s office.  The scheduling is complicated with the Provost, Dean, and schools visited by the ABET accreditation team in the right sequence.  Mediation occurs through the Dean’s office, along with pre- and post-ABET visits.  ABET is very authoritative in nature and wants to work through those channels.  The Dean should be kept abreast of the progress of the ABET accreditation procedures.  Post visits may address issues such as program or facilities.  Coordination with the departments not being accredited, i.e. Physics, Math, Geology, and Computer Science, is very important.  The need for a high level of cooperation with quick and easy access is needed for accreditation reviewers.  

Advanced Preparation:  S. Linke, Prof. Emeritus, EE:  Advanced preparation is very important.  Professors should already be collecting course material from the Fall ‘97.  Individual course reports should be gathered now.  We will only be asked to report on Fall ‘97 and Spring ‘98 courses.  Inspection will occur in September or October ‘98.  Volume I pertains to information regarding the college.  Volume II is the departmental data (one for each department).  S. Linke distributed an outline of procedures to follow (attached).  

1. Copies of all the instructions and tables required to assemble the ABET Reports for Volume I (the College Report) and Volume II (the individual School Report) may be obtained by downloading the following URL:  <http://www.abet.org>  

CAUTION: To avoid printing "tons" of unnecessary material, use the following procedure:
a. Click on EAC-Engineering Accreditation Commission  
b. Click on: 1998-99 EAC Self-Study Questionnaire  
c. Download all four listed documents  

Note: Although each School will only need Volume II material, there are some references made to Volume I instructions so it is best to download both items. 

2. Much of the questionnaire can be answered in essay form, but specific details about faculty members, courses, laboratory facilities, and equipment are to be supplied in Tables XII, XIII, XIV, XV, and XVI. Both College and School Reports are to be submitted to ABET by July 1, 1998. 

3. A one-page "Course Description" sheet must be prepared for each course taught in both the Fall 1997 and Spring 1998 terms, to be included in the Volume II Report. A copy of this page must also appear as the first item in the individual course sample folder. For the convenience of the faculty and to inspire speedy faculty response (a perennial problem), preparation of a "shell" of this sheet (in accordance with the downloaded sample) is recommended.  

4. Please note that each sample folder must include course handout material, samples of student homework solutions, samples of student solutions to prelims and the final examination, and solutions prepared by the course instructor. These folders and copies of the textbooks used in each course must be available for the ABET inspector at the time of the inspection next Fall. 

5. In addition to the faculty information required in Table XV, a curriculum vitae on each faculty member must be included in the Volume II Report. A sample format for this faculty information is also available for downloading (in Volume I material). Preparation of a shell for this information would also be helpful. 

6. Potential problems exist in the evaluation of the sample student transcripts (this year’s seniors) that are submitted to ABET along with the Volume I and Volume II Reports. To avoid possible confusion it is essential for the course documentation to be as complete as possible, particularly with respect to relative percentages of engineering science and engineering design. Since the course description sheet lists topics by number, listing the appropriate topic numbers after the percentage designations could conveniently make the identifications of science and design. 

Process and Visit: J. Stedinger, Prof. CEE: The ABET accreditation process is a huge effort. The course information for the fall should be gathered now. Design in the curriculum is something that ABET has focused on in the past. A design component should be open-ended problems with alternatives for students to figure out. Be aware of where you might expect challenges or questions regarding design in certain courses. Be prepared with documentation to back up any information that you provide. The accreditation reviewers are looking for what students can do at the very minimum, the weakest path, and does that still meet the criteria. The magic number of design credits is 16. The course packets contain a syllabus, sample exams and homeworks along with the solutions. The exams and homeworks should contain a wide range of student’s work. The sample student packets are sent in July. 

D. Cox, Asst. Dean: Are the summer co-op courses with visiting faculty looked at with ABET? J. Stedinger, CEE: No as these courses are typically taught in the Fall semester. G. Rehkugler, Assoc. Dean Emeritus: The list of potential reviewers should be examined closely. A new reviewer or an inexperienced one may be more inclined to ask more questions than a reviewer who has been through the process many times. The college has the right to decline a reviewer based upon any conflicts of interest. If the college declines a reviewer a good reason has to be given. The list of potential reviewers will come in the summer. Meetings for the reviewers are arranged with faculty and students. A draft of the report is submitted prior to the final report. At the time the draft is issued we should correct any apparent problems such as incorrect data. 

