Engineering Technology Accreditation Commission

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SITE VISIT

August 14, 2024

WELCOME!
ETAC INSTITUTIONAL REPRESENTATIVE WEBINAR

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. Recording will be available after webinar is completed.

If we are unable to address all your question due to time constraints, please follow up with your team chair.

Agenda

- *ETAC Overview*
- *Timeline*
  - *Pre-visit activities*
  - **SITE VISIT Activities**
  - Post-visit timeline and activities
- Due Process & Accreditation
- Q&A

Covered in Evaluation Preparation Webinar (Spring)

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

Today's Presenters

Gary Clark

Vice-Chair of Operations

Stephen Carr

Commissioner

Training Committee
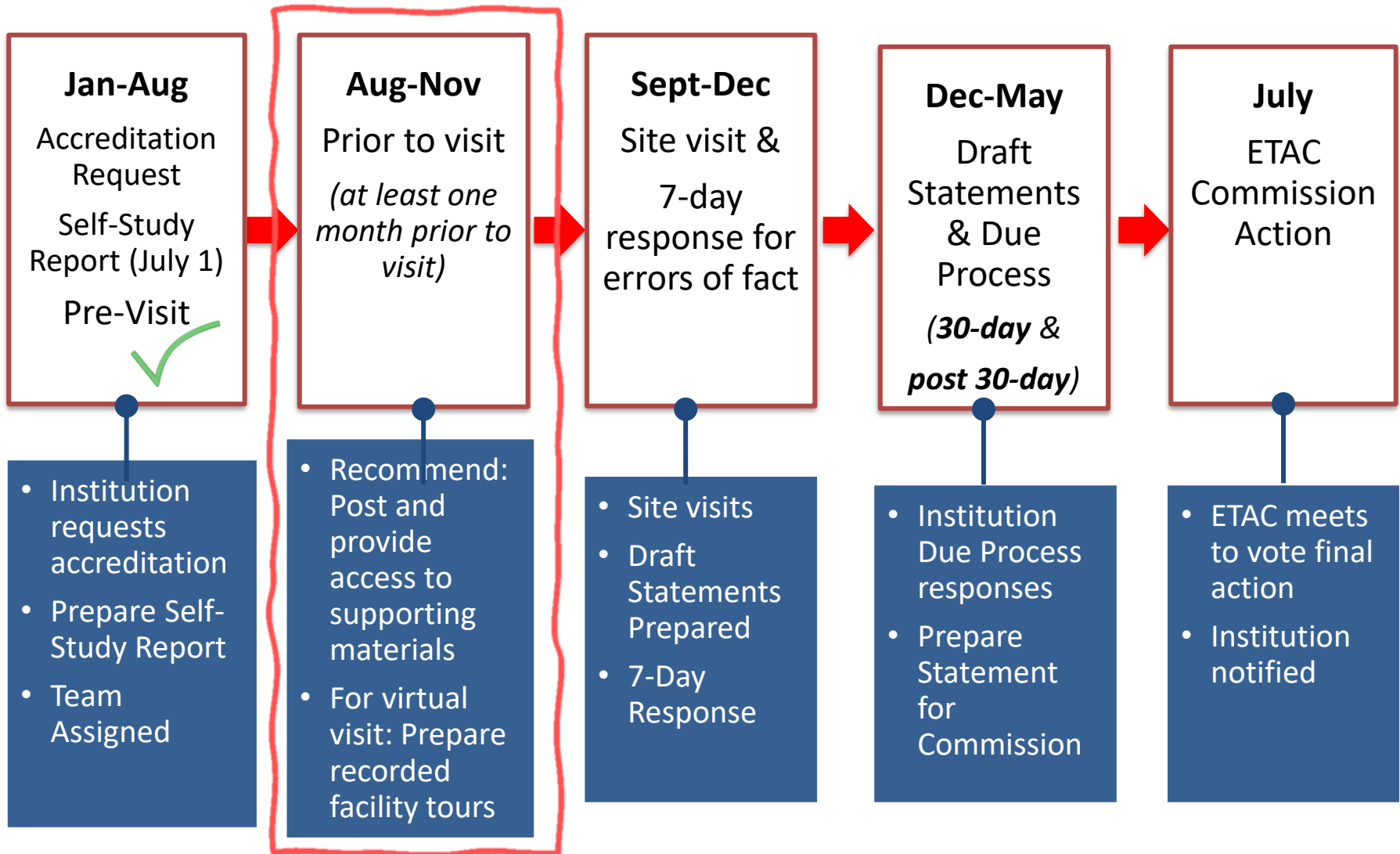
Ilya Grinberg

Commissioner

Training Committee

Berrin Tansel

Member-at-Large

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

Accreditation Timeline

Jan-Aug	Aug-Nov	Sept-Dec	Dec-May	July
Accreditation Request	Prior to visit	Site visit &	Draft Statements & Due Process	ETAC Commission Action
Self-Study Report (July 1)	*(at least one month prior to visit)*	7-day response for errors of fact	*(30-day & post 30-day)*	
Pre-Visit ✓				

