

# WRITING EFFECTIVE EVALUATION TEAM REPORTS FOR BAETE ACCREDITATION

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#### **Outline**

- Purpose of ET report
- Attributes of a good report
- Basis of recommendations
- · Requirements to be a WA signatory
- BAETE Program Outcomes
- · Alignment between PO-CO-Assessment
- ET report template evaluator assessment form
- Case studies
- Forming the bigger picture
- Summary



#### Who are the good evaluators?

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- They are experts who understand and know BAETE manual, accreditation criteria and accreditation quidelines well
- They know Outcome Based Education well
- They differentiate between bean counting and holistic evaluation
- They write effective ET report



#### Purpose of the ET Report

- To give recommendations to the Board for making accreditation decision
- To give feedback to the evaluated program for improvement
- To demonstrate to WA reviewers that
  - Evaluations are conducted consistently and fairly as per manual
  - Recommendations are justified in sufficient detail to support decision making
  - PO attainment of accredited programs at acceptable standards as defined by WA GA exemplars



#### Attributes of a good report

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- Report as per BAETE criteria and requirements
- Report evidence based and specific
- Justification for recommendations are adequate
- Does not include any subjective narration
- Does not contain any prescriptive recommendation
- Not filled with raw data without interpretation or with trivial observations
- · No nitpicking or bean counting
- Isolated evidence not used to make general conclusions



#### Basis for recommendation

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#### Each criterion evaluated in terms of

- Compliance satisfies requirement. No corrective measure needed
- Concern Broadly in compliance but needs improvement to avoid potential non-compliance
- Weakness Lacks strength of compliance. Requires corrective measures
- Deficiency Does not exist or is in an elementary stage. Compliance is required



#### Basis for recommendation

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Policy for making accreditation decision

- No deficiency, no weakness in any criterion
  - > Accreditation for 6 years
- No deficiency, weakness not in more than 3 criteria
  - > Accreditation for 3 5 years
- Deficiency in 1 or more criteria or weakness in more than 3 criteria
  - > No accreditation (NA)

An NA program may reapply after 1 year



#### Requirements to be a WA signatory

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The signatories of the Washington Accord recognize the substantial equivalence of programs in satisfying the academic requirements for the practice of engineering at the professional level (mobility of professional engineers achieved through IPEA)



#### Requirements to be a WA signatory

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*Substantial equivalence* of engineering degree programs accredited by WA signatories (WA definition):

While different programs might take a different approach in engineering education, the same overall educational outcomes are achieved.

Substantial equivalence of accreditation decision is realized when an accreditation decision made corresponds to the accreditation decision of a program from an Accord signatory with substantially equivalent outcomes.



#### Requirements to be a WA signatory

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To achieve recognition of educational programs among signatories

- 1. Ensure that the accredited programs attain the same standard (substantially equivalent outcomes)
- 2. This assessment is performed under substantially equivalent procedure by all other signatories;



#### **BAETE Program Outcomes**

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- (a) **Engineering knowledge**: Apply the knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems. (C)
- (b) **Problem analysis**: Identify, formulate, research the literature and analyze complex engineering problems and reach substantiated conclusions using first principles of mathematics, the natural sciences and the engineering sciences. (C)



#### **BAETE Program Outcomes**

- (c) **Design/development of solutions**: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety as well as cultural, societal and environmental concerns. (C)
- (d) **Investigation:** Conduct investigations of complex problems, considering design of experiments, analysis and interpretation of data and synthesis of information to provide valid conclusions. (C)



#### **BAETE Program Outcomes**

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- (e) **Modern tool usage**: Create, select and apply appropriate techniques, resources and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations. (C, P)
- (f) **The engineer and society**: Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice. (C, A)



#### **BAETE Program Outcomes**

- (g) **Environment and sustainability**: Understand the impact of professional engineering solutions in societal and environmental contexts and demonstrate the knowledge of, and need for sustainable development. (C, A)
- (h) **Ethics**: Apply ethical principles and commit to professional ethics, responsibilities and the norms of the engineering practice. (A)



#### **BAETE Program Outcomes**

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- (i) Individual work and teamwork: Function effectively as an individual and as a member or leader of diverse teams as well as in multidisciplinary settings. (A)
- (j) **Communication**: Communicate effectively about complex engineering activities with the engineering community and with society at large. Be able to comprehend and write effective reports, design documentation, make effective presentations and give and receive clear instructions. (P, A)



#### **BAETE Program Outcomes**

- (k) **Project management and finance**: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work as a member or a leader of a team to manage projects in multidisciplinary environments. (C, A)
- (l) **Life-long learning**: Recognize the need for and have the preparation and ability to engage in independent, life-long learning in the broadest context of technological change. (A)



#### Alignment between PO-CO-Assessment

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- PO achievement through CO achievement is possible only when PO, CO and assessment tools are constructively aligned!
- Misalignment easy to identify when the action verb or identification of taxonomy domain/level of CO is incorrect.
- Misalignment can exist even when action verb is correct and taxonomy domain/level are correct!

