PREPARATION FOR INSTITUTIONAL REPRESENTATIVES:

SELF-STUDY REPORT

March 11, 2025

WELCOME!
Engineering Technology Accreditation Commission (ETAC)

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SELF STUDY REPORT

We will be recording today's webinar

- The recording and the slides will be available on ABET's public website.

- All Institutional Representatives will receive a follow up email with the link to the recording and slides and instructions to their location on the ABET public website.

Q&A

- You have opportunity to ask questions throughout the webinar using the Q&A button at the bottom of your Zoom screen.

- Chat function is disabled.

We will not be providing technical support during today's webinar. Recordings will be available after webinar is completed.

If we are unable to address all your questions due to time constraints, please follow up with us.

Presenter's email addresses will be available at the end of the presentation.

You may also reach out to the ETAC Adjunct Accreditation Director, Kevin Taylor (ktaylor@abet.org)

Today's Agenda

1. Introductions/ETAC Overview

2. Self-Study Questionnaire (Template)

3. Timeline

   Preparing Self-Study Report (SSR)

   Pre-visit activities

4. APPM Changes

5. Review Process

6. Resources Available

7. Q&A

>> Today's focus: Guidance in the preparation of the SSR

Our mutual goal is to have a successful and productive accreditation visit!

Suggestions in this presentation are only guidance. ABET encourages flexibility as we prepare for individual reviews.