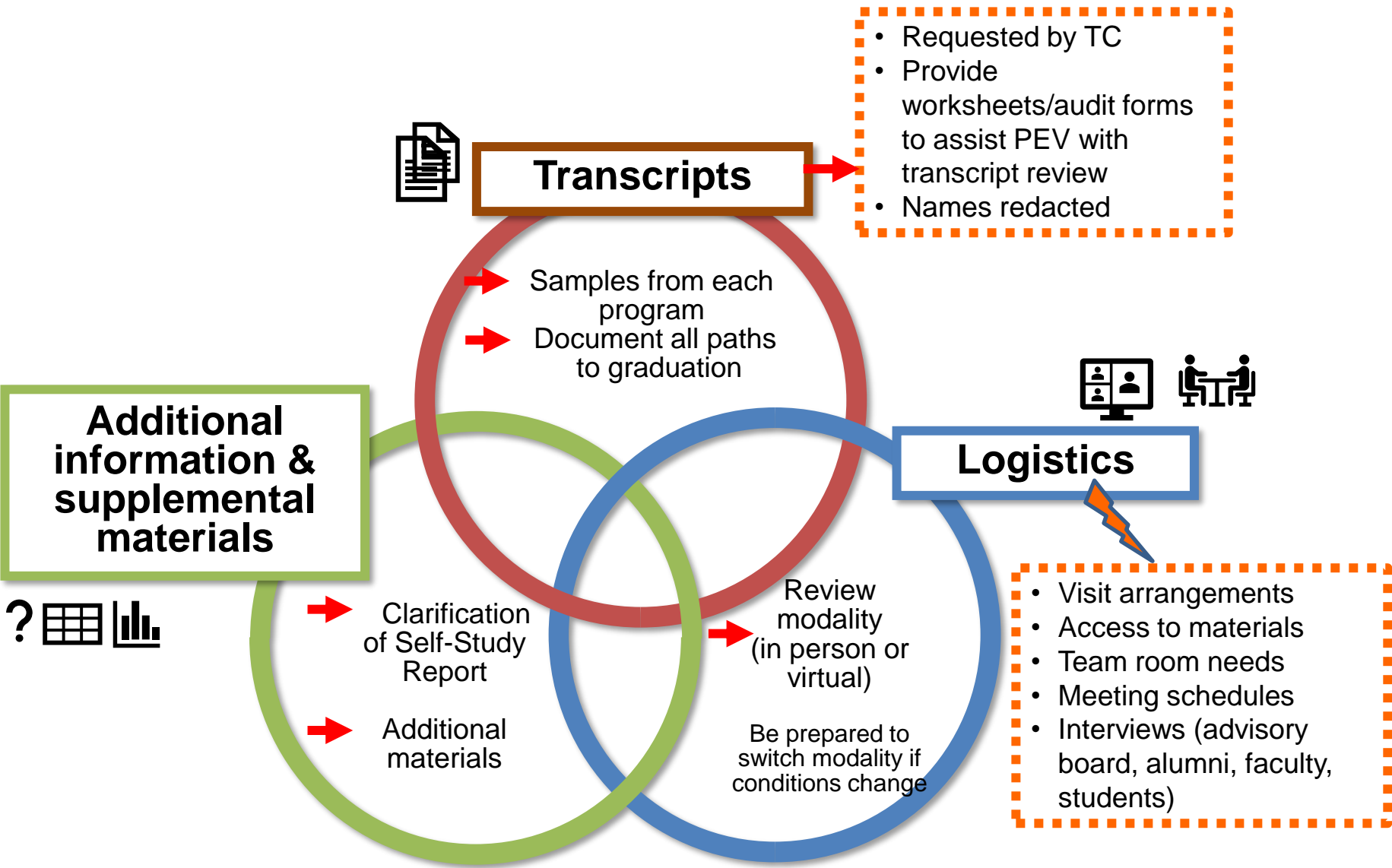|				
• Institution requests accreditation • Prepare Self-Study Report • Team Assigned	• Recommend: Post and provide access to supporting materials • For virtual visit: Prepare recorded facility tours	• Site visits • Draft Statements Prepared • 7-Day Response	• Institution Due Process responses • Prepare Statement for Commission	• ETAC meets to vote final action • Institution notified

By now, you should have…

- ✓ Team Chair approved
- ✓ Visit dates set
- ✓ Self-Study report uploaded
- ✓ Visiting team PEVs approved
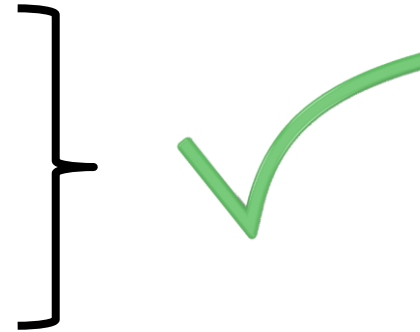
Prepare to provide transcripts…

- ✓ Transcripts for graduates of each program
  - ✓ Team chair can provide guidance on number of transcripts
  - ✓ Student names should be removed and replaced by a tracking system
- ✓ Explanation of course substitutions & course waivers
- ✓ Approval process for transfer/substitution/waiver of courses
- ✓ Graduation audit form

Follow-up with Team Chair: Transcript and Enrollment documentation

Transcripts

- Requested by TC
- Provide worksheets/audit forms to assist PEV with transcript review
- Names redacted

Samples from each program
Document all paths to graduation

Additional information & supplemental materials

Logistics

Clarification of Self-Study Report

Additional materials

Review modality (in person or virtual)

Be prepared to switch modality if conditions change

- Visit arrangements
- Access to materials
- Team room needs
- Meeting schedules
- Interviews (advisory board, alumni, faculty, students)

Follow-up with Team Chair on Communication Protocol

What happens during an in-person site visit?

The goal is to conduct a site visit to review and evaluate facilities, resources, meet with program faculty and administrators.

Logistics

Team travels to institution

Programs provide tours of facilities and laboratories

Interviews with students, faculty, and staff, advisory board

Review of assessment and evaluation materials and other supporting materials

Other printed materials, USB, or other physical formats can be provided during the visit upon request

Team room and assistance for Wi-Fi access. Team room should be equipped with a printer and shredder

In person meetings

In person meeting locations

Work with Team Chair and PEVs to set up the schedule for meetings.

Make arrangements for face-to-face meetings (location, time), and provide support to team as needed.

On-line Programs: Team to access the LMS course and assessment materials one month before the visit. Team members sign a confidentiality agreement. Identify on-line and/or hybrid.

What does a Virtual Review look like (some international visits)?

The goal is to conduct a virtual visit which achieves the same goals as a traditional on-site visit, recognizing the team members and institution representatives may all be in different time zones.

