ATMAE Team MEMBER Training

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Team Member Responsibilities
Team Member Appointment Period

- ATMAE maintains a trained and active team member list of approximately 200 faculty, administrators, and industry representatives.
- Visiting team members play an important role in all stages of the accreditation process and are responsible for reviewing evidence of a program’s compliance with accreditation criteria.
- All team members are required to attend free refresher training at least every three years for updates on changes in ATMAE accreditation policies, procedures, and standards.
- Members must be in good standing with ATMAE to be assigned to a visiting team.
Being a Team Member Requires Commitment

- Serving as a team member requires a significant time commitment.
- Accept the appointment only if they are able to accept at least one assignment during the March 1 through May 1 on-site review period.
- Expect to spend 20 hours preparing for a site visit by reviewing the self-study and exhibits, participating in pre-visit teleconferences, and writing and revising parts of the team report.
- Each visit is at least 3 full days of work 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.
Personal and Professional Conduct

- Competencies
  - Effective interviewing
  - Facilitation, and listening skills
  - Effective evaluative and writing skills
  - Effective team participation skills
  - Consensus decision-making skills
  - Time management skills
- The strength of any accreditation program is based on:
  - Fairness
  - Ethical conduct
  - Impartiality
- Visiting team members are very visible representatives of the ATMAE accreditation process and, therefore, must avoid situations that could give rise to the appearance of misconduct.
Confidentiality

- Visiting team members learn from site visits and are often exposed to useful ideas and tactics to improve their own organizations. Discretion should be used to keep information resulting from the accreditation visit confidential. This includes:
  - The contents of documents
  - Information from meetings and tours
  - Deliberations of the visiting team
  - Information contained in team reports
  - Anticipated accreditation actions
- Documentation, when in use, should be secured. Once the review is completed, documents should be returned to the preparer of the self-study or sent to the ATMAE office when the team’s work is completed.
- After a visit is completed, requests for clarification or interpretation of information in the report should be referred jointly to the Managing Director of Accreditation and the team chair.
Conflicts of Interest

- Team members must be careful to avoid the appearance of a conflict and should declare any past, present, or potential situations to ATMAE that could positively or negatively influence decisions.

- Individuals shall be considered to have a potential conflict of interest if they:
  - Have been employed as a faculty member, administrator, ATMAE consultant, ATMAE team visitor within the past (7) seven years or contractor by the institution being reviewed.
  - Have close relatives in the employ of the institution being reviewed.
  - Own more than five percent of the stock in a company that does business with the institution being reviewed.
  - Are employed by a company that markets products directly to the institution being reviewed.
  - Are a current student or recent graduate (within the past seven years) of the institution being reviewed.

- When team assignments are made, ATMAE works with the institution to screen the team members for possible real or perceived conflict of interest.

- ATMAE will not knowingly allow anyone to participate in a review that cannot remain impartial and objective.
Impartiality

- When a program is being considered for accreditation, all aspects of the process must be fair and objective regardless of any personal opinions about the institution or the context in which it operates.
- During discussions, team members should refrain from drawing comparisons with other programs or schools.
- Discussion should be about the program and school in its own context and within the framework of the ATMAE Standards for Accreditation.
- The standards provide the basis for all evaluations and decisions. Any information without relevance to the standards should not be considered.
Dress Code

- Business casual dress is required during site visits.
  - Includes: shirts or blouses with collars and sleeves; trousers and slacks; sport jackets and blazers; and dresses and skirts.

- The dress code excludes:
  - Jeans
  - Shorts
  - Leggings
  - Any form of athletic wear
  - Clothing with offensive graphics, words and/or logos.
Travel

- Team Members make their own travel arrangements.
- Team members are reimbursed for reasonable and actual travel expenses incurred during each site visit:
  - Appropriate to the occasion
  - Reasonable in amount
  - Verifiable
  - Allowed by ATMAE reimbursement policy
- All reimbursements require a reimbursement form and receipts
- Programs may offer to provide hospitality to the team through transportation, discounted lodging rates, and group meals.
- Gifts are not allowed.
Prior to the Site Visit

- Become familiar with ATMAE Accreditation Standards and its Policies and Procedures. (Members of the Standards Committee, the Personnel Committee, and the Managing Director of Accreditation are available to assist with questions about the interpretation of policies and standards.)

- Become familiar with the self-study report, which records the institution’s progress and is a planning document that is the foundation of the site visit. The self-study development process typically begins one year before the site visit.

