Welcome to the

EAC Webinar

for

Institutional
Representatives
& Team Chairs

We are glad you are here!

Who is here…

Your Hosts

Leadership Team

- **Lorraine Fleming,** *Chair*

- **Lizette Chevalier,** *Chair-Elect*

- **Chris Taylor,** *VC of Operations*

- **Mo Hosni,** *Past-Chair*

Adjuncts

- **Dayne Aldridge**

- **Doug Bowman**

- **Susan Conry**

- **Winston Erevelles**

Audra Morse, Co-Chair EAC Training Committee
Tom Walker, Manager, US Accreditation

In Attendance

- **INSTITUTIONAL REPRESENTATIVES**

  e.g., Deans, program chairs, senior administrators

- **TEAM CHAIRS**

  Engineering Accreditation Commissioners and former Commissioners

- **ABET Staff**

Why are we here?

- Set the stage for successful evaluations
- Develop common understanding and expectations of activities
  - Preparing for the visit
  - During the visit
  - Following the visit
- Answer questions!

Agenda

- About ABET

- Pilot Criteria

- The accreditation process

- Before, during, and after the visit

- Common shortcomings

- Final thoughts

- Questions and responses

About ABET

What is ABET?

- Nonprofit, non-governmental agency

- ISO 9001:2015 certified

- We accredit programs in:
  - Applied and Natural Science
  - Computing
  - **Engineering**
  - Engineering Technology

What does ABET accreditation mean?

- Ensures program meets <u>quality standards</u> of the profession for which the program prepares graduates

- Verify program <u>compliance</u> with criteria and Accreditation Policies and Procedures Manual (APPM)

- Subjected to a <u>periodic review</u> of educational program

ABET is NOT a ranking system!

*We are …*35 Member Societies

*We are…*more than *2,200 VOLUNTEERS*
[experts from industry, academia, and government]

- Team Chairs

- Program Evaluators

- Board of Directors

- Board of Delegates

- ABET Councils
  - Academic Advisory Council
  - Accreditation Council
  - Global Council
  - Inclusion, Diversity, and Equity Advisory Council
  - Industry Advisory Council

We are… 4 ACCREDITATION COMMISSIONS
who work together as one ABET

EAC – Engineering
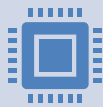
Accreditation Commission

CAC – Computing

Accreditation Commission

ETAC – Engineering Technology

Accreditation Commission

ANSAC – Applied & Natural Science

Accreditation Commission

We are … Dedicated Headquarter Staff

- CEO
- Chief Accreditation Officer
- Senior Director, Accreditation Operations
- US Accreditation Manager
- International Accreditation Manager

Criteria Updates

Pilot Study of Proposed Changes to Criterion 5 and Criterion 6

We Welcome New Volunteers!

Why participate?

- Helps EAC in our <u>development of criteria</u>
- Provide feedback on how engineering <u>programs will comply</u> with these pilot criteria
- Provide feedback on how the language in <u>the criteria can be improved for clarity</u> before implementation.
- Help <u>train</u> program evaluators and team chairs on assessing compliance with the revised criteria.
- **Absolutely no impact on programs' accreditation review.**

Pilot Study of Proposed Changes to Criterion 5 and Criterion 6

Eligibility

- Undergoing a Comprehensive General Review.
- Institutional Choice. All programs undergoing EAC general review must participate if the institution volunteers.

Requirements

- Send an email to Jane Emmet (jemmet@abet.org) indicating your desire to opt-in to Pilot Study.
- In addition to the regular Self-Study Report(s), complete the separate **2024-2025 Supplemental EAC Pilot Criteria Template** located in the EAC section of ABET templates webpage.

Pilot Study of Changes to Criterion 5 and 6

C5: Curriculum

The curriculum must include:

a. a minimum of 30 semester credit hours …mathematics and basic sciences…

b. a minimum of 45 semester credit hours …of engineering topics … .

c. a broad education component ….

d. content that ensures **awareness** of diversity, equity, and inclusion for professional practice consistent with the institution's mission.

e. a culminating major engineering design experience ….

Pilot Study of Changes to Criterion 5 and 6

C6: Faculty

The program must demonstrate that the faculty members are of sufficient number, and they have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program.

The program faculty must also demonstrate knowledge of applicable institutional policies on diversity, equity, and inclusion, and demonstrate awareness appropriate to providing an equitable and inclusive environment for its students that respects the institution's mission.

The overall competence of the faculty may be judged by such factors as education, diversity of background, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as Professional Engineers.

ABET accreditation process

TIMELINE- ACCREDITATION REVIEW

BY OCT 1

Readiness review (if required)

BY JAN 31

Institution submits *Request for Evaluation*

FEB - JUN

- Institution prepares *Self-study Report (SSR)*
- Visit dates set
- Team members assigned

By JULY 1

SSR with **Supplemental Materials** submitted in AMS

JULY – VISIT DATE

- Team **reviews SSR**
- Team & Institution **plan visit schedule**
- Institution **prepares onsite materials**, *as needed/requested*

SEPT to DEC

- Team **visits** campus(es)
- 7-day **response period** follows visit

2 to 3 Months POST VISIT

Institution receives *(in AMS)* a **Draft Statement** edited by TC, 2 editors and 2 adjuncts.

Within 30 days of Draft Statement Receipt

- Institution submits *optional* **30-Day Due- Process Response**
- Institution may submit a **Post-30-Day Due Process Response** if approved by TC and a 30-day response was submitted.

UP UNTIL EARLY JUNE

Draft Statement with due-process response(s) revised AND edited by TC, 2 editors and 2 adjuncts again.