Logistics

- No team travel
- Programs to provide virtual facility and lab tours
- Interviews of students, faculty, and staff conducted virtually
- Supporting materials to be provided electronically (Institutional or 3rd party i.e., Dropbox, Google drive, Canvas)
- No exchange of printed materials. Additional materials can be provided in digital format upon request

Virtual meetings

- Zoom is the default ABET video conferencing platform
- Work with Team Chair to set up meetings. IT support provided by institution.
- If requirements at your institution require an alternative platform for video conferencing, you will need to provide access, set up meetings, and provide training and support to the team.

NOTE: Any type of electronic recording of live ABET accreditation conversations or meetings is prohibited.

Getting Ready for the Visit

Getting Ready for the Visit

(in person or virtual)

Requirements for in person and virtual visits are not different.

However, the timing and methods of submission, organization, and presentation may be different.

Materials (Recommended): The program to make supporting materials available at least one month prior to the start date of the virtual visit

Materials: Guidance on materials from the program must be provided so team members can work efficiently

Materials: If an institutional system is used for documentation, team members will need access to your network (or another accessible digital platform) and guidance to use the digital storage platform/software.

Communications with PEVs: Teams AND programs benefit from clearing up documentation and supporting material issues before the visit begins

Communications: Work with the Team Chair and PEVs regarding supporting materials they will require and where the materials will be located

Communications with TC: Start early.

Note: Programs should not duplicate and resubmit documentation and supporting material submitted with the Self-Study Report.

Facility Tours

Laboratory Tours

- Identify the name of lab and physical location in building/on campus
- Identify who uses the lab and the courses the lab supports
- Provide a general layout of the setting of labs
- Show safety equipment (PPE, eyewash stations, showers, first aid kits, SDS sheets, inspection reports, etc.)
- Identify number of instructional experimental setups in the lab
- Show instructional equipment and supplies
- Provide the maximum number of students working concurrently in the lab and maximum team size working on any single experimental station (capacity)
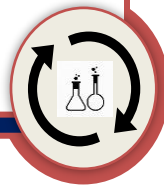
Classroom Tours

- Show bigger and smaller classrooms, to give the team a sense for representative types of classrooms
- Show a regular (whiteboard) and a technology classroom with associated audio-visual equipment
- Identify the courses using the classroom
- Provide the capacity of the classroom
- Show a typical instructor station
- Show the classrooms to provide a sense of their general condition
- Show student study rooms and spaces

Note: For virtual visits: All parties involved in the pre-recorded laboratory and classroom tours must be identified by name and provide their recorded consent to be recorded.
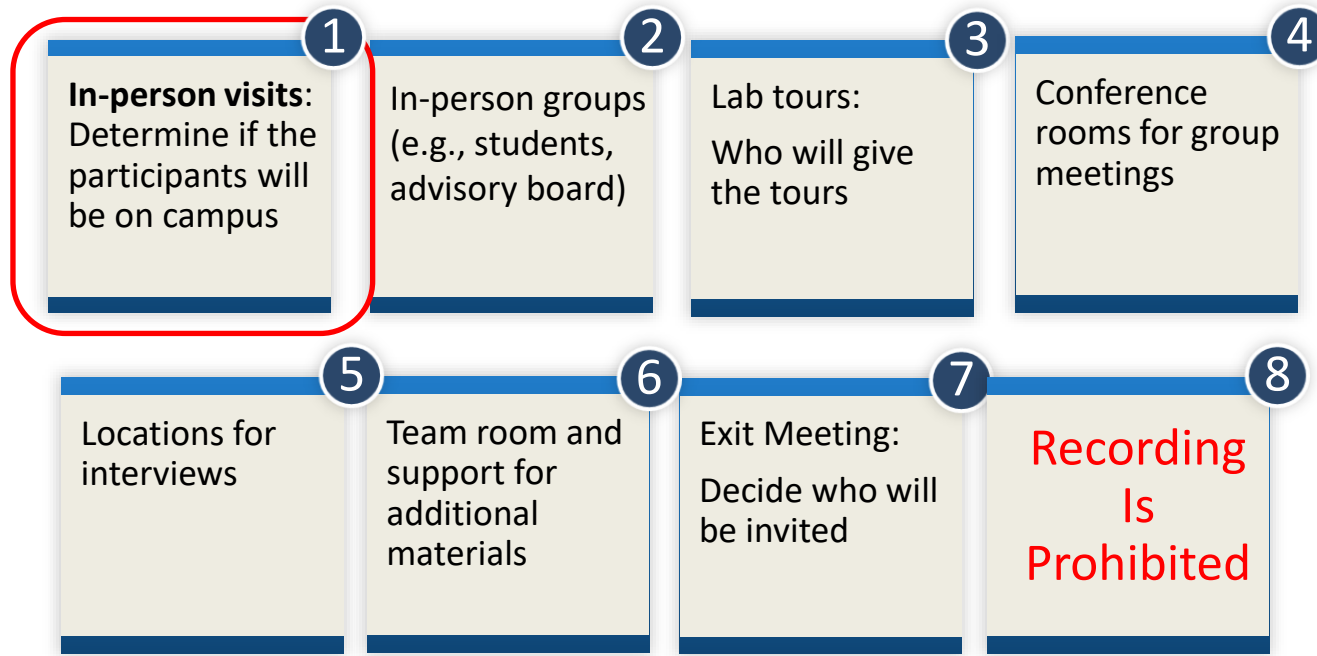
Tips and Guidance for Videos
(for virtual visits and if provided in advance to site visit)

- ❑ Develop the pre-recorded videos as early as feasible. If campus accessibility becomes a problem as the academic year progresses, you will have addressed this critical component of the review

- ❑ Where possible, use a smartphone (typically has a decent camera) rather than an iPad (awkward to hold) or a video camera (does not integrate with Zoom easily for a live broadcast)

- ❑ Have 2 people record tours: 1 holding the camera with the other narrating

- ❑ Charge your phone before the tour

- ❑ Use landscape mode for a better and larger image

- ❑ Record the tour through Zoom

- ❑ Have WiFi and cellular network services turned on

- ❑ Start each tour with a view of the signage for the space

- ❑ Include name, location, signage, general layout, safety, courses supported, instructional equipment, etc.