2025-2026 ETAC Executive Committee & Today's Presenters

Venny Fuentes
Chair

Mark Lower
Past Chair

Gary Clark
Chair Elect

Berrin Tansel
Vice-Chair of Operations

Mike Gazzerro
Public Commissioner

Maureen Hart
Member-at-Large

Michael Johnson
Member-at-Large

Keith Johnson
Member-at-Large

Ilya Grinberg
Member-at-Large

Ece Yaprak
Board Area Delegation Chair

Stephen Carr
Commissioner

Training Committee

Clay Gloster
Commissioner

Training Committee

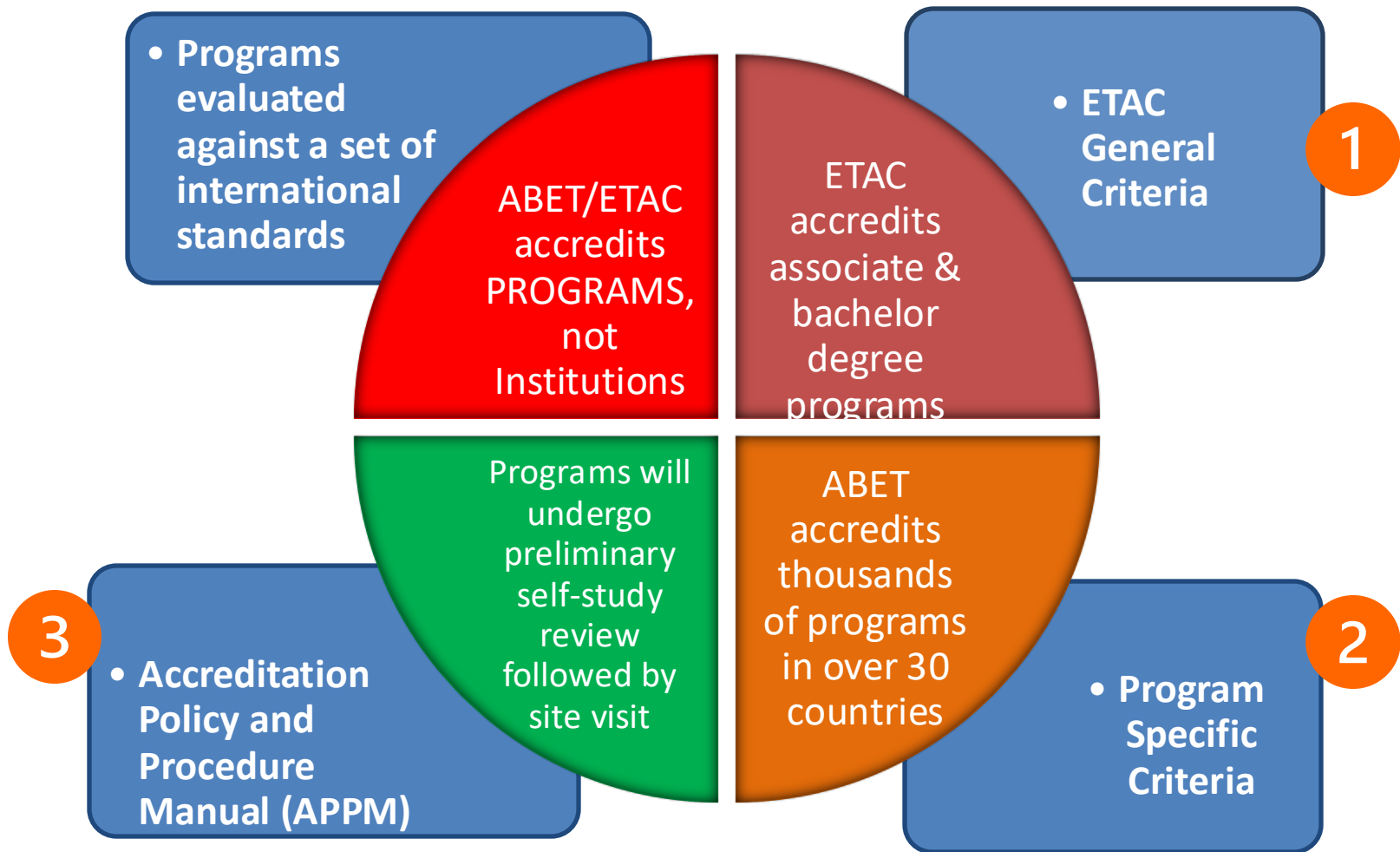**M. Javed Khan**
Commissioner

Training Committee

Kevin Taylor
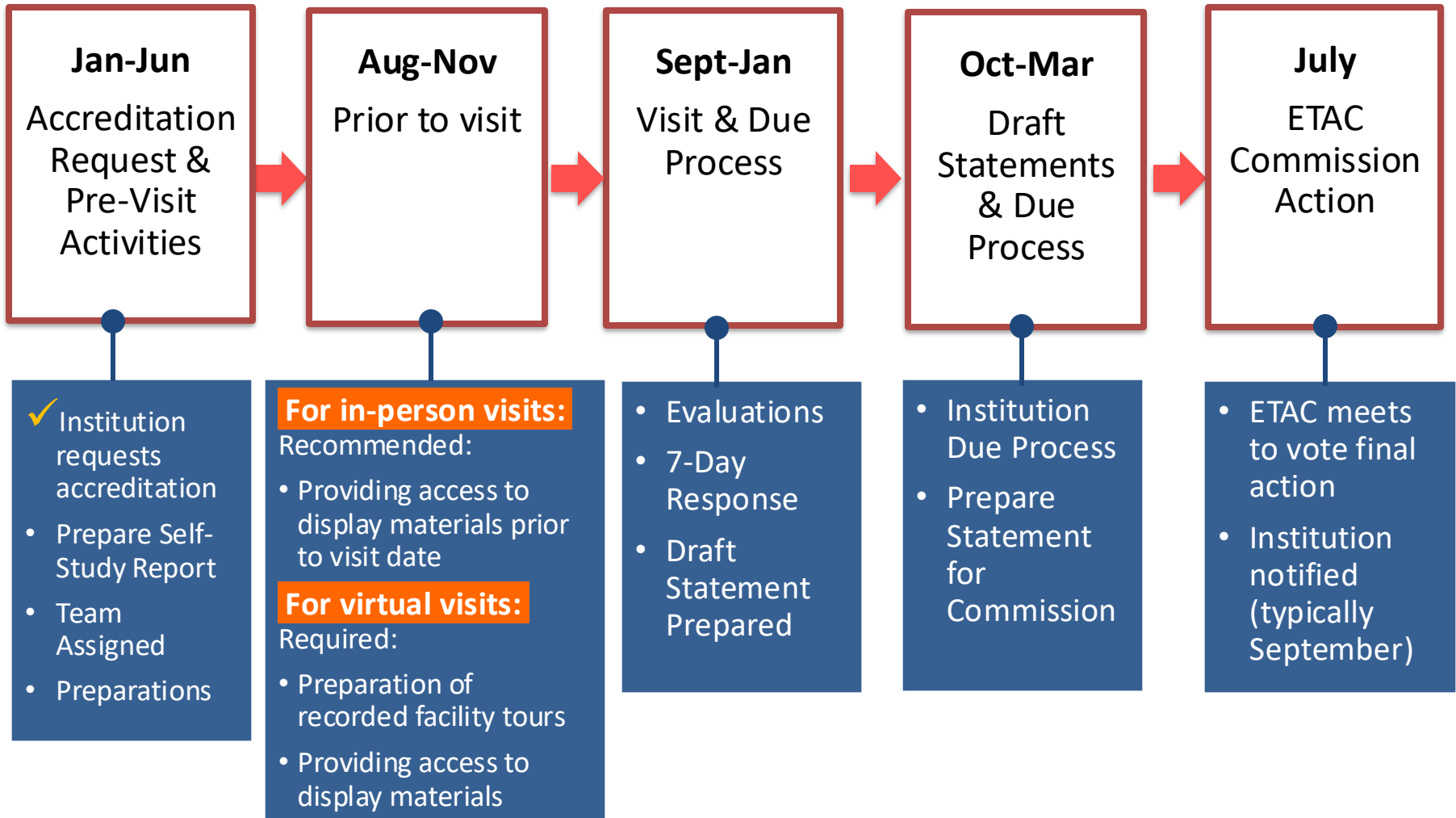Adjunct Accreditation Director