ET must be able to identify misalignment in all forms



#### Alignment between PO-CO-Assessment

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CO1: Apply the basic laws of electrical circuit analysis:

PO2, Knowledge/Apply?

CO2: Analyze frequency response of single stage amplifiers: PO2, Knowledge/Analyze ?

Assessment question 1: Analyze the following single stage common-emitter amplifier and calculate the lower cut-off frequency. (CO2) ?

Assessment question 2: Analyze the following single stage common-emitter amplifier and determine the effect of increasing the coupling capacitor on lower cut-off frequency.



#### Alignment between PO-CO-Assessment

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CO1: Analyze single & three phase AC systems:

PO3, Knowledge/Analyze ?

CO2: Design combinational circuits to achieve specified operations: PO3, Knowledge/Create?

Assessment question 1: Design a 4 bit full adder using nand gates only. (CO2) ?

Assessment question 2: Design a 4 bit full adder using nand gates only. Use only 4 input nand gate ICs operating at 3.2 V. Total delay should be less than 50 ms and total power less than 100 mW. (CO2) ?



#### Alignment between PO-CO-Assessment

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CO1: Evaluate the maximum power that can be supplied from a 2 terminal circuit: PO4, Knowledge/Evaluate?

CO2: Evaluate the Thevenin's equivalent circuit of a 2 terminal circuit: PO4, Knowledge/Evaluate?

Assessment question 1: Evaluate the Thevenin's equivalent of the following 2 terminal circuit. (CO2) ?

Assessment question 2: Design and conduct an experiment to find the Thevenin's resistance of a 2 terminal circuit. Indicate which data are to be collected and how the data provides Thevenin's resistance. (CO2)



?

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#### 2. Criteria

Cri	terion 1: Organization	and Governance	!		
	Sub-criteria	Findings from	Findings from onsite visit	Evaluation	
i.	Compliance with acts and statutes		14		
ii.	Statutory positions and bodies of the institution		TECHN		
iii.	Existence of and adherence to policies	The institution s a mechanism fo	r addressing gr	ievances, re	garding
iv.	Grievance redress system	academic and the students, faculty The policies sho	members and	non-teachin	
v.	Alumni association	THE Policies Sile	<del>ulu be put into</del>	practice.	
vi.	Convocation				
vii.	Others (specify)				
	Overall criterion 1				
F ACCREDITA	ION FOR				•

## ET report – evaluator assessment form

Cri	terion 2: Financial and Ph	ysical resources			
	Sub-criteria	Findings from	Findings from	Evaluation	
		SAR	onsite visit		
i.	Finance and budget	The campus infi	astructure, suc	h as the exte	nt of the land
ii.	Scholarship and financial aid for students	and built-up are support facilities			
iii.	Accommodation for male and female students	infrastructure ar total number of			
iv.	Safety measures: infrastructure, practices, training and compliance		NICAL		
v.	Sports and recreational facilities	YOUNG THE STATE OF	W. S. C.		
vi.	Placement center	08 * 14.	9		
vii.	Others (specify)				
	Overall criterion 2				



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	Sub-criteria	Findings from	Findings from	Evaluation	
		SAR	onsite visit		
i.	Finance and budget	ENGLINES	RIVA		
ii.	Scholarship and financial		4		
	aid for students	o√ 1	6		
iii.	Accommodation for male				
	and female students				
iv.	Safety measures:	The possibility of	any risk from m	anmade or r	atural
	infrastructure, practices,	hazards should b	e properly asse	ssed and ad	dressed in the
	training and compliance	Safety Plan. All la	bs shall have tl	neir own plan	s to prevent
v.	Sports and recreational	and manage incid	STATE OF THE PARTY		
	facilities	fire-fighting facilit			
vi.	Placement center	required to addre			
vii.	Others (specify)	situation. Adequa			
	Overall criterion 2	the campus safe	ior students, er	nployees and	visitors.



