



BOARD OF ACCREDITATION FOR
ENGINEERING AND TECHNICAL EDUCATION

GUIDELINE FOR EVALUATORS IN OUTCOME BASED ACCREDITATION

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Outline

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- Introduction
- Conflicts-of-interest
- Confidentiality
- Conduct
- Professionalism
- Accreditation activities
- Assessment form for program evaluators



Introduction: Who are the evaluators?

- They are experts who understand and know BAETE manual, accreditation guidelines and practices well
- They understand Outcomes and Objectives well
- They are the eyes and ears of BAETE
- They provide BAETE evidence based analysis for accreditation decision
- They ensure that facts are collected and analyzed as per BAETE criteria and requirements



Introduction: What do Evaluators do?

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- Ensure that there is no conflict-of-interest
- Review SAR and perform preliminary evaluation
- Participate in pre-visit meeting(s) and share findings
- Conduct 3 day onsite visit
 - Assess factors not resolved from SAR
 - Meet with different stakeholders
 - Examine documents, e.g., course files, files demonstrating outcomes achievement
 - Review infrastructure and facilities
 - Analyze findings and reach evidence based conclusions
 - Conduct exit meeting
- Prepare evaluation team report



Conflicts-of-interest

Any real or perceived conflict-of-interest must be disclosed to BAETE

Examples of conflicts-of-interest include

- A present or former faculty or staff member
- Present or past member of any committee
- Current or past involvement in any for-profit activity
- Dependent studying in the institution



Confidentiality

- All information provided by the institution are confidential. All findings of the evaluation team during onsite visit are confidential
- Information may not be used for any purpose other than accreditation evaluation without written approval of the concerned institution
- Information may not be revealed to an unauthorized person without written approval of the concerned institution



Conduct (1)

- Composure
 - Communicate effectively under all situations
 - Remain focused to the topic at hand during meetings with stakeholders. Not allow the discussion to wander away
 - Should not lose temper in any circumstance
- Collegiality
 - Accreditation evaluation is a peer level task
 - Evaluator should not feel/express any superiority
 - Evaluator should not be intimidating or abusive
 - Evaluator should be polite and patient
 - Cynical, demeaning or sarcastic language to be avoided



Conduct (2)

- Diligence
 - Prior preparation of evaluator is essential
 - SAR should be reviewed in detail and issues which need further exploration should be identified
 - Findings should be exchanged in pre-visit meeting and onsite visit plan should be decided prior to the visit
 - During meetings with stakeholders, evaluators should know what they are looking for and they should guide discussions accordingly



Conduct (3)

- Gifts, favors and meals
 - The institution should be notified in advance that the practice of giving evaluators any gift is unacceptable
 - Evaluators should not accept any gift of value
 - Evaluators should not ask anyone from the institution for any favor or anything of personal nature
 - All meals should be simple working meals
 - No meal should become a formal or a social event
 - No one from the institution should join the evaluation team during any meal



Professionalism (1)

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- Team work
 - Evaluators should be cooperative and collaborative with one another
 - Evaluators should behave cordially with one another
 - Negative personal feeling, if any, should be set aside for the common goal of fair and evidence based evaluation
- Formality
 - Accreditation is a formal, professional activity
 - Evaluators should dress appropriately
 - Evaluator's behavior with anyone from the institution should not be overt friendly or overt personal. Such behavior by anyone from the institution should not be entertained



Professionalism (2)

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- Decorum
 - Evaluators are expected to attend all activities during the onsite visit without skipping any part
 - Evaluators are not expected to use mobile phone during onsite visit. This is particularly important during meetings with stakeholders
- Punctuality
 - All meetings, visits and activities during the onsite visit should start and end on time
 - The institution should be notified about the importance of punctuality in advance



Activities: Pre-Visit Activities

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- Each evaluator independently reviews SAR and records preliminary findings for each criterion and sub-criterion
- Requests team chair to contact institution if any additional information on any topic is needed
- Findings of each evaluator are shared and preliminary evaluation of each criterion is made
- Team chair distributes criteria among team members for evaluation
- The sub-criteria which require further exploration in onsite visit are identified. Strategy for onsite visit decided

Activities: Onsite Visit (1)

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Major activities during the onsite visit

- Examine course materials including design project reports to verify
 - Course contents are up-to-date and consistent with objectives
 - Course pre-requisites are appropriate
 - Delivery methods and learning activities consistent with COs
 - Issues of complex engineering problems and complex engineering activities are addressed
- Examine assessment and evaluation materials to verify
 - Assessment tools are appropriate to measure CO achievement
 - CO achievements are assessed and documented
 - PO achievements are assessed and documented

Activities: Onsite Visit (2)

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- Meeting with faculty members to assess
 - Teaching philosophy of faculty members
 - Initiatives taken to remain up-to-date
 - Professional engagement
 - Level of understanding of OBE including CQI
 - Level of understanding of assessment of outcomes
 - View on the strengths and weaknesses of the program

Program head, dean, etc should not be present in the meeting. Talking to individual faculty members in private can be an effective way. In that case, the faculty members to be interviewed should be carefully selected.