MID JULY COMMISSION MEETING

- Commission reviews draft Final Statements
- Commission votes on accreditation action

By AUGUST 31

Institutions notified of final action

OCTOBER

Accreditation status posted on ABET website

Before the visit

Initial Submissions in AMS

Self-Study Report (SSR)

- Document describing how the program meets the ABET criteria
- Provides *"first impressions"* of the program to the visit team
- Each program requires its own self-study report
- Templates available at:
  - https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

Self-Study Report Content

Template provides a good guide to required content

- **Background information**
  - History
  - Contact information
  - Locations
  - previous evaluation results
- **Narratives on**
  - General criteria
  - Program criteria (when applicable)
  - Safety
- **Appendices**
  - Syllabi
  - CVs
  - Equipment
  - Institutional summary
- Submission attesting to compliance

Upload Materials in AMS
<u>not</u> by email, hardcopy or data stick

- Self-Study Report (separate submission for each program)
- General institution catalog (as PDF), that includes:
  - Program curricular requirements
  - Course details
  - Institutional information applicable at time of review
- Promotional brochures & other literature describing the institution's program offerings

SSR Submitted.
Now what?

Prepare Support Materials
beyond the SSR uploads
(Do not upload to AMS!)

- Purpose: to demonstrate compliance with **criteria** and **APPM**

- If using **LMS/cloud storage system**
  - Ensure team has appropriate access
  - Provide team with necessary training

- **English translations** must be provided for non-English materials (APPM I.D.1.g)

Materials – Criteria 1, 2, 3
(Do not upload to AMS!)

- **Criterion 1 – Students**
  - Transcripts
    - TC will request **specific transcripts.** *(Redacting names is optional.)*
    - Include **worksheets/audit forms,** prerequisite waiver documentation, and explanations of any irregularities to assist PEV with transcript review
    - Coordinate **delivery method** with TC

- **Criterion 2 – Program Educational Objectives**
  - Meeting minutes and/or survey results where constituents discuss PEOs

- **Criterion 3 – Student Outcomes**
  - No additional material needed beyond SSR and website.

Materials – Criterion 4
(Do not upload to AMS!)

- **Criterion 4 – Continuous Improvement**

  Evidence demonstrating your CI process

  - **Data collection**
    - Samples of assessed student work
  - **Assessment**
    - Instruments used, assessment criteria (e.g., rubrics), assessment results
  - **Evaluation** – documentation of evaluation
  - **Use of results** as input for the program's continuous improvement actions
    - Meeting minutes, specific actions, results of improvements

Materials – Criterion 5
(Do not upload to AMS!)

- ## Criterion 5 – Curriculum

  - ## Math/Science and Engineering Requirement
    - evidence demonstrating compliance with credit hour requirements

  - ## Major engineering design experience
    - Should include **evidence** (e.g., student work, final design project reports, syllabi) that the design projects:
      - Incorporate applicable engineering standards & multiple constraints
      - Based on knowledge and skills acquired in earlier course work
      - Complies with ABET definition of *"engineering design"* (not a research project)
      - Use of rubrics or other tools for evaluation

| TIMELINE - Review of Major Design Experience	
With SSR	**Provide Titles of design projects**
45 days before visit	**PEV identifies titles for which evidence is to be provided**
30 days before visit	**All evidence of compliance made available to PEV on an electronic storage platform**

Materials – Other criteria
(Do not upload to AMS!)

- **Program Criteria** (if applicable) – evidence of coverage of required curriculum topics
  - E.g., sample assignments, samples of graded student work, sample lecture materials, etc.…

- Additional documentation may be requested by the PEV.

The Team

The Review Team

EAC Team Chair

Other ABET Commission Team Chair

| PEV 1 | PEV 2 | …PEV n^{th} | Observer(s) |

PEV
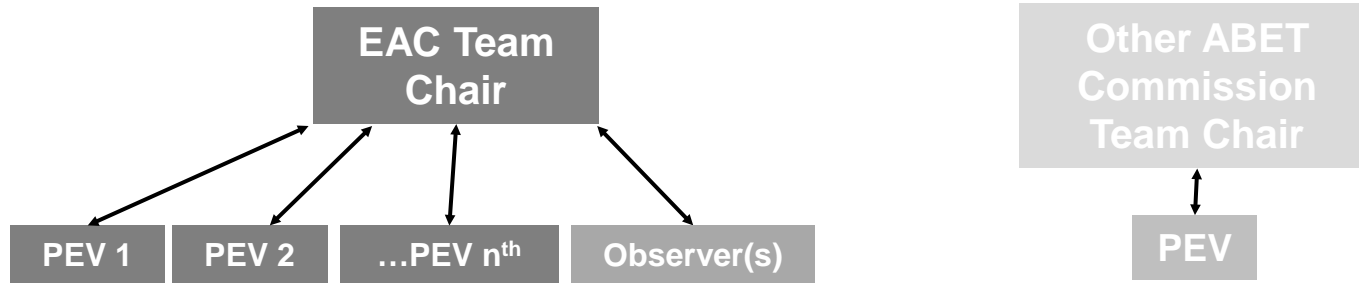
TEAM CHAIRS

- Experienced program evaluators (PEVs)
- Nominated by ABET Member Societies
- Recommended by the EAC
- Approved by ABET Engineering Area Delegation
- Reviewed by Institutions for any conflict of interest

PROGRAM EVALUATORS (PEVs)

- Assigned by relevant lead ABET member society
- Trained by ABET and member society
- Reviewed by Institutions for any conflict of interest

OBSERVERS

- Trainees from member society
- Local and state boards representatives
- ABET staff

Observers **do not vote** on any team actions.

Institution may decline observers!

