Welcome to the
Engineering Accreditation Commission
Briefing for Institutional Representatives
and
Team Chairs

We are glad you are here!

Agenda

- Welcome
- Who is here and why
- About ABET & the accreditation process
- Reference materials and updates
- Before, during, and after the visit
- Accreditation evaluation, actions, and consistency
- Guidance on C5 and C8 changes
- Common shortcomings
- Concluding thoughts
- Questions and responses

Some housekeeping notes

- Chat is disabled

- Q&A feature will be used

- Slides and video recording will be made available

Presenting Team and Overview

Today's EAC Presenters

- **Lizette Chevalier**, *Chair*

- **Lorraine Fleming**, *Past Chair*

- **Chris Taylor**, *Chair Elect*

- **Sigurd Meldal**, *Vice Chair of Operations*

- **Janet Callahan**, *Vice Chair of Ops Elect*

EAC Adjunct Accreditation Directors

Dayne Aldrich

Susan Conry

Doug Bowman

Phil Schenewerk

Jeff Fergus

Intended audience

Institutional Representatives

- Representing institutions undergoing evaluation in the 2025-26 cycle

Engineering Accreditation Commission Members

- Executive Committee
- 2025-26 EAC Commissioners
- Other Team Chairs

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!

About ABET

What is ABET?

- Nonprofit, non-governmental agency that accredits programs in:
  - Applied and Natural Science
  - Computing
  - **Engineering**
  - Engineering Technology
- >2,200 experts from industry, academia, and government support QA activities
- ISO 9001:2015 certification

Who is ABET?

- 35 Member Societies

- ABET Volunteers

- Headquarters Staff (full-time)

  - President

  - Chief Accreditation Officer

  - Senior Director, Accreditation Operations

  - Etc...

Member Societies

ABET Volunteers

- 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

Accreditation Commissions

EAC – Engineering Accreditation Commission

CAC – Computing Accreditation Commission

ETAC – Engineering Technology Accreditation Commission

ANSAC – Applied & Natural Science Accreditation Commission

Composition

- Members
  - Team Chairs
- Executive Committee
  - Editors 1 and Editors 2
- Supporting staff
  - Adjuncts
  - Staff liaisons

What is accreditation? And why do it?

Accreditation requires a periodic review and evaluation to determine if educational programs meet defined standards of quality.

ABET accreditation is not a ranking system.

Quality Assurance:

ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates.

EAC Review Statistics

	2023-24 Accreditation Cycle		2024-25 Accreditation Cycle	
	INSTITUTIONS	PROGRAMS	INSTITUTIONS	PROGRAMS
TOTAL	202	720	196	705
General Review	104	534	97	513
Initial Review	75	115	78	107
Interim Report	43	68	44	82
Show Cause Report	2	3	2	3
VISITS	160	**649**	156	**627**
REPORTS	43	**71**	40	**85**
USA	152	582	148	543
non-USA	50	138	48	162

ABET Accreditation Process

Accreditation Timeline: 18-21 Month Process

(If required) **By OCT 1** *Readiness review* → **By JAN 31 –** Institution submits *Request for Evaluation* → **FEB – JUN** Team members assigned; visit dates set; Institution prepares *Self-study Report* → **By JULY 1** Institution Submits *Self-Study Report* → Pre-visit Preparations; Prepare materials; plan visit →