- Become acquainted with the mission, goals, and objectives in order to provide the proper context. Reviewing all of the material multiple times in advance will help with the overall evaluation.
Review the Self-Study Material Several Times to:

- Get a sense of the main themes and identify the areas requiring closer scrutiny
- Review content and details
- Make notes and highlight/bookmark important information
- Note strengths, weaknesses, and inconsistencies
- Identify warning flags that require on-site investigation
- Develop remarks and questions
The Site Visit
On-Site Visit

- ATMAE assigns trained peer reviewers to analyze the self-study documents and conduct a 2 ½ day on-site visit of the program(s) under consideration.

- The on-site visiting team members are the same individuals who review the self-study.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 pm</td>
<td>Team members arrive in late afternoon, check into the hotel, and contact hosts</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Dinner for team members; optionally with faculty and administrators to get acquainted</td>
</tr>
<tr>
<td>8:00 pm</td>
<td>Team work session</td>
</tr>
</tbody>
</table>

**Day 2 - First Day on Campus**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>Team breakfast; optionally with the institution contact</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Departure to host institution</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Meetings with Program Head</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Meetings with Dean/Associate Dean</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Meetings with full-time faculty individually or in groups</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Lunch with faculty and/or staff and/or students, alumni, advisory board</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Team begins reviewing documentation</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>Meetings with students, alumni, community partners, advisory board</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>Working dinner for the visiting team only; set priorities for gathering and reviewing information</td>
</tr>
</tbody>
</table>

**Day 3 - Second Day on Campus and Wrap-up**

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

- It is important and appropriate to pose the same questions in multiple sessions and to different individuals. If an area of Partial (P) or Non-Compliance (N) is found, the proper questions will help the team to understand how the program rationalizes it in terms of its unique mission and resources.

- Questions should not be presented in a judgmental manner; they should seek information and clarification.

- Team members should not offer examples from their home institution because the program under review is unique.
On-Site Evaluation: Take Notes

- Clearly document your findings in your notes.
- Tell interviewees that you are taking notes to remember key points and that remarks are confidential.
- Avoid allowing interviewees to see your notes.
- Write key words and phrases as you hear them to help reconstruct the sessions.
- Only keep notes that are related to the Standards.
- Compare your notes to those of your team members.
On-Site Evaluation

- Visiting teams review programs for accreditation by examining whether:
  - The programs have outcomes that are validated in some way.
  - The programs have course objectives or desired student competencies mapped to the program learning outcomes.
  - The program leaders have conducted follow-up studies of the program graduates.
  - The advisory committee has helped in some way.
  - The above information is shared with students, parents, and the public.
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 to reveal the accreditation standards that the visiting team finds to be in Partial (P) or Non-Compliance (N) for each program/option.
- This session is not intended to provide a forum for discussion of team findings; it is intended to 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.
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.
Consideration for Program Goals

- Does each degree program pursuing accreditation have
  - Current short- and long-term goals
  - Plans for achieving these goals
  - Goals related to maintenance and improvement of facilities and equipment (align with Standard 6)

- Is there evidence of
  - Having past goals and plans for achieving those goals?
  - Were those goals achieved?
  - How were they used to improve the program/option?
Example of Mapping Process for College Goals — School Goals — Program Goals

College Goals
- Goal 1: Student Success
- Goal 2: Recruitment and Enrollment
- Goal 3: Completion
- Goal 4: Workforce
- Goal 5: Employee
- Goal 6: Financial
- Goal 7: Community
- Goal 8: Diversity, Equity, & Belonging

Short Term Goals (STG)
1. Prepare the ATMAE self-study for statewide reaccreditation (College Goal: CG 1,2,3,5 & 8)
2. Improve visibility of the Program throughout Indiana (College Goal: CG 1,2,3,4 & 7)
3. Hire and develop full time and adjunct faculty to support the program (College Goal: CG 1,2,3,4,5 & 8)

Long Term Goals (LTG)
1. Maintain the standards of program accreditation set forth by ATMAE (College Goal: CG 1,2,3,5 & 8)
2. Establish stronger industrial relationships (College Goal: CG 1,2,3,4 & 7)
3. Offer current, valuable and relevant certifications related to the field (College Goal: CG 1,2,3,4,5 & 8)
4. Develop capital equipment maintenance and replacement plan to enable the program to continue offering state-of-the-art instruction with equipment that meets or exceeds the current standards of technology used in the industry (College Goal: CG 1,2,3,4,5 & 7)

