Self-Study Report Workshop

ATMAE ACCREDITATION

CHEA Council for Higher Education Accreditation
CHEA International Quality Group CIQG
A CHEA-recognized Accrediting Organization

Recognized through 2030

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Getting Ready for Accreditation

- Review the ATMAE standards thoroughly and decide whether to pursue accreditation
- Identify the standards that will take time and extensive work before writing the self-study report
- Establish a time schedule

Typical Steps in the Accreditation Process

- Application
- Self-Study Report
- On-Site Visit
- Visiting Team Report
- Review and Recommendation
- Accreditation Hearings
- Outcome Letter
- Implementation
- Progress Report

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Step 1: Application

- The institution submits an Application for Accreditation or Reaccreditation by **October 1**
- Make sure all programs and options are provided in the application
- Make sure to include first and second choices for visit dates in March or April of the following Spring.
- Make sure the application is submitted online and that you receive an acknowledgment of receipt via email

OPTIONAL: Work with a Consultant

- ATMAE consultants are available and thoroughly familiar with Accreditation Standards
- Consultants can assist with a pre-accreditation review of programs and can provide assistance with the development of the self-study report
- Contact the Managing Director of Accreditation for more information

Step 2: Self-Study Report

- The program formally addresses its strengths and challenges based on the 12 ATMAE standards. Programs with multiple degrees or options may state one response for all, but not for every standard.
- Describes its plans for improvement in a one-time or continuously-updated document commonly called a self-study report
- Submit self-study to Managing Director of Accreditation **no less than 30 days before the scheduled visit**—sooner if possible

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Preparing the Self-Study Report

- Build a team that includes a representative portion of the administrative staff, teaching faculty, and students from each program seeking accreditation
- Multiple team members should attend ATMAE accreditation training
- Review the ATMAE Accreditation Handbook for Institutions
- Complete the self-study report using the self-study template.
- Plan to have the report complete by the end of January. It is due no later than 30 days prior to your on-site visit.
- **Submit it on Time**

Step 3: On-Site Visit

- ATMAE assigns trained peer reviewers (Visiting Team Members) to review and analyze the self-study report and supporting documents
- Visiting Team conducts a 2 ½ day on-site visit of the program(s) under consideration
  - Visits start on Sundays or Wednesday during March-April

The Resource Room for Visiting Team Members

- Must be organized to allow the visiting team to have access to the necessary information
- Take time to acquaint the team to the available resources
- Provide a computer with printer and internet access, phone service and dialing instructions

Step 3: 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 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

Step 4: Visiting Team Report

- The Visiting Team prepares a preliminary qualitative assessment regarding the accuracy of the institutional self-study report and an analysis of program/option compliance with ATMAE's 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

Step 5: Review and Recommendation

- The visiting team recommends 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 with no further action
  - Non-Accreditation

Step 6: Implementation

- The program addresses deficiencies as they relate to their compliance with ATMAE's standards, submits a progress report if/when necessary
- The program is responsible for publicizing its student performance and achievement information to the public on its website. The website must be maintained and updated yearly.
- Continued adherence to accreditation standards is required
  - Not just during the review process

Outcomes Assessment

Program Outcomes

- A program outcome is a program-level expectation of the result of teaching and learning.

  Course competencies are evaluated individually and collectively to determine whether a program outcome has been met, and are revised to provide continuous improvement measures for academic programs.

Accreditation Outcomes

- Twelve (12) standards are addressed in ATMAE's Outcomes Assessment. In preparing the self-study, responses to each standard should be in the form of the Accreditation outcomes as listed, followed by succinct documentation about the outcome(s), and thereby the standard has been met.

Definition of Terms

- **Program Outcomes:** A list of general expectations for “what” you expect students to achieve in the form of knowledge and skills as a result of the program.
- **Outcome Measures:** A series of activities, using instruments such as surveys, undertaken during or after students have completed a program to determine the overall effectiveness of the outcomes and competencies identified and covered in the program.