SEPT to DEC– Visits take place, followed by 7-day response period → **2 to 3 Months after the Visit:** *Draft Statement* edited and sent to Institutions → (Optional) 30-Day and Post-30-Day *Due Process Responses* from Institutions → ((If necessary) *Draft Statement* revised by EAC → **JULY** – Commission meets to take final action; **By AUGUST 31** – Institutions notified of final action; **OCTOBER** – Accreditation status publicly released
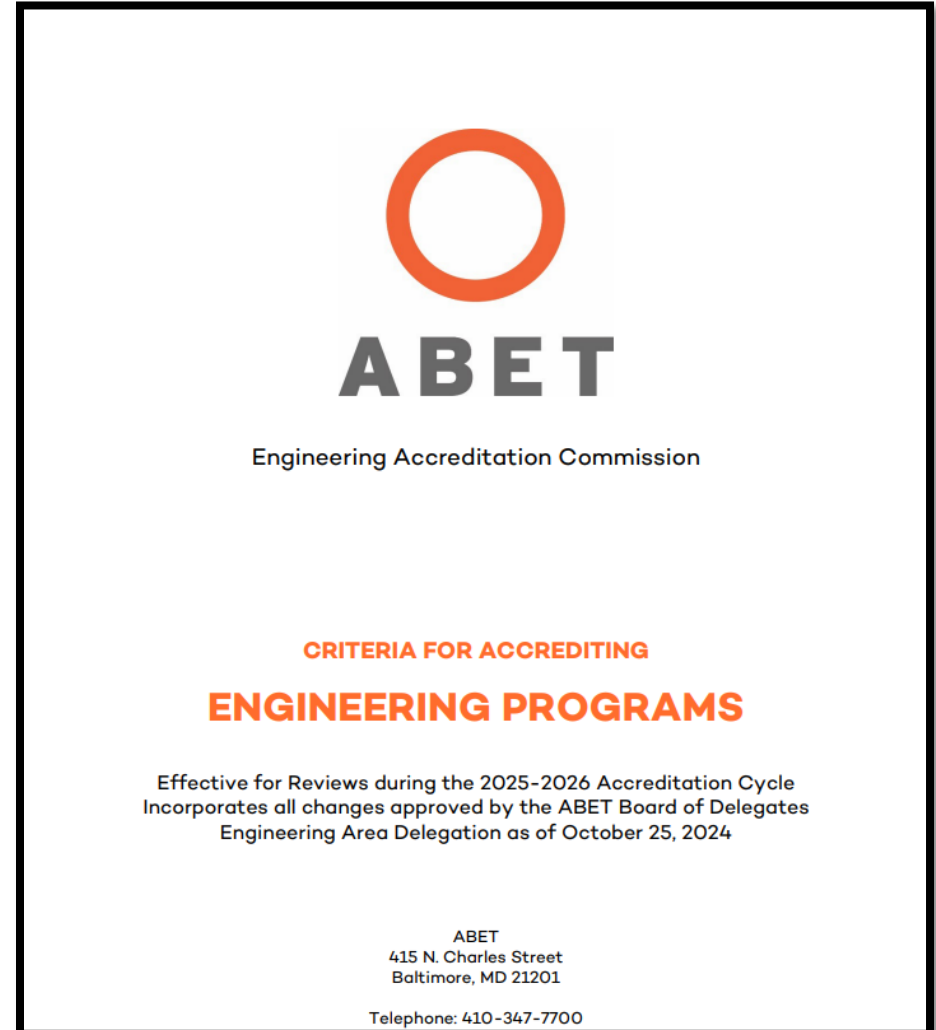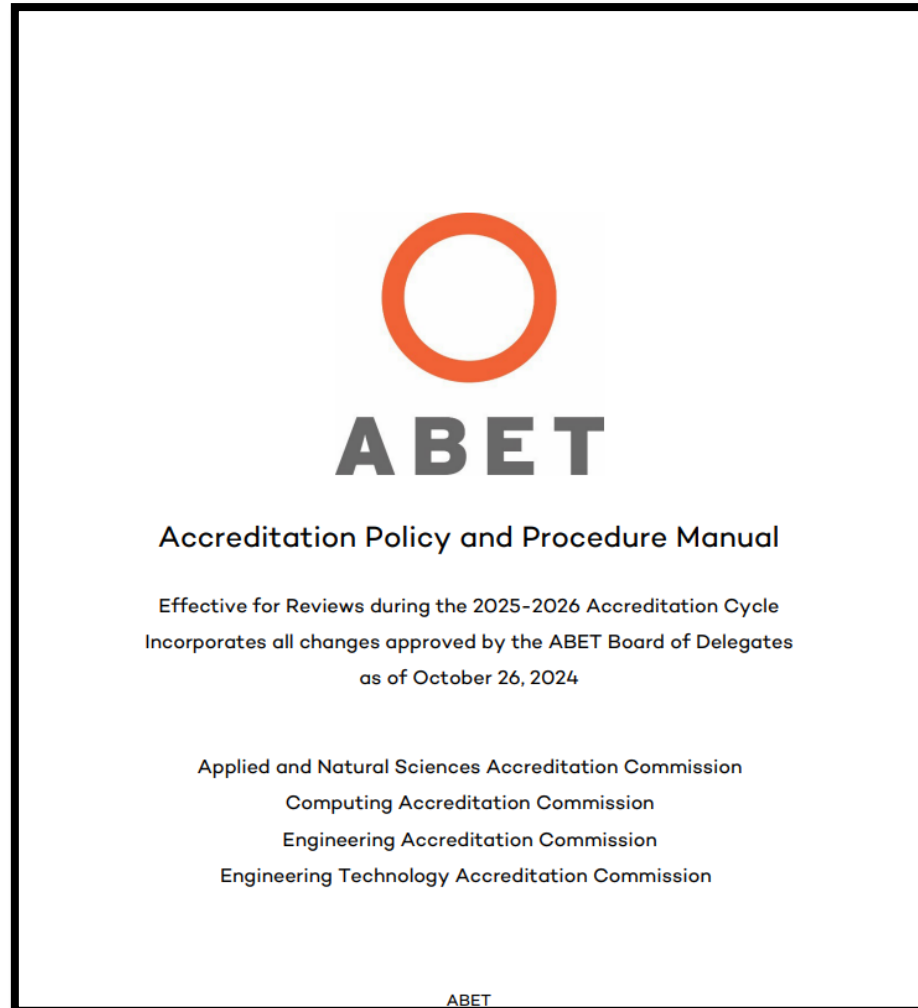
Reference Materials and Updates