School Goals

Short Term Goals (STG)
1. Prepare the ATMAE self-study for statewide reaccreditation (College Goal: CG 1,2,3,5 & 8) (School Goal: STG 1 & LTG 1)
2. Improve visibility of the Program throughout Indiana (School Goal: STG 2 & LTG 2) (College Goal: CG 1,2,3,4 & 7)
3. Hire and develop full time and adjunct faculty to support the program (School Goal: STG 1 & 3 & LTG 1 (College Goal: CG 1,2,3,4,5 & 8)
4. Develop statewide course curriculum shells “Flip Model” for minimum two program courses to maintain state-of-the-art instruction utilizing the current standards of technology used in the industry (School Goal: STG 1 & LTG 1) (College Goal: CG 1,2,3,4,5 & 6)
5. Maintain the NCCER reaccreditation of the program (School Goal: STG 1 & LTG 1) (College Goal: CG 1,2,3,5 & 8)

Long Term Goals (LTG)
1. Maintain the standards of program accreditation set forth by ATMAE (School Goal: STG 1 & LTG 1) (College Goal: CG 1,2,3,5 & 8)
2. Establish stronger industrial relationships (School Goal: STG 2 & LTG 2) (College Goal: CG 1,2,3,4 & 7)
3. Offer current, valuable and relevant certifications related to the field (School Goal: STG 1 & STG 2 & LTG 1,2,3,7) (College Goal: CG 1,2,3,4,5 & 8)
4. Develop capital equipment maintenance and replacement plan to enable the program to continue offering state-of-the-art instruction with equipment that meets or exceeds the current standards of technology used in the industry (School Goal: STG 1,2 & LTG 1,2,3,4) (College Goal: CG 1,2,3,4,5 & 7)
Example of Equipment Goals Mapping Process for
College Goals ➔ School Goals ➔ Program Goals

- **Goal 1**: Student Success
- **Goal 2**: Recruitment and Enrollment
- **Goal 3**: Completion
- **Goal 4**: Workforce
- **Goal 5**: Employee
- **Goal 6**: Financial
- **Goal 7**: Community
- **Goal 8**: Diversity, Equity, & Belonging

**Long Term Goals (LTG)**

- **College Goals**: Develop capital equipment maintenance and replacement plan to enable the program to continue offering state-of-the-art instruction with equipment that meets or exceeds the current standards of technology used in the industry (College Goal: CG 1,2,3,4,5,6 & 7)

- **School Goals**: Develop capital equipment maintenance and replacement plan to enable the program to continue offering state-of-the-art instruction with equipment that meets or exceeds the current standards of technology used in the industry (School Goal: STG 1,2 & LTG 1,2,3,4) (College Goal: CG 1,2,3,4,5,6 & 7)
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).
Considerations for Standard 2: PLOs

- Are measurable program learning outcomes identified for each program/option?

- Do the outcomes align with the program goals established for the program/option?
  - Have the program learning outcomes been mapped to the specific course competencies?

- Have the outcomes been validated through a combination of external experts, such as an industrial advisory committee. (Standard 10)

- Has the program conducted follow-up studies of direct and indirect measures for each outcome. (Standards 8 & 9)


**Question from Graduate Exit Survey (Appendix L.3)**

**Q9y. The program prepared me to identify, analyze, and solve problems in my chosen field.**  

<table>
<thead>
<tr>
<th>Total</th>
<th>Disagree</th>
<th>Neutral or No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>30</td>
<td>136</td>
<td>88</td>
</tr>
</tbody>
</table>

85% of respondents agreed to strongly agreed that the program prepared them to identify, analyze, and solve problems in my chosen field.
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.”
Considerations for Standard 3

▶ Does each degree program meet the minimum foundation semester hour requirements?

▶ Programs/options may exceed the maximum foundation semester hour requirements specified in each area, as long as minimums are met. If the max is exceeded, justification shall be provided.

▶ Was a specific list of courses (table A) with credit hours in each category provided as part of the self-study?
Considerations for Standard 3 - continued

- Was evidence provided of the 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?

- Was evidence provided of sequencing that ensures that advanced-level courses build upon concepts covered in beginning-level courses?

