ATMAE Team CHAIR Training

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Team Chair Reminders

- Representing ATMAE
- Personal and Professional Conduct
- Confidentiality
- Conflicts of Interest
- Impartiality
- Code of Ethics
- Dress
- Travel Arrangements
Team Chair Eligibility

To be eligible to serve as a team chair:

- Provide exceptional service as a team member on at least 2 site visits
- Attend team chair training within the past 3 years
- Be approved by the Board of Accreditation

Team Chairs Are Responsible for the Site Visit Team
Team Chair Skills

Team Chairs must:

- Be mindful of and follow ATMAE’s policies and procedures
- Have extensive knowledge and understanding of ATMAE Accreditation Standards
- Have the ability to organize, plan, and be in control of the site visit
- Have the ability to ask insightful questions and gather the necessary information
- Have strong presentation skills and confidence to deliver the exit report in a professional manner to institutional leadership
- Have strong writing skills that clearly convey the findings of the team in the visiting team report
Team Chair Responsibilities - General

- Accreditation team members are representatives of ATMAE and its Board of Accreditation
- Team members are not consultants. They are there to verify the content of the Self-Study and determine if the institution's program/option(s) meet the ATMAE standards.
- Although team members are expected to be professional and friendly, keep in mind that "there are no casual conversations."
- Team members are not there to tell the program what they do back home or what other accrediting bodies are doing in the same situation.
- Team members will find little time for "social activity" while on the campus visit. Plan social activities after the visit, if any.
Team Chair Responsibilities

Before Visit

- Contact team members and coordinate travel arrival and departure times with the visit schedule
- Collaborate with the institution to prepare visit agenda (Agenda is required in self-study report)
- Serve as the primary liaison between the institution and ATMAE
- Review self-study report
- Prepare for on-site meetings

On-Site

- Mentor newer team members
- Assign roles and duties to other visiting team members
- Set ground rules
- Keep time and stay on schedule
- Facilitate team discussions
- Achieve team consensus
Team Chair Responsibilities cont’d

After

- Prepare the draft and final site visit report
- Respond to reports of factual errors in the draft report
- Provide post-visit evaluations of visiting team members
- Attend and present the team’s recommendation at the accreditation hearings
- Support institutions with year two progress reports
- Participate in the Progress Report Review Committee
Being Team Chair Requires Commitment

- Accept the appointment only if able to accept at least one assignment during the **March 1 through May 1** on-site review period and can attend the annual Hearings in the fall of that year.

- Expect to spend at least **20 hours** preparing for a site visit by reviewing the Self-Study and exhibits, participating in pre-visit meetings, and writing and revising the team report.

- Each visit is at least **3 full days**, including travel time.

- The objectives are to demonstrate respect for the host institution and its mission, to base judgments on the evidence, and to serve as the “eyes and ears” of the ATMAE Board of Accreditation.
Organizing the Site Visit

- The team chair’s most important tasks:
  - Ensure the success of the visit,
  - Help all team members understand the goal of the visit
  - Function as a unit to accomplish that goal.

- Team member orientation is an important preparatory activity.
- The institutional contact will work with the team chair to arrange on-site plans
- The institutional contact will provide a resource room for the visiting team and establish an interview schedule.
Communication with Team Members

- Communication with the assigned team members should begin as soon as notified of the assignment.
- Team member communications should include acknowledgment of team assignment, team member travel arrangements, the Team chair expectations of the team member including knowledge of the accreditation standards, and report writing assignments.
- It will be apparent that the host institution put significant effort into developing a comprehensive self-study report, and the team must review it closely to determine that standards have been addressed thoroughly and accurately. In order to do this, the team member must begin the self-study review process as soon as it is received.
Communication with Team Members (cont’d)

- The coordination of on-site activities determines the ultimate success of the campus visit.
- Team members must understand that their mission is to gather and review information that will validate the accreditation standards.
- The Team Chair must organize activities and assign responsibility for interviews, material review, and report writing in a manner that best utilizes the strengths of individual team members.
- Completing the accreditation report is the responsibility of the team chair; therefore, the team chair determines writing assignments. The writing assignment to team members must include instructions on how the ATMAE Standards should be addressed in the report and should include statements to document the review of information received that determines compliance with the requirements of the Standards.
Communication with Institution

- Communication to the institution should begin as soon as formal assignment of the team chair has been made.

- Local personnel will want to know what the team chair expects in terms of arrangements for the resource room, the team work area, and interview schedule, as well as the involvement of administration, faculty, students and advisory committees during the visit.