- ❑ Move the camera slowly around the room. Rapid movement will make it difficult to clearly see details.

- ❑ Provide a narrative as you walk through the tour

- ❑ Short videos (10 min/lab, one video/lab or other location)

- ❑ Practice a live tour prior to the virtual visit

Planning for Interviews & Group Meetings

- ✓ **One-on-one meetings**, such as interviews with institutional personnel and faculty are easier to schedule.

- ✓ **Group meetings**, such as meetings with students, advisory boards, and the exit interview require some advance planning.

- ✓ **For virtual visits**: All participants will require a device with the camera and are encouraged to use a headset, for high fidelity in communications.

①	**②**	**③**	**④**
In-person visits: Determine if the participants will be on campus	In-person groups (e.g., students, advisory board)	Lab tours: Who will give the tours	Conference rooms for group meetings

⑤	**⑥**	**⑦**	**⑧**
Locations for interviews	Team room and support for additional materials	Exit Meeting: Decide who will be invited	Recording Is Prohibited

Are you ready?

The following tasks should be completed soon:

1. Team Chair approved
2. PEVs approved
3. Self-Study Report received by the team
4. Transcripts/Audit forms provided to the team –To be coordinated with TC
5. Establish team-accessible file storage system (recommended)

What else needs to be done?

Follow-up with Team Chair: Outstanding tasks

Supporting Materials (APPM I.E.5.b (5)

https://www.abet.org/wp-content/uploads/2023/01/Guidance-on-Materials_ETAC_2023.pdf

Preparation	Review Process	Expectations (Recommended)
• Course materials, including course syllabi, example assignments and exams, and examples of student work showing range of student achievement • Evidence that the program's educational objectives are based on needs of program constituencies • Evidence of the assessment, evaluation, and attainment of student outcomes • Evidence of actions taken to improve the program based on the evaluation of assessment data	• Assessment instruments used and connected to primary evidence (student work) being assessed • Summaries of the data with results reported in a usable form (have a "scorecard" for program student outcomes, demonstrate level of attainment) • Recommendations for program improvement based on the data (Continuous Improvement) • Implementation and results	• Electronically available with easy access to ABET team members • Focus on outcomes and the process of meeting criteria and policies • Demonstrate level of attainment of student outcomes • Completion of continuous improvement feedback loop

Textbooks are not required

Recommend:

• **In person visits: Some materials should be available to PEVs prior to visit.**

• **Virtual visits: Supporting materials should be accessible by PEVs at least one month prior to visit date.**

Supporting Materials

Supporting materials:

1. Location
2. What materials are to be available (on-line and on-site)
3. PEV access to files (for on-line programs: access to LMS)
4. Guidance on how to access information

On-line programs:

1. PEV access to files (one month before visit: access to LMS)
2. Guidance on how to access information

Visit Schedule
and
Post Visit Follow up

Visit Schedule

Day 0 **(Sunday)**	Lab & facility tours
	PEVs meet program chairs/directors, TC meet dean
	PEVs review materials as needed
	ABET team review Day 0 findings
Day 1 **(Monday)**	Team meets with Dean (brief orientation and review of visit)
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni, advisory boards, and support departments
	ABET team review Day 1 findings
Day 2 **(Tuesday)**	Meetings with faculty and staff, as needed
	Team finalized findings
	PEVs brief program chair/directors, TC briefs dean
	Team members draft exit statements and forms
	Exit meeting (Institution may invite anyone they wish. ABET typically expects President and/or Provost to be present.)
	TC provides Program Audit Forms to dean

In-person visits (Recommended): The supporting materials be available one month prior to Day 0
Virtual visits: The supporting materials must be available one month prior to Day 0
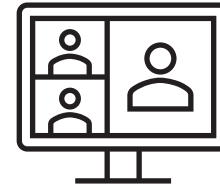
Sample Virtual Visit Schedule

Prior to Day 0
- Team Meeting
- Facility Tours
- Materials Review

Day 0
- Meetings with the Dean and Program Heads

Meetings with the Dean and Program Heads
The team chair should plan on meeting with the Dean each day of the virtual visit and program evaluators should meet with the heads of their programs to keep everyone connected and to make sure there are no surprises.

Day 1
- Opening Meeting – brief orientation and review of visit.
- Individual assignments
  -TC meets with institution officials
  -PEV with program chairs and faculty
- Interviews
  Advisory board, alumni, faculty, students

Day 2
- Team follow-up
- Individual briefings
- Exit meeting

Visit Schedule

The following are events for which you will need to make arrangements and appointments with individuals well ahead of time. (Do it NOW)

Follow-up with Team Chair: Visit schedule, attendance, logistics (IT, materials, etc.)

1. Facility tours
2. Opening meeting
3. Interviews with administrators, President, Provost, faculty
4. Student interviews
5. Advisory Board interviews
6. Exit meeting (President decides who to invite to the exit meeting)

Who else in your institution should be included?

Team Requirements

On-site visits

- Work with the Team Chair on details.

- Room needed from the time the team shows up until it leaves. Typically, Sunday through Tuesday (or dates of visit).

- Room requirements:
  - At least one computer connected to a printer.
  - A paper shredder.
  - Internet access with Wi-Fi for team laptops.
  - Technical support on first day (Sunday) to ensure all equipment (including team laptops) are fully functional in your environment.

Virtual visits

- Work with the Team Chair on details.

- Schedule can be extended by the Team Chair due to time zone differences.

- Communication platform requirements:
  - Reliable Wi-Fi.
  - Meeting times and connection details.

- If something unexpected should happen to prevent the normal operation
  - Team Chair will help you restructure the visit to proceed in a different communication platform or on different days.

Exit Meeting

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

Team chair makes introductory remarks and reads any statements or findings that apply at the institutional level.

⬇

Each program evaluator reads findings related to their program.

