



**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



# 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 ABET Accreditation?

- Periodic review of educational program
- Provides quality assurance
- Ensures program meets quality standards of the profession for which the program prepares graduates
- Verify program compliance with criteria and Accreditation Policies and Procedures Manual (APPM)

**Not a ranking system**

# 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	<b>649</b>	156	<b>627</b>
REPORTS	43	<b>71</b>	40	<b>85</b>
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;

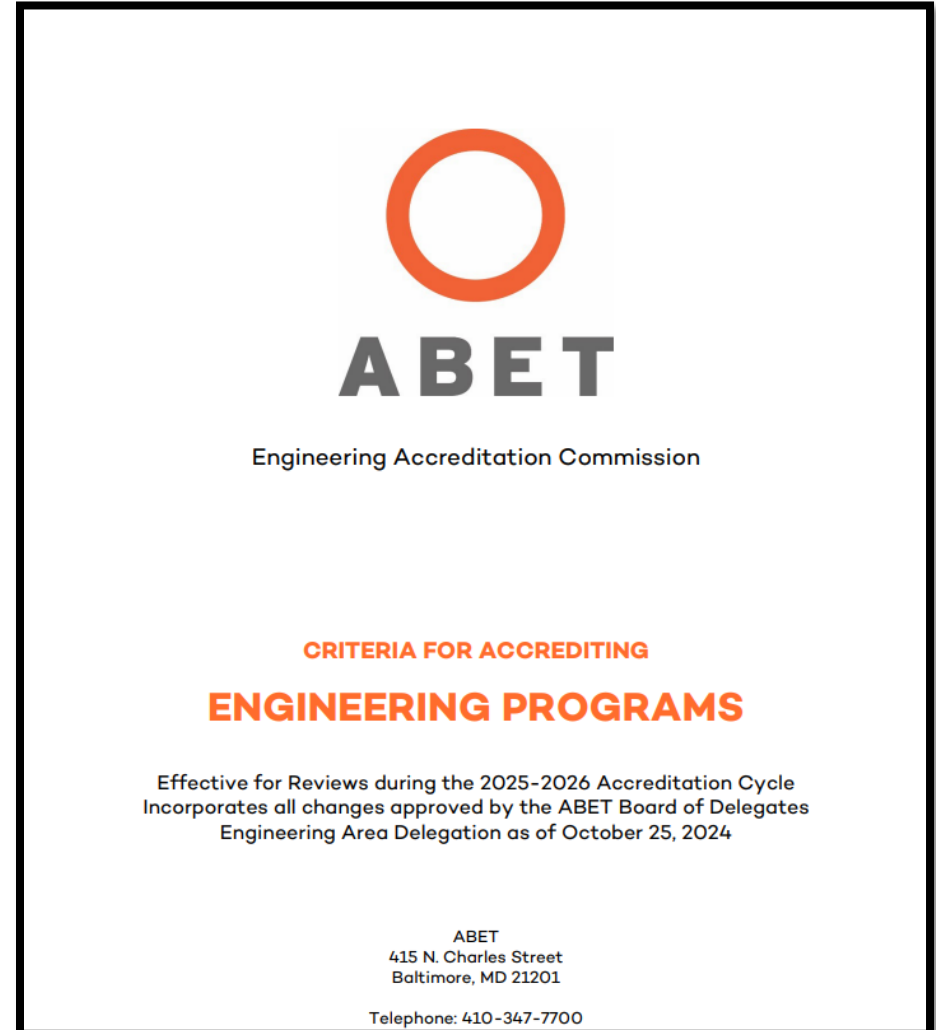
**OCTOBER** –  
Accreditation  
status publicly  
released