- Adequate communication is essential for an efficient, thorough and successful accreditation visit.
The Site Visit
**Sample Site Visit Schedule**

| Day 1 - Arrival | 3:00 pm | Team members arrive in late afternoon, check into the hotel, and contact hosts |
| 6:00 pm | Dinner for team members; optionally with faculty and administrators to get acquainted |
| 8:00 pm | Team work session |

| Day 2 - First Day on Campus | 7:00 am | Team breakfast; optionally with the institution contact |
| 8:00 am | Departure to host institution |
| 8:30 am | Meetings with Program Head |
| 9:30 am | Meetings with Dean/Associate Dean |
| 10:30 am | Meetings with full-time faculty individually or in groups |
| 12:30 pm | Lunch with faculty and/or staff and/or students, alumni, advisory board |
| 1:30 pm | Team begins reviewing documentation |
| 4:30 pm | Meetings with students, alumni, community partners, advisory board |
| 6:00 pm | Working dinner for the visiting team only; set priorities for gathering and reviewing information |

| Day 3 - Second Day on Campus and Wrap-up | 7:30 am | Team breakfast |
| 8:30 am | Meeting with the Dean and/or Program Head to facilitate any further arrangements |
| 9:00 am | Additional interviews with faculty and administrators as needed |
| 10:00 am | Visits to facilities, labs, classrooms, placement services, student services, library, budget director |
| 11:00 am | Finish reviewing documentation; identify any additional information requirements |
| 12:00 pm | Working lunch for visiting team only to arrive at consensus and begin a report outline |
| 2:00 pm | Final exit interview with the appropriate officials |
| 3:00 pm | Site visit is complete and the team departs |
On-Site Evaluation

- The site visit is a series of focused interviews, meetings, observations, inspections and tours that provide the opportunity to verify the information in the self-study report and to further evaluate the program.

- Opening meetings are often with the institution’s leaders to gain a sense of the vision.

- Proper observations and documentation should be:
  - Objective and unbiased, and not based on hearsay or negative or positive perceptions of the institution, program or people.
  - Consistent and balanced, using the same levels of detail for positive and negative findings without letting one finding overshadow all others.
  - Factual and accurate, using direct observations and specific examples with confirmation from multiple sources.
On-Site Evaluation: Resource Room Items

- Course syllabi/outlines and textbooks
- Faculty vitae
- Graded student work including tests, reports, and projects for each management/technical course for the last 2 years
- Representative student transcripts for each program/option
- List of graduates (by program/option) for the last 2 years
- List of advisory committee members with contact information
- Documentation of advisory committee meetings, including agendas, minutes, and actions taken
- Available computers and printers with campus access codes and internet access (with access verified prior to arrival)
- Access to or information related to the learning management system
- Phone for contacting advisory members and/or program/option graduates
- Documentation of student follow-up surveys
- Documentation of outcomes assessment
Exit Interview
The Exit Interview

- This is preformed by the Team Chair, the role of visiting team members in this session must be determined prior to the meeting.
- The primary purpose of the exit interview is the identification of accreditation standards that the visiting team finds in Partial (P) or Non-Compliance (N) for each program and/or program option.
- This session is not intended to provide a forum for discussion of team findings; it is intended reveal the preliminary findings to personnel of the institution. The exit interview should last no more than thirty (30) minutes.
- A typical exit interview is called to order by the team chair.
- The interview room should be arranged so that visiting team members are seated with the Team chair and personnel from the institution are seated together.
The Exit Interview

A. Opening Remarks
   - Thank the host for their hospitality.
   - Reinforce the “eyes and ears of the Board” message.
   - Restate that the team does not consult but does verify the information in the self-study report.
   - Compliment the host on an area that may or may not relate to accreditation standards.
   - Relate what the team has done in its efforts to validate the accreditation standards.

B. Presentation of Visiting Team Findings
   - Review only the accreditation standards that the visiting team found in partial or non-compliance.
   - With each, make a general statement regarding why the standard was found in partial or non-compliance. Do not allow this to become a discussion.
C. Recommendation to the Board of Accreditation

The visiting team will make a recommendation for each program and/or option that was reviewed:

- Accreditation (for fully compliant programs - with no partial or non-compliances)
- Accreditation with a report in two years (for programs substantially compliant with minor partial or non-compliances)
- Accreditation with a report and a site visit in two years (for programs with substantial partial or non-compliances)
- Non-Accreditation (for programs substantially non-compliant)

The visiting team reports and recommends only. The Board of Accreditation makes the actual decision and takes appropriate action at the Board of Accreditation hearings.
The Exit Interview (cont’d)

D. Next Steps

A draft report will be presented for review for possible errors of fact or substance.

