ASCE PEV Training

ASCE Committee on Accreditation Operations (COAO)

Updated August 2020
Supplement ABET PEV training by providing information related to:

- ASCE reporting structure
- Best practices in completing PEV forms
- Program specific criteria
- Review most commonly cited shortcomings
How Does COAO Support Accreditation

- **COA**
  - Coordinate ASCE’s participation in ABET governance and ABET’s development of strategic accreditation priorities.
  - In collaboration with the COAO, develop, update, and implement ASCE’s policies and procedures for participation in ABET accreditation.

- **COAO**
  - Recruitment, training, evaluation, and assignment of program evaluators for the accreditation of architectural, civil, and construction engineering programs and architectural engineering, civil engineering, and construction engineering technology programs; and
  - Implementation of the associated ABET program criteria
    - Commentary
    - Training
COAO Supports the professional development of PEVs
COAO provides a number of resources for PEVs online:

https://www.asce.org/accreditation-and-abet/

Please visit this website and review:

- PEV Instructions
- Commentaries on the program criteria
- Example Reports for EAC programs and ETAC civil programs
- Instructions for EAC PEVs making ETAC visits
Input

PEV Report Submissions
PEV Performance Evaluations (360 Reviews)
EAC Executive Committee

Decisions

Approved for future visits
Visit with Visit Team Chair and Resolve Problems
Remove from ASCE Active List
Basis for Team Chair & Commissioner nomination
### CONFIDENTIAL EAC PROGRAM EVALUATOR REVIEW

American Society of Civil Engineers - Committee on Accreditation Operations

#### EVALUATOR:

#### INSTITUTION:

#### PROGRAM:

#### LEVEL:
- [ ] Baccalaureate
- [ ] Masters
- [ ] Senior PEV

#### VISIT TYPE:
- [ ] General
- [ ] Focus

#### QUALITY OF DISCUSSION ON PEV WORKSHEET

<table>
<thead>
<tr>
<th>Students</th>
<th>Program Educational Objectives</th>
<th>Student Outcomes</th>
<th>Continuous Improvement</th>
<th>Curriculum</th>
<th>Faculty</th>
<th>Facilities</th>
<th>Institutional Support</th>
<th>ASCE Program Criteria</th>
<th>APPM</th>
</tr>
</thead>
</table>

#### PROPOSED STATEMENT TO THE INSTITUTION

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Marginal</th>
<th>Good</th>
<th>Not Submitted</th>
</tr>
</thead>
</table>

#### ARE THESE FORMS COMPLETED SATISFACTORYLY?

<table>
<thead>
<tr>
<th>PEV Report Form (E 351)</th>
<th>Yes</th>
<th>No</th>
<th>Not Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEV Worksheet (E 341)</th>
<th>Yes</th>
<th>No</th>
<th>Not Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Audit Form (E 301)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### CLARITY OF WRITING:

<table>
<thead>
<tr>
<th>Good</th>
<th>Adequate</th>
<th>Minor Improvements Needed</th>
<th>Considerable Improvements Needed</th>
</tr>
</thead>
</table>

#### RECOMMENDED ACCREDITATION ACTION:

<table>
<thead>
<tr>
<th>NGR</th>
<th>IR</th>
<th>RE</th>
<th>IV</th>
<th>VE</th>
<th>SC</th>
<th>SC-E</th>
<th>NA</th>
</tr>
</thead>
</table>

- Is the above recommendation:
  - Consistent with the report?
  - Somewhat inconsistent with evidence presented?
  - Inconsistent with evidence presented in the report?

If the recommendation was for less than full term accreditation, did the statement to the institution clearly state what must be corrected?

[see next page for additional comments]
ASCE Program Evaluator Performance Evaluation Rubric

Review of PEV Worksheet (form 341)

<table>
<thead>
<tr>
<th>Quality of Discussion on PEV Worksheet</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comments in any worksheet comment boxes</td>
<td>Minimal comments (e.g. N/A, yes, no) in some of the comment boxes</td>
<td>Detailed comments provided for only topics identified as potential shortcomings</td>
<td>Detailed comments in all boxes relevant to all the criteria provided</td>
<td>All comment boxes filled with references to the SSR, criterion and tracking of status</td>
<td></td>
</tr>
</tbody>
</table>