Reference Materials

- EAC Criteria

- Proposed changes to the criteria is at the end of the document

Reference Materials

ABET

Accreditation Policy and Procedure Manual

Effective for Reviews during the 2025-2026 Accreditation Cycle
Incorporates all changes approved by the ABET Board of Delegates
as of October 26, 2024

Applied and Natural Sciences Accreditation Commission
Computing Accreditation Commission
Engineering Accreditation Commission
Engineering Technology Accreditation Commission

ABET

EAC 2025-26 Changes

- Criterion 5 Curriculum

- Criterion 8 Institutional Support

- Definition of Respectful Environment

- Criterion MS2 PEO

- New program criteria: Ecological Engineering

- Program criteria for Engineering Management

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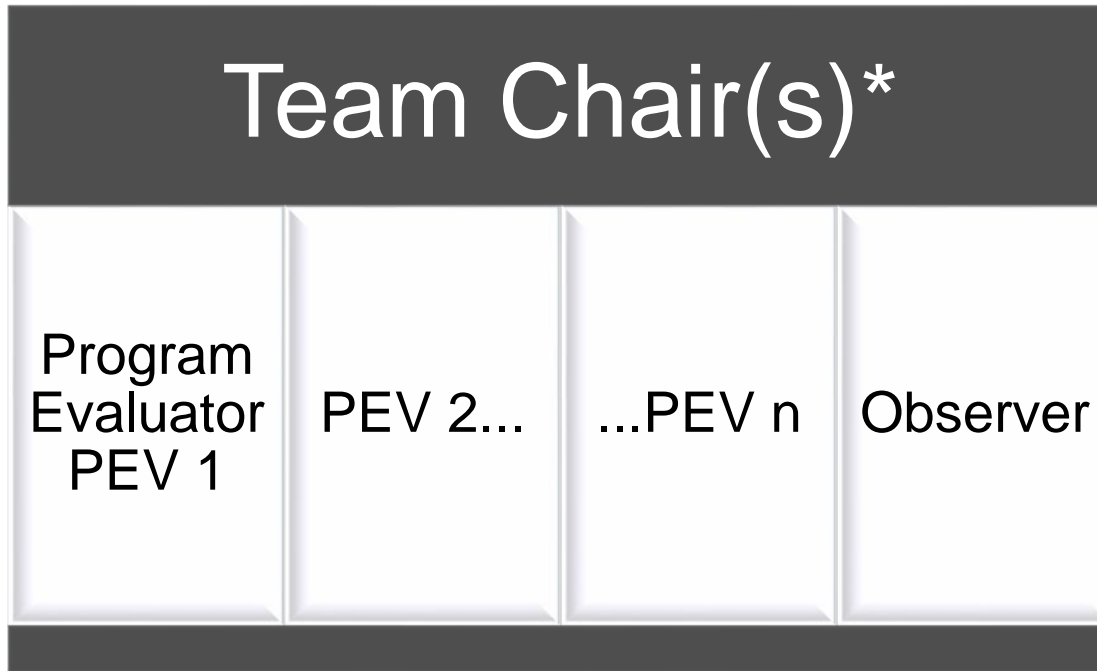- Concluding thoughts
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Presented by
Dr. Lorraine Fleming
Past Chair, EAC

Pre-visit Planning and Preparations

Visit Team Composition

Team Chair(s)*			
Program Evaluator PEV 1	PEV 2...	...PEV n	Observer

*If you have simultaneous or joint visits by more than one commission, you will have a Team Chair and team for each commission.