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

- How do you plan to document that each degree program under ATMAE Accreditation consideration has current short- and long-range goals, and plans for achieving those goals?
- Each program/option shall have both current short and long-range goals and plans for achieving these goals
- Goals related to maintenance and improvement of facilities and equipment should be included

2. Program Learning Outcomes

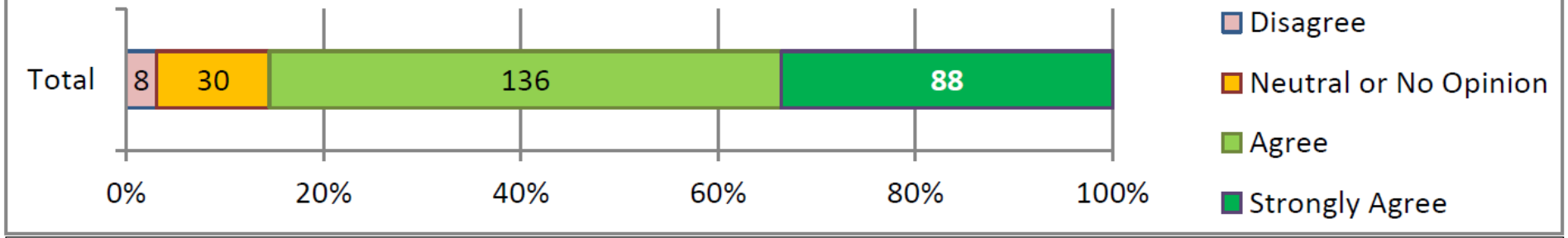
- Measurable program learning outcomes (PLOs) shall be identified and assessed and then validated by the industrial advisory committee (see Standard 10) and other external stakeholders. Each student learning outcome (SLOs) usually seen in the course syllabi shall be mapped to the program learning outcomes. 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.
- Has the program conducted follow-up studies of direct and indirect measures for each outcome.

Question from Graduate Exit Survey (Appendix L.3)

Q9y. The program prepared me to identify, analyze, and solve problems in my chosen field. ***N=262***



85% of respondents agreed to strongly agreed that the program prepared them to identify, analyze, and solve problems in my chosen field

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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 maximum foundation semester hour requirements specified in each area, as long as minimums are met.
- Can you provide a specific list of courses (table A) and credit hours that are being counted toward each category for each degree program when writing the self-study report?

Considerations for Standard 3 - continued

- Can you provide evidence 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?

- How will you provide evidence of sequencing that ensure that advanced-level courses build upon concepts covered in beginning-level courses?

- If on a quarter system, calculate to semester hours

Table A-2: Bachelor Degree Foundation Semester Hour Requirements Table
(Complete a separate table for each program/option)

TABLE A-2 (Bachelor) For Use with Standard 3.1B		
ATMAE Requirements	**School/Program Degree Requirements** **Course prefix, number, and title**	**Semester Hours**
Program/option		
General Education (Humanities, English, History, Sociology, Psychology, Speech, etc.) 18-36 Semester Hours		
	Total	
Mathematics 6-18 Semester Hours		
	Total	
Physical Sciences (Life Sciences may be appropriate for selected programs of study) 6-18 Semester Hours		
	Total	
Management/ Technical/ Specialization 42-60 Semester Hours		
	Total	
General Electives 0-18 Semester Hours		
	Total	
ATMAE Minimum Total 120 Semester Hours	**Degree Total**	

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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.

Considerations for Standard 4

- Can you provide evidence showing that the quality of each program's technology students is comparable to the quality of students enrolled in other majors at the institution?

- Do you have evidence that the standards for admission and retention of technology, management, and applied engineering students shall compare favorably with institutional standards (Sources of admission information may include test scores and grade rankings)?

- Can you provide retention information including general grade point averages of technology, management, and applied engineering students compared to programs in other institutional programs?

Considerations for Standard 4 continued

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

Considerations for Standard 4 continued

- Can you provide evidence of an adequate number of majors to sustain and efficiently and effectively operate each degree program applying for Accreditation?

- Can you explain how each program's enrollment is tracked and verified?

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

- How will you provide evidence of appropriate administrative support from the institution for the degree programs applying for ATMAE Accreditation including appropriately qualified administrators, an adequate number of full-time faculty members and budgets sufficient to support program/option goals?