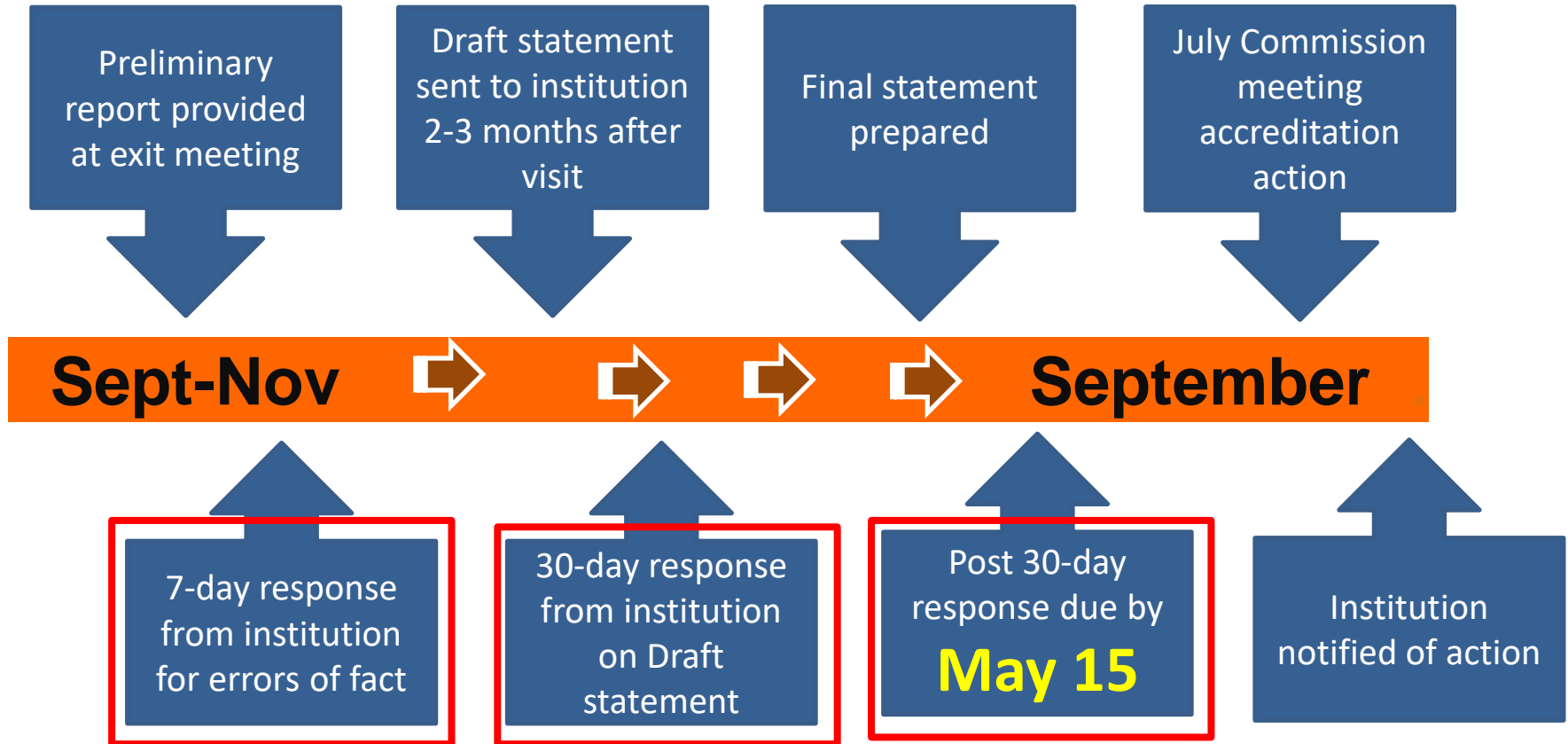⬇

Team chair makes concluding remarks.

⬇

Preliminary findings will be entered into AMS.

The Dean will be provided with the Program Audit Forms.

This is a scripted meeting. There should be no surprises. Recording is prohibited

Findings

Strength	Observation	Concern	Weakness	Deficiency
Recognizes an exceptionally strong and effective practice or condition that stands above the norm and has a positive effect on the program

Does not relate directly to the criteria | A comment or suggestion offered to assist the institution in its continuing efforts to improve the program | Program currently satisfies criterion

Potential exists for the situation to change such that the criterion may not be satisfied | Program lacks strength of compliance with criterion to ensure quality of program will not be compromised

Remedial action is required to strengthen compliance with the criterion prior to the next evaluation | Program does NOT satisfy criterion

Action is required to restore compliance |

Post Visit

Preliminary report provided at exit meeting	Draft statement sent to institution 2-3 months after visit	Final statement prepared	July Commission meeting accreditation action

Sept-Nov ⇨ ⇨ ⇨ ⇨ **September**

7-day response from institution for errors of fact	30-day response from institution on Draft statement	Post 30-day response due by **May 15**	Institution notified of action

- If no response is received either to provide or not providing materials during the 30-day response period, then post 30-day documentation may not be accepted.
- **Response** should fully document (**provide evidence of**) any developments that could mitigate any shortcomings identified by the team.

Post Visit Follow-up

1 — 7-Day Response

May submit a response to TC within 7 days of visit conclusion.

Address **only** errors of fact.

For example:
- *Graduation data*
- *Enrollment data*
- *Course name or number*

Do not include planned actions, actions in progress, or errors of interpretation.

Due Process

2 — 30-Day

Documentation of corrective actions and evidence adressing shorcomings. Submitted once the draft report is provided to the institution.

DON'T WAIT! After the visit, begin drafting this response.
Note: Findings and severity may change during editing.

3 — Post 30-Day

Must submit a 30-day due response.

Can be submitted until
May 15th

Limited to information that was not available at the time of the 30-day due process response

4 — ABET Team Evaluation

Institution feedback is a key component in ETAC's continuous improvement efforts

Online Team Chair evaluation

Online PEV evaluation

Common findings
and
Accreditation actions

What did we learn from previous cycles?