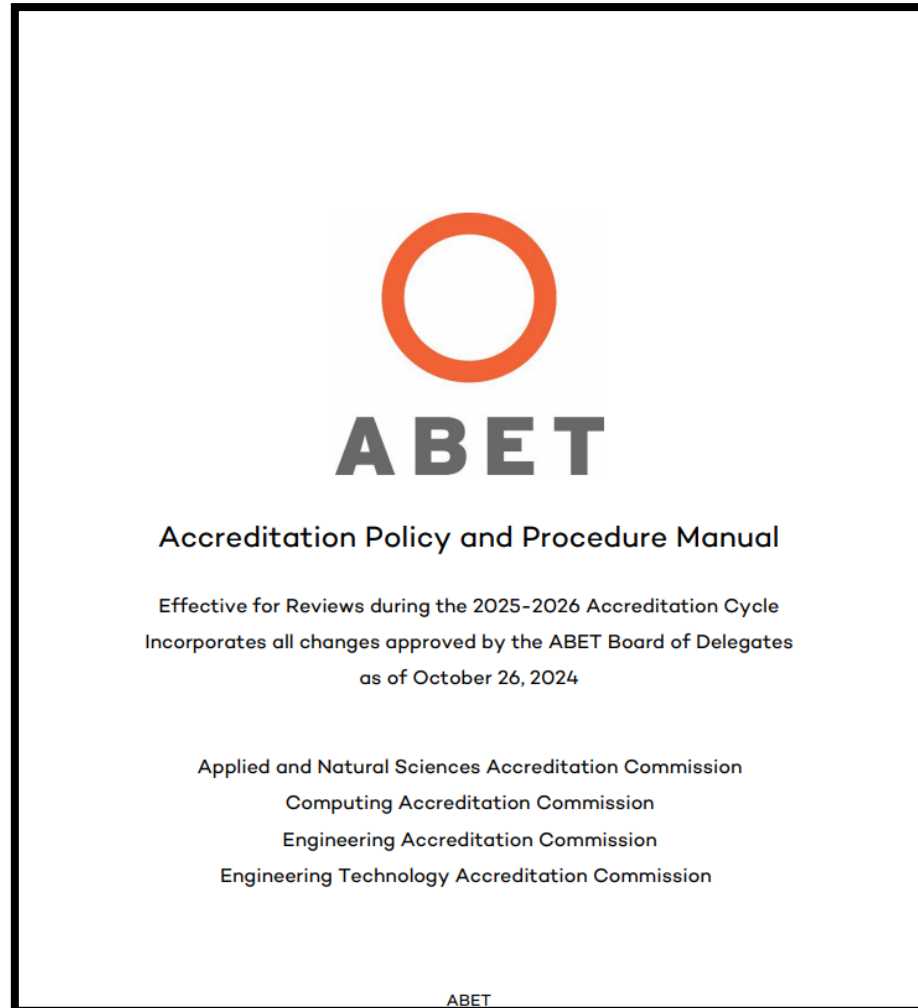
# Reference Materials and Updates

# Reference Materials

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



# Reference Materials



# EAC 2025-26 Changes

- Criterion 5 Curriculum
- Criterion 8 Faculty
- Definition of Respectful Environment
- Criterion MS2 PEO
- New program criteria: Ecological Engineering
- Program criteria for Engineering Management

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  - Guidance on C5 and C8 changes
  - Common shortcomings
  - Concluding thoughts
  - Questions and responses