- Can you document having full-time appropriately qualified faculty assigned to teach courses in each degree program?

- How will you document that faculty qualifications emphasize the extent, currency, and pertinence of the following?
  - academic preparation
  - industrial professional experience such as technical supervision and management
  - applied industrial experience such as applied applications
  - membership and participation in appropriate technology, management, and applied engineering professional organizations
  - scholarly activities

Considerations for Standard 5 continued

- How will you document that faculty teaching, advising, and service loads are reasonable and comparable to the faculty in other professional program areas?

- How will you document having policies and procedures for faculty selection, appointment, reappointment, and tenure that are clearly specified and conducive to maintaining high-quality instruction?

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

Appendix V.10

Software Applications		
School Of Technology		
Industrial Technology		
Software	Description	Courses Introduced and Taught
AutoCAD 2013	Design and Drawing Software	INDT 100
AutoCAD Electrical 2012	Electrical and Fluid Power Schematics	INDT 100, 206
Automation Studio	Electrical, Hydraulic, Pneumatic, and PLC Simulation Software	INDT 104, 113
Constructor 9.0	Motors, and Motor Controls Simulation Software	INDT 103, 217
Fluid Sim	Hydraulics Simulation Software	INDT 104
LogixPro	PLC Programming Software	INDT 205, 206
Master Cam	3D Computer Aided Manufacturing Software	INDT 100
Microsoft Excel	Spread Sheet and Data Base	INDT 100
Microsoft PowerPoint	Presentation Software	INDT 100
Microsoft Word	Document	INDT 100
Panel View32	HMI Programming Software	INDT 205, 206
PicoSoft	PLC Programming Software	INDT 100
Plasma Cam	NC controlled plasma cutter	WELD 210, 211
RSLinx	Communications Software for PLC Programming	INDT 205, 206, 212
RSLogix 500	PLC Ladder Logic Software	INDT 205, 206, 212
RSLogix 5000	PLC Ladder Logic Software	INDT 212
RSView Studio	HMI Programming Software	INDT 212

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

- Can you document each degree program's management and/ or technical course syllabi have clearly written and appropriate course objectives?

- Will you have representative examples of student's management and/or technical graded work available for each course for the self-study and campus visit?

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

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

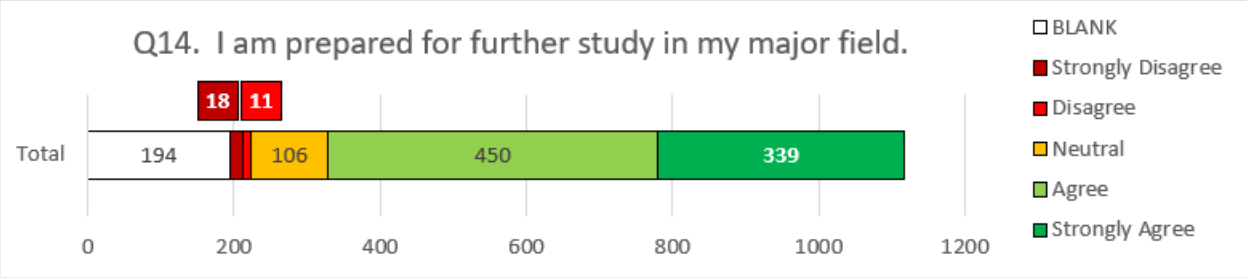
- Do these evaluations include attitudes about the importance of the general outcomes and specific competencies identified for each program?

- Can you provide summary data for graduate evaluations for each program?