Common Terms and Acronyms

Acronym	Meaning
ETAC	Engineering Technology Accreditation Commission of ABET
PEV	Program Evaluator
TC	Team Chair leading visit/review
RFE	Request for Evaluation
SSQ	Self-Study Questionnaire
SSR	Self-Study Report
SOs	Student Outcomes
PEOs	Program Educational Objectives
Ed 1, Ed 2	Editor 1 and Editor 2 assigned to each visit/review, who edit the Draft and Final Statements for consistency
Adjunct	ABET Adjunct Accreditation Director for ETAC
AMS	ABET's Accreditation Management System
APPM	ABET's Accreditation Policy and Procedure Manual
PAF	Program Audit Form

Overview

- **Programs evaluated against a set of international standards**

ABET/ETAC accredits PROGRAMS, not Institutions

ETAC accredits associate & bachelor degree programs

- **ETAC General Criteria** ①

Programs will undergo preliminary self-study review followed by site visit

ABET accredits thousands of programs in over 30 countries

③ - **Accreditation Policy and Procedure Manual (APPM)**

② - **Program Specific Criteria**

Approximately **85,000** students graduate from ABET-accredited programs EACH YEAR!

Accreditation Timeline

Jan-Jun	Aug-Nov	Sept-Jan	Oct-Mar	July
Accreditation Request & Pre-Visit Activities	Prior to visit	Visit & Due Process	Draft Statements & Due Process	ETAC Commission Action

Jan-Jun
- ✓ Institution requests accreditation
- Prepare Self-Study Report
- Team Assigned
- Preparations

Aug-Nov

For in-person visits:
Recommended:
- Providing access to display materials prior to visit date

For virtual visits:
Required:
- Preparation of recorded facility tours
- Providing access to display materials

Sept-Jan
- Evaluations
- 7-Day Response
- Draft Statement Prepared

Oct-Mar
- Institution Due Process
- Prepare Statement for Commission

July
- ETAC meets to vote final action
- Institution notified (typically September)

ABET

Self-Study Report (SSR) Preparations

Self-Study Report (SSR)

- Demonstrates program's compliance with key criteria requirements

- Must be completed for each program and degree seeking accreditation .

- Multi-Mode or Multi-Site

  – Program(s) must demonstrate criteria compliance in all modalities/routes/physical locations to a degree

  – Assessment and continuous improvement for each delivery method (e.g., F2F, online, hybrid, or multiple locations)
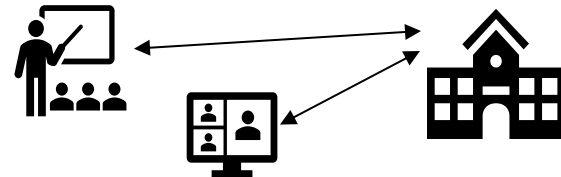
Self-Study Report (SSR) (continued)

- Describes how your program satisfies the criteria. It should be:
    - Clear
    - Concise
    - Contain focused information

- Written for the program evaluator (PEV) assigned to review the program

- Based on your self-study report, the PEV will do an initial evaluation prior to the visit.

PEV's Review of SSR

- The documents and guides used by the PEVs are available to the public.

- ETAC Program Evaluator Workbook

- Also, ETAC has created a "self-evaluation tool" for use by programs.

SSR Resources

Download key documents from
https://www.abet.org/accreditation/accreditation-criteria/

The *Accreditation Criteria* and the *Accreditation Policy and Procedure Manual* may change from one accreditation cycle to the next. Please see Accreditation Changes for a summary of the important board-approved changes for each year.

If you wish to access previous cycles' documents, please email accreditation@abet.org and we can provide them.

Promote Your ABET Accreditation

ABET-Accredited Logos

Accreditation Criteria & Supporting Documents

Self-Study Templates

Accreditation Changes

Accreditation Fees and Invoice

Fees For Programs Outside The U.S.

