



ABET PROGRAM EVALUATORS: THE FACE OF QUALITY IN TECHNICAL EDUCATION

PEV Basics

Volunteering for ABET

ABET's volunteers are the heart of its operations and the face of quality in today's technical higher education. More than 2,000 dedicated technical professionals — faculty, deans, department heads, industry leaders, government representatives, and private practitioners — donate their time and effort to ABET each year.

Most ABET volunteers begin their service as program evaluators (PEVs). Program evaluators play a vital role on ABET's review teams who visit college campuses and evaluate programs seeking accreditation.

Minimum Qualifications Required

Prospective program evaluators must meet the following minimum qualifications:

1. Demonstrated interest in improving education.
2. Membership in one or more ABET Member Societies or willingness to become a member prior to applying to serve as a program evaluator. (Computing professionals: Membership in or willingness to join ACM or IEEE/CS fulfills this minimum qualification.)
3. Formal education and recognized distinction in their field.
4. Degree appropriate to the field.
5. Experience with accreditation processes and/or quality improvement processes.
6. Internet and e-mail access and proficiency in using word processing programs (compatible with Microsoft Word and Word Perfect), spreadsheets, and PDF files.
7. Other minimum qualifications as required by ABET's member societies.

Additional Qualifications

On the reverse are the knowledge, skills, and attitudes that a successful program evaluator exhibits and against which prospective PEVs are evaluated. If you're up to meeting these challenges and would like to get involved, visit www.abet.org/volunteer-to-become-a-program-evaluator/ today.

How to Apply

Simply visit www.abet.org/volunteer-to-become-a-program-evaluator/ and follow the instructions.

www.abet.org



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The ABET Program Evaluator Competency Model

Desired Competency	Desired Proficiency	Application During Campus Visit
Technically Current	<ul style="list-style-type: none"> • Demonstrates required technical credentials for the position • Engaged in lifelong learning and current in his or her field 	<ul style="list-style-type: none"> • Able to apply technical knowledge to ascertain the level of conformance to program accreditation requirements • Remains current in accreditation procedures and requirements
Effective at Communicating	<ul style="list-style-type: none"> • Easily conducts face-to-face interviews • Writes clearly and succinctly • Presents focused, concise oral briefings 	<ul style="list-style-type: none"> • Interviews personnel to understand program operations • Writes succinct, criterion-centered statements of program strengths and weaknesses • Develops succinct findings for exit interview • Keeps team chair informed prior to and during the visit
Interpersonally Skilled	<ul style="list-style-type: none"> • Friendly and sets others at ease • Listens and places input into context • Open-minded and avoids personal bias • Forthright, doesn't hold back what needs to be said • Adept at pointing out strengths and weaknesses in a non-confrontational manner 	<ul style="list-style-type: none"> • Interviews and readily obtains input from faculty, administration, industry advisors, and students • Evaluates program against criteria within the context of the institution • Evaluates and constructively conveys program strengths and weaknesses
Team-Oriented	<ul style="list-style-type: none"> • Readily accepts input from team members • Works with team members to reach consensus • Values team success over personal success 	<ul style="list-style-type: none"> • Compares program findings with those of other visitation team members to improve consistency • Looks for and listens to common issues across programs • Assists other team members as needed during the visit
Professional	<ul style="list-style-type: none"> • Conveys professional appearance and demeanor • Committed to contributing and adding value to the evaluation process • Considered a person with high integrity and ethical standards 	<ul style="list-style-type: none"> • Represents ABET and responsible technical society as a practicing professional • Willing to make observations to stimulate innovation and further the program's efforts toward continuous improvement • Shows professional respect for institution faculty and staff • Upholds ABET's code of conduct at all times
Organized	<ul style="list-style-type: none"> • Focuses on meeting deadlines • Focuses on critical issues and avoids minutia • Displays take-charge initiative • Takes responsibility and works under minimum supervision 	<ul style="list-style-type: none"> • Formulates preliminary program strengths and weakness assessment based upon review of materials supplied prior to the visit • Focuses on critical findings, effectively cites supportive observations, relates to appropriate criteria, and suggests possible avenues to resolution • Submits high-quality documentation to team chair on time • Makes difficult recommendations when appropriate

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