Graduate Exit Survey

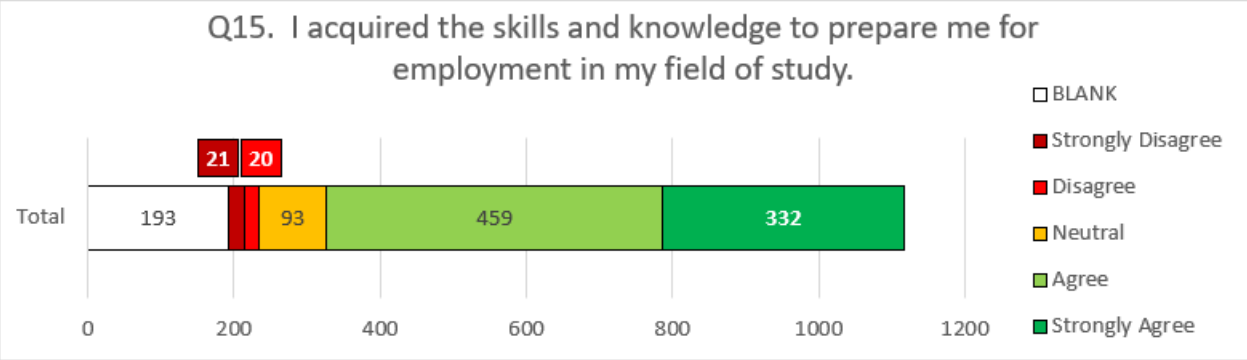
Q14. I am prepared for further study in my major field.

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%



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Considerations for Standard 8.2

- Can you provide evidence that placement, job titles, and salaries of graduates in each degree program are tracked on a regular basis (two to five years)?

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

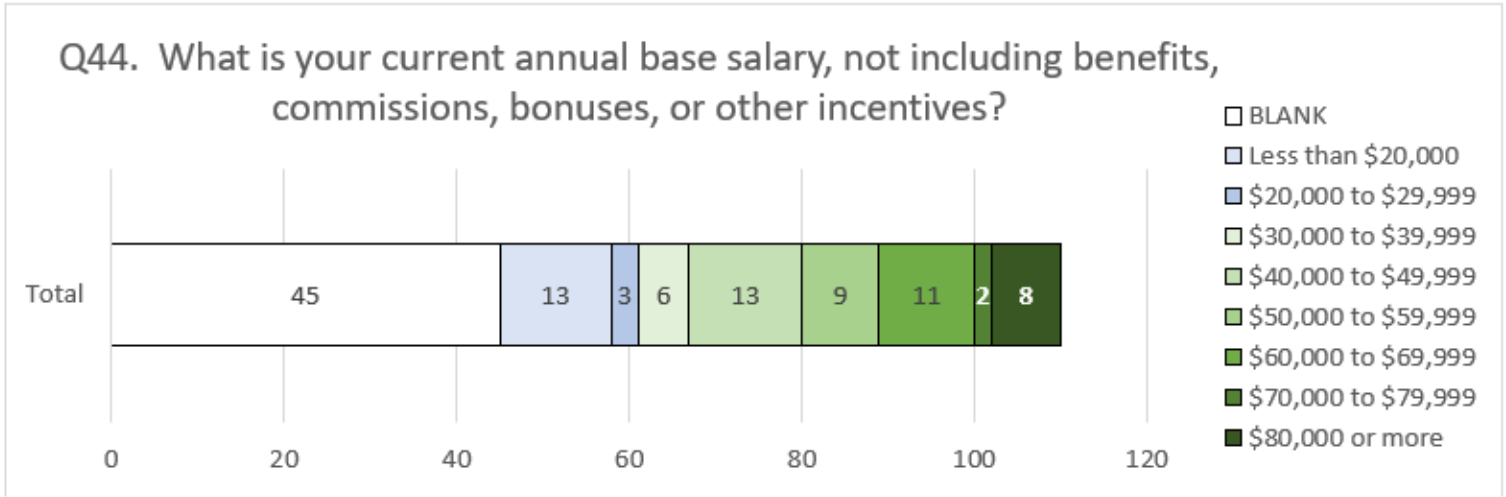
- Can you provide summary data for the employment of graduates of each degree program?

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.