Team chairs (TCs)

- Experienced program evaluators

  - Nominated by ABET Member Societies

  - Recommended by the EAC

  - Approved by ABET Engineering Area Delegation

- Institutions review the TC for any conflict of interest

Program Evaluators (PEVs)

- Assigned by relevant member society

- Trained by ABET and member society

- Institution/program reviews PEV for conflict of interest

Please approve TC and PEV nominations in a timely manner

Observers

- Sources:
  - Member societies may assign for training purposes
  - Local and state boards may assign
  - International groups may request
- Observers do not vote on recommended accreditation action
- Institution may decline observers

Before the Visit
Self Study Report (SSR)
and
Supplemental Materials

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

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

Supplemental Materials

- Uploaded with Self-Study Report
  - General institution catalog (as PDF), includes:
    - Program curricular requirements
    - Course details
    - Institutional information applicable at time of review
  - Promotional brochures and other literature describing program offerings of the institution
  - Do not upload transcripts

SSR and Materials Submission

- SSR and Supplemental Materials must be submitted via the ABET Accreditation Management System (AMS)
  - No email
  - No hardcopy
  - No data stick
- Separate submission for each program
- Visit team accesses material via AMS

Other Supporting Materials

- Materials beyond SSR upload

- Provided to demonstrate compliance with criteria and APPM

- If institutional LMS/cloud storage is used

  - Ensure team has appropriate access

  - Provide team with necessary training

- English translation/translators must be provided for non-English materials (APPM I.D.1.g)

Materials – Transcripts

- Requested by TC

- Provide worksheets/audit forms to assist PEV with transcript review

- Redacting names is optional

- Should **not be uploaded** to AMS

  - Coordinate delivery method with TC

Materials – Criteria 1-3

- **Criterion 1 – Students**
  - Transcripts, graduation audit forms, prerequisite waiver documentation, etc...

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

- **Criterion 3 – Student Outcomes**
  - Already provided in SSR and website

Materials – Criterion 4

- **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

- **Criterion 5 – Curriculum**
  - Math/Science and Engineering Requirement
    - evidence demonstrating compliance credit hour requirements
  - Culminating 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

Materials – Criterion 5

TIMELINE - Review of Major Design Experience	
With SSR	**List of design projects provided**
45 days before visit	**PEV identifies titles for which evidence is to be provided**
30 days before visit	**Identified projects and support material available on electronic storage platform**

Materials – Other criteria

- **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 for **Criterion 6 Faculty, Criterion 7 Facilities,** and **Criterion 8 Institutional Support** may be requested by the PEV.

Summary of Pre-Visit Planning

- Communicate early and often with TC
  - Avoid misunderstandings
  - Reduce surprises
  - Provide time to address issues
- ABET Adjuncts, HQ staff, and IT team available to help
- Review COI requests quickly
- Provide requested info in a timely manner

The Visit

Objectives of Visit

- Validate the SSR

- Tour lab 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 reviews 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 briefs dean and meets with institution officials
	ABET team reviews Day 1 findings

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

Exit Meeting

- **Purpose:**

  Report team findings to institution's CEO and other institution representatives

- TC will provide a copy of team's initial findings (Program Audit Form)

- No recording or transcribing allowed

- CEO or leader of institution required to attend

- All other attendees are at the discretion of institution

Post-Visit Feedback

- Key to our continuous improvement
  - Institutions
    - Dean (or designee) evaluates team chair(s)
    - Program chairs evaluate PEVs
  - Team chairs evaluate PEVs
  - PEVs evaluate TC and other PEVs
  - Reviews are made available after the accreditation decision
  - No influence on accreditation outcomes

ABET Competencies

Technically Current	Effective Communication
Professional	Interpersonally Skilled
Team-oriented	Organized

The Post-Review Process

It's not over until the commission votes

Post-Review 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	Editors, Member of EAC Executive Committee
Adjunct	Experienced ABET Staff Editor

INSTITUTIONAL RESPONSES

7- day response

Correct errors of fact **ONLY**

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

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 response

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

Post-Visit Process Notes

- Communicate with Team Chair throughout the process
- Address and resolve shortcomings quickly.