Find Programs

Accreditation Policy and Procedure Manual

2025-2026   Accreditation Status APPM I.A.6. Guidance

Engineering Technology Accreditation Commission (ETAC)

2025-2026 Criteria

2024-2025 Institutional Representatives Webinar: Self-Study Reports (Recording) (Slides)

2024-2025 Institutional Representatives Webinar: Site Visit (Recording) (Slides)

Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)

Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab

Guidance on Materials

2024-2025 Questionnaire Template for Interim Reports

2024-2025 Institutional Representatives Webinar: Interim Reviews (Recording) (Slides)

SSR Resources (continued)

- **Self-Study Questionnaire or SSQ (on the ABET website)**

https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

Engineering Technology Accreditation Commission

2025-2026 ETAC Questionnaire: Template for a Self-Study Report **(updated 2025-02-14)**

2025-2026 ETAC Questionnaire: Template for an Interim Report

○
A B E T

**ABET SELF-STUDY
QUESTIONNAIRE:
TEMPLATE FOR A
SELF-STUDY REPORT**

The SSQ "guides" your SSR
contents by asking questions!

- **Accreditation Criteria**   http://www.abet.org/accreditation-criteria/

- **Accreditation Criteria Changes**   **Accreditation Criteria, Policy and Procedure Changes
for the 2025-2026 Review Cycle**

https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/

e-mail: accreditation@abet.org if you have additional questions.

Self-Study Report Questionnaire

https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

SSR Action Items

- Start the self-study report as soon as possible.

- Answer all the questions that apply.

- Involve faculty in the self-study report development.

- Include a summary of any significant changes since the last review.

General SSR Requirements

- The SSR is both a quantitative and qualitative assessment of strengths and limitations of the program.

- Include information about:
  - All methods of instructional delivery
  - All possible paths to degree
  - All remote or online offerings

- Program name MUST BE IDENTICAL to that used in institutional publications, the Request for Evaluation (RFE) and on the transcripts of graduates

- The SSR focuses primarily on ABET criteria

General SSR Requirements (continued)

- The self-study report and any required supplemental materials (not display materials) should be uploaded on your institution's ABET page in the **AMS: (Dashboard/Reviews/2025 ETAC General Review)**

- Submit the self-study report as **pdf read-only** files by **July 1st**.

- Avoid password protection so that the PEV may electronically mark up the document.

July 2025

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

(AMS: Accreditation Management System)

General SSR Requirements (continued)

- Please **do not** send Self-Study Reports.

  - By email
  - As a hard copy through the mail
  - By mail in electronic format

- The self-study report and supplemental materials must be totally **self-contained** in the medium submitted (hyperlinks are not permitted).

July 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

General SSR Requirements (continued)

- Your approved Team Chair and PEVs will be able to access the Self-Study Report, its appendices or any supplemental materials via the AMS.

- Large data files should not be posted to the AMS. Work with your Team Chair on a coordinated location.

- Transcripts **should not be uploaded** to the AMS. The Team Chair will provide guidance for providing transcripts.

- The institution's primary contact must coordinate with the Team Chair to confirm the quantity and distribution or access for the transcripts for each program.

General SSR Requirements (continued)

- It is important for programs **only** to answer the questions in the Self-Study Questionnaire and not add extraneous material, even if you are proud of the program's activities or capabilities.

- Adding irrelevant material makes the evaluator's job more difficult as they focus on compliance with the criteria.

- The SSR Questionnaire is a guide to help focus the SSR content on those items that the evaluators (PEVs) need to review.

- The evaluators (PEVs) will use the PEV worksheet to review the various elements associated with each of the criteria and the APPM requirements.

Common Issues Found in SSRs (by Criterion)

ETAC Criteria

General Criteria ①

① Students

② Program Educational Objectives (PEOs)

③ Student Outcomes (SOs)
- Now mapped to elements 1-5
- If program uses different outcomes, provide map to SO elements, 1-5

④ Continuous Improvement

⑤ Curriculum

⑥ Faculty

⑦ Facilities

⑧ Instutional Support

Other requirements

② **Program Criteria**

Program criteria limited to curriculum and faculty

③ **Accreditation Policy and Procedure Manual (APPM)**

Procedural requirements, web postings, etc.

Criterion 1. Students

- Records of Student Work/Transcripts
  - Will be evaluated using a form like this one →
  - Program name and degree awarded must be exactly as shown on the RFE

Common issues:
  - Lack of documentation on prerequisite waivers and awarding of transfer credit
  - Inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

Transcript Analysis

ETAC Curricular Category	ETAC Criteria Requirement	Number of Credits*					
		Credits Actually Earned by Student #					
		1	2	3	4	5	6
Mathematics and Science							
Discipline Specific Topics	$1/3 \leq 2/3$ total credits						
General							
Integration of Content (BS degrees)							
Total							

Other Transcript Analysis Questions	Is this requirement met? YES or NO					
Transcript demonstrates the student meets all program graduation requirements?						
Transcript demonstrates the student follows all prerequisite requirements and any waivers are documented? (PEV should flag any violations.)						
Degree audit information matches the program's published degree requirements?						