#### ET report – evaluator assessment form

**Criterion 3: Faculty Members** Sub-criteria Findings from Findings from Evaluation SARonsite visit Number and quality of full-time The department should have a sufficient number of full-time faculty members so that they are no faculty members overloaded with courses and so the program does Number and quality of part-time faculty members not become overly dependent on part-time faculty members.... The faculty members should have Class size adequate academic qualifications with Student-teacher ratio Involvement of faculty members in program(s) offered by the department. The research, development and professional proportion of senior faculty members and junior faculty members should be appropriate. activities vi. Role of faculty members in directing the course of and improvements in the program Training of faculty members on outcome-based education Au 11. O Brand OF ACCREDITATION FOR Overall criterion 3

Cri	terion 3:	Faculty	Members
		Sub-	criteria

	Sub-criteria	Findings from	Findings from	Evaluation
		SAR	onsite visit	
i.	Number and quality of full-time faculty members	GINEERIN		
ii.	Number and quality of part-time faculty members	111 10 Th		
iii.	Class size	Adequate interact	ions between stu	dents and
iv.	Student-teacher ratio	faculty members	in the second se	
v.	Involvement of faculty members in research, development and professional activities	classes are esser class size and tea compromise oppo	ching load shoul	d not
vi.	Role of faculty members in directing the course of and improvements in the program	8 · NOTAD		
vii.	Training of faculty members on outcome-based education			
Mili.	O PARED DE ACCREDITATION FOR PROBLEMS OF A P			
100000	Overall criterion 3			

#### ET report – evaluator assessment form

	Sub-criteria	Findings from	Findings from	Evaluation
		SAR	onsite visit	
i.	Number and quality of full-time faculty members	AGINEER/NG		
ii.	Number and quality of part-time faculty members	ort o		
iii.	Class size			
iv.	Student-teacher ratio		-	
v.	Involvement of faculty members in research, development and professional activities	The state of the s	)	
vi.	Role of faculty members in directing the course of and improvements in the program	Faculty members and the authority curriculum, establ outcomes, and se	to design and upo ish the course ar	date the date the
vii.	Training of faculty members on outcome-based education	tools appropriate the students in the	for evaluating the	performance
Mili.	O PARED DE ACCREDITATION FOR PROPERTY OF THE P	the outcomes.		
	Overall criterion 3			

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Cri	terion 4: Students			
	Sub-criteria	Findings from SAR	Findings from	Evaluation
		NGINEEN	onsite visit	
i.	Existence of and adherence to a	There should be a pu		
	well-formulated admission	transfer of students in		
	policy, including admission	transfer requirements		
	criteria	selection of students		
ii.	Policy for transfer students	program's outcomes.	i ne policy snould b	<del>e impiemente</del> d
iii.	Continuous monitoring of	in practice.		
	student performance			
iv.	Advising and counseling		b	
v.	Extra- and co-curricular	700		
	activities	AFOR MOILS		
vi.	Professional society activities			
vii.	Others (specify)			
	Overall criterion 4			



#### ET report – evaluator assessment form

Cri	terion 4: Students			
	Sub-criteria	Findings from SAR	Findings from	Evaluation
		- MGINEEN	onsite visit	
i.	Existence of and adherence to a	OB COMPANY		
	well-formulated admission	The state of the		
	policy, including admission		p	
	criteria		(F	
ii.	Policy for transfer students		Ī	
iii.	Continuous monitoring of	The academic perfor		
	student performance	continuously monitor		
iv.	Advising and counseling	the outcomes and fee	No.	
v.	Extra- and co-curricular	There should be prov		r corrective
	activities	measures when nece	ssary.	
vi.	Professional society activities			
vii.	Others (specify)			
	Overall criterion 4			



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	Sub-criteria	Findings from SAR	Findings from	Evaluation
		- NGINEEN	onsite visit	
i.	Existence of and adherence to a	OB FINANCE		
	well-formulated admission	74 PM 657		
	policy, including admission		0 د	
	criteria E		25	
ii.	Policy for transfer students		I	
iii.	Continuous monitoring of		~	
	student performance		<u>A</u>	
iv.	Advising and counseling	Every student should	be assigned an adv	isor. The
v.	Extra- and co-curricular	advisor should couns		
	activities	all academic and pro	fessional matters.	
vi.	Professional society activities			
vii.	Others (specify)			
	Overall criterion 4			