T. de Boer, Prof. M&AE: All material should be gathered and placed in a room where the reviewer can meet with people and review the materials, e.g., a conference room. All meetings are
scheduled so the people come to the reviewer in order to facilitate the reviewers time. ABET will tell us what they want done and who they wish to meet with.

**Accreditation Reviewer:** L. Albright, ABEN: As an ABET accreditation reviewer, L. Albright has insight on what the reviewers would like to see. Volume I and II are submitted in July. The reviewers (aka visitors) receive these materials in September after the team has been selected. The reviewer makes a preliminary report of Volume I and II. The easier and more cooperative we make the accreditation for the reviewer the better. Reviewers will meet with faculty, students and review the course data. What is science and what is design is important and should be reflected in each course description. Internal consistency and reasonability is important.

Student records and transcripts are to make sure students are meeting the graduation requirements. The student records are determined at random with no opportunity for the department to pick out the bad ones. Each department should look at their seniors now to see if anyone has something unusual in their transcripts. If something unusual is found the correct documentation, i.e. petition form, should be available as back-up.

ABET reviewers typically arrive on campus Saturday. Reviewers will review the course materials on Sunday to get a feel for what it is the department is asking students to do. Therefore a room should be made available to the reviewer by Saturday. The first review team meeting is Sunday night and run well into the night. At this meeting a draft of the accreditation is made. Changes can be made on the spot if a problem is seen by the reviewers. As each department will have visitors, the entire department should be briefed ahead of time so everyone knows what the reviewer is looking for. The exit meeting occurs on Tuesday afternoon at 3:00 pm with the Provost and the Dean. The final of the accreditation report is not given to the college until next summer (summer ‘99).

The review team is looking to make accreditation not take it away. There are four different results from the accreditation review:

- Full Accreditation (6 years)
- Interim Report (3 years)
- Interim Visit (3 years)
- Not Accredited

Laboratory plans with regards to teaching, not research. What type of equipment do you have, what should be added, is there a plan to add/upgrade equipment? Has the department applied for grants to update equipment? Is there a structured approach for maintaining equipment?

Ethics is also an important issue for ABET. You must make sure you can address everything that ABET asks.

**General Discussion:** G. Rehkugler, Assoc. Dean Emeritus: Even though it is a tremendous effort it is important to do things right the first time. If you don’t do this correctly the first time it will hang over your heads for a long time afterwards.

L. Albright, ABEN: It is important that all of the faculty understand the program as it pertains to the advising aspect. Students should be made aware of the visits and the department requirements. The reviewer is a good way to get a message Dean. It may be beneficial to have one departmental meeting with the faculty to discuss the schedule and what is required of the dept.

C. Van Loan, CS: Will the course packets be required at just at the undergraduate level? L. Albright, ABEN: The course packets will be compiled primarily for undergraduate-level courses, but all courses which have significant undergraduate enrollment should be included. All identification should be removed from student’s transcripts, homework, exam, etc. in accordance to the privacy act.

S. Linke, Prof. Emeritus, EE: Many times the science and design percentages are left off the course packet of information. Be sure to include this. For common courses or courses which span more than one department the percentages should be consistent.
L. Albright, ABEN: The review team are chosen in late August along with the dates of the visits. The visits usually occur in late Sept. or early Oct.

K. Gebremedhin, ABEN: ABET reviewers count credits for the design components.

K. Hover, Assoc. Dean: Do we need multiple copies of the course packets for the common courses? L. Albright, ABEN: One set of the packet for the common courses is OK. P. Kintner, EE: With ENGRD courses one packet is sufficient. G. Rehkugler, Assoc. Dean Emeritus: Instructions to facilitate this from Dean’s office for common courses is needed.

**Tentative agenda for March 13, 1998:**

1. Approval of March 6, 1998 minutes
2. Announcements (Hover)
3. Faculty advising evaluations, continued (Wise)
4. ENGRD 210 revisions (Kintner)
5. Course evaluation procedures and instruments (Hover)