Answered the question	65
Base salary between $40,000 - $69,999	43
Percent with salary between $40,000 - $69,999	66.2%



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Q13 What is your job title? (or a short description) Question retrieved from (Appendix L.4) Alumni Survey

apprentice millwright
Assembly/Tech Support
Assistant Engineer
Auto parts sale
Auto Technician
AutoCAD technician
Automotive Technician
Beginner machine tool operator
BIM Draftsperson
C.A.D. DESIGNER
CAD intern
Cell Operator hoping to become Maintenance
CIVIL STRUCTURAKL DESIGNER
CNC machinist
Communications Cable Splicer
computer consultant
Continuous Improvement Specialist
Design/Drafter I
Detailer
Digital Print Operator and Graphic Designer
Distribution Design Engineer
Drafting and Engineering
Electrician
Electrician/Electricians Assistant
Electronic Technician
Engineer

lube technician
mechanic
Machine Technician
machinist
machinist apprentice
Maintenance H.V,A.C.
Maintenance
Maintenance 1st class
Maintenance Electrical Technician
Maintenance first class
Maintenance Supervisor
Maintenance Support Specialist
Maintenance Technician
Maintenance, HVAC
Manufacturing Analyst
math tutor
Mechanical CAD Designer
Mechanical Maintenance Tech.
Mine own photography company.
owner/subcontractor
Piping Designer
Presentation Team Member
preventive maintenance
Production /'maintenance
Production Manager
Quality Inspector - Temp.

Considerations for Standard 8.3

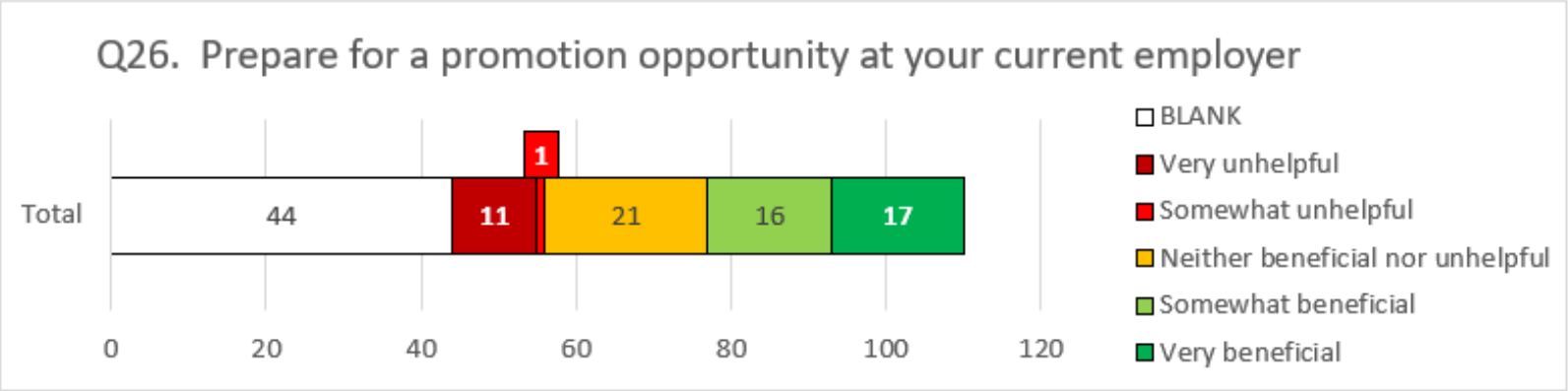
- Can you document that the advancement of graduates within organizations is tracked on a regular basis (two to five years) to ensure promotion to positions of increasing responsibility?

- Do you have summary data available for the job advancement of graduates of each degree program under ATMAE Accreditation consideration?

Q26. How beneficial was your coursework at Ivy Tech in helping you...

Prepare for a promotion opportunity at your current employer

Answered the question	66
Somewhat to very beneficial	33
Percent of somewhat to very beneficial	50%



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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

- Can you document that employer satisfaction with the job performance of graduates are tracked on a regular basis (two to five years) including employer attitudes related to the importance of the specific competencies identified for the each program?

- Do you have summary data available showing employer satisfaction with the job performance of each degree 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.

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

- Can you document an industrial advisory committee exists for EACH degree program under consideration?
- How will you show each committee participates in general outcome and competency validation and the evaluation of overall program success?
- Do you have appropriately qualified industrial representatives for each degree program?
- Can you provide a roster of advisory committee members and minutes of EACH program's advisory committee meetings?