## ET report – evaluator assessment form

CH	terion 5: Academic Facilities and Learnin	0	T: 1: 0	T 1
	Sub-criteria	Findings from	Findings from	Evaluation
	S ENC	SAR	onsite visit	
i.	Library	The institution sh	ould have a wel	l-stocked
	o <sup>₹</sup> / <b>1</b>	library. The book	s, journals and c	ther
ii.	Classrooms	resources availa	ole in the library	should be
	El El	adequate for the	program and the	e faculty
iii.	Laboratories and equipment	members.		
iv.	Full-time technical support staff for	/ / / / / / / / / / / / / / / / / / / /		
	laboratories			
iv.	Internet and computing facilities	1		
v.	Others (specify)	100		
	* PO 8	* NO17		
	Overall criterion 5			



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Cri	terion 5: Academic Facilities and Learni	ng Environment		
	Sub-criteria	Findings from	Findings from onsite visit	Evaluation
i.	Library	The state of the s		
ii.	Classrooms	The number of cl be adequate to p		
iii.	Laboratories and equipment	classroom facilitie		
iv.	Full-time technical support staff for laboratories	should be conduc	ive to learning.	
iv.	Internet and computing facilities	\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_		
v.	Others (specify)	· MOITA		
	Overall criterion 5			



#### ET report – evaluator assessment form

	Sub-criteria	Findings from	Findings from onsite visit	Evaluation
i.	Library			
ii.	Classrooms	1 TECH		
iii.	Laboratories and equipment	The number of la	poratories and e	guipment
iv.	Full-time technical support staff for laboratories	should be adequated labs in the progra	ite for conductin	g different
iv.	Internet and computing facilities	have the opportui	nity for hands-or	
v.	Others (specify)	activity in the labo	ratories.	
	Overall criterion 5			



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Cri	terion 6: Curriculum and Teaching	-Learning Process		
	Sub-criteria	Findings from	Findings from	Evaluation
		CNGSARER .	onsite visit	
i.	Curriculum	The breadth and	depth of the cur	riculum and th
		teaching-learning		
ii.	Laboratory activities	the solution of co	mplex engineer	ing problems i
iii.	Final year design project	relevant disciplin	le.	
iv.	Teaching-learning activities		N Z	
v.	Academic calendar		II o	
vi.	Others (specify)	17	17.4	
			3	
	Overall criterion 6	7.		
		APOS . MO/7		



#### ET report – evaluator assessment form

Criterion 6: Curriculum and Teaching-Learning Process					
Sub-criteria	Findings from	Findings from	Evaluation		
	ENGSARER,	onsite visit			
i. Curriculum	, , , , , , , , , , , , , , , , , , ,				
**		12			
ii. Laboratory activities		4 4			
iii. Final year design project	There should be	a final year desi	gn project or o		
iv. Teaching-learning activities	project extending	over a period o	f one year tha		
v. Academic calendar	represents a culr				
vi. Others (specify)	outcomes at the	evel of solving of	omplex engin		
	problems.				
Overall criterion 6					



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	terion 6: Curriculum and Teaching Sub-criteria	Findings from	Findings from	Evaluation	
	Sub-criteria	-	1	Evaluation	
		SARER .	onsite visit		
i.	Curriculum	, C	_1		
	<u>₹</u> `/		12		
ii.	Laboratory activities		4.4		
iii.	Final year design project		116		
iv.	Teaching-learning activities	The teaching-lea	rning processes	and activities	select
v.	Academic calendar	for each course	10.2000		
vi.	Others (specify)	for achieving the			
		learning should b	e enhanced. Ha	nds-on activit	ies in t
	Overall criterion 6	lab should be an			
		The program sho	buld include ade	quate activitie	s in the
		lab.			



#### ET report – evaluator assessment form

	Sub-criteria	Findings from	Findings from	Evaluation
		SAR	onsite visit	
i.	Mission and vision	OR COMPANY	72	
ii.	Program Educational Objectives (PEOs)	Each engineering that should be cle	program should har, concise, asses	ave published sable and real
iii.	Relationship between the POs and PEOs		of the available re ent with the vision	
iv.	Process of PEO measurement	program-offering	department.	
v.	Others (specify)		Ĉ	
	Overall criterion 7	VALOR NOVY		



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	Sub-criteria	Findings from	Findings from	Evaluation
		SAR	onsite visit	
i.	Mission and vision	OR ETT		
			72	
ii.	Program Educational Objectives			
	(PEOs)			
iii.	Relationship between the POs	They should be su		
	and PEOs	learning processe		
iv.	Process of PEO measurement	objectives. Justific	ations should be	provided for h
v.	Others (specify)	curriculum and the	e outcomes contri	bute to the att
	*o	of the PEOs.	60	
	Overall criterion 7	AND MOUNT	7	



#### ET report – evaluator assessment form

	Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i.	Mission and vision	OR ENGINEERING	a.	
ii.	Program Educational Objectives (PEOs)			
iii.	Relationship between the POs and PEOs			
iv.	Process of PEO measurement	A process should	pe developed to a	ssess the leve
v.	Others (specify)	attainment of each effectiveness of the	1887 X 17	
	Overall criterion 7	evidence and doc		
		support the achiever assessment and education developed.		