Resolution of shortcomings is the desired result!

TARGET DATES	
Draft Statement *(uploaded)*	January
Commission Votes	July
Final Statement *(uploaded)*	August

Accreditation actions FINAL only when the Commission votes!

(Note: Only "Not to Accredit" actions can be appealed.)

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✓ Accreditation evaluation, actions, and consistency

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- Common Shortcomings
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Presented by
Dr. Chris Taylor
Chair Elect, EAC

Accreditation Evaluation and Actions

What words might I hear?
What do they mean?

Terminology

- Accreditation Actions
  - NGR, IR, IV, SCR, SCV, RE, VE, or SE
  - NA – Not to Accredit
  - T – Terminate
- Findings
  - Shortcomings
  - Strengths
  - Observations

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).*

Paths to Accredited Program

- All paths lead to program accreditation or accreditation renewal except:
  - New program with at least one Deficiency
  - Existing program with at least one Deficiency followed by a second evaluation where the same Deficiency remains
  - Program seeks to Terminate its accreditation

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 maintaine*d.

Resolving Shortcomings 2023-24 Cycle

Shortcoming	Draft Statement	Final Statement
Deficiency	30	7
Weakness	518	103
Concern	253	152

Accreditation Action Statistics for General Reviews 2023-24 Cycle

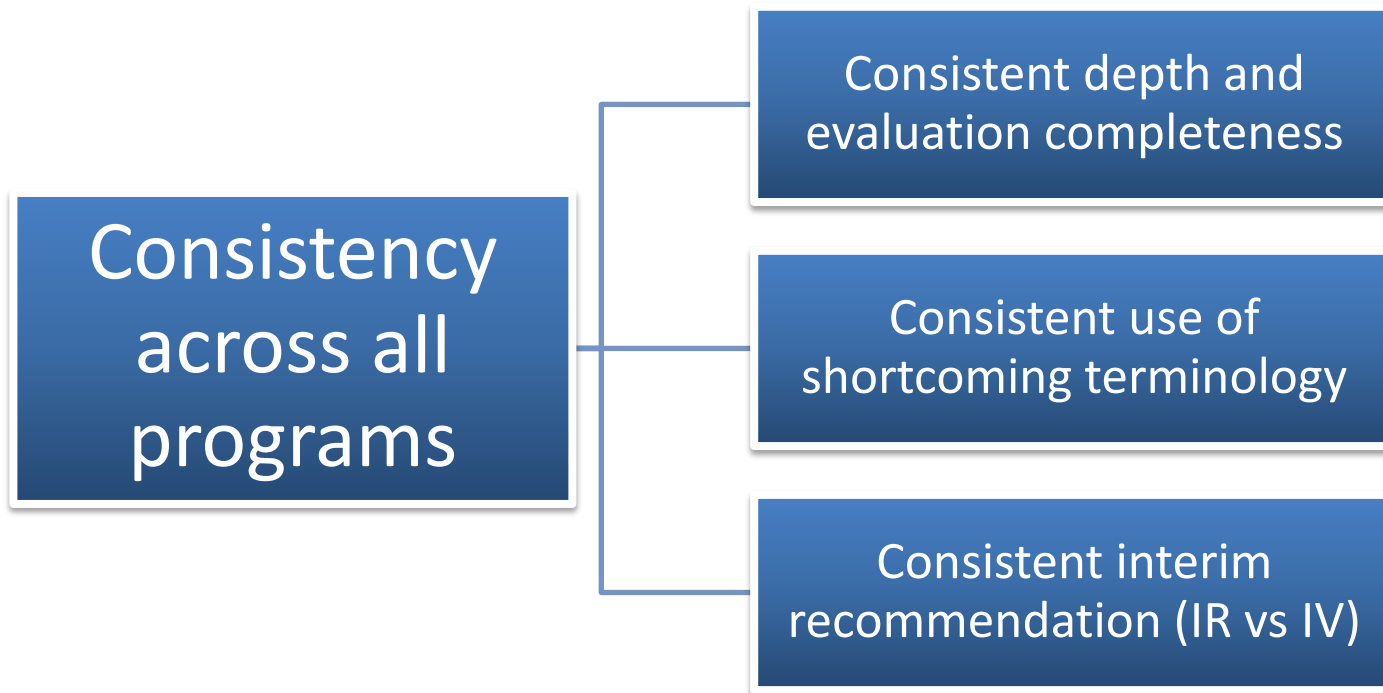| Action	Programs	Percent of Programs
Next General Review	512	77.7%
Report Extended	63	9.6%
Interim Report	76	11.5%
Interim visit	1	0.2%
Show Cause Extended	1	0.2%
Show Cause Report	3	0.5%
Not to Accredit	3	0.5%
TOTAL	**659**	100%