ETAC Criteria

General Criteria

1. Students
2. Program Educational Objectives (PEOs)
3. Student Outcomes (SOs)
   - SO elements 1-5
   - If program uses different outcomes, provide map to new elements, 1-5
4. Continuous Improvement
5. Curriculum
6. Faculty
7. Facilities
8. Institutional Support

Other requirements

Program Criteria

Program criteria limited to curriculum and faculty

Accreditation Policy and Procedure Manual (APPM)

What did we learn from the last cycles?

Criterion 4

~40% of shortcomings

- Process not regular or documented
- Not all SOs assessed
- Assessment but no evaluation
- No demonstration of level of attainment
- No evidence of results used for continuous improvement of the program

Continuous Improvement

Criterion 5

~14% of shortcomings

- Insufficient documentation of advisory committee engagement in curriculum/advisement.
- Curriculum lacking
  - design considerations appropriate to the discipline
  - Appropriate level of math
  - Coverage of ethics, diversity and inclusion awareness, quality, or continuous improvement topics

Curriculum

Criterion 6

~16% of shortcomings

- Faculty numbers not adequate for advising, interaction, or professional development
- Faculty lack professional development activity or involvement with industry

Faculty

What did we learn from the last cycle?

• Criterion 1

~8% of shortcomings

- Lack of documentation on why prerequisite requirements are not met

- Inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

Students

• Criterion 7

~7% of shortcomings

- Equipment needs upgrade, repair, or maintenance

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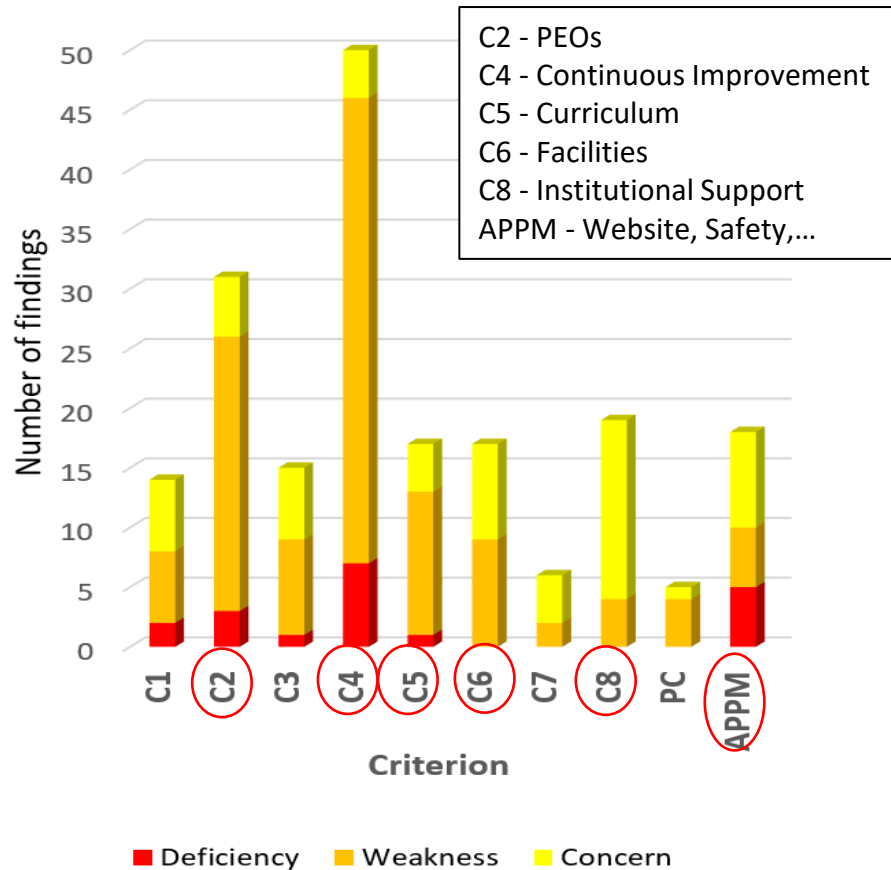
Facilities

• APPM

~10% of shortcomings

- Posting information on web site
  – program's educational objectives,
  – program's student outcomes,

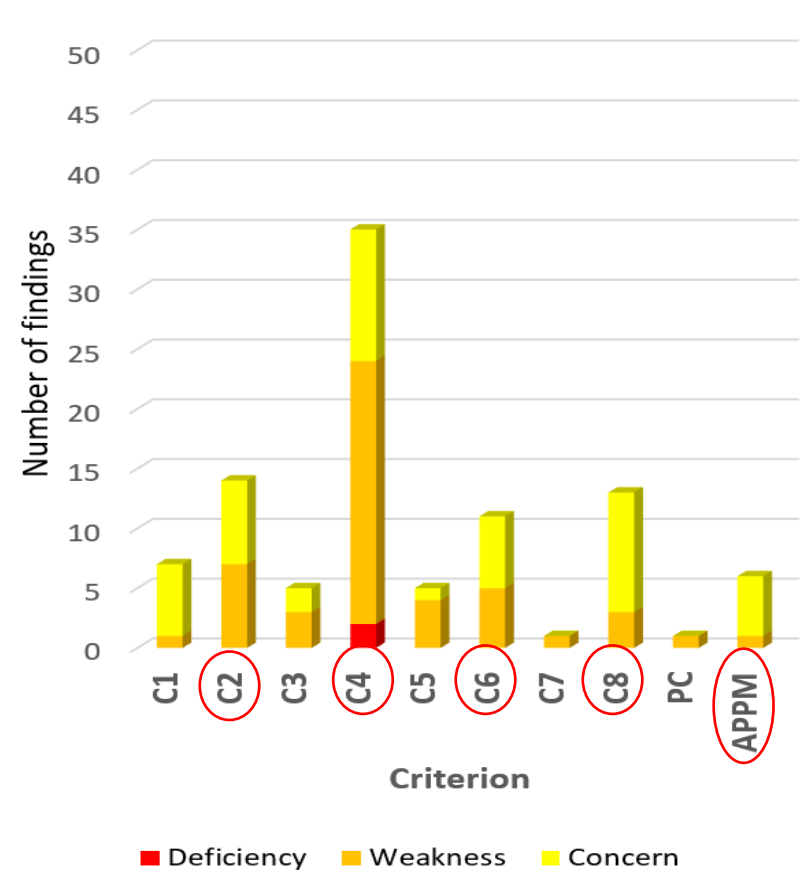- Program name inconsistencies in catalog, transcripts, RFE