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Cri	terion 8: Program Outco	mes and Assessmen	ıt		
	Sub-criteria	Findings from	Findings from onsite	Evaluation	
		SAR	EER visit		
i.	Course outcomes (COs)	.0 <sup>8</sup>	7/G		
ii.	Relationship between				
	COs and POs	3	4		
iii.	Achievement of POs as	The program mu	st demonstrate that	by the time of	
	required by the BAETE		ents have attained a		
iv.	Achievement of		s and behavioral tra		tabl
	additional POs		The BAETE specification		
v.	Others (specify)		the following grade		
		POs (a) – (d) requ	ires solution of comp	lex engineering pro	obler
	Overall criterion 8	A PO 8 *	NOIT		



#### ET report – evaluator assessment form

	Sub-criteria	Findings from	Findings from onsite	Evaluation
		SAR	EED, visit	
i. Cou	irse outcomes (COs)	20%	A G	
ii. Rela	ationship between	the correlation be	ween the Course Ou	tcomes (COs) and
COs	s and POs	should be demon	strated through the m	apping of COs on
iii. Ach	nievement of POs as		ssment tools and lab	
requ	aired by the BAETE	F 188 ACT	bute to the attainmen	
iv. Ach	nievement of	be demonstrated	through rubries or ma	pping exercises.
add	itional POs	UN 17	1/2	
v. Oth	ers (specify)	70		
	Overall criterion 8	YVOS.	NOITH	



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Cri	terion 9: Continuous Quality Impro	vement (CQI)		
	Sub-criteria	Findings from	Findings from	Evaluation
		SAR	onsite visit	
i.	Feedback from students	It should demon	strate an establishe	ed system for
ii.	Feedback from course instructors		piling the level of a	
iii.	Feedback from external		should be assessed	
	stakeholders		gram should evalu	
iv.	CQI loops		ality The progr	
v.	Addressing deficiencies, weaknesses and concerns identified during the previous accreditation evaluation (if applicable)		t the results of this sed for continuous	
vi.	Others (specify)	FOS . NOIN		
	Overall criterion 9			

ET report – evaluator assessment form

Cri	terion 10: Interactions with the Inc	dustry			
	Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation	
i.	Industrial Advisory Panel	There must be ind			
ii.	Participation of the industry in academic updates	of the curriculum have an Industry A	dvisory Panel (IAI		
iii.	Students' opportunities to gain industrial experience	Association (AA) for	or this purpose.		
iv.	Others (specify)		CAL		
	Overall criterion 10		5		



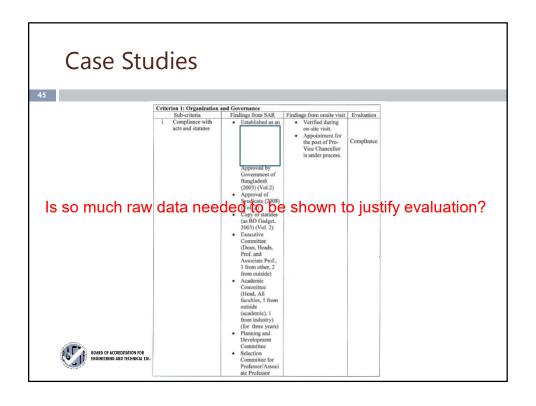
43

Cri	terion 10: Interactions with the Inc	dustry		
	Sub-criteria	Findings from SAR	Findings from	Evaluation
		RENGINEERIN	onsite visit	
i.	Industrial Advisory Panel		8.	
ii.	Participation of the industry in		0	
	academic updates		TE	
iii.	Students' opportunities to gain	The program shou	d provide student	s with the
	industrial experience	opportunity to obta	in industrial exper	ence through
iv.	Others (specify)	internships, industr		
		by practicing engin	/Sc	nembers with
	Overall criterion 10	industrial experience	e.	
	Č	APOS " MOITA,		