Considerations for Standard 10 continued

- Can you document having policies for each advisory committee 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

- How do you plan to provide evidence of multiple outcome measures used for program and instructional improvement in each degree program under ATMAE Accreditation?

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

- Do you have evidence that program stakeholders participated in this process?

Table B: Outcomes Measures Used to Improve Program
(Complete a separate table for each program/option)

TABLE B: For Use with Standard 11	
Program Name	
Program Learning Outcome	
Means Of Assessment	
Criterion For Success	
Actions Taken For Program Improvement	
Results Of Actions Taken	
Analysis Of Results	
Actions Planned	

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).

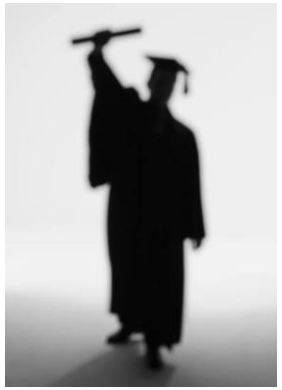
- This content shall include:
  - program/option student graduation rates,
  - retention rate,
  - mean grade point averages of the graduating class,
  - average years to complete the degree,
  - availability of awards/scholarships,
  - tuition expenses to complete the entire program/option, and
  -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

The Result?

- Continuous growth in the overall quality of professional education and the development of capable new professionals.



Tips for Getting Business & Industry Involved

- Determine which industries should be involved
- Seek a distribution of size and type; medium and small companies also provide valuable perspectives
- This is a high-touch activity and requires personal contact
- Identify businesses that hire people with the job descriptions representing your curriculum
- HR representation is good, but first-line managers are better because they are often subject matter experts
- Invite all faculty to attend the meetings as observers

Tips for Getting Business & Industry Involved (continued)

- Early morning meetings usually work better
- Take minutes; meet quarterly
- Explain how important the participants are to your program and what their companies stand to gain from their involvement
- Ask for feedback on industry trends which help you determine what students will need to know in the future

Tips for Getting Business & Industry Involved (continued)

- Determine what you want from the council:
  - Time commitment each quarter
  - Job skills validation
  - Course and curriculum validation and modification
  - Job forecasting (anecdotal and from surveys)

Tips for Getting Business & Industry Involved (cont'd

- Other ways they can help:
  - Internships
  - Job shadowing
  - Setting up labs
  - Donating equipment and other resources
  - Providing speakers
  - Helping with recruitment
  - Teaching case study courses
  - Consulting with students

Frequently Asked Questions

- Q. When do accreditation visits take place?
  - A. Between March 1 and May 1
- Q. What can I expect during a team visit?
  - A. See 2024 Accreditation Handbook, section V and VI
- Q. How many members are on a team?
  - A. Usually three, however, can be as many as five depending on the number of programs and options being reviewed.
- Q. Do institutions have the opportunity to review the selected team members?
  - A. Yes. Changes for cause can be requested.

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Frequently Asked Questions (continued)

- Q. When will I find out who is on the team?
  - A. Usually in January for spring visits.

- Q. What is the cost?
  - A. There is a one-time initial Accreditation fee and annual maintenance fees thereafter. See the fee schedule at ATMAE.org

- Q. How much does reaccreditation cost?
  - A. There is no fee for re-accreditation. Annual fees cover the cost of re-accreditation visits.

- Q. When do we find out if we have achieved accreditation?
  - A. During the annual hearings in the fall.

2023 Fee Schedule

Initial Accreditation Visit	$5,000 flat fee*
Annual Accreditation Fee – invoiced July 1	$2,650 flat fee*
Extra Team Members; Extra Days on Campus	Actual expenses
Withdrawal of Request for Accreditation	Actual expenses
Reaccreditation Visits	No fee
Follow-up Visits	Actual expenses + $200
Consultant Fee & Expenses Report Preparation (2 day min)	1. Consultant Fee: $125/hour 2. Travel expenses: actual expenses 3. Administrative Fee: 20% of Consultant Fee

*Fees are the same for one program or multiple programs

ATMAE ACCREDITATION

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