ABET Volunteers Competencies

Technically Current	Effective Communication
Professional	Interpersonally Skilled
Team-oriented	Organized

Tips for a Successful Pre-Visit Prep

- Review and approve TC and PEV nominations as soon as they are received.
- Communicate early and often with TC
  - Avoid misunderstandings; Eliminate surprises
- Provide requested info in a timely manner to allow time to address issues
- Finalize schedules prior to visit

The Visit

Objectives of Visit

- **Verify** contents of the SSR
- **Tour** laboratories and facilities
- **Interview** administration, faculty, staff, students, and advisory board
- **Review support materials** not provided electronically before the visit
- Provide institution with _preliminary assessment_ of program compliance

Typical Visit Schedule

Day 0 (Sunday)	Lab & facility tours
	PEVs meet program chairs/TC meet dean
	PEVs review course materials as needed
	ABET team review Day 0 findings

Day 1 (Monday)	Dean's presentation
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni/advisory boards & support departments
	TC brief dean and meets with institution officials
	ABET team review Day 1 findings

Day 2 (Tuesday)	Meetings with faculty & staff, as needed
	Team finalizes findings
	PEVs brief program chairs/TC briefs dean
	Team draft exit statements & forms
	Exit meeting

Exit Meeting

- **Purpose:**

  Team reports <u>initial findings</u> to the leader of the institution and other representatives at the discretion of the institution

- No recording or transcribing allowed

- Leader of institution required to attend

Visit Feedback

Evaluations are the <u>foundation</u> of EAC's continuous improvement process
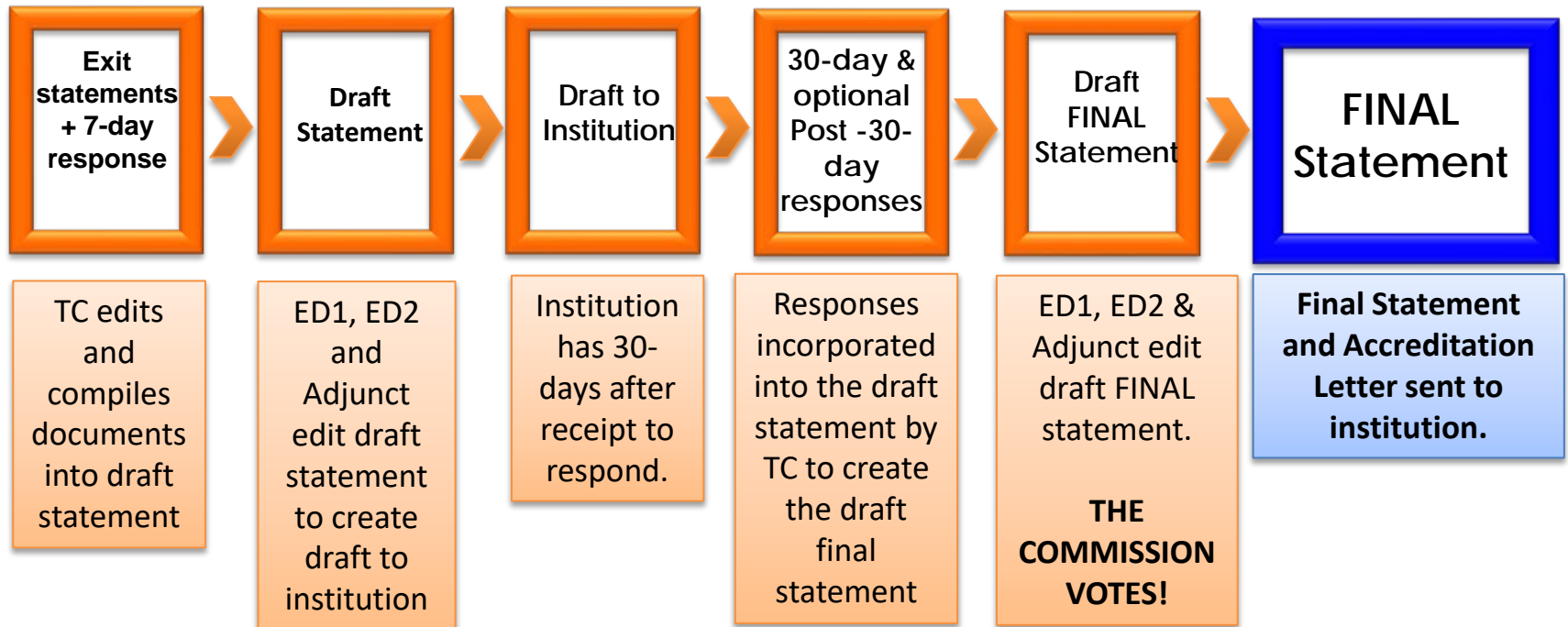
- Institutions
  - Dean (or designee) evaluates team chair(s)
  - Program chairs evaluate PEVs
- Team
  - TC evaluates PEVs
  - PEVs evaluate TC and other PEVs

<u>No influence on accreditation outcomes</u>

After the campus visit

It's not over until the commission votes

Post-Visit Process

Exit statements + 7-day response	→	Draft Statement	→	Draft to Institution	→	30-day & optional Post -30-day responses	→	Draft FINAL Statement	→	**FINAL Statement**

TC edits and compiles documents into draft statement	ED1, ED2 and Adjunct edit draft statement to create draft to institution	Institution has 30-days after receipt to respond.	Responses incorporated into the draft statement by TC to create the draft final statement	ED1, ED2 & Adjunct edit draft FINAL statement. **THE COMMISSION VOTES!**	**Final Statement and Accreditation Letter sent to institution.**

Key	
TC	Team Chair
ED1, ED2	Editor, Member of EAC Executive Committee
Adjunct	Experienced ABET Staff Editor

INSTITUTIONAL RESPONSES
Uploaded to AMS

7- day response

Correct errors of fact **ONLY**

For example,
graduation data,
enrollment data,
number of faculty members

Hold **ALL** other material until the 30-day due process response

30- day due process response

Provide evidence to address shortcoming(s) identified in the visit

DON'T WAIT!
After the visit, begin drafting this response

POST 30- day due process response

At sole discretion of TC

Must submit 30-day due process response

Provide evidence that was **NOT** available at the time of the 30-day due process response

Tips for Post Visit Process

- After the visit, all communication is between the Dean and the Team Chair

- Address and resolve shortcomings quickly. *Resolution of shortcomings is the desired result!*