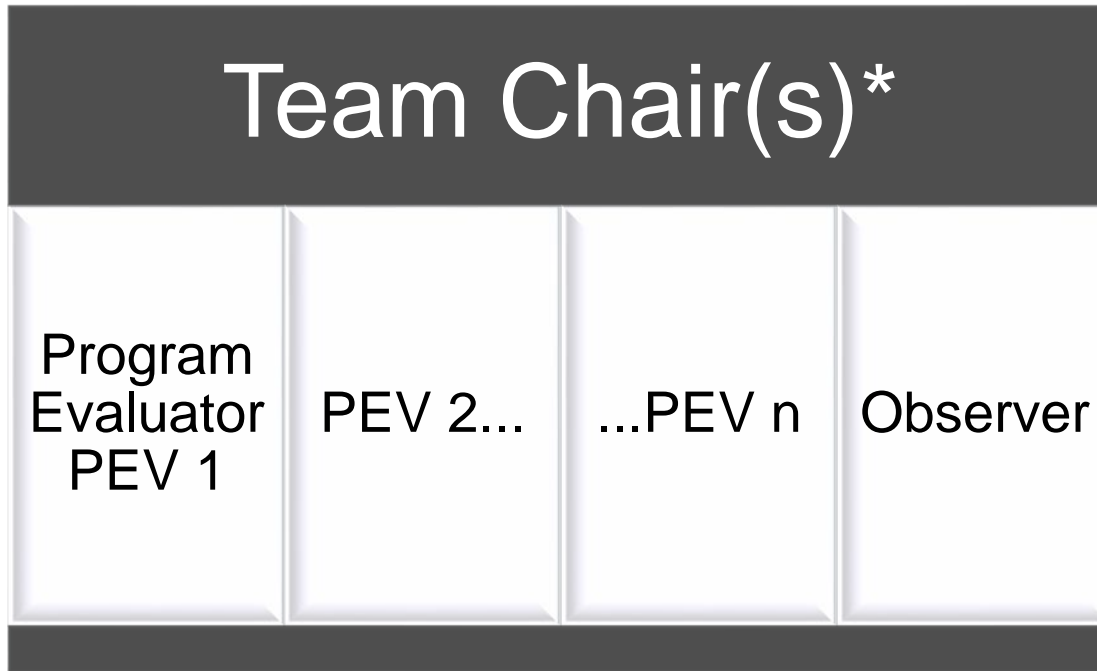
Presented by  
Dr. Lorraine Fleming  
Past Chair, EAC



# Pre-visit Planning and Preparations



# Visit Team Composition



\*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

# ABET Competencies

Technically  
Current

Effective  
Communication

Professional

Interpersonally  
Skilled

Team-oriented

Organized

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**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

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



# 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.

# Tips for a Successful Visit

- Good communication with TC
- Review COI requests quickly
- Provide requested info in a timely manner
- Let TC know of any issues
- Finalize interview and review schedules prior to visit
- Discuss delivery method for additional materials (discussed shortly)

# 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
- We are all in this together. Reach out to your TC with any questions