- If on a quarter system, was it converted to semester hours?
<table>
<thead>
<tr>
<th>Program/option</th>
<th>School/Program Degree Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-9 Semester Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-12 Semester Hours</td>
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<tr>
<td><strong>Physical Sciences</strong></td>
<td>(Life Sciences may be appropriate for selected programs of study)</td>
<td></td>
</tr>
<tr>
<td>3-12 Semester Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Management/Technical/Specialization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29-45 Semester Hours</td>
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<td></td>
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<tr>
<td><strong>General Electives</strong></td>
<td></td>
<td></td>
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<tr>
<td>0-12 Semester Hours</td>
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<tr>
<td><strong>ATMAE Minimum Total</strong></td>
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<tr>
<td>60 Semester Hours</td>
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<td>ATMAE Requirements</td>
<td>School/Program Degree Requirements</td>
<td>Semester Hours</td>
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<td>Program/option</td>
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<td><strong>General Education</strong></td>
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<td>(Humanities, English,</td>
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<tr>
<td>History, Sociology,</td>
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<tr>
<td>Psychology, Speech, etc.,</td>
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<tr>
<td>18-36 Semester Hours</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>6-18 Semester Hours</td>
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<td>Total</td>
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<tr>
<td><strong>Physical Sciences</strong></td>
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<td>6-18 Semester Hours</td>
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<td>Total</td>
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<td>**Management/Technical/</td>
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<td>Specialization**</td>
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<td>42-60 Semester Hours</td>
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<tr>
<td><strong>General Electives</strong></td>
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<td>0-18 Semester Hours</td>
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<tr>
<td><strong>ATMAE Minimum Total</strong></td>
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<tr>
<td>120 Semester Hours</td>
<td>Degree Total</td>
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Table A-3: Master’s Degree Foundation Semester Hour Requirements Table
(Complete a separate table for each program/option)

<table>
<thead>
<tr>
<th>ATMAE Requirements</th>
<th>School/Program Degree Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program/option</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
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<tr>
<td>6-12 Semester Hours</td>
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</tr>
<tr>
<td>Management/Technical/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-18 Semester Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-12 Semester Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATMAE Minimum Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Semester Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Degree Total**
4. Student Admission, Enrollment & Retention

4. 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.
Considerations for Standard 4

- Was evidence provided showing that the quality of each program’s technology students is comparable to that of students enrolled in other majors at the institution?

- Was evidence provided that the standards for admission and retention of technology, management, and applied engineering students are comparable with institutional standards (Sources of admission information may include test scores and grade rankings)?

- Was evidence provided that retention information including general grade point averages of technology, management, and applied engineering students was comparable to programs in other institutional programs?
Considerations for Standard 4 continued

<table>
<thead>
<tr>
<th>Primary Academic School</th>
<th>GPA</th>
<th>Unduplicated Headcount</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Manufacturing, Engineering &amp; App</td>
<td>3.169</td>
<td>17,676</td>
<td>2nd</td>
</tr>
<tr>
<td>Arts, Sciences &amp; Education</td>
<td>2.526</td>
<td>17,696</td>
<td>8th</td>
</tr>
<tr>
<td>Business, Logistics &amp; Supply Chain</td>
<td>2.611</td>
<td>11,049</td>
<td>7th</td>
</tr>
<tr>
<td>Exploratory/Undeclared</td>
<td>2.207</td>
<td>868</td>
<td>9th</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>2.713</td>
<td>20,958</td>
<td>4th</td>
</tr>
<tr>
<td>Information Technology</td>
<td>2.612</td>
<td>6,375</td>
<td>6th</td>
</tr>
<tr>
<td>Non-Program</td>
<td>3.258</td>
<td>81,076</td>
<td>1st</td>
</tr>
<tr>
<td>Nursing</td>
<td>2.975</td>
<td>4,091</td>
<td>3rd</td>
</tr>
<tr>
<td>Public Affairs &amp; Social Services</td>
<td>2.634</td>
<td>7,779</td>
<td>5th</td>
</tr>
</tbody>
</table>
Considerations for Standard 4.2 - Enrollment

- Was evidence provided that adequate students are enrolled to sustain and efficiently and effectively operate each program?

