Agenda, April 2, 1999
CCGB Meeting

1. Approve the minutes from March 19, 1999
2. Undergraduate Announcements

CCGB Minutes
March 19, 1999

Members: M. Duncan, D. Gries, J. Hopcroft, P. Kintner, L. Lion, D. Shmoys, M. Walter

Absent: R. Kay, M. Thompson

Ex-Officio: K. Hover, D. Maloney Hahn, F. Shumway, Steven Youra

Others: Jim Thorp (guest speaker), J. Abel, D. Cox, S. Leibovich, M. Shuler, S. Dennis-Conlon, D. Rohrer

Approval of Minutes: D. Maloney Hahn, Advising, asked that the following sentence be stricken from the March 5, 1999 minutes. Cum laude distinctions and deans list eligibility has been discussed recently. This was a proposal. The minutes were corrected and approved.

ABET 2000: Jim Thorpe made a presentation about ABET 2000/Engineering Criteria 2000 and emphasized the need to begin immediately. Discussion on what needs to be identified to the public, mission statement, objectives, known to students and others. A handout was provided, some of the highlights are:

- **Basic Level Accreditation Criteria**: Objectives, outcomes and assessments, faculties, and program specifics.
- **Program Educational Objectives**: Detailed published educational objectives that are consistent with the mission of the institution and these criteria. A process based on the needs of the program’s various constituencies in which the objectives are determined and periodically evaluated. A curriculum that ensure the achievement of these objectives.
- **Characteristics of Well-Stated Program Objectives**: see handout
- **Program Outcomes and Assessment**: Engineering programs must demonstrate that their graduates have 11 (a-k) outcomes, not mechanically repeat but encompass them: (these define an engineer according to ABET) see handout.
- **Characteristics of Well-Stated Program Outcomes**: Each outcome describes an area of knowledge and/or skills that a person can possess. An outcome should be stated that a student can demonstrate before graduation the knowledge and/or skills addressed. Each outcome should be supportive of one or more of the program objectives. An outcome statement does not have to include the description of specific measurable attributes of the required levels of achievement.
- **Professional Component**: (Cap-Stone design) includes most of the following list:
  - economic
  - ethical
  - environmental
  - health and safety
  - sustainability
  - social
  - manufacturability
  - and political
One year of a combination of college level mathematics and basic sciences – 32 hours.
One and one half of engineering topics, consisting of engineering sciences and design – 48 hours.

A general education component that complements the technical content of the curriculum and is consistent which the program and institution objectives.

- **Faculty:** ABET Criteria have not changed except that credits are not explicitly stated.
- **Additional:** Facilities and Institutional Support and Financial Resources
  - In support of mission and objectives
  - For each program (on ABET Web page)

- **Continuous Improvement:** The systematic pursuit of excellence and satisfaction of the needs of constituencies in a dynamic and competitive environment.

- **Guide to Continuous Improvement:**
  - Who are our constituencies?
  - What are the services we provide?
  - Do our constituencies understand our objectives?
  - What services, facilities, and policies must be present if we are to satisfy our constituencies?
  - Does our institutional leadership understand our needs?

- **Guide to Continuous Improvement:**
  - What steps do we perform to produce our services?
  - How do we measure our result?
  - How do we use these measurements to continually improve the services we provide?
  - Are we achieving our objectives? Are we improving?
  - Are our constituencies satisfied?

- **Evaluation and Assessment Cycles:** see handout

- **History:** 2 in 1996, 3 in 1997, 12 in 1998, 39 in 1999
  - We were told not to expect 6 year accreditation
  - Department of Education has asked ABET why programs with a deficiency are allowed to continue for three years. (could see 3 reduced to 2 or 1)

- **Lessons Learned:**
  - Must present evidence of a process that works over time.
  - Objectives are not outcomes.
  - Outcomes are not identical to a-k. (must include a-k)
  - Data alone is not evidence.
  - Start now develop a plan but start implementing as soon as possible.
  - You are expected to have been through the feedback loops twice before the EC 2000 visit.

- **More:**
  - Assess individual courses.
  - Have a group of faculty act as the evaluation team.
  - Transfer credit must be processed in terms of EC 2000.
  - COOP will have to be evaluated if used to satisfy any requirements.
  - CSAB is signing a MOU with ABET-there was at least one opinion that if CS courses were used in program that CS should be evaluated too.

- **And More:**
  - Do not get bogged down in early steps.
  - Institution must lead the evaluator through the evidence.
• Define terms – (consultants).
• Stages of faculty reaction to EC 2000. (see handout)

Discussion: What will be our next step?
• Faculty review the issue.
• Should a committee be created?
• Proposal for 1 or 2 faculty to lead this for each department.
• Those assembled agreed to discuss these points with their faculty and to reconvene in 3 weeks to formulate a response and a plan.

Undergraduate Announcements: F. Shumway-Minors, Draft minor information and accreditation discussed at last week’s CCGB meeting. Information should be listed in the courses of study and the engineering student handbook. The minor information will be rolled out to students during spring break. Contact for ABEN will be Katrina Overton, EE Bev Phillips, and ORE, Associate Director.

Meeting adjourned at 9:00 am