# 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
- Assist programs in quality improvement efforts

# Typical Visit Schedule

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

<b>Day 1 (Monday)</b>	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

<b>Day 2 (Tuesday)</b>	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

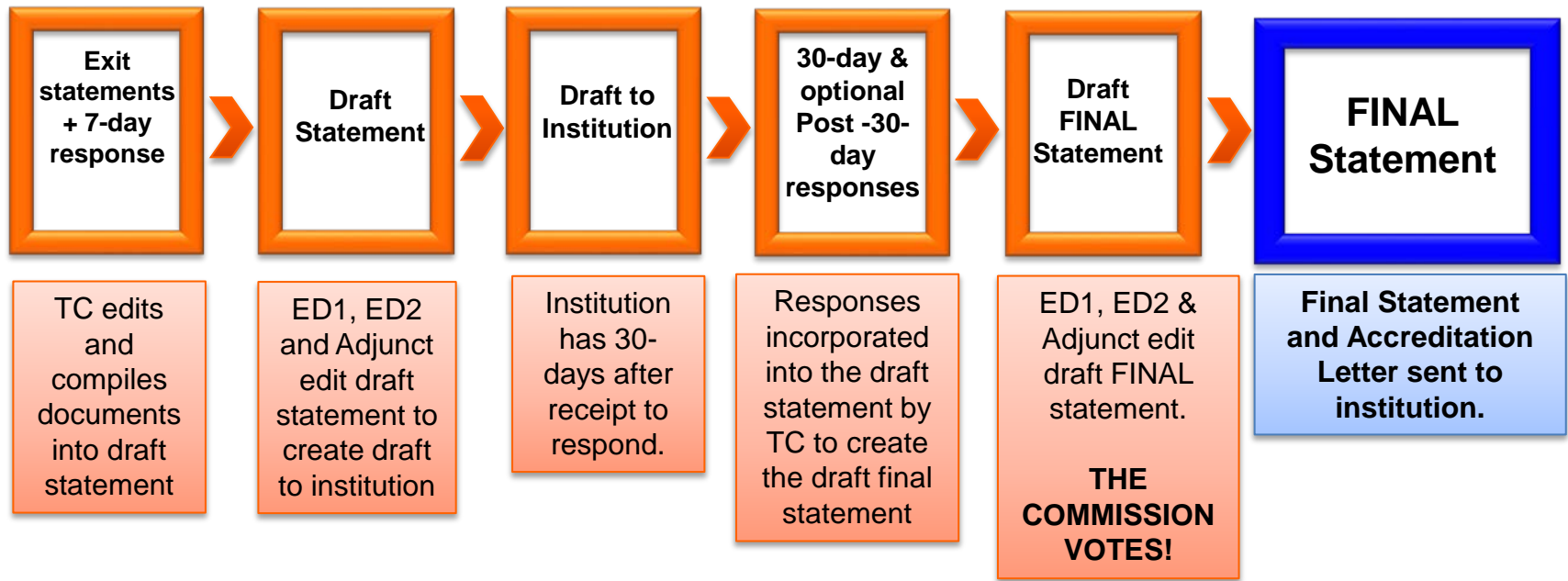


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## The Post-Review Process

*It's not over until the commission votes*

# Post-Review Process



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
- Upload institutional documents and responses to AMS
- Address and resolve shortcomings quickly. *Resolution of shortcomings is the desired result!*

TARGET DATES	
Draft Statement ( <i>uploaded</i> )	January
Commission Votes	July
Final Statement ( <i>uploaded</i> )	August

**Accreditation actions FINAL only when the Commission votes!**

(Note: Only “Not to Accredite” actions can be appealed.)

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Presented by  
Dr. Chris Taylor  
Chair Elect, EAC

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# Accreditation Evaluation and Actions

**What words might I hear?**

**What do they mean?**

# Shortcoming Definitions

<b>Deficiency</b>	<i>A criterion, policy, or procedure is <u>not</u> satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.</i>
<b>Weakness</b>	<i>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.</i>
<b>Concern</b>	<i>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.</i>

# Other findings

<b>Strength</b>	<i>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.</i>
<b>Observation</b>	<i>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).</i>



# 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 <sup>1</sup>
INTERIM REVIEW	following IR or IV	RE or VE (2 or 4 years)	IR or IV (2 years) <sup>2</sup>	SCR or SCV (2 years) <sup>2</sup>
	following SCR or SCV	SE (2 or 4 years)	IR or IV (2 years) <sup>2</sup>	SCR or SCV (2 years) <sup>2</sup> or NA <sup>1</sup>

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

<sup>1</sup> NA—Accreditation action for programs that have not resolved a Deficiency(D) within two years following an SCR or SCV.

<sup>2</sup> When the accreditation action is a second consecutive interim review, the remaining shortcomings will be scrutinized during the next general review visit.

<sup>3</sup> Interim evaluations only.

<sup>4</sup> Initiated by institutions for programs being discontinued or for which accreditation is no longer being maintained.