The final report will be provided by the Managing Director of Accreditation, and all future communications will be with the Managing Director of Accreditation.

A representative of the institution must be present at the upcoming Board of Accreditation hearings. Provide dates and location of the hearings.

Only the Board of Accreditation makes decisions concerning program accreditation status. Through the Team chair, the visiting team recommends and will be prepared to defend the recommendation at the Board of Accreditation hearings.
E. Closing Remarks

- Ensure that everyone understands what happens after the visiting team departs and what is expected of the institution’s contact person.
- Offer the opportunity for comments by team members and the college representative.
- Adjourn the exit interview.
Visiting Team Report
Visiting Team Report

- The evaluation team prepares a preliminary qualitative assessment regarding the accuracy of the institutional self-study report and an analysis of program/option compliance with the standards.

- The report does not contain recommendations on how the institution should rectify any deficiencies.

- A draft copy of the report is provided to the institution by the visiting team chair for review and response to factual errors.

- A final report is delivered to the institution within 45 days of the site visit and includes appeal instructions.
Review & Recommendations

- Visiting teams recommend the terms of Accreditation in the report

- The Board of Accreditation reviews the visiting team reports and conducts annual hearings during which it accepts or modifies the recommendation, and affirms or determines the terms of Accreditation

- Terms of ATMAE Accreditation are:
  - Accreditation
    - Accreditation with a progress report in two years
    - Accreditation with a progress report and visit in two-years
    - Accreditation no further action
  - Non-Accreditation
ATMAE Standards - 2024

1. Program Goals  
2. Program Learning Outcomes  
3. Program Structure & Course Sequencing  
4. Student Admission, Enrollment & Retention  
5. Administrative Support & Faculty Qualifications  
6. Facilities, Equipment, Support & Safety  
7. Program Operation  
8. Graduate Satisfaction  
9. Employer Satisfaction  
10. Industrial Advisory Committee  
11. Outcome Measures Used to Improve Program  
12. Program Transparency to the Public
1. Program Goals

Each program/option shall have both short- and long-term operational goals and plans for achieving these goals. The goals shall align with the administrative unit and institution goals and shall be measurable, achievable, and specific to the continuous improvement of the program/option. Maintaining and improving facilities and equipment goals shall be included and aligned with Standard 6.

Evidence shall be provided of past goals, the plans for achieving them, how they were achieved, and how they were used to improve the program/option.
2. Program Learning Outcomes

- Measurable program learning outcomes (PLOs) shall be identified and assessed and then validated by the industrial advisory committee (see Standard 10) and other external stakeholders. Each student learning outcome (SLOs) usually seen in the course syllabi shall be mapped to the program learning outcomes. Follow-up studies of direct and indirect measures for each PLO shall be conducted (see Standards 8 and 9).
3. Program Structure & Course Sequencing

- Each program/option shall meet the minimum foundation semester hour requirements set forth by ATMAE. Programs/options may exceed the maximum foundation semester hour requirements specified in each area, as long as minimums are met. If the maximum is exceeded, justification shall be provided. The self-study report shall include a specific list of courses and course credit hours counted toward each category (complete Table A-1, A-2, or A-3 for each program/option). For institutions on the quarter system, the coursework shall be converted to the semester system (hours based on Federal Regulations.)

- **3.1 PROGRAM MINIMUM CURRICULA FOUNDATION**
  - Syllabi for management and/or technical courses shall clearly describe appropriate Student Learning Outcomes.
3. Program Structure & Course Sequencing

3.1 PROGRAM MINIMUM CURRICULA FOUNDATION | ASSOCIATE DEGREE

Programs/options shall be a minimum of 60 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

- Communications (includes both oral and written) 6-9
- Mathematics 3-12
- Physical Sciences* 3-12
- Management, Technical, or Specialization** 29-45
- General Electives 0-12

*Life Sciences may be appropriate for select programs/options of study.
**Students shall complete at least 12 semester hours of management and/or technical coursework at the institution seeking accreditation.
3. Program Structure & Course Sequencing

3.1 PROGRAM MINIMUM CURRICULA FOUNDATION | BACCALAUREATE DEGREE

Programs/options shall be a minimum of 120 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

- General Education (includes oral and written communications) 18-36
- Mathematics 6-18
- Physical Sciences* 6-18
- Management, Technical, or Specialization ** 42-60
- Electives 0-18

*Life Sciences may be appropriate for selected programs/options of study.