Overall assessment of PEV worksheet: Inadequate Marginal Good

*To indicate E 341 is satisfactorily completed, the PEV must have received a rating of good or excellent on all elements listed under the section titled Quality of Discussion on PEV Worksheet*

Review of Exit statement

<table>
<thead>
<tr>
<th>Format of the proposed statement to the institution</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacking three-part construct</td>
<td>Contains three-part construct but statement lacks clarity and completeness</td>
<td>Uses three-part construct effectively with clear and complete explanation of the shortcoming</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consistency between statement and worksheet</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement and worksheet content inconsistent</td>
<td>Statement minimally consistent with criterion and/or worksheet</td>
<td>Statement consistent with the worksheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of the proposed statement</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortcoming statement not consistent with the criterion or level of findings; strengths are not strengths</td>
<td>Shortcoming statement not consistent with the level of findings; connection to evidence weak; implications to the program are not fully formed</td>
<td>Statement and evidence clearly support shortcoming level and provides a clear implication to the program</td>
<td></td>
</tr>
</tbody>
</table>

Overall assessment of exit statement: Inadequate Marginal Good
ASCE Reporting Requirements

**For EAC Visits**
- E301: Program Audit Form
- E341: Program Evaluator Worksheet
- E351: Program Evaluator Report

**For ETAC Visits**
- T301: Program Audit Form
- T351: Program Evaluator Report

Within 3 weeks of visit completion, submit the completed forms as one pdf file at https://www.asce.org/accreditation-and-abet/.
Each box has a comment based on evidence.

<table>
<thead>
<tr>
<th></th>
<th>Pre-visit</th>
<th>Day 0</th>
<th>Day 1</th>
<th>Exit Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>Enter “C” for concern, “W” for weakness, “D” for deficiency, and “R” if issue has been resolved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Evaluate student performance</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>3</td>
<td>Monitor student progress</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>4</td>
<td>Advise students regarding curricular and career matters</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>5</td>
<td>Have and enforce policies for accepting both new and transfer students</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>6</td>
<td>Have and enforce policies for awarding academic credit for courses taken at other institutions</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>7</td>
<td>Have and enforce policies for awarding academic credit for work in lieu of courses taken at the institution</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>8</td>
<td>Have and enforce procedures to ensure and document that students who graduate meet all graduation requirements</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>9</td>
<td>2. PROGRAM EDUCATIONAL OBJECTIVES</td>
<td>C</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>10</td>
<td>Published and consistent with institution’s mission, the needs of the program’s constituencies, and these criteria</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>11</td>
<td>Documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of the program educational objectives</td>
<td>C</td>
<td> </td>
<td> </td>
</tr>
<tr>
<td>12</td>
<td>3. STUDENT OUTCOMES</td>
<td> </td>
<td> </td>
<td> </td>
</tr>
</tbody>
</table>
Completely fill out the Comment portions of the form with information that will inform the reader as to why you made the Quality Rating that you did!

- This will:
  - help you to clarify your thinking
  - assist your team chair as they work with the program after the visit
  - aid the COAO in understanding your decision processes
# EAC Program Evaluator Instructions