# Resolving Shortcomings 2023-24 Cycle

	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 Accredite	3	0.5%
<b>TOTAL</b>	<b>659</b>	<b>100%</b>

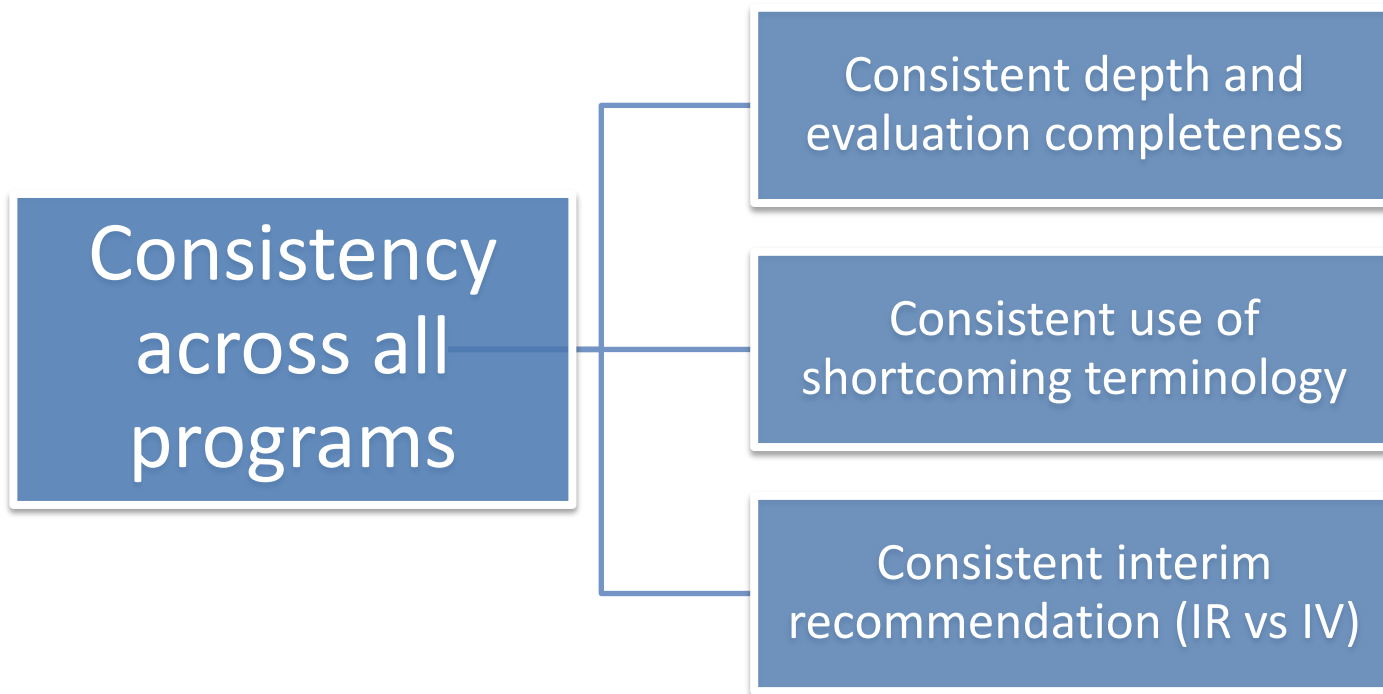


# **Consistency in the Accreditation