#### ET report – evaluator assessment form

Program-Specific Criteria (Chapter 6 of the manual)  The curriculum should satisfy the requirements of the program-specific criteria as described in Section 6.		SAR	onsite visit		
CCREDITAL Sylvhyab	Criteria (Chapter 6 progra				evan
	, 1	E L		5	
TO PANOS WOLLD					
GANOS - NOITAD					
			8 . NOITA),		



#### **Case Studies**

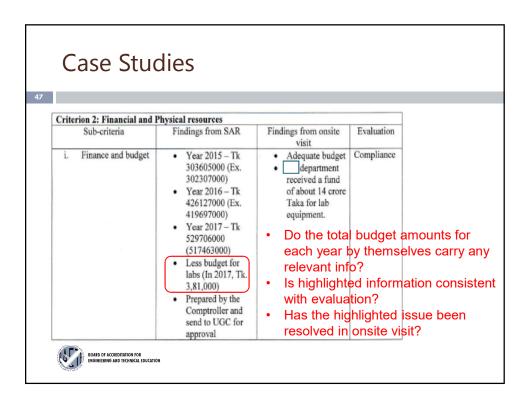
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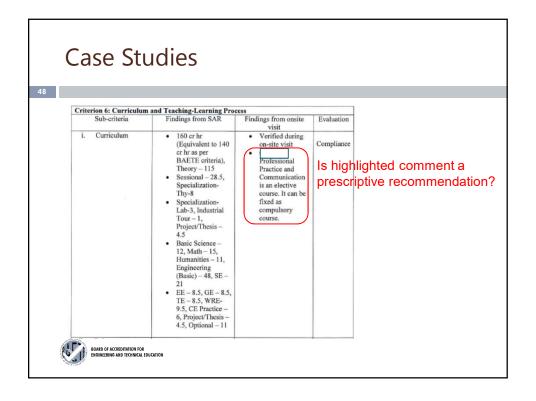
Sub-criteria	Preliminary findings	Final findings	Evaluation
i. Library	Information provided on pp.45-48.	From visit well resourced library is observed.     Small number of books on structural, geotechnical and transportation engg.	Opportunity for improvement
ii. Classrooms	Number and seating capacity provided on p.49.	Visited several classrooms including two with on-going classes. Found satisfactory.	Compliance

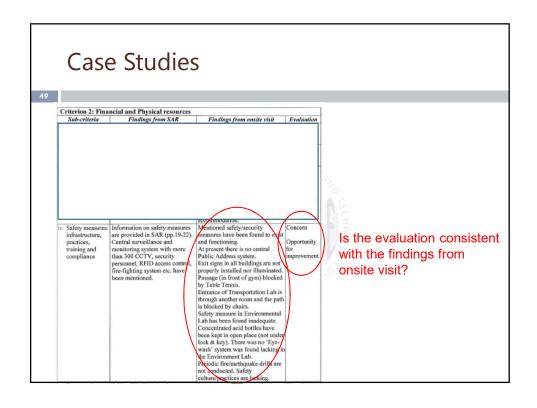
Are the descriptions under "Preliminary Findings" helpful to the ET during the onsite visit?

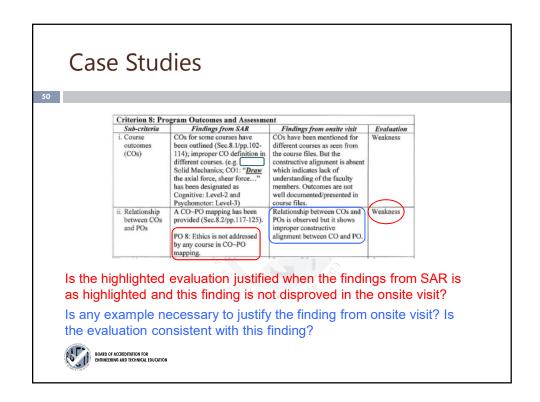
Are the descriptions under "Final Findings" adequate to justify the evaluation or is more data/details necessary?