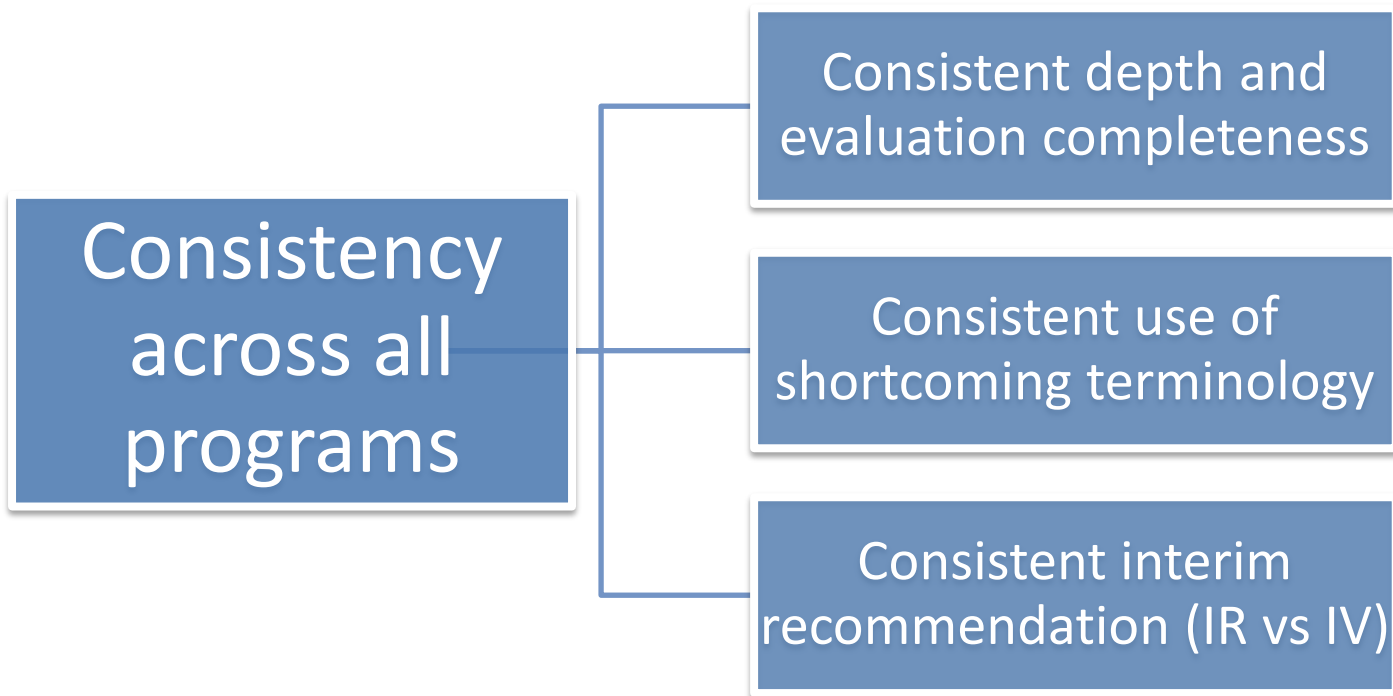## It's not over until the commission votes!
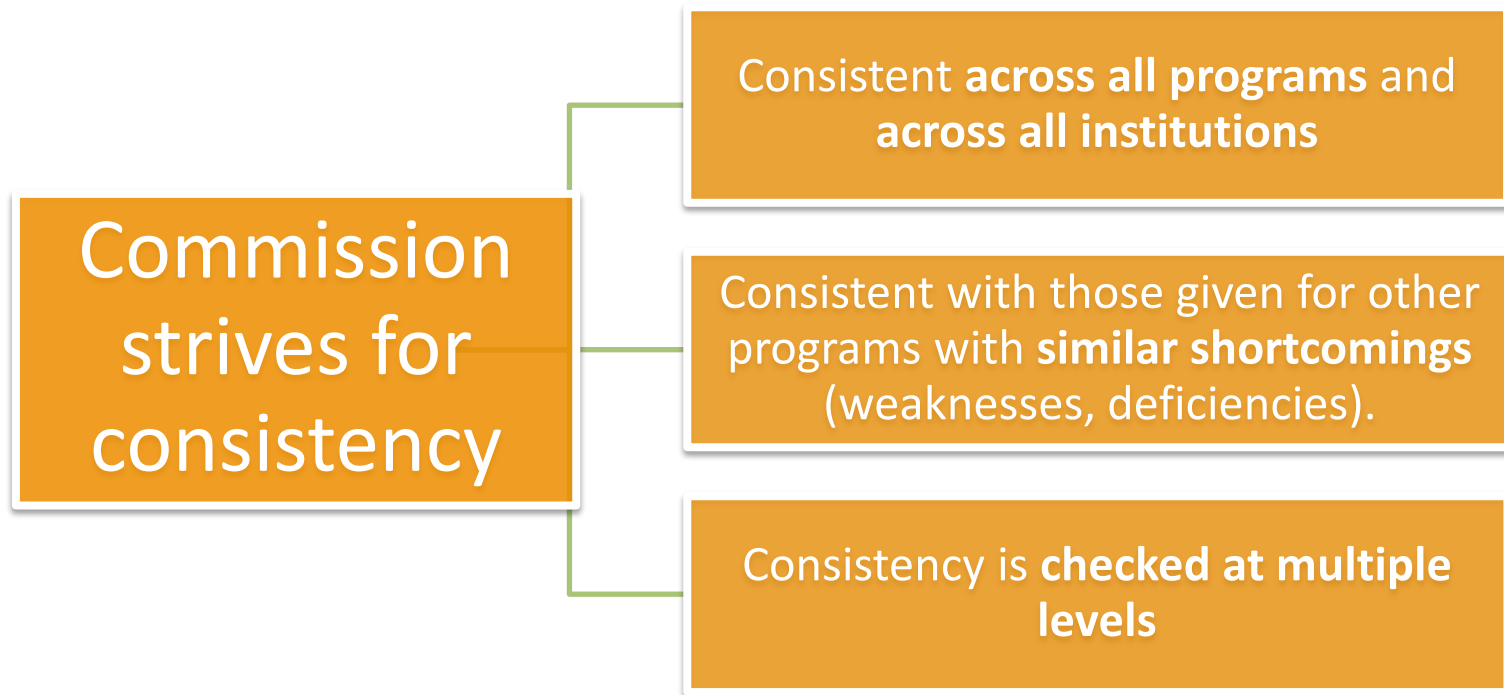
Consistency
in the Accreditation Evaluation