Evaluation**

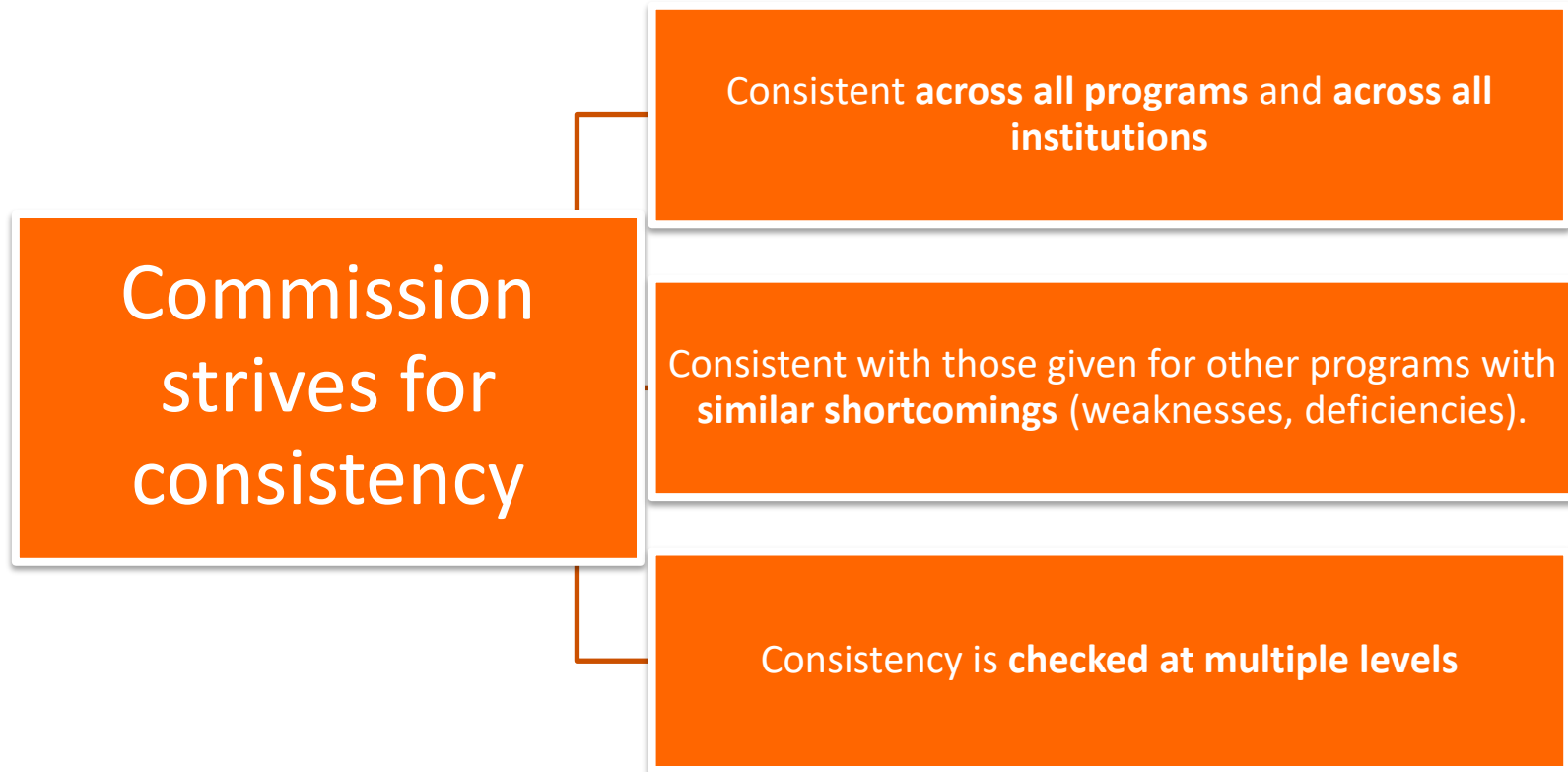
# Consistency

- Each institutional context is unique
- Consistency is a top priority
- **Goal:** *Programs with similar observed shortcomings accorded the same accreditation action*