**Management courses shall not exceed 24 hours.

Students shall successfully complete a minimum of 15 semester hours of junior and/or senior-level major courses at the institution seeking accreditation.

Programs in Construction specializing in Concrete shall be in compliance with the standards of the Concrete Industry Management National Steering Committee.
3. Program Structure & Course Sequencing

3.1 PROGRAM MINIMUM CURRICULA FOUNDATION | MASTER’S DEGREE

Programs/options shall be a minimum of 30 semester hours and shall meet the following minimum/maximum foundation semester hour requirements:

- Communications and/or Problem Solving 6-12
- Research 6-12
- Management, Technical, or Specialization 12-18
- Electives 0-12

Students shall complete a minimum of 10 semester hours of graduate-level coursework at the institution seeking accreditation.
3. Program Structure & Course Sequencing

3.2 COURSE SEQUENCING

3.2.1 There shall be evidence of appropriate sequencing of courses in each program-option to ensure that applications of mathematics, science, and written and oral communications are covered in technical and management courses.

3.2.2 Further, sequencing shall ensure that advanced-level courses build upon concepts covered in beginning-level courses.

3.3 LABORATORY ACTIVITIES

Appropriate laboratory activities shall be included in the program-option and a reasonable balance shall be maintained between the practical application of “how” and the conceptual application of “why.” Master’s degree program/options may not have formal laboratory activities but shall balance the practical application of “how” and the conceptual application of “why.”
4. Student Admission, Enrollment & Retention

- The admission, enrollment, and retention practices for students in technology, management, and applied engineering program/options shall be comparable to other program/options at the institution.

4.1 ADMISSION
- Evidence shall be provided showing that the standards for admission and the quality of students are comparable to other program/options at the institution. Evidence of admission information may include but need not be limited to test scores and grade rankings.

4.2 ENROLLMENT
- Program/option enrollment shall be tracked and verified. There shall be sufficient enrolled students to operate and sustain the program/option as defined by state or institutional standards. State or institutional standards shall be listed in the self-study report, along with information needed to access that data for validation.

4.3 RETENTION
- Evidence shall be provided showing that the standards for retention of students are comparable to other program/options at the institution. Evidence of retention information shall include but need not be limited to general grade point averages and the criteria for good academic standing, academic warning, probation, and suspension.
5. Administrative Support & Faculty Qualifications

- Evidence shall be provided showing that a sufficient number of personnel are assigned to support the program/option.

5.1 ADMINISTRATORS

- 5.1.1 Appropriately qualified administrators are assigned to administer the program/option.
- 5.1.2 Placement services shall be available to graduates.

5.2 FACULTY

- 5.2.1 A sufficient number of qualified full-time faculty members are available and assigned to teach the technology, management, and applied engineering courses for the program/option.
- 5.2.2 Full-time faculty qualifications shall include emphasis upon the extent, currency, and pertinence of:
  - a. academic preparation,
  - b. professional business or industry experience using applied technology (such as technical supervision and management),
  - c. membership and participation in appropriate technology, management, and applied engineering professional organizations, and
  - d. scholarly activities as required by the institution.
5. Administrative Support & Faculty Qualifications

5.2.3 The following minimum qualifications for full-time faculty are required (except in unusual circumstances which shall be individually justified):

- **Associate Degree:** The minimum academic qualification for a regular full-time faculty member shall be an earned bachelor’s degree in their discipline, or in certain cases for documented reasons, an associate degree plus professional certification/licensure closely related to the faculty member’s instructional assignments.

- **Baccalaureate Degree:** The minimum academic qualification for a tenure track, or full-time faculty member shall be an earned graduate degree in a discipline closely related to the instructional assignment. A minimum of fifty percent of the tenure track or full-time faculty members assigned to teach in the program/option of study content area(s) shall have an earned doctorate or other appropriately earned terminal degrees as defined by the institution. Exceptions may be granted to this standard if the institution has a program/option in place that will bring the faculty demographics into compliance within a reasonable period of time.

- **Master’s Degree:** Faculty members shall possess an earned doctorate degree in a discipline closely related to the faculty member’s instructional assignment (exceptions may be granted for specialized technical management programs/options).
5. Administrative Support & Faculty Qualifications

- **5.2.4** Faculty selection, appointment, reappointment, and tenure policies and procedures shall be clearly specified and conducive to maintaining high-quality instruction. This shall include policies and procedures for selecting and reappointing part-time/adjunct faculty.