Consistency

- Each institutional context is unique

- Consistency is a top priority

- Programs with similar findings will receive the same shortcoming designation and the same accreditation action
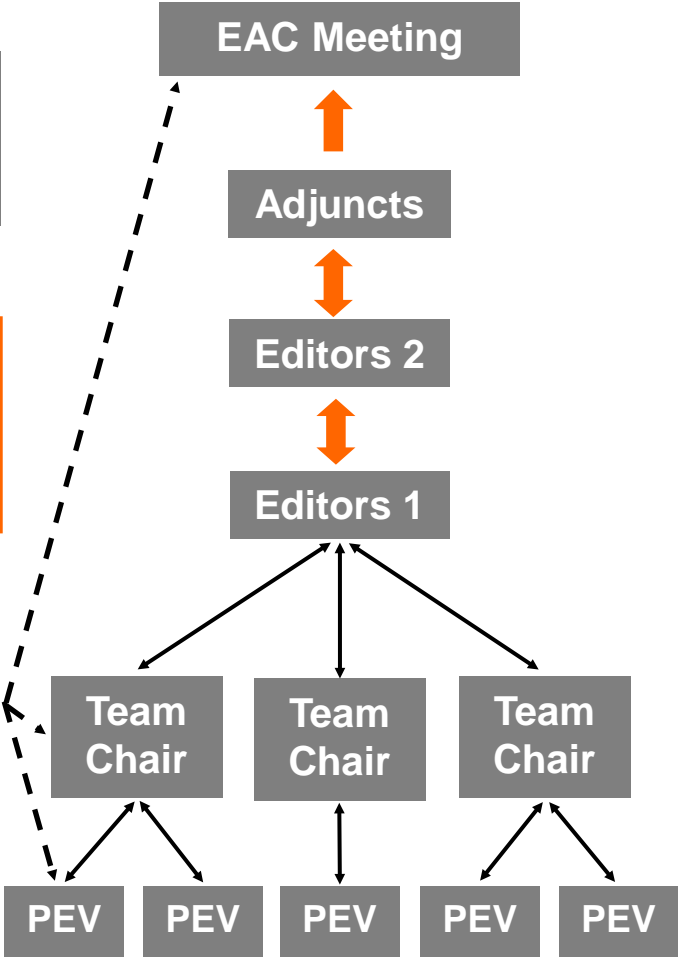
Consistency across Team

Consistency across all programs

- Consistent depth and evaluation completeness
- Consistent use of shortcoming terminology
- Consistent interim recommendation (IR vs IV)

Consistency across Commission

Commission strives for consistency

Consistent **across all programs** and **across all institutions**

Consistent with those given for other programs with **similar shortcomings** (weaknesses, deficiencies).

Consistency is **checked at multiple levels**

Consistency Checks

ABET HQ: Accreditation Director

Director checks higher-level consistency

Professional Societies

EAC Meeting

Adjuncts

Editors 2

Editors 1

Team Chair

Team Chair

Team Chair

PEV PEV PEV PEV PEV

EAC Consistency Committee: Final check

Adjuncts check across all reports

Editors 2 check across all reports

Editors 1 check across all reports

Team chairs check across evaluators

Accreditation Evaluation and Actions

What words might I hear?
What do they mean?

Shortcoming Definitions

Deficiency	*A criterion, policy, or procedure is <u>not</u> satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.*
Weakness	*A program <u>lacks the strength of compliance</u> with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next evaluation.*
Concern	*A program currently satisfies a criterion, policy, or procedure; however, <u>the potential exists</u> for the situation to change such that the criterion, policy, or procedure may not be satisfied.*

Other findings

Strength	*Exceptionally strong, effective practice or condition. A statement that describes what was observed, what makes it stand above the norm, and how it impacts the program positively.*
Observation	*A comment or suggestion which does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs (i.e. friendly advice).*

Accreditation Actions

TYPE OF REVIEW		D and W Shortcomings (duration)		
		No W's, No D's	W, No D's	D
GENERAL REVIEW	existing programs	**NGR** (6 years)	**IR** or **IV** (2 years)	**SCR** or **SCV** (2 years)
	new programs	**NGR** (6 years)	**IR** or **IV** (2 years)	**NA**
	following SCR or SCV	**NGR** (6 years)	**IR** or **IV** (2 years)	**SCR** or **SCV** (2 years) or **NA**[1]
INTERIM REVIEW	following IR or IV	**RE** or **VE** (2 or 4 years)	**IR** or **IV** (2 years)[2]	**SCR** or **SCV** (2 years)[2]
	following SCR or SCV	**SE** (2 or 4 years)	**IR** or **IV** (2 years)[2]	**SCR** or **SCV** (2 years)[2] or **NA**[1]

NGR	Next General Review
IR	Interim Report
IV	Interim Visit
SCR	Show Cause Report
SCV	Show Cause Visit
RE	Report Extended[3]
VE	Visit Extended[3]
SE	Show Cause Extended[3]
NA	Not to Accredit
T	Terminate[4]

[1] *NA—Accreditation action for programs that have not resolved a Deficiency(D) within two years following an SCR or SCV.*

[2] *When the accreditation action is a second consecutive interim review, the remaining shortcomings will be scrutinized during the next general review visit.*

[3] *Interim evaluations only.*

[4] *Initiated by institutions for programs being discontinued or for which accreditation is no longer being maintained.*

Accreditation Action Statistics for General Reviews 2022-23 Cycle

Action	Programs	Percent of Programs
Next General Review*	507	83%
Interim Report	78	13%
Interim Visit	2	<1%
Not To Accredit	6	1%
Show Cause Report	2	<1%
Show Cause Visit	1	<1%
Withdrawn *(Action by Institution)*	18	3%
TOTAL	**614**	