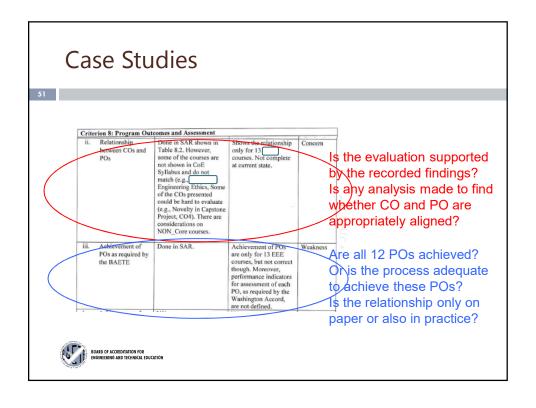


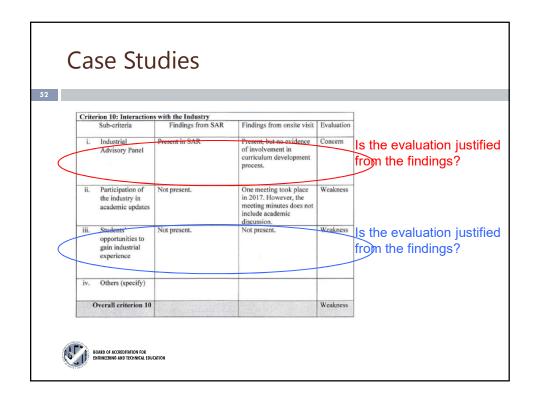




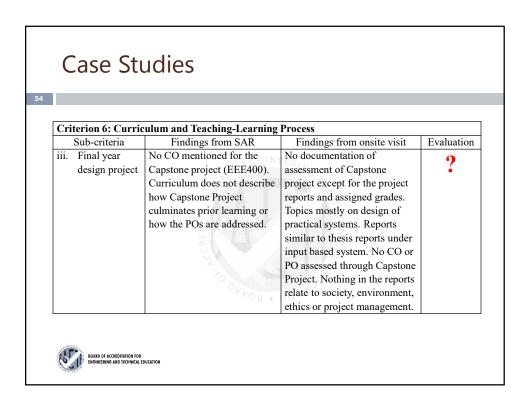








#### **Case Studies** 53 **Criterion 8: Program Outcomes and Assessment** Sub-criteria Findings from SAR Findings from Evaluation onsite visit iii. Achievement No student graduated under OBE system. No data or PO files not available. of POs as analysis of PO or CO achievement provided. required by No appropriate CO of any course mapped to PO4 or the BAETE Course files PO11. confirm CO3 of PO4: CO3 of EEE213 (Solve problems related to rotor EEE213 or CO4 speed, flux, torque, developed power, efficiency in DC of EEE233 (COs motor) maps to PO4. CO4 of EEE233 (Examine the assessed by exams significance of state machines in system design) maps / theoretical to PO4. No other CO maps to PO4. assignment) not PO11: CO3 of EEE323 (Design different types of relevant to PO4. power electronic converters) maps to PO11. CO4 of Similarly CO3 of EEE314 (To design a specific problem to the students, EEE323 or CO4 which after completion they will verify using hardware of EEE314 not implementation) is mapped to PO11. No other CO relevant to PO11 BOARD OF ACCRICATION SOLO PO11.



## Forming the bigger picture

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Now that all the sub-criteria are fairly and objectively evaluated, how to make overall evaluation of a criterion?

- Overall evaluation is not equal to the weighted assessment of each sub-criterion under the criterion
- Not all sub-criteria contribute equally to the overall evaluation

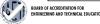
Sub-criteria affecting the program directly much more critical than that relating to the program tangentially!

- Overall evaluation based on impact on the program
- · No sub-criteria to be considered in isolation



#### Forming the bigger picture

Cri	terion 1: Organization	and Governance			
	Sub-criteria	Findings from	Findings from	Evaluation	
		SAR LERI	onsite visit		
i.	Compliance with		7.		
	acts and statutes		76		
ii.	Statutory positions	<ul> <li>Which s</li> </ul>	ub-criteria	most cr	itical?
	and bodies of the institution	• Which s	ub-criteria	least cr	tical?
iii.	Existence of and	Can wa	maka thic	docicion	] :n
	adherence to policies	• Call we	make this	uecision	1111
iv.	Grievance redress	advance	? <<'		
	system	9/1	(0)		
v.	Alumni association	.08 * VO.			
vi.	Convocation				
vii.	Others (specify)				
	Overall criterion 1				



#### Forming the bigger picture Criterion 2: Financial and Physical resources Findings from Findings from Evaluation Sub-criteria SAR onsite visit i. Finance and budget ii. Scholarship and financial Which sub-criteria most critical? aid for students iii. Accommodation for male Which sub-criteria least critical? and female students iv. Safety measures: Can we make this decision in infrastructure, practices, advance? training and compliance v. Sports and recreational facilities vi. Placement center vii. Others (specify) Overall criterion 2