- **5.2.5** Faculty teaching, advising, and service loads shall be reasonable and comparable to those in other professional program/option areas.

- **5.2.6** Appropriate criteria shall be in place to assure part-time or non-tenure track faculty are highly qualified to deliver and evaluate student performance in courses assigned.
6. Facilities, Equipment, Support & Safety

- Facilities and equipment shall be sufficient to support the program learning outcomes.

- **6.1 FACILITIES & EQUIPMENT**
  - Modern, functional, and maintained facilities, classrooms, laboratories, equipment, tools, materials, computers, and software shall be available.

- **6.2 SUPPORT**
  - Technical support staff to maintain and support the facilities, equipment, and software shall be available while instruction is being delivered.

- **6.3 SAFETY**
  - Safety and health protocols shall align with OSHA standards and be documented, easily accessible at the point of use, and adhered to.
7. Program Operation

- Evidence shall be presented showing adequate instruction, resources, and budget for the program/option's operation.

7.1 INSTRUCTION

Instruction is core to program learning outcomes. The following shall be evident:

- a. Scheduling of instruction and student advising
- b. Quality of instruction
- c. Supervision of instruction
7. Program Operation

7.2 RESOURCES

Resources are fundamental to program/option operation. The following shall be available and evident:

- Resource materials
- Resources and training to design, deliver, and assess instruction
- Appropriate computer resources/technological infrastructure
- Appropriate technologies, skills, resources, and media including protocols for proctoring, examination test security, candidate validation, and plagiarism detection
- Qualified instructional designers
- Tools for students to track their progress and receive timely feedback

7.3 BUDGET

Program/option operation budgets shall be sufficient and comparable to other equivalent program/options at the institution.
8. Graduate Satisfaction

- Graduate input on their satisfaction and attitudes towards the program learning outcomes shall be collected and analyzed at least every two to five years.

8.1. GRADUATE SATISFACTION

- Summary data on graduate satisfaction and attitudes related to the program learning outcomes shall be provided.

8.2. EMPLOYMENT OF GRADUATES

- Summary data on graduate employment, job placement with employers, job titles, and salaries shall be provided.

8.3. JOB ADVANCEMENT OF GRADUATES

- Summary data shall be provided on job advancements in the workplace, including promotions to positions of increasing responsibility.
9. Employer Satisfaction

- Employer input regarding their satisfaction with the student/graduate’s preparedness for employment as related to program learning outcomes shall be collected and analyzed at least every two to five years. Summary data shall be provided.
10. Industrial Advisory Committee

- An active industrial advisory committee shall exist for each program/option. If more than one program/option is offered, then appropriately qualified industrial representatives shall be added to the committee or one committee for each program/option shall be maintained.

10.1 BYLAWS

- Bylaws for the advisory committee shall exist that include but need not be limited to:
  - a. criteria for member selection,
  - b. procedures for selecting members,
  - c. length of member appointment,
  - d. frequency of meetings (at least one per year), and
  - e. methods of conducting business.
10. Industrial Advisory Committee

10.2 RESPONSIBILITIES
Committee responsibilities shall include but need not be limited to:

a. participates in developing the program learning outcomes and goals,

b. provides input to improve the overall program/option, and

c. validates the PLOs and overall program/option.

10.3 ROSTER
A roster of advisory committee members with contact information shall be maintained.

10.4 MEETING AGENDAS & MINUTES
Meeting agendas and minutes of advisory committee meetings shall be kept.
11. Outcome Measures used to Improve Program

- Evidence shall show how direct and indirect outcome measures and the Industrial Advisory Committee’s input and approval of the program/option are used to improve the overall program/option based on data collected and analyzed (complete Table B for each program/option).

- Outcome measures shall include but need not be limited to:
  - a. graduate satisfaction with program/option,
  - b. employment of graduates,
  - c. employer satisfaction with the graduates’ preparation for employment,
  - d. course-based direct measures, and
  - e. criteria established by the Institution’s regional accreditation activities

- Other possible measures could include but need not be limited to:
  - f. job advancement of graduates,
  - g. graduate success in advanced program/options, and/or
  - h. student success in passing certification exams.
12. Program Transparency to the Public

The program/option shall publicize its student performance and achievement information on the program/option’s page of the institution’s website to help the public understand the success of the specific program/option.