Consistency
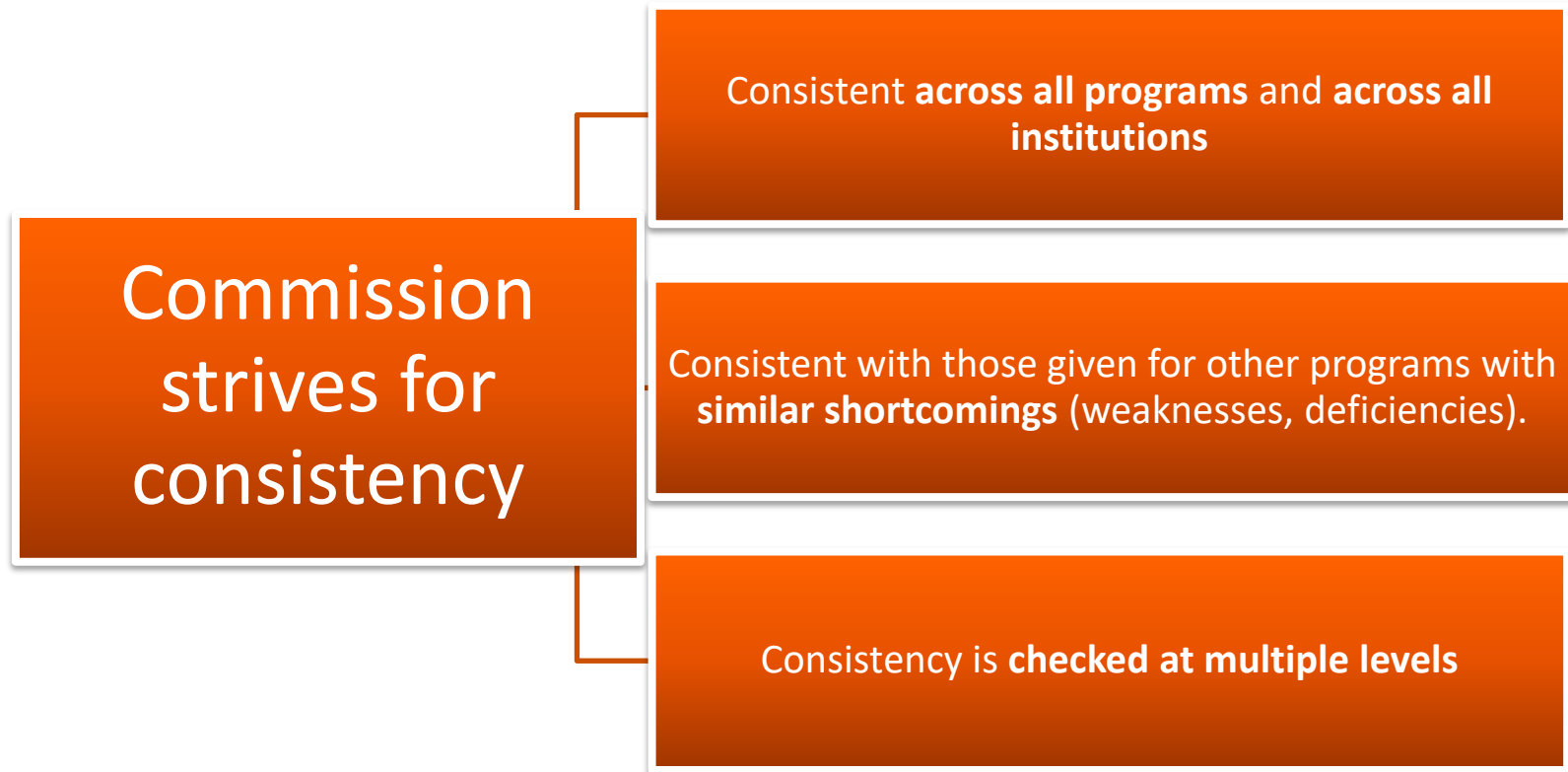# in the Accreditation Evaluation