## Architectural, Civil, and Construction Engineering Programs

### PEV Assignment Timeline and Checklist

The following is a summary timeline of the required activities for program evaluators in Architectural, Civil, and Construction engineering programs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Update date and country visit availability in your profile on ABET’s website for the upcoming accreditation cycle. (abet.org/program-evaluators/current-program-evaluators/)</td>
<td>□</td>
</tr>
<tr>
<td>March/April</td>
<td>Agree to ABET code of conduct (this is required every year)</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Complete annual ABET training requirements. (abet.org/program-evaluators/current-program-evaluators/)</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Update visit date availability on ABET’s website if necessary</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Confirm with team chair as soon as possible your availability for your assigned accreditation visit</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Based on your Team Chair’s guidance, make all necessary travel arrangements. Make sure to review the travel policy and procedures manual. (abet.org/program-evaluators/current-program-evaluators/)</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Download current PEV workbook from the ABET website. (abet.org/accreditation/accreditation-criteria/)</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Download discipline-specific reference materials from the ASCE website (asce.org/accreditation-and-abet/)</td>
<td>□</td>
</tr>
<tr>
<td>May/June</td>
<td>Review ASCE PEV training slides and example PEV reports (asce.org/accreditations-and-abet/)</td>
<td>□</td>
</tr>
<tr>
<td>Pre-Vist</td>
<td>Perform a thorough review of the self-study and transcripts provided by the institution.</td>
<td>□</td>
</tr>
<tr>
<td>Pre-Vist</td>
<td>Complete the applicable sections of the E301, E341, and E351 forms.</td>
<td>□</td>
</tr>
<tr>
<td>Pre-Vist</td>
<td>Communicate with the Department Chair on issues and requests for additional materials, as required.</td>
<td>□</td>
</tr>
<tr>
<td>Visit</td>
<td>Continuously update your E301, E341, and E351 forms.</td>
<td>□</td>
</tr>
<tr>
<td>Post-Vist</td>
<td>Submit a copy of your E301, E341 and E351 forms to your team Chair</td>
<td>□</td>
</tr>
<tr>
<td>Post-Vist</td>
<td>Within 5 weeks, submit a copy of your T501 and T551 forms as one PDF file with the name structure of (Lastname, Firstname–University) at asce.org/accreditation-and-abet/. Failure to do so may disqualify you from participating in future visits.</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Complete the online ABET performance appraisals.</td>
<td>□</td>
</tr>
</tbody>
</table>
# ETAC Program Evaluator Instructions

## Architectural, Civil, and Construction Engineering Technology Programs

### PEV Assignment Timeline and Checklist

The following is a summary timeline of the required activities for program evaluators in Architectural, Civil, and Construction engineering technology programs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Update date and country visit availability in your profile on ABET’s website. [abet.org/ACETUser/Login.aspx?ReturnUrl=~/MyABET]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree to ABET code of conduct (this is required every year)</td>
<td></td>
</tr>
<tr>
<td>March/April</td>
<td>Update visit date availability on ABET’s website if necessary</td>
<td></td>
</tr>
<tr>
<td>May/June</td>
<td>Confirm with team chair as soon as possible your availability for your assigned accreditation visit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on your Team Chair’s guidance, make all necessary travel arrangements. Make sure to review the travel policy and procedures manual. [abet.org/travel-reimbursement/]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Download current ETAC PEV Workbook from the ABET website. [abet.org/accreditation/accreditation-criteria/]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Download discipline-specific reference materials from the ASCE website [asce.org/accreditation-and-abet/]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review ASCE PEV training slides and example PEV reports [asce.org/accreditation-and-abet/]</td>
<td></td>
</tr>
<tr>
<td>Pre-Visit</td>
<td>Perform a thorough review of the self-study and transcripts provided by the institution.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete the applicable sections of the T301 and T351 forms.</td>
<td></td>
</tr>
<tr>
<td>Visit</td>
<td>Communicate with the Department Chair through the Team Chair on issues and requests for additional materials, as required.</td>
<td></td>
</tr>
<tr>
<td>Post Visit</td>
<td>Continuously update your T301 and T351 forms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Within 3 weeks, submit a copy of your T301 and T351 forms as one PDF file with file name structure of (LastName, FirstName -- university) at asce.org/accreditation-and-abet/. Failure to do so may disqualify you from participating in future visits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete the online ABET performance appraisal.</td>
<td></td>
</tr>
</tbody>
</table>
ETAC accredits baccalaureate and associate programs. These are distinctly different and should be assessed differently.

The most notable differences important to you on your upcoming visit are:
- Differences in Criteria and how they are interpreted
- Differences in forms used to complete the visit
- Differences in visit procedures

For a detailed explanations in the differences and best practices, review the Guide for EAC PEVs Making ETAC visits document found at https://www.asce.org/accreditation-and-abet/
Program Criteria are provided on the ABET Website Under Accreditation

Commentary on the ASCE website is helpful for understanding and interpreting a Program’s actions with respect to the criteria

https://www.asce.org/accreditation-and-abet/
1. **Curriculum**

The curriculum must prepare graduates to

apply knowledge of mathematics through differential equations, calculus-based physics, chemistry, and at least one additional area of basic science;

apply probability and statistics to address uncertainty;

**analyze and solve problems in at least four technical areas** appropriate to civil engineering;

conduct experiments in at least two technical areas of civil engineering and analyze and interpret the resulting data;