* Includes Extended Reports

EAC Review Statistics

	2023-24 Accreditation Cycle		2024-25 Accreditation Cycle	
	INSTITUTIONS	PROGRAMS	INSTITUTIONS	PROGRAMS
TOTAL	**205**	735	**201**	707
General Review	**104**	534	**100**	497
Initial Review	**75**	115	**85**	120
Interim Report	**43**	68	**43**	84
Show Cause Report	**2**	3	**2**	2
VISITS	**160**	649	**161**	621
REPORTS	**50**	86	**44**	86
INTERNATIONAL	**53**	146	**53**	175
USA	**152**	589	**148**	532

Common Shortcomings

Common Shortcomings – C1-C2

- **C1: Students**
  - Ad hoc advising on career or curricular issues
  - Lack of documentation on prerequisite exemptions or course substitutions
- **C2: Program Educational Objectives**
  - Lack of documented process for periodic PEO review
  - Incomplete process, or process not followed
  - PEOs not consistent with the definition

Common Shortcomings – C3-C4

- **C3: Student Outcomes**
  - All aspects of (1) – (7) not included/evaluated

- **C4: Continuous Improvement**
  - Assessment instruments not measuring attainment of SO
  - Assessment results not disaggregated by program
  - Assessment results not used as input for CI

Common Shortcomings – C5

- **C5: Curriculum**
  - Inconsistent assignment of courses into categories (math/basic science, engineering)
  - Insufficient hours in math/basic science or engineering topics
  - Culminating design does not incorporate standards and/or multiple realistic constraints
  - Design in program does not meet ABET definition of engineering design

Common Shortcomings – C6-C8

- **C6: Faculty**
  - Adequate number and/or competency
  - Lack of professional development
- **C7: Facilities**
  - Lack of maintenance or tech support of labs
- **C8: Institutional Support**
  - Inadequate support for labs and/or personnel

Common Shortcomings – Program Criteria & APPM

- **Program Criteria**
  - Curricular topics not covered
  - Faculty competencies lacking
- **APPM**
  - Incorrect accreditation citations
  - Inconsistent references to program names
    - Transcripts, degrees, RFE, publications
  - Facilities and student lab work safety
    - Team does not certify safety compliance

Concluding Thoughts

Preparing for Successful Review

- Commitment and involvement of college leadership
- Open and timely communication with visit team
- Organized, accessible supporting materials
- Timely due process responses

What if…

- Program believes PEV does not understand or is overly picky?

- PEV chooses a disgruntled faculty member to interview?

- Something unusual happens during the visit?

Talk to your TC

Lastly… our public service announcements

1. Join the pilot study

   Help us in developing criteria

2. Become a Program Evaluator

   Great opportunity to serve our profession
   - Go to abet.org.
   - Click "Become an Evaluator" at the bottom of the page.

More Information

- Webinar recording

- Copy of these slides

- Accreditation Policy and Procedures Manual (APPM)

- 2024-25 Criteria for Accrediting Engineering Program

See here:

www.abet.org/accreditation/accreditation-criteria/

Comments and Questions

Q&A Responses

Question	Answer
What is the difference between a General Review and an Interim Review?	A General Review is comprehensive and is conducted every six years in accordance with general review cycle for your institution. An Interim Review follows a General Review and addresses only shortcomings identified during the General Review. An Interim Review normally requires a report. However, in some situations a visit to the program may be required. Thus, you will read about Interim Reports and Interim Visits.
What are the differences between existing programs and new programs? Are these differences related to the accreditation process or to their creation in the institution?	ABET uses the language "existing" to mean programs that are already ABET accredited. "New" means programs seeking accreditation.
Our institution is in Mexico: will the visit be in person or online?	All visits are planned as in person, not online. Online is only a contingency if an unusual situation comes up.
If a degree has two programs (ex. Civil and Environmental Engineering). Are we required to submit two separate SSR - one for each or can we submit one SSR that covers both program requirements?	If the degrees are two separate programs and the programs desire separate accreditation, then yes, two reports must be submitted. Some programs have paths within the degree. Paths do not require separate SSR or accreditation.
We have a new program that had one graduate in August '23 and more graduates in December '23 and May '24. Is it correct that accreditation always takes effect in October of a specified year so that for the August '23 graduate to be included under the accreditation, the program needs to request a two-year back review?	The traditional effective date of accreditation is 1 October of the academic year prior to the visit. This date can be modified to address specific situations such as the different academic years in the southern hemisphere, etc. Work with your TC to determine what is needed in your specific situation to cover all graduates back to August 2023.
If criteria revisions are approved, what is the time period before a program under review needs to be in compliance? When we publish curriculum requirements for a program, that curriculum applies to every student who enters that year until the student finishes, which may take 3-6 years, so we can't modify curricular requirements for students already in a program, which could be problematic if new criteria take effect in 1-2 years (or less).	This is a great question. We appreciate that catalog changes take time for a program to implement. We like to remind programs that curricular topics do not have reflected by the adoption of a new course. The program may choose to include the topic in an existing course, which allows programs to be more agile in curricular revisions.

Our catalog is available online. For the PDF submission, would a PDF portfolio of relevant content (institutional and program content, and descriptions of required and service courses suffice) or should the catalog PDF include non-engineering program information and descriptions of every course available at the institution?	As the curriculum includes include non-engineering courses, the program may find it easier to share a pdf of the course catalog.
Do we need to submit the catalog for the entire institution, or just the engineering college?	As the curriculum includes non-engineering courses, sharing the course catalog for the entire institution is helpful.
Is it correct that we do not need to upload all evidence in the AMS? Can we just provide a link to an online drive?	Each program should upload the self-study report and academic catalog. Supplemental information should be provided outside of AMS. Sharing a link to an online drive is a great way to share supplemental materials with the team.
Are site visit materials required to be provided to program evaluators as hardcopies, electronic, or a combination? Is it up to the institution/program or is this an ABET requirement? Thank you.	Great question! Each program will need to submit their SSR electronically using the ABET AMS. Each institution has a designee who is able to provide information to ABET via the AMS. I suggest checking with your institution to determine who that person is.
How far back should we go for general catalogs? Just the past year, or a few years back?	Great question! If the program has made many changes to the program's curriculum in the last several years, it would be helpful to the PEV to have access to the different catalog versions. However, we typically ask for the catalog for the year of record.
What should be included in the Dean's presentation? Just program information or whole college information?	Great question. The team finds it helpful if enrollment data about the program and college is included (please see my other answer), as they will need this information to develop their introductions of the program/institution.
It seems the APPM no longer requires public disclosure of enrollment and graduation numbers, only PEOs and SOs. The current EAC template still refers to these numbers though. Will the template be updated?	I agree that section F. Public Disclosure on page 7 of the SSR does need to be updated. It should not include "annual student enrollment, and graduation data specific to the program" in the list of what needs to be made accessible to the public. You need to include the data in Appendix D, but you can ignore the part which implies that this information needs to be publicly available. Due to the change in the APPM, you no longer need to provide this information publicly.