Consistency

- Each institutional context is unique

- Consistency is a top priority

- **Goal:** *Programs with similar observed shortcomings accorded the same accreditation action*
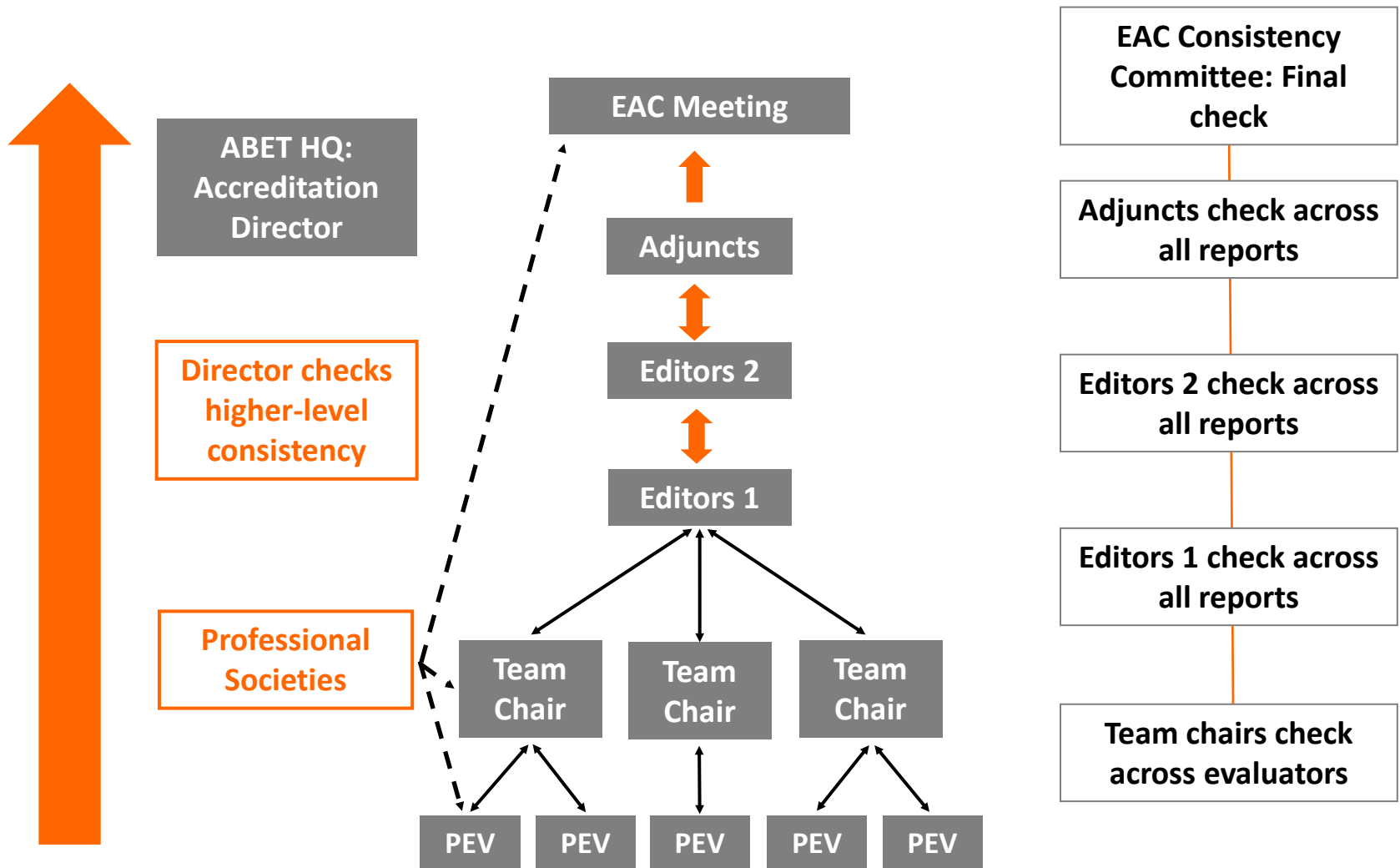
Consistency – Team

Consistency across all programs

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

Consistency – 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

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Presented by
Dr. Sigurd Meldal
Vice Chair of Operations, EAC

The Changes to
C5 and C8

Criterion 5: Curriculum

Please note: following a decision by the ABET Board of Directors on February 3, 2025, the planned changes to Criterion 5 will not be in effect for the 2025-2026 review cycle.