- Was an explanation provided for how each program’s enrollment is tracked and verified?
<table>
<thead>
<tr>
<th>Degree</th>
<th>Program</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>*Sp 18 to Sp 19 % Change</th>
<th>**Fall 18 to Sp 19 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.S.</td>
<td>AART - Advanced Automation and Robotics Tech</td>
<td>504</td>
<td>547</td>
<td>538</td>
<td>107%</td>
<td>98%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>AUTC - Automotive Technology</td>
<td>877</td>
<td>908</td>
<td>806</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>BCOM - Building &amp; Construction Management</td>
<td>218</td>
<td>255</td>
<td>252</td>
<td>116%</td>
<td>99%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>BCTI - Building Building Construction Technology</td>
<td>144</td>
<td>185</td>
<td>160</td>
<td>111%</td>
<td>87%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>DESN - Design Technology</td>
<td>450</td>
<td>462</td>
<td>489</td>
<td>109%</td>
<td>106%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>DETC - Diesel Technology</td>
<td>37</td>
<td>68</td>
<td>66</td>
<td>178%</td>
<td>97%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>EECT - Electronics &amp; Computer Technology</td>
<td>104</td>
<td>104</td>
<td>96</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>ENRG - Energy Technology</td>
<td>190</td>
<td>196</td>
<td>170</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>HVAC - Heating, Ventilation &amp; Air Conditioning</td>
<td>708</td>
<td>709</td>
<td>672</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>INDT - Industrial Technology</td>
<td>1662</td>
<td>1764</td>
<td>1698</td>
<td>102%</td>
<td>96%</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>MTTC - Machine Tool Technology</td>
<td>424</td>
<td>478</td>
<td>424</td>
<td>100%</td>
<td>89%</td>
</tr>
</tbody>
</table>

* Spring 2018 to Spring 2019 percentage change is based on percentage retained from one year. The goal is to have this percentage over 100% to assure enough new students entering the program to offset the graduating and/or retention loss.

** Fall 2018 to Spring 2019 percentage change is based on percentage retained from semester to semester. The goal is to have this percentage over 100% to assure enough new students entering the program to offset the graduating and/or retention loss.
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.
Considerations for Standard 5

5.1
- Was evidence provided that sufficient administrative support is assigned to support the program/option?
- Was evidence provided that placement services are available to graduates?

5.2
- Was evidence provided that sufficient qualified full-time faculty members are available and assigned to teach the program’s technology, management, and applied engineering courses?
- Was evidence provided that faculty qualifications emphasize the extent, currency, and pertinence of the following?
  - academic preparation
  - industrial professional experience such as technical supervision and management
  - Professional business or industry experience using applied technology
  - membership and participation in appropriate technology, management, and applied engineering professional organizations
  - scholarly activities
Considerations for Standard 5 cont’d

- 5.2.3 Does each program meet the minimum qualifications for full-time faculty?

- 5.2.4 Was evidence provided that selection, appointment, reappointment, and tenure policies and procedures are clearly specified and conducive to maintaining high-quality instruction? Including poli

- 5.2.5 Was evidence provided that faculty teaching, advising, and service loads are reasonable and comparable to the faculty in other professional program areas?
Robert D. Parker

Validation for Standard 7.8 (a) academic preparation

Education

Bachelor of Science Degree – Business Management
December, 2012 Trine University Fort Wayne, IN
GPA: 3.9/4.0

Associate of Applied Science Degree – Industrial Maintenance
May 2007 Ivy Tech Fort Wayne, IN
GPA: 3.9/4.0

Relevant Work Experience

Ivy Tech Community College, Fort Wayne, IN, January 2013 – Present
Program Chair, Industrial Technology
- Hire, mentor, and supervise Industrial Technology Faculty members
- Teach Courses in Industrial Technology – Basic Electricity, Fluid Power, Workplace & Safety, PLC’s, Automation and Robotics, Print Reading
- Develop partnerships with local employers

Fort Wayne Foundry, Fort Wayne, IN, July 2005 – May 2009
Maintenance Supervisor
- Supervise all three shifts of maintenance
- PLC programming, Allen Bradley and Modicon
- Robot programming, Motoman and ABB
- Electrical, Hydraulic, Pneumatic, and Mechanical troubleshooting and repairs
- Monitor PM systems for effectiveness and completion
- Schedule and Manage projects / shutdowns for completion
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.
Considerations for Standard 6

- How will you document the facilities and equipment, including the technical personnel support necessary for maintenance, is adequate to support each program’s goals?

- Can you provide evidence showing the availability of computer equipment and software programs to cover functions and applications in each degree program area under review?
### Appendix M.10 - School Of Technology