The program’s web page shall contain either a:

1) Section with the heading “Student Performance and Achievement Information” that includes the student performance and achievement content, or

2) Link to a web page entitled “Student Performance and Achievement Information” that contains the program’s student performance and achievement content.
12. Program Transparency to the Public

- The "Student Performance and Achievement Information" content shared on the website shall comply with FERPA and other such laws and the institution’s plan for public disclosure. The content shall include data from the results of the outcome measures collected and be used to improve the program/option (except in unusual circumstances which shall be individually justified).

- This content shall include:
  - program/option student graduation rates,
  - retention rate,
  - mean grade point averages of the graduating class,
  - average years to complete the degree,
  - availability of awards/scholarships,
  - tuition expenses to complete the entire program/option, and
  - career placement rates.

- Other data could include:
  - the program/option’s outcome assessment process and results,
  - time to secure the first position,
  - average starting salaries; and/or
  - promotions earned.

A link to the program/option’s web page shall be provided. The content shall be maintained and updated yearly during the course of the accreditation period.
Scenarios
Scenario #1

Prior to the campus visit, the self-study was sent to the team. The Team Chair noticed 2 weeks prior to the visit, that the documents were based upon the “old” standards, which had been modified 2 years prior. Several areas of the self-study were either incorrect related to the new wording or were non-existent due to wording changes or standards being new.

- At this late date, what action should the Team Chair undertake?
- Should the visit be canceled, and re-scheduled?
- Should the Managing Director of Accreditation be notified of the problem?
Scenario #2

- After the campus visit, and without the request of the visiting team, additional information on a standard is mailed from the institution to the Team Chair.
  - Should this information influence the team report?
Scenario #3

During the campus visit, a copy of a document requesting the move of the department to another college in the organizational structure was provided.

- Since this material was not in the self-study, should it be considered?
- Does it impact any of the ATMAE standards?
- What action should be taken by the Team Chair?
Scenario #5

The Team Chair came to his supper meeting on the day the visiting team arrived, and met his team members for the first time. He had not met any members of the team before, and had not communicated with them before the visit, except to check travel plans. When the team members arrived at the restaurant, he noticed that one team member was dressed very casually, in jeans and a sweatshirt. The next morning at the breakfast (the 1st day on campus), this team member was dressed the same way. In answer to questions from the Chair, this team member stated that they always dressed casually and this style was accepted on his campus.

What options does the Team Chair have to address the problem?
What should the Team Chair have done, before the visit to avoid the problem occurring?
Scenario #6

- The Team Chair receives a self-study report and an official accreditation request, which lists a program in Industrial Technology with two (2) options. All documents seem to be in order prior to the campus visit.

- When the team arrives on campus, they are informed that a curriculum revision is in process to add a third option to the Industrial Technology program. The revised program will be available in the fall semester following the accreditation team visit.

- What are the key questions that must be answered before the team proceeds?
Scenario #7

A month ahead of the scheduled campus visit, the Team Chair receives the list of degree programs to be reviewed. He realizes that a team of three, with about 1 ½ work days before the exit presentation of findings, is not sufficient to adequately review the number of programs assigned to the team.

What options does the Team Chair have to do to resolve the problem before the visit?

What should the Team Chair do if he/she does not realize the problem until after arrival on campus?
Scenario #8

One week before the team's arrival, the team chair receives an email from two faculty members concerning the department chair's uneven allocation of funds to laboratories. Also, they complained that the last faculty promotion review was unfair. Faculty have contacted the faculty bargaining unit, and their representative demands to meet with the ATMAE visiting team.

What options does the Team Chair have to address this issue?
Scenario #9

During the first day of the visit, a few faculty members indicated that the college president had a hidden intention of closing the program after this academic year, and they asked the team chair to bring up this issue at the team's upcoming meeting with the president.

What would be the Team Chair's options be to address this issue with the president?
Scenario #10

A program employs several commercially available certification exams to assess student achievement and administers the exams in selected courses. In all instances, students majoring in the program under review must pass the certification exams to earn credit for the course in which the certification exam is administered. According to all the respective syllabi, students can retake the respective certification exams within the guidance of the certifying authority provided until they pass. The visiting team noted that some students had to retake exams two or three times until they passed. However, upon reviewing the program’s goals, no mention was made of passing certification exams—it was not cited as a short- or long-range goal. Moreover, no mention is made among the program learning outcomes or student learning outcomes of the need to pass the said certification exams.

What should the visiting team pursue regarding the program’s use of the certification exams?
For More Information

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