C8: Institutional Support

Institutional support, resources, and leadership must be sufficient to:

a)   ensure the quality and continuity of the program;

b)   attract, retain, and provide for the continued professional development of a qualified faculty;

c)   acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program; and

d)   create and foster a respectful environment among the program's students, faculty, staff, and administrators such that the student outcomes can be attained.

Resources include institutional services and policies, financial support, and administrative and technical staff.

GUIDANCE ON
C8: INSTITUTIONAL SUPPORT

Self-Study Report (SSR) Prompt

CRITERION 8. INSTITUTIONAL SUPPORT
⋮

F. Respectful Environment

Describe mechanisms such as policies, activities, and services that create and foster a respectful environment among the program's students, faculty, staff, and administrators such that student outcomes can be attained.

◆◄◄►►◆

Definition: *A respectful environment is inclusive and supports, values, and treats all members fairly and with dignity.*

Opportunities to Demonstrate Compliance
C8: Institutional Support

- **Campus training** on sexual harassment, equal employment opportunity, nondiscrimination, accessibility

- **Policies and Procedures:** Training & Implementation
  - Promotion & Tenure
  - Employee Recruitment and hiring practices
  - Mandated Reporting/Working with minors
  - Research integrity; Safe/Inclusive research environment
  - Religious accommodation, volunteer activity, and political activity
  - Course Policies
    - Learning management system accessibility and community guidelines
    - Student accommodations for disabilities

- **Documents:** Awareness and Adherence
  - Employee Code of Conduct
  - Student Handbook & Code of Conduct

Common Shortcomings

Common Shortcomings for C1 & C2

- **C1: Students**
  - Inadequate 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 review
  - Does not include all constituencies identified by program
  - PEOs not consistent with the definition

Common Shortcoming for C3

- Programs that do not adopt Student Outcomes 1-7 may leave out an aspect of SO 1-7

Common Shortcomings for C4

- Assessment results not disaggregated by program

- Process not clear

  - Where do you assess?

  - How often do you assess?

  - What instruments do you use to assess?

  - Who does the assessment?

  - What is your evaluation of the extent to which the student outcomes are being attained?

- Assessment results not used as input for continuous program improvement

Common Shortcomings for C5

- Inconsistent assignment of courses into categories (math/basic science, engineering)

- Insufficient hours in math/basic science or engineering topics

- Culminating major design experience does not incorporate standards and/or multiple constraints

- Design in program does not meet ABET definition of engineering design (e.g. research project)

Common Shortcomings for C6, C7, & 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
  - Lack of stable leadership

Common Shortcomings – Program Criteria & APPM

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

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Presented by
Dr. Lizette Chevalier
Chair, EAC

Concluding Thoughts

Preparing for Successful Review

- Commitment and involvement of institution's leadership and program faculty
- Open and timely communication with visit team
- Organized, accessible supporting materials
- Timely due process responses

What if…

- Program thinks 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

More Information

- Webinar recording

- Copy of these slides

- Accreditation Policy and Procedures Manual (APPM)

- 2024-25 Criteria for Accrediting Engineering Program

Some Concluding Remarks

- ABET program evaluators (PEVs) and team chairs are dedicated volunteers who invest significant time in reviewing the materials presented in the SSR and gathering information to ensure a productive visit.

- Host institutions should supply meeting spaces suitable for the team's size and the number of visiting commissions.

- The meeting space assigned to the ABET visiting team should ensure adequate privacy for team members to hold meetings and discuss their findings.

Some Concluding Remarks (Cont.)

- Meeting rooms are expected to be equipped with wireless access, printers, shredders, and office supplies appropriate for the number of PEVs conducting the campus visit.

- As a courtesy to the team chairs and program evaluators, it is desirable for the host institution to provide daily refreshments.

We are committed to a fair and thorough evaluation of your programs!

Comments and Questions