#### Industrial Technology (Typical INDT Regional Inventory)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Description</th>
<th>Courses Introduced and Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen Bradley ControlLogix Trainer</td>
<td>PLC trainer for RSLogix 5000 programming software</td>
<td>INDT 212</td>
</tr>
<tr>
<td>Allen Bradley Panel View 550</td>
<td>HMI interface for machine operation - PanelBuilder 32</td>
<td>INDT 205, 206</td>
</tr>
<tr>
<td>Allen Bradley Panel View 700</td>
<td>HMI interface for machine operation - RSView Studio</td>
<td>INDT 212</td>
</tr>
<tr>
<td>Allen Bradley SLC 500 Trainer</td>
<td>PLC trainer for RSLogix 500 programming software</td>
<td>INDT 205, 206</td>
</tr>
<tr>
<td>Allen Bradley VFD trainer</td>
<td>Variable Frequency Drive Trainer</td>
<td>INDT 103, 204</td>
</tr>
<tr>
<td>Amatrol Hydraulics Trainer</td>
<td>Training for valves, pumps, motors, actuators</td>
<td>INDT 104, 201</td>
</tr>
<tr>
<td>Amatrol Hydraulics Troubleshooter</td>
<td>Complete hydraulic system used for troubleshooting</td>
<td>INDT 104, 201</td>
</tr>
<tr>
<td>Amatrol PLC Trainers</td>
<td>PLC trainers for pumps, temperature, and sensors</td>
<td>INDT 205, 206</td>
</tr>
<tr>
<td>Amatrol Pneumatics Trainer</td>
<td>Training for valves, motors, actuators</td>
<td>INDT 104, 201</td>
</tr>
<tr>
<td>Electrical Trainer</td>
<td>Training for switches, relays, timers, motors</td>
<td>INDT 113, 103, 204</td>
</tr>
<tr>
<td>Fluke Multimeters</td>
<td>Testing for Voltage, Current, and Resistance</td>
<td>INDT 113, 103, 204, 205, 206, 212</td>
</tr>
<tr>
<td>Lab Volt Motor control centers</td>
<td>AC/DC, single and three phase motors</td>
<td>INDT 103, 204</td>
</tr>
<tr>
<td>Oscilloscopes</td>
<td>Analyzing electrical circuits</td>
<td>INDT 113, 103, 204</td>
</tr>
<tr>
<td>Student Built Automation System</td>
<td>Student fabricate and design a complete PLC system</td>
<td>INDT 205, 206</td>
</tr>
<tr>
<td>Student Built PLC trainers</td>
<td>Student fabricate and design PLC stoplights</td>
<td>INDT 205</td>
</tr>
<tr>
<td>Amatrol Mechanical Trainer</td>
<td>Gears, Couplings, Alignments,</td>
<td>INDT 203</td>
</tr>
<tr>
<td>Amatrol Overhead Crane</td>
<td>Rigging</td>
<td>INDT 203</td>
</tr>
<tr>
<td>Misc. Electrical components</td>
<td>Resistors, Switches, Fuses, Etc.</td>
<td>Several</td>
</tr>
</tbody>
</table>
## Appendix V.10

### Software Applications

<table>
<thead>
<tr>
<th>Software</th>
<th>Description</th>
<th>Courses Introduced and Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Of Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Industrial Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AutoCAD 2013</td>
<td>Design and Drawing Software</td>
<td>INDT 100</td>
</tr>
<tr>
<td>AutoCAD Electrical 2012</td>
<td>Electrical and Fluid Power Schematics</td>
<td>INDT 100, 206</td>
</tr>
<tr>
<td>Automation Studio</td>
<td>Electrical, Hydraulic, Pneumatic, and PLC Simulation Software</td>
<td>INDT 104, 113</td>
</tr>
<tr>
<td>Constructor 9.0</td>
<td>Motors, and Motor Controls Simulation Software</td>
<td>INDT 103, 217</td>
</tr>
<tr>
<td>Fluid Sim</td>
<td>Hydraulics Simulation Software</td>
<td>INDT 104</td>
</tr>
<tr>
<td>LogixPro</td>
<td>PLC Programming Software</td>
<td>INDT 205, 206</td>
</tr>
<tr>
<td>MasterCam</td>
<td>3D Computer Aided Manufacturing Software</td>
<td>INDT 100</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>Spread Sheet and Data Base</td>
<td>INDT 100</td>
</tr>
<tr>
<td>Microsoft PowerPoint</td>
<td>Presentation Software</td>
<td>INDT 100</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>Document</td>
<td>INDT 100</td>
</tr>
<tr>
<td>PanelView32</td>
<td>HMI Programming Software</td>
<td>INDT 205, 206</td>
</tr>
<tr>
<td>PicoSoft</td>
<td>PLC Programming Software</td>
<td>INDT 100</td>
</tr>
<tr>
<td>Plasma Cam</td>
<td>NC controlled plasma cutter</td>
<td>WELD 210, 211</td>
</tr>
<tr>
<td>RSLinx</td>
<td>Communications Software for PLC Programming</td>
<td>INDT 205, 206, 212</td>
</tr>
<tr>
<td>RSLogix 509</td>
<td>PLC Ladder Logic Software</td>
<td>INDT 205, 206, 212</td>
</tr>
<tr>
<td>RSLogix 5000</td>
<td>PLC Ladder Logic Software</td>
<td>INDT 212</td>
</tr>
<tr>
<td>RSVIEW Studio</td>
<td>HMI Programming Software</td>
<td>INDT 212</td>
</tr>
</tbody>
</table>
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.
Considerations for Standard 7