- Safety

APPM

Typical Findings - Draft vs Post 30-Day

Findings at Draft Statement

C2 - PEOs
C4 - Continuous Improvement
C5 - Curriculum
C6 - Facilities
C8 - Institutional Support
APPM - Website, Safety,…

Findings at Post 30-day

Criterion 2 - Program Educational Objectives (PEOs) Common Findings

Definition
- PEOs are broad statements that describe the endeavors graduates are prepared to engage in after graduation.
- Program educational objectives are based on the needs and interests of the program's constituencies.

- Key Constituencies
  - Not all stated constituents are involved in the review process.

- Process
  - Process not documented, systematically used, or effective (e.g., timetable, review process)
  - If the PEOs do not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the statement is well documented.

Criterion 4. Continuous Improvement

What does the criterion say:

The program must **regularly** [1] use **appropriate, documented processes** [2] [3] for **assessing** [4] and **evaluating** [5] the extent to which the student outcomes are being attained. The results of these evaluations must be **systematically utilized** [6] as input for the program's **continuous improvement actions** [7]. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 4 - Continuous Improvement
Common Findings

- Process
  - Process not documented, appropriate, or regularly used
- Assessment
  - Not assessing ALL student outcomes
  - Not using direct or primary assessment data for measuring student outcome attainment
  - Not segregating student attainment by program (i.e., separating out students by major when assessing an outcome in the same class)
  - Student outcomes not assessed at least once during a program's defined cycle (e.g., 2 yrs., 3, yrs.)
- Evaluation
  - Not evaluating assessment data
  - No demonstration of attainment level of Student Outcomes
- Continuous Improvement
  - Not using evaluation results to improve the program
  - Using inappropriate assessment and evaluation processes to avoid taking improvement actions
  - Not improving program only because attainment goal achieved
  - Using averages of all students in a class, a course grade, or the grade on a full exam as the assessment metric.

Criterion 5. Curriculum

Curricular requirements specify topics appropriate to engineering technology but do not prescribe courses. The curriculum must combine technical, professional and general education components in support of student outcomes. To differentiate the discipline, Program Criteria may add specificity for program curricula. The curriculum must include the following:

1 Mathematics The curriculum must develop the ability of students to apply mathematics to the solution of technical problems.

A. Associate degree curricula will include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.

B. Baccalaureate degree curricula will include the application of integral and differential calculus, or other mathematics above the level of algebra and trigonometry, appropriate to the student outcomes and the discipline.

2 Discipline Specific Content The discipline specific content of the curriculum must focus on the applied aspects of science and engineering and must:

a. Represent at least one-third of the total credit hours for the curriculum but no more than two-thirds of the total credit hours for the curriculum;

b. Include a technical core preparing students for the increasingly complex technical specialties later in the curriculum;

c. Develop student competency in the discipline;

d. Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society; and

e. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.

3 Other Content: The curriculum must include topics related to professional and **ethical responsibilities, diversity and inclusion awareness, quality, and continuous improvement**.

4 Physical and Natural Science: The physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences.

5 The Integration of Content: Baccalaureate degree curricula must provide a **capstone or integrating experience** that develops student competencies in applying both technical and non-technical skills in solving problems.

6 Cooperative Education: When used to satisfy degree requirements, credits based upon cooperative/internships or similar experiences must include an appropriate academic component evaluated by a member of the program faculty.

7 Advisory Committee: An advisory committee with representation from organizations being served by the program graduates must **periodically review the program's educational objectives and curriculum**. The advisory committee must provide advisement on current and future aspects of the technical fields for which the graduates are being prepared.

Criterion 5 - Curriculum
Common Findings

Insufficient documentation of advisory committee engagement in both program educational objectives and the curriculum/advisement about direction of the field.

Capstone or other integrating experience does not develop student competencies in applying both technical and non-technical problem-solving skills.

The curriculum does not adequately support one or more of the student outcomes or program criteria.

The curriculum does not include the use of engineering standards and codes.

The curriculum does not address public safety and health.

The curriculum does not address ethics, diversity and inclusion awareness, quality, or continuous improvement.

APPM Requirements

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. Each accredited program must be specifically identified as:

"accredited by the _____ Accreditation Commission of ABET, https://www.abet.org, 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.**

If the program was accredited under General Criteria only, the program must be identified as:

"accredited by the _____ Accreditation Commission of ABET, https://www.abet.org, under the commission's General Criteria with no applicable program criteria." **If the program was accredited by more than one commission, the accreditation details must be provided for each commission.**

APPM Requirements, APPM Section I.A

Please note the new language with this section of the APPM.

Example statements of accreditation

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

General Criteria Only
The Bachelor of Science in Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, https://www.abet.org, under the General Criteria.