Activities: Onsite Visit (3)

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- Meeting with students to assess
 - Level of satisfaction
 - Enthusiasm for the program
 - Quality of teaching
 - Adequacy of advising and academic support from faculty/TA
 - Admission process
 - Adequacy of labs
 - Adequacy of facilities (class rooms, library, etc)

No staff should be present. Selection of the pool of students for interview is critical. The pool should be representative of the upper level student body with a balanced mix of academic performance and gender.



Activities: Onsite Visit (4)

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- Visits to labs, class rooms and support facilities
 - Verify the infrastructural quality of class rooms
 - Verify the adequacy of number of labs, types and quantities of equipment
 - Assess the safety, security and access issues
 - Assess the level of support provided to the program. Support facilities include the library, office of the registrar/controller, admission office, placement center, medical center, sports facilities, etc

It may be more time efficient if the members of the evaluation team conducts the visits separately.



Activities: Onsite Visit (5)

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Other activities during the onsite visit

- Opening meeting with the Head of Institution
- Meeting with the support staff of the program
- Meeting with alumni/employers
- Examine documents demonstrating CQI process
- Examine documents related to governance, finance (if needed)
- Visit to the residential facility (if needed)
- Debriefing the program head before exit meeting to prevent shock and surprise




Activities: Onsite Visit (6)

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Analyze findings and reach conclusions

- Holistic approach should be adopted in evaluation (how does the issue address the concerned program?)
- Each observation is to be categorized under appropriate criterion and sub-criterion
- Findings should be consolidated to get the big picture
- Nitpicking or bean counting should be avoided
- Isolated evidence should not be used to make general conclusions
- Triangulation is necessary to reach a conclusion
- Conclusions should be evidence based

Activities: Onsite Visit (7)

- Absence of evidence should not be treated as non-compliance unless the evidence is specifically asked for
- Trend or pattern is what evaluators should look for
- Use of “compliance,” “concern,” “weakness,” “deficiency” should be as per guideline given in manual and should not be arbitrarily or subjectively interpreted
- Personal bias, perception or practice in evaluator’s own institution should not be the basis for any conclusion
-  Quantitative or prescriptive evaluation should be avoided

Activities: Onsite Visit (9)

Exit meeting

- Evaluation team chair chairs the meeting
- The institution may not respond to the exit statements except for correction of factual error. This should be communicated at the beginning of the meeting
- Assessment of each criterion in terms of “compliance,” “concern,” “weakness,” or “deficiency” is verbally communicated. Brief justification for each assessment is presented
- Evaluation team may not propose any specific remedial measure to any issue. Recommendations to

Activities: Evaluation Team Report

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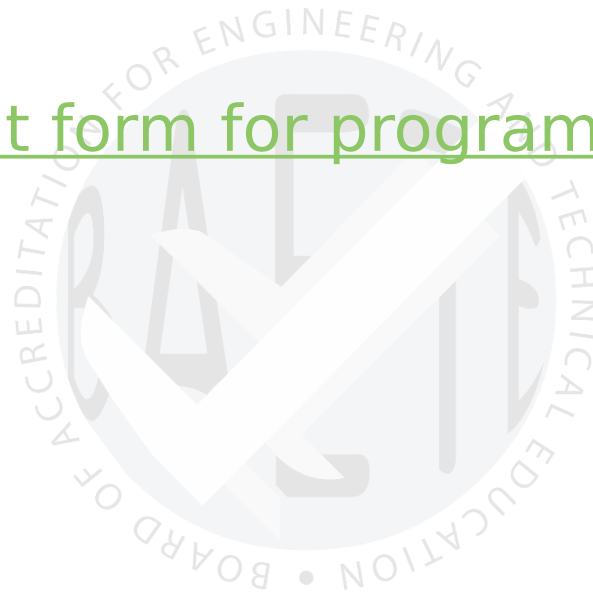
- To be submitted within 3 weeks of visit
- Report to be as per BAETE criteria and requirements
- Report should be evidence based and specific
- Justification for each assessment should be adequate
- May include a statement of compliance
- May not include any subjective narration
- May contain general recommendation
- May not contain any prescriptive recommendation on how to address an issue



Assessment Form for Evaluators

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Draft assessment form for program evaluators



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