How will you provide evidence showing the adequacy of instruction including:

- Scheduling of instruction and student advising
- Quality of instruction
- Observance of safety standards
- Availability of resource materials
- Supervision of instruction
- Placement services available to graduates
- Management and/or technical course syllabi must clearly describe appropriate course objectives and student competencies.
- Courses delivered by distance. Appropriate criteria are in place to assure the adequacy of distance and/or non-traditional instruction.
Considerations for Standard 7 continued

- Were the degree program’s management and/or technical course syllabi documented with clearly written and appropriate course objectives?

- Were representative examples provided that included students’ graded work for each management and/or technical course?
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.
Considerations for Standard 8.1

- Did each program provide evidence of graduate evaluations of the program under accreditation consideration on a regular basis (two to five years)?

- Do these evaluations include attitudes about the importance of the general outcomes and specific competencies identified for each program?

- Was summary data provided for graduate evaluations for each program?
**Graduate Exit Survey**

**Q14. I am prepared for further study in my major field.**

- Answered the question: 924
- Agree to Strongly Agree: 789
- Percentage who Agree to Strongly Agree: 85.4%

**Q15. I acquired the skills and knowledge to prepare me for employment in my field of study.**

- Answered the question: 925
- Agree to Strongly Agree: 791
- Percentage who Agree to Strongly Agree: 85.5%
Considerations for Standard 8.2

- Was evidence provided that placement, job titles, and salaries of graduates in each degree program are tracked on a regular basis (at least every two to five years)?

- Are the jobs held by graduates of each degree program consistent with the program’s goals?

- Was summary data provided for the employment of graduates of each degree program?
**Alumni Graduate Follow-Up Survey**

Q44. What is your current annual base salary, not including benefits, commissions, bonuses, or other incentives?

Please be assured that your individual responses to this survey will remain confidential. We will not share your individual responses to this survey with anyone.

<table>
<thead>
<tr>
<th>Answered the question</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base salary between $40,000 - $69,999</td>
<td>43</td>
</tr>
<tr>
<td>Percent with salary between $40,000 - $69,999</td>
<td>66.2%</td>
</tr>
</tbody>
</table>

---

#### Q44. What is your current annual base salary, not including benefits, commissions, bonuses, or other incentives?

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>8</td>
</tr>
<tr>
<td>$20,000 to $29,999</td>
<td>13</td>
</tr>
<tr>
<td>$30,000 to $39,999</td>
<td>6</td>
</tr>
<tr>
<td>$40,000 to $49,999</td>
<td>13</td>
</tr>
<tr>
<td>$50,000 to $59,999</td>
<td>9</td>
</tr>
<tr>
<td>$60,000 to $69,999</td>
<td>11</td>
</tr>
<tr>
<td>$70,000 to $79,999</td>
<td>2</td>
</tr>
<tr>
<td>$80,000 or more</td>
<td>8</td>
</tr>
</tbody>
</table>