Associate Program under Two Program Criteria
The Associate of Science in Civil and Environmental Engineering Technology is accredited by the Engineering Technology Accreditation Commission of ABET, https://www.abet.org, under the 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.
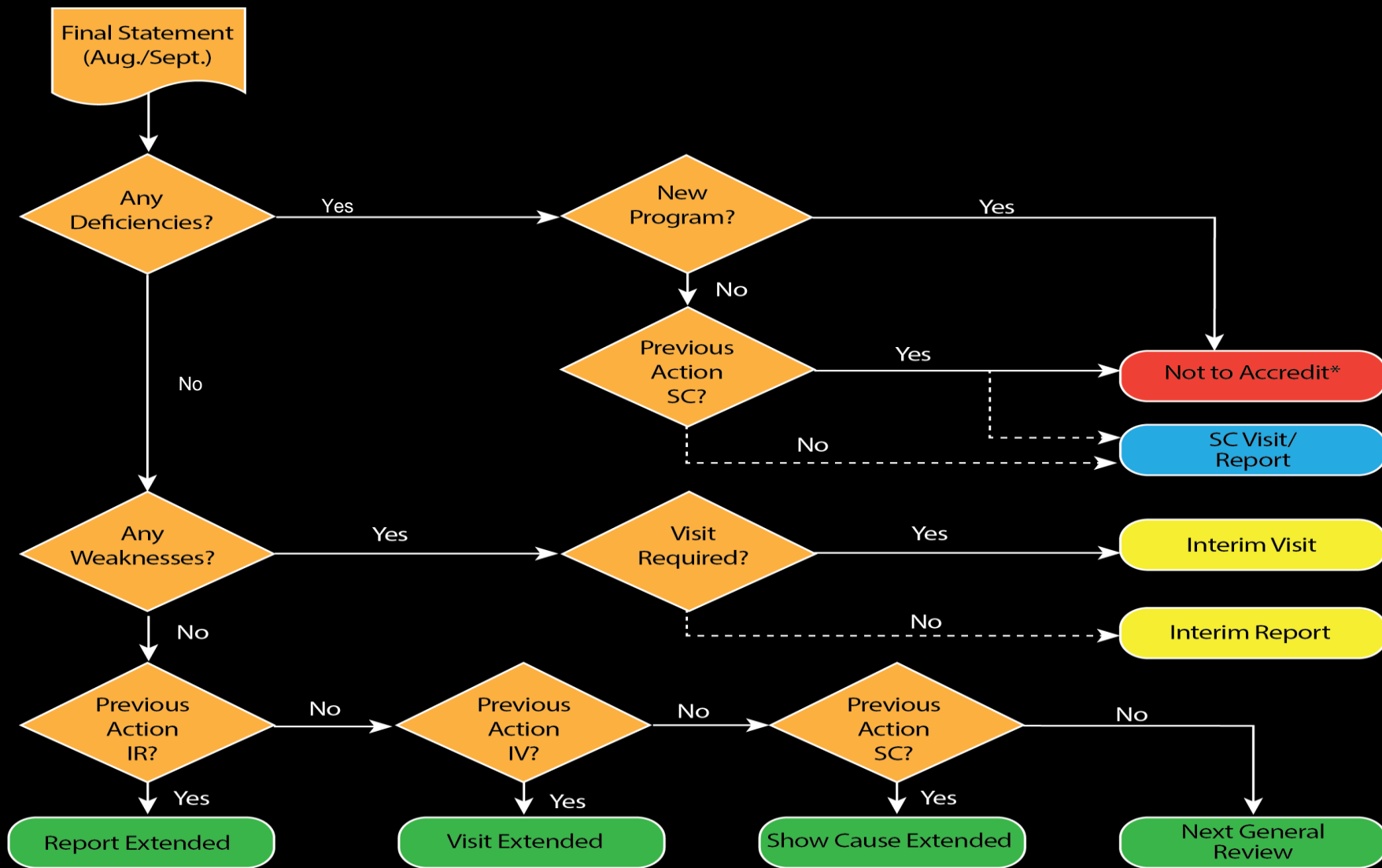
APPM Requirements

I.A.6.a. Each ABET-accredited program must publicly state the program's educational objectives and student outcomes.

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

- the program educational objectives,

- student outcomes.

→ **Not required**: posting of annual student enrollment, and graduation data

Accreditation Actions

Final Statement (Aug./Sept.) → **Any Deficiencies?**
- Yes → **New Program?**
  - Yes → **Not to Accredit***
  - No → **Previous Action SC?**
    - Yes → **Not to Accredit***
    - No → **SC Visit/Report**
- No → **Any Weaknesses?**
  - Yes → **Visit Required?**
    - Yes → **Interim Visit**
    - No → **Interim Report**
  - No → **Previous Action IR?**
    - Yes → **Report Extended**
    - No → **Previous Action IV?**
      - Yes → **Visit Extended**
      - No → **Previous Action SC?**
        - Yes → **Show Cause Extended**
        - No → **Next General Review**

*Only "Not to Accredit" can be appealed

ABET

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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.*

Time to get started!

- Communicate early and often with your Team Chair to assure the visit will be trouble-free and productive.

- Start working on schedule and meeting details (who, when)

- **Materials**: Recommend providing as many materials as possible available to PEVS before the visit. Organization of materials is very important, however.

- The more materials are available to the PEVS before the visit, the more issues will be resolved before the site visit.

If you have questions,
reach out to your team chair!

References

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

Accreditation Criteria & Supporting Documents

Home > Accreditation > Accreditation Criteria & Supporting Documents

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.

Accreditation Policy and Procedure Manuals

2024-2025	2020-2021
2023-2024	2019-2020
2022-2023	2018-2019
2021-2022	2017-2018

Applied and Natural Science Accreditation Commission (ANSAC)

2024-2025 Criteria	ANSAC Program Evaluator Workbook (2024-2025)
2023-2024 Criteria	
2022-2023 Criteria	Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)
2021-2022 Criteria	
2020-2021 Criteria	Facilities — Annotated EAC Photos
2019-2020 Criteria	Guidance on Materials
2018-2019 Criteria	ANSAC's Webinar for Institutional Representatives
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References

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

Engineering Technology Accreditation Commission (ETAC)

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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: Self-Study Reports (Recording) (Slides)

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

Visit Observers

The Guide for Observers on Accreditation Visits is a general guide for visit observers from all Accreditation Commissions.

Guide for Observers on Accreditation Visits

Thank you!

ETAC INSTITUTIONALREPRESENTATIVE VISIT PREPARATION

Please provide us your feedback for this session at:

https://app.meet.ps/attendee/yupswim9

- **Survey is for the Institutional Representatives.**
- **There are 5 very short questions.**
- **Poll should begin automatically when this meeting ends.**
- **Link can be opened using any browser or a smartphone.**