Criterion 2. Program Educational Objectives

Common issues:

- Constituents' involvement in the review and revision process:

  - Not all identified constituents have been involved in the review process.
    <u>Note</u>: For ETAC, the advisory committee must be a key constituent.

  - PEOs not reviewed periodically and systematically or lacking documentation.

- While not required, a table or flowchart illustrating the following can be helpful to summarize the review process:

  - Key constituents involved in the review of PEOs
  - Programs with multiple sites might need separate IAC's for PEO's and curriculum input. Document who is involved and if they are associated with location A, B or both
  - Timetable for those constituents' review of the PEOs (schedule and when last accomplished)
  - Manner of the review (survey tool or process)
  - How reviewed results are utilized (who does what)

Criterion 2. Program Educational Objectives (continued)

- **PEO review process and documentation**

    - It is necessary to show how the PEO review processes and their results are documented, evidence of which will be necessary in the ABET review process.

- **Compliance of PEO statements with the criteria definition:**

    Program educational objectives are broad statements that describe what graduates are expected to attain within a few years after graduation. Program educational objectives are based on the needs of the program's constituencies.

    - If both AAS and BS degree programs are offered, there should be some difference in the PEOs a appropriate.

Criterion 3. Student Outcomes

Common issues:

- One or more of the ETAC (1) – (5) elements (or sub-elements) not addressed by the program's student outcomes

- Lack of process and documentation for the periodic review and revision of the program's student outcomes

- Lack of documentation showing that SOs undergo periodic review

- Note that the criterion does not specify who must do the review

- SOs changed during the evaluation cycle, but the old SOs were not mapped to the new SOs.

Criterion 4. Continuous Improvement

Common issues:

- Process not documented or appropriate

- Assessment process does not address all student outcomes

- Course level, e.g., course learning outcomes, assessment and individual course improvement actions without a program/student outcome level process

- Student outcome or performance indicator not being assessed by an appropriate instrument

- Assessment processes do not discern attainment of each student outcome (or its performance indicator if they are being used)

Criterion 4. Continuous Improvement (continued)

- Assessment activity applies to multiple student outcomes, e.g., lumps several student outcomes together

- Overreliance on indirect/survey evidence as assessment data

- Data collected in courses with multiple programs' students but not disaggregated by program and/or program locations

- Death by assessment - too much, with too little result

- ETAC urges programs to focus on continuous improvement—using assessment and evaluation of attainment of student outcomes to guide continuous improvement actions;

    rather than

- A misguided focus on only assessment!!
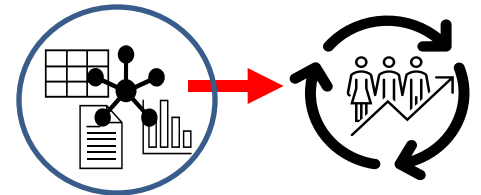
Criterion 4. Continuous Improvement (continued)

- Assessment methods are inconsistently used
- No documentation of **evaluation** of assessment data
- Data are collected and evaluated, but not used for continuous improvement actions when warranted
- Use of inappropriate means to avoid continuous improvement
  - Setting a low bar to avoid improvement action
  - Continually meeting desired attainment level and thus not making any improvement actions over multiple years
- Inappropriate assessment data
  - Use of course grades or exam grades as assessment data
  - Use of averaging of averages to determine attainment levels

Criterion 5. Curriculum

Common issues:

- Insufficient documentation of advisory committee engagement in curriculum/advisement.

- Curriculum does not include design considerations appropriate to the discipline and degree level (such as use of engineering standards and codes, public safety and health, etc.).

- Curriculum does not address ethics, quality, or continuous improvement.

- For associate programs: Curriculum does not include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.

- For baccalaureate programs: Curriculum does not include the application of integral and differential calculus, or other mathematics above the level of algebra and trigonometry, at the level appropriate to the student outcomes and the discipline.

Criterion 6. Faculty

Common issues:

- Faculty workload is high, and faculty size is inadequate to allow for effective teaching, meaningful student advising, and completion of other required duties.

- Faculty size is adequate but factors such as program growth and faculty attrition hinders the faculty's ability to deliver the program effectively.