What does the Dean's presentation entail?	Many deans use that time to set institutional context for the ABET visitors. Many like to use this time to share program strengths and the role of the college/program within campus.
Can the Self-Study include a website address for informational purposes if the details of the website have already been explained?	No, there can be no live links in the SSR. It is intended to be a static representation of the situation at the time it is submitted. If information changes there are processes for making the evaluation team aware of these changes (such as the Dean's meeting at the start of the visit). These need to be worked through with your TC.
Are observers allowed to participate in discussions interviews, interactions and investigations during PEV program review visit?	Observers are allowed and encouraged to participate as this is how they learn about the ABET process. There are behavior expectations of observers.
Is there a preferable format for the documents to be submitted including SSR, catalog and other promotional materials. Word or pdf format?	PDF is preferred when uploading to the AMS. As programs interact with PEVs and Team Chairs in the time period leading up to the visit, either is acceptable.
If programs across various departments store their accreditation data in different electronic platforms (Canvas, Blackboard, OneDrive, Teams), is there an ABET requirement that all programs conform to one electronic platform prior to the visit?	Per the ABET perspective, the programs may choose what works best for them. However, I highly encourage you to work with your institutional representative to determine the approach that will be taken. They will likely seek input from the Team Chair.
How early do the support materials need to be provided before the visit if proving online?	The culminating design information should be provided at least 30 days prior to the visit. We do not have a deadline for when other supplemental information must be provided. I recommend that you communicate with your team to understand what would work best for them.
Our Engineering programs changed greatly during the last two years. But our graduating class is not a part of the change. Do we need to submit the catalog of change for this cycle or the next evaluation cycle?	The primary focus of the review is on the curriculum and requirements for the students enrolled at the time of the on-campus review. Thus, the catalog for that year should be uploaded. The transcripts requested by the Team Chair should include a copy of the curriculum applicable to each transcript and any information that explains variations that may have been approved. Thus, the review will include an element that takes into account changes that have taken place in the past few years.

Does ABET assigns 1 Team Chair for the engineering programs and 1 TC for the computer science program (total of two chairs) that are in the same college or 1 chair for both the Engineering and Computer Science programs?	There will be one team chair for each commission. If an institution has many programs within a commission, ABET may supply a co-team chair in addition to the chair.
By what date would we know if our prospective visit will be conducted on campus (face to face) or remotely?	This information is included in the request for a visit. ABET assumes the visit will be face-to-face unless extenuating circumstances exist.
The enrollment and graduation numbers are no longer required to be posted online, where do we include them in the SSR? Thank you.	Yes-this information is requested in Appendix D.
For this year's visit, should I use the 2024-2025 SSR template instead of the 2023-2024 template?	You use the SSR template for the cycle that you are being evaluated during. Given your attendance at this webinar that implies that your evaluation cycle is 2024-25 and that is the SSR template that is applicable.
Which meals are the institution responsible for?	The institution is not required to cover meals for the team but many institutions choose to host a lunch on Monday that includes the ABET team, students, alumni and employers. The institution may help the Team Chair identify evening meals and coordinate a meal to be eaten on campus on Tuesday. However, the TC will pay for those meals.
Regarding supplemental info - what should be included with the SSR, and what is to be ready a few weeks before the visit	The template of the SSR provides guidance on the content that should be provided with the self-study and as appendices. However, the program is encouraged to provide additional data they see appropriate to show attainment of the criteria. For example, programs often provide meeting minutes from advisory board meetings (if defined as a constituent) when PEO's were discussed. That may be provided when the self-study is loaded into the AMS and/or be available before and during the visit.
Does this training replace attendance at the ABET meeting in July or should the dean and chair plan to attend the Baltimore meeting?	Yes, we no longer have the institutional representatives day at the July commission meeting. This training, along with a virtual meeting with your team chair, is designed to replace what happened at the July meeting in the past.

If the TC has accepted the assignment, should I contact him/her or ABET is expected to start the dialogue?	You are welcome to reach out to the team chair; however, if you don't you should expect the team chair to reach out to you. Some team chairs contact the dean shortly after being assigned while others wait until the program evaluators have been assigned, so don't get worried if you don't hear from the team chair immediately.
How should we manage the logistics for a visit to our program that is offered across two campuses?	You will need to work the details with the TC. What the team will want to see/do on each campus is specific to your situation.
When doing employer and/or Alumni survey for SO evaluation and for PEO revision, what's a minimum acceptable number of responses?	First, SOs are NOT evaluated by external entities. Your question applies to PEOs. There is no minimum number. The Program Evaluator will expect to find a reasonable effort given the size of the program and the number of graduates over the past few years.
What recommendations can be given for determining which courses to assess in order to measure the achievement of the student learning outcomes (SOs) of the program?	A program should consider a best practice of mapping the student outcomes to the curriculum. Many programs determine where the outcomes are covered or reinforced and then determine where to assess.
Do we need to collect samples of all graded student works for the last one year?	ABET suggests collecting representative samples of student work that show student attainment of the student outcomes. The program should gather student work for the year of record; however, the program may want to gather data for other years, which map to when the outcome is assessed.
Aren't we supposed to evaluate the SOs using indirect assessments such as surveys? If the answer is no then what methods should be used to do the indirect assessment of SOs?	Direct methods (such as course assessments) are preferred; however, indirect measures may be used. It is up to the program to demonstrate how they comply with the criteria, which states "The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained."
SO, if we are not submitting high - medium - low, what "representative samples" do we need to collect? How do we choose which ones to sample?	The program is encouraged to choose a representative sample that shows students attainment of the student outcomes. The examples should support the data the program presents in the SSR.
We run our assessment on a three year cycle, we plan on presenting results from the past three years but not report the	You should describe in your self-study what has actually happened during the past few years. You should be able to make any data you have