Total: 45
<table>
<thead>
<tr>
<th>Apprentice millwright</th>
<th>lube technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly/Tech Support</td>
<td>mechanic</td>
</tr>
<tr>
<td>Assistant Engineer</td>
<td>Machine Technician</td>
</tr>
<tr>
<td>Auto parts sale</td>
<td>machinist</td>
</tr>
<tr>
<td>Auto Technician</td>
<td>machinist apprentice</td>
</tr>
<tr>
<td>AutoCAD technician</td>
<td>Maintenance H.V.A.C.</td>
</tr>
<tr>
<td>Automotive Technician</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Beginner machine tool operator</td>
<td>Maintenance 1st class</td>
</tr>
<tr>
<td>BIM Draftsperson</td>
<td>Maintenance Electrical Technician</td>
</tr>
<tr>
<td>C.A.D. DESIGNER</td>
<td>Maintenance first class</td>
</tr>
<tr>
<td>CAD Intern</td>
<td>Maintenance Supervisor</td>
</tr>
<tr>
<td>Cell Operator hoping to become Maintenance</td>
<td>Maintenance Support Specialist</td>
</tr>
<tr>
<td>CIVIL STRUCTURAL DESIGNER</td>
<td>Maintenance Technician</td>
</tr>
<tr>
<td>CNC machinist</td>
<td>Maintenance, HVAC</td>
</tr>
<tr>
<td>Communications Cable Splicer</td>
<td>Manufacturing Analyst</td>
</tr>
<tr>
<td>computer consultant</td>
<td>math tutor</td>
</tr>
<tr>
<td>Continuous Improvement Specialist</td>
<td>Mechanical CAD Designer</td>
</tr>
<tr>
<td>Design/Drafter I</td>
<td>Mechanical Maintenance Tech.</td>
</tr>
<tr>
<td>Detailer</td>
<td>Mine own photography company.</td>
</tr>
<tr>
<td>Digital Print Operator and Graphic Designer</td>
<td>owner/subcontractor</td>
</tr>
<tr>
<td>Distribution Design Engineer</td>
<td>Piping Designer</td>
</tr>
<tr>
<td>Drafting and Engineering</td>
<td>Presentation Team Member</td>
</tr>
<tr>
<td>Electrician</td>
<td>Preventive maintenance</td>
</tr>
<tr>
<td>Electrician/Electricians Assistant</td>
<td>Production / maintenance</td>
</tr>
<tr>
<td>Electronic Technician</td>
<td>Production Manager</td>
</tr>
<tr>
<td>Engineer</td>
<td>Quality Inspector - Temp.</td>
</tr>
</tbody>
</table>
Considerations for Standard 8.3

- Were graduates’ advancement within organizations tracked at least every two to five years?

- Was summary data provided for the job advancement of graduates for each degree program?
Q26. How beneficial was your coursework at Ivy Tech in helping you...

Prepare for a promotion opportunity at your current employer

<table>
<thead>
<tr>
<th>Answered the question</th>
<th>Somewhat to very beneficial</th>
<th>Percent of somewhat to very beneficial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

Q26. Prepare for a promotion opportunity at your current employer

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>44</td>
<td>11</td>
<td>21</td>
<td>16</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

- BLANK
- Very unhelpful
- Somewhat unhelpful
- Neither beneficial nor unhelpful
- Somewhat beneficial
- Very beneficial
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.
Considerations for Standard 9

- Was evidence provided that employer satisfaction with graduates' job performance is tracked at least every two to five years?
- Did the evidence include employer attitudes related to the importance of the specific competencies identified for each program?
- Was summary data provided showing employer satisfaction with the job performance of each program’s graduates?
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.
77.77% Agree to *Strongly Agree* that their employee demonstrated critical thinking and problem-solving skills.

### Regional analysis of same question

**Q14e Critical Thinking and Problem Solving Skills**

<table>
<thead>
<tr>
<th>Region</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral or No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richmond</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>North Central</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>East Central</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Columbus</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Central Indiana</td>
<td></td>
<td>1</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bloomington</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
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.
Considerations for Standard 10

- Was evidence provided that an industrial advisory committee exists for each degree program?

- Was evidence provided that each committee participates in the general outcome and competency validation and the evaluation of overall program success?

- Are appropriately qualified industrial representatives included in each degree program’s committee?

- Was a roster of advisory committee members provided? Were minutes and an agenda for EACH program’s advisory committee meetings provided?
Considerations for Standard 10 continued

- Was evidence provided that each advisory committee has policies for each program, including:
  - criteria for member selection
  - procedures for selecting members
  - length of member appointment
  - committee responsibilities
  - frequency of meetings (at least one per year)
  - methods of conducting business
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.
Considerations for Standard 11

- Was evidence provided that showed that multiple outcome measures were used for program and instructional improvement for each program?

- Outcome measures and advisory Board input must be used to improve the program.

- Was evidence provided that program stakeholders participated in this process?
Table B: Outcomes Measures Used to Improve Program
(Complete a separate table for each program/option)

<table>
<thead>
<tr>
<th>Program Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Learning Outcome</td>
<td></td>
</tr>
<tr>
<td>Means Of Assessment</td>
<td></td>
</tr>
<tr>
<td>Criterion For Success</td>
<td></td>
</tr>
<tr>
<td>Actions Taken For Program Improvement</td>
<td></td>
</tr>
<tr>
<td>Results Of Actions Taken</td>
<td></td>
</tr>
<tr>
<td>Analysis Of Results</td>
<td></td>
</tr>
<tr>
<td>Actions Planned</td>
<td></td>
</tr>
</tbody>
</table>
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.
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 by the Managing Director of Accreditation.
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