- Faculty are not engaged in professional development activities or involved with industry

Criterion 7. Facilities

Common issues:

- Students do not have access to appropriate modern equipment or tools used in industry

- Lack of adequate equipment upgrade, maintenance or repairs

- Program lacks planning for staff allocation or other resources related to maintenance or upgrades

- Space and equipment are currently adequate but increased enrollment or current budgeting trends may jeopardize it.

Criterion 8. Institutional Support

Common issues:

- Inadequate support for laboratories (e.g., equipment or safety requirements)

- Insufficient technical support appropriate to achieve student outcomes

- Evidence of excessive faculty turnover

- Lack of continuity of program leadership due to frequent changes in leadership

Program Criteria

Not all programs have program criteria.

- Relates to curriculum and faculty qualification.

- Review the applicable program criteria

- Describe how the program satisfies the program criteria.

- This is often a connection to specific topics as covered in program's courses.

- Reference materials that will be available to demonstrate compliance with the program criteria.

- If already included in the Self Study Report, provide appropriate references (e.g., courses, activities).

ABET Policy and Procedure Manual (APPM)

Changes in Accreditation Policies and Procedures

Must use the latest APPM applicable for 2025-26.

Check for any accreditation changes as they occur every year:

https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/

New! - APPM Requirements I.A.6.a.

Institution catalogs and similar publications must clearly indicate the programs accredited by the commissions of ABET as separate and distinct from any other programs or kinds of accreditation.

- ETAC accredited programs with program criteria must be identified as: "accredited by the Engineering Technology Accreditation Commission of <u>ABET</u>, under the commission's General Criteria and Program Criteria for _____."

If the program was evaluated under more than one set of program criteria, each Program Criteria must be listed.

- ETAC accredited programs accredited under General Criteria only must be identified as: "accredited by the Engineering Technology Accreditation Commission of <u>ABET</u>, under the commission's General Criteria with no applicable program criteria."

If a program is accredited by more than one commission, the accreditation details must be provided for each commission.

The text "<u>ABET</u>" must link to ABET's homepage.

APPM Section I.A.6.a. examples

Program with Program Criteria:

The Bachelor of Science in Electrical Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria and Program Criteria for Electrical/Electronic(s) Engineering Technology and Similarly Named Programs.

Program using General Criteria Only:

The Bachelor of Science in Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria with no applicable program criteria.

Program using two Program Criteria:

The Associate of Science in Civil and Environmental Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, under the commission's General Criteria and the Program Criteria for Civil Engineering Technology and Similarly Named Programs and the Program Criteria for Environmental Engineering Technology and Similarly Named Programs.

APPM I.A.6.b. Requirements

The following information **must be posted** on the program's website:

- Program Educational Objectives (PEOs),
- Student Outcomes (SOs).

Posting of annual student enrollment and graduation data on the website is **no longer required.**

Accreditation Policies and Procedures

Other APPM changes for 2025 – 2026:

Section I.E.2.c. discusses policies regarding reconfiguration of reviews:

- The decision to reschedule, cancel, or otherwise reconfigure a visit in order to protect the welfare of ABET volunteers is the decision of ABET.
- Reconfigurations of an initial program review are not permitted and must be rescheduled.
- Subsequent reconfigured visits are not allowed.
- Requests for extensions when a reconfigured comprehensive review is cancelled.
- Lapse of accreditation when a review is not possible.
- Processes for variations in I.E.2 policies

Timeline, Resources, and Site Visit

ABET Workshops and Activities

San Diego, CA 2025:

- April 2 - Self-Study Development Workshop:

  https://symposium.abet.org/workshops/

- April 2 & 5 - Assessment Workshops:

  https://symposium.abet.org/workshops/

- April 3-4 - ABET Symposium:

  https://www.abet.org/events/abet-symposium/

Self-Study Report Tips

- Have someone proofread the SSR who was not heavily involved in its preparation.

- Once it is written, do a self-evaluation using the T351 Program Evaluation Report document. This document is used by PEV for the program in mind.

Visiting Team

Team Chair (TC)