previous three years because we really didn't use them (make changes) due to Covid. We can make them available if requested. Does this seem reasonable?	gathered and used since the last general review or the beginning of a new program available for review by the Program Evaluator.
How long do we need to go back with the course assessments in the SSR	It is expected that the assessment process has been used for the entire review period. Many programs choose to include summary data for the entire review period but provide more details for the more recent year(s).
Is there a systematic recommended way to incorporate FE exam results in C4 or should each program decide for itself? for example we only found guidance for civil programs, not electrical and mechanical. thank you.	It is up to the program to determine how, if at all, they would like to use FE exam results to demonstrate student attainment of the student outcomes and use the data to improve the program.
How can we prove that a project is a design project?	ABET has defined Engineering Design as a process of devising a system, component, or process to meet desired needs and specifications within constraints. It is an iterative, creative, decision-making process in which the basic sciences, mathematics, and engineering sciences are applied to convert resources into solutions. Engineering design involves identifying opportunities, developing requirements, performing analysis and synthesis, generating multiple solutions, evaluating solutions against requirements, considering risks, and making trade-offs, for the purpose of obtaining a high-quality solution under the given circumstances. For illustrative purposes only, examples of possible constraints include accessibility, aesthetics, codes, constructability, cost, ergonomics, extensibility, functionality, interoperability, legal considerations, maintainability, manufacturability, marketability, policy, regulations, schedule, standards, sustainability, or usability.

See: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2024-2025/#definitions |

Must titles of all Capstone Design Projects be provided in the self study report? What about programs that have college wide effort where students from different programs can participate in the same project? A collection of all projects from all programs would be several hundred, whereas including only project titles from the program will not capture all students. Or, should we only provide a list of representative projects, since sample student work is typically provided from high - mid - low performing students.	ABET no longer focuses on high-mid-low performing students. As for the titles, the program should include all design project titles for the program students who graduated during the year of record. Programs do not need to include the titles for all of the college-wide capstone design projects, just the ones their student participated in.
Please clarify what may count as a math/sci course versus an Engineering Science course.	Here's a link to the site that contains the definitions of math/science and engineering science: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2024-2025/#definitions
Do these design reports need to be from the current year or from the last six years?	In the SSR template, C5 states "Provide the titles of all culminating design projects from the most recent graduating class. If multiple teams work on projects with the same title, provide a way to distinguish the projects. New programs requesting two-year retroactive accreditation should provide titles of all projects for the graduating classes from the two most recent years. "
Can one course count as part math and part engineering ?	It is important that all programs at the institution characterize the amount of math and engineering consistently. Also, it would be good to prepare information demonstrating the rationale behind the distribution of content, so that the PEV can clearly understand the rationale.
For the first time accreditation, if we go with the past 2 year, shall we have all course materials for 2 years or only for the senior design courses?	You need to have examples of student work, course syllabi for both years. If the program had significant curriculum changes some of these may be different for the two years. The program evaluator will look carefully at the both years to assure all applicable criteria were met for both years.
In Criterion 6, is it necessary to provide data of publications, research projects, etc of faculties for professional development	The program will need to determine for itself the evidence it best believes shows compliance with the criteria.

What basis/criteria do you use for lab safety?	This is program specific and the program should be highlighting their best practices and how they comply with school or state requirements.
For planning purposes - when should we expect to receive the draft to use for the 30 day response? Is it 30 days after the team departs, 60 days, or something else?	After the team leaves, the editing process may take longer than 30 days. So ABET considers the 30 day response to start from the time when the program receives the draft statement from ABET.
If there are no findings in the draft exit statement, is there a chance that ED1 or ED2 would add findings?	Although very rare, this could happen if there is a shortcoming that was identified for one program but is applicable to all programs.
What is the content of the audit form? Do you have a template?	Concerning the audit form (Program Audit Form) - this is a preliminary record of the findings at the end of the visit. It will identify any shortcomings, by criterion, that were observed by the team for each program. Note that these are not the final results as there are multiple steps remaining in the evaluation after the visit is complete. Shortcomings frequently change (usually are resolved) as a result of due-process providing additional information.
At the visit team Exit meeting, is the President of the university or Provost need to be present? or both are need to?	It is best to have them both there.
I understand that we have 30 days once we receive the report but with a tentative October visit the 30 day window could be over the Christmas/New Year holiday so I am trying to figure how to plan.	You will know what is likely in the Draft Statement based on the Program Audit Form left behind at the end of the visit. Start pulling together your responses immediately, not waiting for the receipt of the actual statement. This will give you more than the 30-day due-process window during which you will have the ability to upload your response into AMS. If the end of the due-process period falls during a holiday period then you should have a discussion with the TC about this. The TC is provided some limited discretion during this period, and I have found TCs and ABET are mindful of the holidays.
Is full compliance with the new proposed standards necessary for our institution to participate in the pilot study? If our institution is currently implementing these policies and wants to measure if we are on	Participation would be beneficial as EAC is using this information to shape the criteria. So the more examples EAC has, the better we can serve the engineering community. So thanks in advance!

the right track, would it be beneficial for us to participate?	
What is the estimated timeline for ABET to require all institutions to adopt the new pilot criteria? This may help on our decision to join the pilot.	The absolute earliest that the pilot criteria could be adopted is the 2025-26 review cycle.
May I get some advice on how to prove the C6 about "demonstration knowledge of applicable institutional policies on diversity, equity, and inclusion, and demonstrate awareness .... "?	The Pilot SSR Template provides prompts to help guide you.
How much extra work will the pilot study entail?	You will need to complete a supplemental self-study report. I encourage you to download the template to get a sense of the effort involved.