**design** a system, component, or process in at least two civil engineering contexts;

include principles of sustainability in design;

explain basic concepts in project management, business, public policy, and leadership;

analyze issues in professional ethics; and

explain the importance of professional licensure.
1. **Curriculum**

The curriculum must prepare graduates to

- apply knowledge of mathematics through differential equations, calculus-based physics, chemistry, and at least one additional area of basic science;
- apply probability and statistics to address uncertainty;
- **analyze and solve problems in at least four technical areas** appropriate to civil engineering;
- conduct experiments in at least two technical areas of civil engineering and analyze and interpret the resulting data;
- **design** a system, component, or process in at least **two** civil engineering contexts;
- include principles of sustainability in design;
- explain basic concepts in project management, business, public policy, and leadership;
- analyze issues in professional ethics; and
- explain the importance of professional licensure.
2. Faculty

The program must demonstrate that faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The program must demonstrate that it is not critically dependent on one individual.
1. Curriculum

The program must demonstrate that graduates can apply mathematics through differential equations, calculus-based physics, and chemistry. The four basic architectural engineering curriculum areas are building structures, building mechanical systems, building electrical systems, and construction/construction management. Graduates are expected to reach the synthesis (design) level in one of these areas, the application level in a second area, and the comprehension level in the remaining two areas. The engineering topics required by the general criteria shall support the engineering fundamentals of each of these four areas at the specified level. Graduates are expected to discuss the basic concepts of architecture in a context of architectural design and history.

The design level must be in a context that:
(a) Considers the systems or processes from other architectural engineering curricular areas,
(b) Works within the overall architectural design,
(c) Includes communication and collaboration with other design or construction team members,
(d) Includes computer-based technology and considers applicable codes and standards, and
(e) Considers fundamental attributes of building performance and sustainability.
2. Faculty

The program must demonstrate that faculty teaching courses that are primarily engineering design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. It must also demonstrate that the majority of the faculty members teaching architectural design courses are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience.
Construction Engineering Program Criteria

1. **Curriculum**

The program must prepare graduates to

apply knowledge of mathematics through differential and integral calculus, probability and statistics, general chemistry, and calculus-based physics;

analyze and design construction processes and systems in a construction engineering specialty field, applying knowledge of methods, materials, equipment, planning, scheduling, safety, and cost analysis;

explain basic legal and ethical concepts and the importance of professional engineering licensure in the construction industry;

explain basic concepts of management topics such as economics, business, accounting, communications, leadership, decision and optimization methods, engineering economics, engineering management, and cost control.
1. **Curriculum**

The program must prepare graduates to

apply knowledge of mathematics through differential and integral calculus, probability and statistics, general chemistry, and calculus-based physics;

to analyze and design construction processes and systems in a construction engineering specialty field, applying knowledge of methods, materials, equipment, planning, scheduling, safety, and cost analysis;

to explain basic legal and ethical concepts and the importance of professional engineering licensure in the construction industry;

to explain basic concepts of management topics such as economics, business, accounting, communications, leadership, decision and optimization methods, engineering economics, engineering management, and cost control.
2. Faculty

The program must demonstrate that the majority of faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The faculty must include at least one member who has had full-time experience and decision-making responsibilities in the construction industry.
Program Criteria is not specified as number of classes—just topic coverage

For Civil Engineering—
- Program can go beyond the seven “traditional” areas of CE
- Up to program to justify and explain the connection
Best Practices
Follow the ABET PEV Competency Model

- PEV Competency Model
  http://www.abet.org/program-evaluators/become-a-program-evaluator/how-to-become-a-pez/competency-model-for-program-evaluators/

- Most issues with PEV performance are grouped as follows:
  - **Effective team communication and engagement onsite**
  - **Professional and appropriate communication with program**
  - **Complete and accurate pre-visit preparation**
  - **Technical currency in understanding and interpreting the criteria, EAC forms and/or procedures**
  - **Adequate computer skills**
  - **Cultural sensitivity**
  - **Appropriate level of review**

- Communicate that you are there to help the Program understand and meet the criteria
- All communication should be respectful and helpful, not challenging
Submit your work according the timeline and checklist found in the instructions

Submit your final documents to Dion Coward at https://www.asce.org/accreditation-and-abet/ within 3 weeks of the visit
The program criteria for faculty states “The program must demonstrate that it is not critically dependent on one individual” does not require two individuals in each program area. The program should explain how they would continue with the loss of any individual. There are many ways to do this.