Primary Contact before & after the visit

ABET Experts

Volunteers selected by ETAC ExCom

Will decide communication protocol

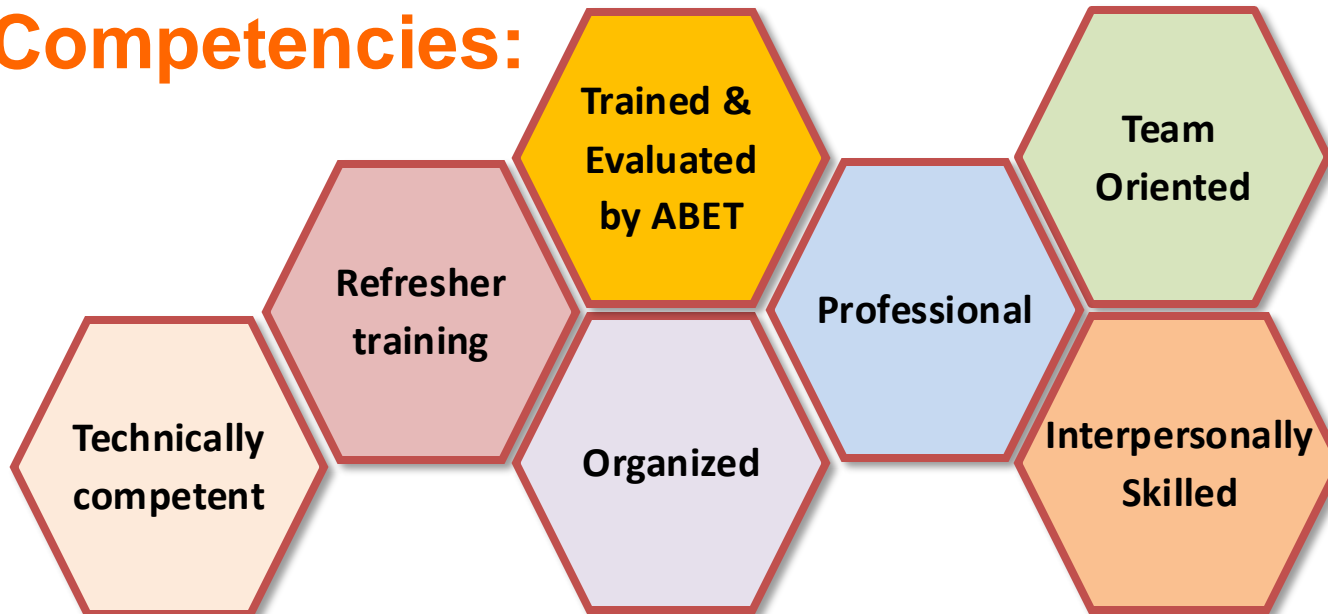### Program Evaluators (PEVs)

ABET Experts

Volunteers selected and trained by their professional society

Observers

No vote in accreditation process

PEV in training, ABET staff or state board member

Institutions may refuse to allow observers

ABET Team Competencies:

All team members must be approved by the institution

Institution may reject TC or PEV if a conflict of interest is identified.

- Technically competent
- Refresher training
- Trained & Evaluated by ABET
- Organized
- Professional
- Team Oriented
- Interpersonally Skilled

Approval of Team Members by Institution

Institutions must approve via the Accreditation Management System (AMS):

- **The Team Chair** - If the institution has a *conflict of interest* with the assigned team chair, they may select "not approve" and a different team chair will be assigned.

- **The PEVs** - If the institution has a *conflict of interest* with an assigned PEV, they may select "not approve" and reason; the society will assign another PEV.

Promptness in approving the TC and PEVs allows the team to communicate earlier, to ask clarifying questions prior to the visit, and to complete the review more efficiently.

Tasks to complete before July 2025

- Begin Now!

  Prepare Self-Study Report

- Begin Now!