F	orming the bigge	er picture	9	
Cri	terion 3: Faculty Members			
	Sub-criteria	Findings from SAR	Findings from onsite visit	Evaluation
i.	Number and quality of full-time faculty members	LGINEERING		
ii.	Number and quality of part-time faculty members	Which sub-cr	iteria most	critical?
iii.	Class size	Which sub-cr	iteria least	critical?
iv.				
V.	Involvement of faculty members in research, development and professional activities		this decision	n in
vi.	Role of faculty members in directing the course of and improvements in the program	8 · MOITAJU		
vii.	Training of faculty members on outcome-based education			
Mili.	Operand of acceptation for the control of the contr			
	Overall criterion 3			

#### Forming the bigger picture **Criterion 4: Students** Findings from SAR Evaluation Sub-criteria Findings from onsite visit Existence of and adherence to a well-formulated admission Which sub-criteria most critical? policy, including admission Which sub-criteria least critical? criteria Policy for transfer students Can we make this decision in iii. Continuous monitoring of advance? student performance Advising and counseling Extra- and co-curricular activities vi. Professional society activities vii. Others (specify) Overall criterion 4

#### Forming the bigger picture Criterion 5: Academic Facilities and Learning Environment Findings from Evaluation Sub-criteria Findings from onsite visit Library Which sub-criteria most critical? Classrooms Which sub-criteria least critical? Laboratories and equipment Can we make this decision in iv. Full-time technical support staff for advance? laboratories iv. Internet and computing facilities v. Others (specify) Overall criterion 5

#### Forming the bigger picture Criterion 6: Curriculum and Teaching-Learning Process Findings from Evaluation Sub-criteria Findings from SAR onsite visit Curriculum Which sub-criteria most critical? Laboratory activities Which sub-criteria least critical? Final year design project Teaching-learning activities Academic calendar advance? vi. Others (specify) Overall criterion 6

#### Forming the bigger picture **Criterion 7: Program Educational Objectives (PEO)** Sub-criteria Findings from Findings from Evaluation SAR onsite visit Mission and vision Which sub-criteria most critical? Program Educational Objectives Which sub-criteria least critical (PEOs) iii. Relationship between the POs Can we make this decision in and PEOs advance? Process of PEO measurement Others (specify) Overall criterion 7

## Forming the bigger picture

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Cri	Criterion 8: Program Outcomes and Assessment					
	Sub-criteria	Findings from	Findings from onsite	Evaluation		
		SARCNGIN	EER visit			
i.	Course outcomes (COs)	203	G.			
ii.	Relationship between	• Nhịch s	ub-criteria mo	st critical?		
	COs and POs		4 4			
iii.	Achievement of POs as	Which s	ub-criteria lea	st critical?		
	required by the BAETE		A 10 PM			
iv.	Achievement of	Can we	make this dec	ision in		
	additional POs	် advance	? / 🚊			
v.	Others (specify)		73			
			235			
	Overall criterion 8	A 108 *	NOIT			



## Forming the bigger picture

Criterion 9: Continuous Quality Improvement (CQI)					
	Sub-criteria	Findings from	Findings from	Evaluation	
		SAR	onsite visit		
i.	Feedback from students	ENGINEERIVA			
ii.	Feedback from course instructors		8		
iii.	Feedback from external stakeholders	Which sub	-criteria mos	t critical?	
iv.	CQI loops	Which sub	-criteria leas	t critical?	
v.	Addressing deficiencies, weaknesses and concerns identified during the previous accreditation evaluation (if applicable)		ake this decis		
vi.	Others (specify)	PO8 * NO174			
	Overall criterion 9				



#### Forming the bigger picture

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Crit	Criterion 10: Interactions with the Industry					
Sub-criteria		Findings from SAR	Findings from	Evaluation		
		RENGINEERIA	onsite visit			
i.	Industrial Advisory Panel		1			
ii.	Participation of the industry in academic updates	Which sub-	riteria most	critical?		
iii.	Students' opportunities to gain industrial experience	Which sub-				
iv.	Others (specify)	Can we mak	e this decisi	on in		
	Overall criterion 10	ad variet.	>'			



#### Summary

- ET report is the primary document on which accreditation decision is based on
- ET report is the primary document which provides feedback to institutions for improvements
- ET report is the primary document to show that the graduates of accredited programs attain POs which are substantially equivalent to those of WA signatories
- ET report should demonstrate the competence of the evaluators
- ET report should indicate that the accreditation evaluation standard is as per WA signatory standard