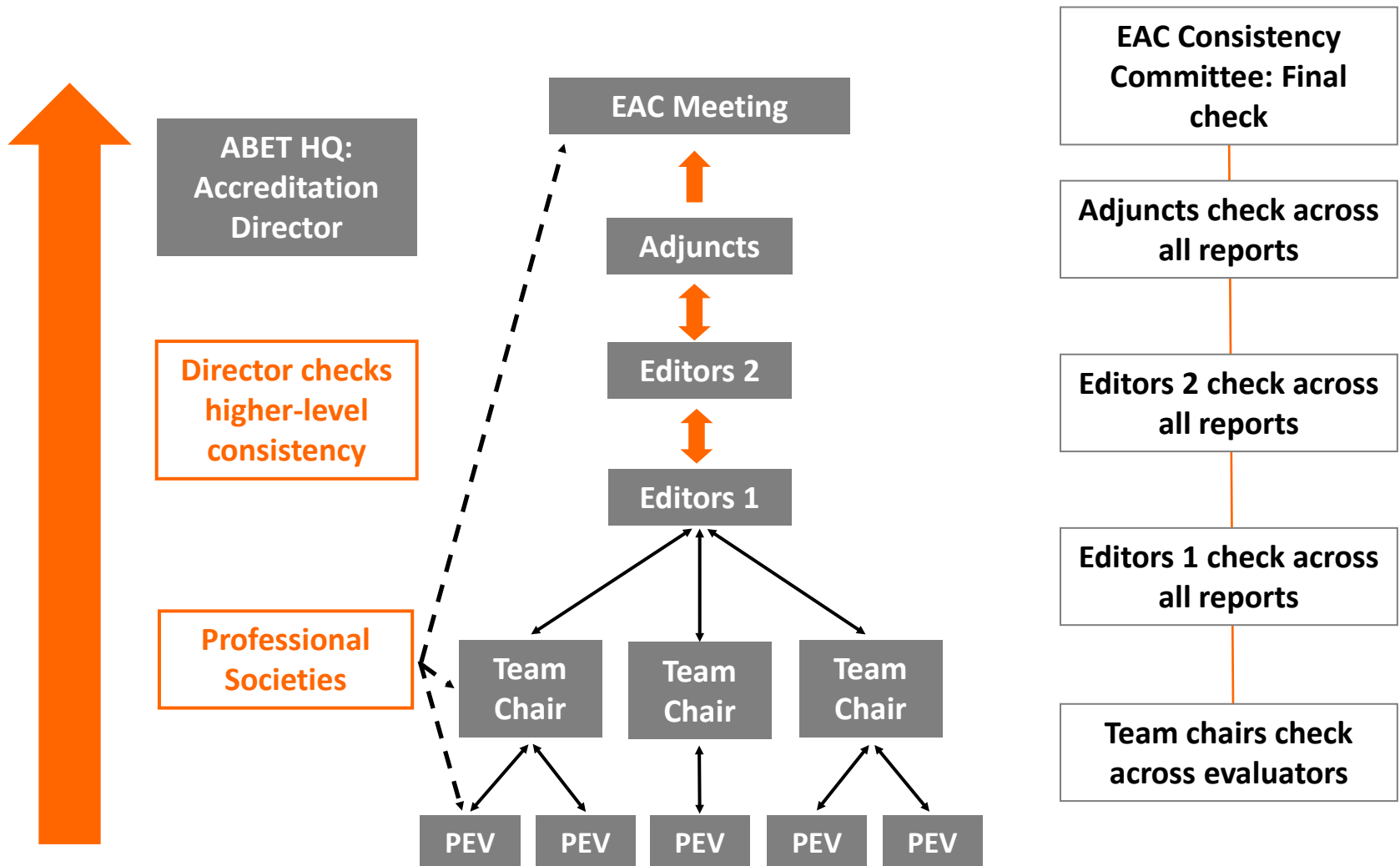
# Consistency – Team



# Consistency – Commission



# Consistency Checks





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



# The Changes to C5 and C8

# Criterion 5: Curriculum

from Criteria for Accrediting ENGINEERING PROGRAMS, 2025-26 Accreditation Cycle

The curriculum requirements specify subject areas appropriate to engineering, but do not prescribe specific courses. The program curriculum must provide adequate content for each area, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to enter the practice of engineering. **The curriculum must include:**

- a) a minimum of 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program.
- b) a minimum of 45 semester credit hours (or equivalent) of engineering topics appropriate to the program, consisting of engineering and computer sciences and engineering design, and utilizing modern engineering tools.
- c) a broad education component that complements the technical content of the curriculum and is consistent with the program educational objectives.