  Prepare display material

- April - May

  Team Chair approval

- Once TC is approved

  Set visit dates

- May - June

  PEV approvals

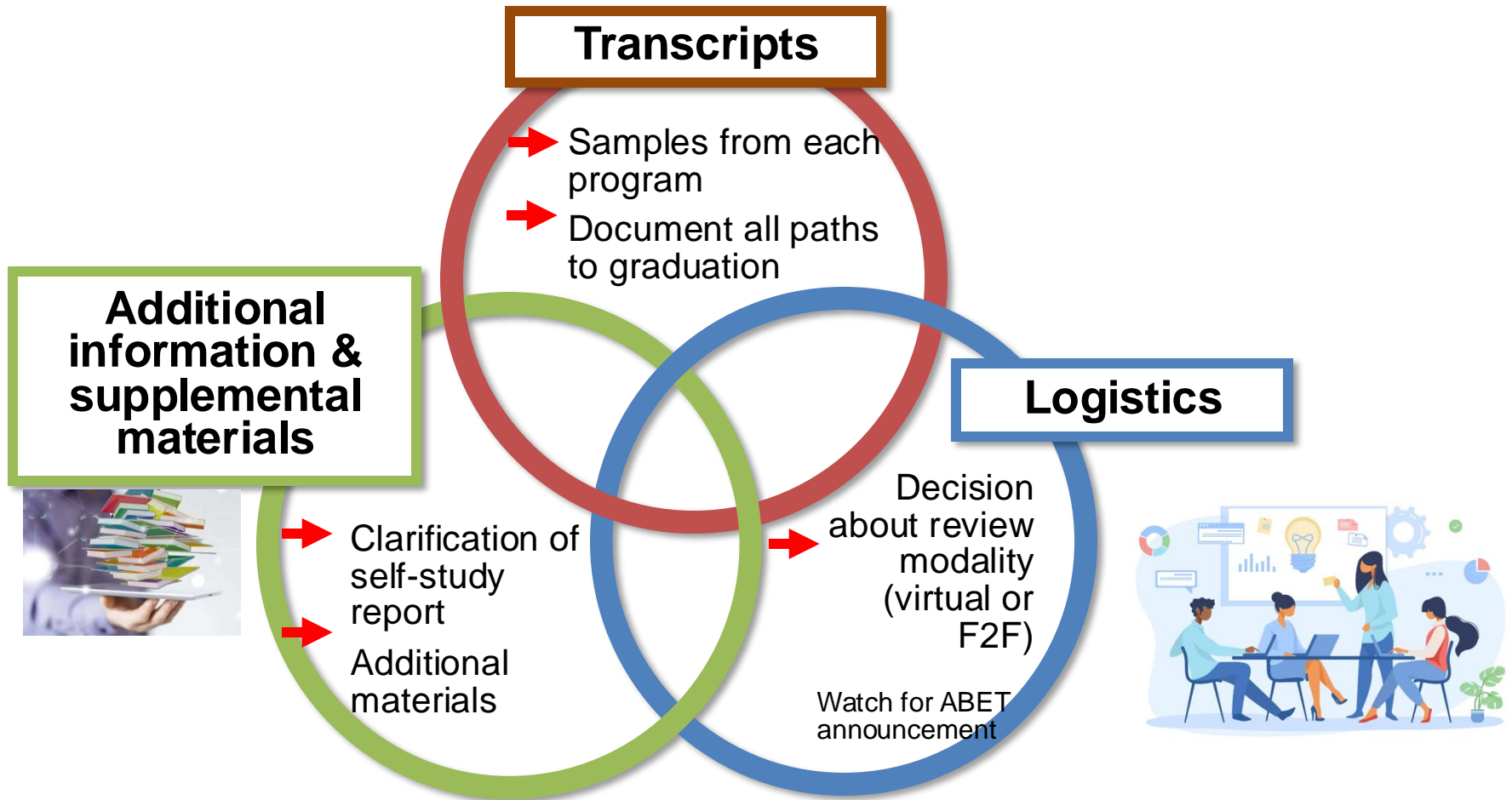- By July 1st

  Submit Self-Study Report

July – August Tasks

- Provide graduate transcripts for each program
  - ❑ TC will provide guidance on number of transcripts
  - ❑ Student names should be removed and replaced by a tracking code
  - ❑ Explanation and documentation of any course substitutions
  - ❑ Documentation of approval of any transfers or substitution of courses
- Graduation audit form or process documentation

Follow-up with Team Chair: Transcript and Enrollment documentation

Before the Visit - after Team Approved

To be discussed in the Site Visit Webinar on August 12, 2025

Transcripts

➤ Samples from each program

➤ Document all paths to graduation

Additional information & supplemental materials

➤ Clarification of self-study report

➤ Additional materials

Logistics

➤ Decision about review modality (virtual or F2F)

Watch for ABET announcement

Follow-up with Team Chair on Communication Protocol

- Establish a clear communication process with the TC, and who will be that person

- Be clear about windows of time that the school may be closed or the primary contact is away and how to communicate during those times

- ETAC active communication window starts with the assignment an acceptance of the TC.

Resources

- Accreditation Criteria and Supporting Documents

  ➡️ **Be sure to use the ETAC criteria for 2025-26**

  ➡️ **Use ETAC Criteria and APPM for 2025-26**

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

- Institutional Representative Training webinars and slides
  https://www.abet.org/accreditation/accreditation-criteria

- Program Evaluator Workbooks:
  Periodically review ABET website for the latest version

- Self-Study Questionnaire Templates and Templates for Interim Reports:
  https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

- Accreditation Criteria Changes:
  https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/

- Guidance on Materials
  Periodically review ABET website for the latest version

Stay tuned for the webinar on visit preparation on

August 12, 2025

Thank you!

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M. Javed Khan – Training Committee Member: mjkhan@tuskegee.edu

Please provide us your feedback for this presentation

https://app.meet.ps/attendee/4yzxci0z

- There are 5 very short questions
- Poll should begin automatically when this meeting ends
- Link can be opened using any browser or a smart phone