For ETAC, Criterion 3 only requires that you can identify the required elements in the published criteria. There is no requirement for assessment of the outcomes in Criterion 3.

Criterion 4 only requires assessment for own published Student Outcomes, not explicitly the elements of Criterion 3.
Be Open Minded

Be open to innovative ways of meeting the criteria

- Programs don’t have to do things the way that you would

- You may not want to adopt their practices, but if they satisfy the criteria, then they are okay
Developing the Exit Statement

First sentence of background must begin with the official name of the program.

Describe the program as factually as possible. Include program’s administrative location at the institution.

Information may be obtained from the materials provided, from the previous review, or from the program’s website. Be sure to check the currency of the information with the program chair.

At a minimum, give:
- The current number of students enrolled
- The current number of faculty members
- The number of graduates in the academic year prior to the visit

For a new program include the formal start date, and year of its initial graduates.
Each shortcoming should have three components:

• Applicable part of the criterion, using the exact language from the Criteria or APPM where possible. Each shortcoming should start with the phrase “This criterion requires that a program …..”

• Observed facts that are inconsistent or potentially inconsistent with the stated criterion or APPM element

• Negative impact on the program of the inconsistencies or potential inconsistencies
Most Common Shortcomings
Most Common Shortcomings-Criterion 2

For **EAC**, the program’s PEOs are stated as outcomes.

For **both EAC and ETAC**, the process for establishing and confirming PEOs do not involve constituents identified in the self-study.
For ETAC, some elements of the specified learned capabilities are not found in the program’s published student outcomes.

For EAC, some of the specified outcomes are not found in the program’s published student outcomes.
Most Common Shortcomings - Criterion 4

Ineffective assessment data
- (grade based, not a representative sample, tools that don’t provide useful information, no direct measures, co-mingled data, etc…)

The program does not “close the loop”
- The data are not evaluated, or data-based decisions concerning program improvement are not made, or implemented changes are not evaluated for effectiveness
### Most Common Shortcomings - Program Criteria

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>- One or more elements of the curriculum is not met or is weakly addressed</td>
<td>- Faculty teaching design are not qualified by virtue of licensure, or by education + design experience</td>
</tr>
<tr>
<td></td>
<td>- The program is critically dependent on one individual</td>
</tr>
</tbody>
</table>
Shortcomings

By completing the ABET forms, you may uncover other shortcomings

Shortcomings are often common across programs at an institution so work with others on your team and participate in team discussions.
C3 and C5 Changes for the 2019-2020 Cycle and Beyond
- Computer science: engineering topic NOT basic science
- Basic science: now adds “other natural sciences including life, earth and space sciences”
- College-level math: pre-calculus and remedial math are not considered “college-level”
- Complex engineering problems: examples of characteristics of complexity listed in definition (at least 1)
- Engineering design: includes consideration of risk
- Team: requires diversity of skills, backgrounds or perspectives
**SO1: Complex problems:** programs need to demonstrate ability to solve; complexity defined

**SO2: Engineering Design:** list of factors that must be CONSIDERED—even if one or more factors do not influence design

**SO3: Communication:** each program must determine “range of audiences”
Important Information about SOs

**SO4: Responsibilities**: judgements must consider impacts in **ALL**: global, economic, environmental and social

**SO5: Teams**: inclusiveness must be defined and project (task management) demonstrated

**SO6: Experimentation**: no requirement to design experiments but must show how use of judgement in drawing conclusions

**SO7: New Knowledge**: broad; such as identifying needed information, reviewing literature & information, using appropriate sources, applying information
Reminders

- Please be sure to complete your training in Brightspace
- Pre-visit PEV training
- Virtual Review training

- Don’t forget your Team Chair is a resource and they want to see you be successful!
COAO Representatives to Help You

- **Ron Riggs** - incoming Chair COAO
  - riggs@hawaii.edu

- **Dion Coward** - Manager Educational Activities, ASCE
  - dcoward@asce.org
Member COAO

Team Chair/Commissioner
(need to complete 7 PEV visits)

For future service opportunities, contact me at anmorse@mtu.edu
Questions?

anmorse@mtu.edu

Audra Morse