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

- e) a culminating major design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired

# 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 C5: CURRICULUM**

# Self-Study Report (SSR) Prompt

## CRITERION 5. CURRICULUM

### A. Program Curriculum

⋮

7. Provide evidence of curriculum content that ensures awareness of diversity, equity, and inclusion and ensures that students are prepared to enter the practice of engineering.

*In evaluating evidence of compliance, ABET will use the following definitions:*

- **Inclusion** is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.
- **Diversity** is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: *race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.*
- **Equity** is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.

# Opportunities to Demonstrate Compliance

## C5 Inclusion

- **Teamwork**
  - Sharing best practices for working in teams on team projects (e.g., consider team meeting date/time constraints in setting team meetings)
- **Stakeholder Consideration**
  - Explore the value of soliciting input from potential stakeholders
  - Explore how these values may be included in design projects and reports
- **Case Studies**
  - Explore cases when design decisions did/did not create an environment of respect, support and value of others



Definition: *Inclusion is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.*

# Opportunities to Demonstrate Compliance

## C5 Equity

- **Design Considerations**
  - Explore potential constraints of the design when individual's disparate needs, conditions, and abilities are/are not considered
  - Validate designs with data that incorporates individual/ community's needs, conditions, and abilities
- **Case Studies**
  - Explore cases when design decisions created disparate conditions, opportunities and advancement of all communities



Definition: *Equity is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.*



# Opportunities to Demonstrate Compliance

## C5 Diversity

- **Design Considerations**
  - Explore and set design constraints using data/information from diverse populations
- **Stakeholder Consideration**
  - Explore and identify potential stakeholders to solicit project input and feedback
- **Case Studies**
  - Explore case studies that demonstrate the impact of the design on different stakeholders



Definition: *Diversity is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.*



# **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



# **SUMMARY of C5/C8 GUIDANCE**

# DISCLAIMER

- The information presented is intended as suggestions of opportunities for compliance.
- It is intended to support programs' exploration of ways to comply with the new elements of the criteria.
- They are not intended to promote a particular path to compliance.
- Every program must provide evidence of their compliance, as it relates to their institutional mission.

# Relevance of new C5 and C8 elements to Engineering Practice

- Productive Teamwork
  - Working effectively on teams with others who have different backgrounds and experiences
- Appropriate and workable solutions
  - Understanding the value of diverse perspectives in developing solutions
  - Considering the range of needs in a diverse world
  - Equitable and ethical applications of solutions
- Marketing opportunities
  - Seeking work opportunities in situations with different infrastructure or resources from one's own

# Broadening Awareness of New Elements of C5 and C8

## Opportunities to explore more

- **Institutional Rep Meeting** January 23 & 24, 2025
- Town Hall Meetings
- Team Chair Training - Virtual and July Commission Meeting
- PEV Training – Brightspace, Team Chair
- ABET Symposium
- BELONG Summit
- EAC presentations at professional meetings





# Common Shortcomings

# EAC Shortcoming Statistics 2023-24

Criteria	Draft	30-Day	Final
Criterion 1: Students	50	21	<b>17</b>
Criterion 2: PEOs	135	38	<b>25</b>
Criterion 3: Student Outcomes	6	0	<b>0</b>
Criterion 4: Continuous Improvement	180	121	<b>57</b>
Criterion 5: Curriculum	142	99	<b>35</b>
Criterion 6: Faculty	81	66	<b>55</b>
Criterion 7: Facilities	49	28	<b>21</b>
Criterion 8: Institutional Support	61	40	<b>34</b>
Program Criteria	37	17	<b>10</b>
APPM	59	12	<b>7</b>
Master's Level	1	1	<b>1</b>
Total	<b>801</b>	<b>443</b>	<b>262</b>

# 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
- Posting SO and PEO
- Inconsistent references to program names
  - Transcripts, degrees, RFE, publications
- Facilities and student lab work safety



# 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



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)
- 2025-26 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