



Engineering  
Technology  
Accreditation  
Commission

# Preparing for Interim Reviews: 2024-25 Accreditation Cycle

*Presented by the*

**Engineering Technology Accreditation Commission**  
*to*

**Institutional Representatives**

**March 6, 2024**

# WELCOME!

## 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.

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 Tom Hall at [thall@abet.org](mailto:thall@abet.org)

# Agenda



- 1) Interim Review Overview
- 2) Timeline and Process
- 3) Guidance for Writing Interim Reports
- 4) Expectations and Examples for Responses
- 5) APPM Changes
- 6) Review Process
- 7) Draft and Final Statement
- 8) Interim Reviews with Visits

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

# Today's Presenters



**Berrin Tansel**  
Member-at-Large  
Executive  
Committee



**Gary Clark**  
Member-at-Large  
Executive  
Committee



**Stephen Carr**  
Commissioner  
Training  
Committee

# Common Terms and Acronyms

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

# Description of Interim Reviews

An Interim Review addresses shortcomings (D, W, and C) remaining from the last ETAC accreditation action.

- Programs submit a focused report addressing only unresolved shortcomings from the previous review (NOT a comprehensive self-study report addressing all criteria).
- Evaluation is based on the questions:
  1. What has been done to resolve the *remaining shortcomings identified in the last review*?
  2. *Have the remaining shortcomings been resolved?*
- Interim Reviews **may** cite new findings if they become evident in the course of conducting an interim review.

# Interim Review Types

## Reports

### Interim & Show Cause Reports

Institution has programs with prior accreditation actions such that a progress report will be required to evaluate remedial action

- Interim Report (IR) – Program has one or more Weaknesses (no Deficiencies) (most common)
- Show Cause Report (SCR) – Program has one or more Deficiencies

## Visits

### Interim and Show Cause Visits

Institution has programs with prior accreditation actions such that an on-site review will be necessary to evaluate remedial actions taken by the institution

- Interim Visit (IV) – Same criteria as IR
- Show Cause Visit (SCV) – Same criteria as SCR

# Review Criteria

- All programs under interim review (IR, IV, SCR or SCV) must be reviewed under either the same criteria used in the most recent review or current criteria.
- The institution designates which criteria when RFE is filed. RFE may be modified if desired.

## Accreditation Policy and Procedure Manual (APPM)

In all cases, the **current**

Accreditation Policy and Procedure Manual (APPM) is used.

[abet.org/accreditation/accreditation-criteria/](https://abet.org/accreditation/accreditation-criteria/)

## General Criteria and Program Criteria

Programs can use:

- The current criteria (2024-25)

OR:

- For a first cycle IR or SCR: programs may use the relevant applicable criteria (2022-23)
- For a second cycle IR: programs may opt to use the relevant applicable criteria (2020-21)



# Resources

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

## Accreditation Policy and Procedure Manuals



<a href="#">2024-2025</a>	<a href="#">2020-2021</a>
<a href="#">2023-2024</a>	<a href="#">2019-2020</a>
<a href="#">2022-2023</a>	<a href="#">2018-2019</a>
<a href="#">2021-2022</a>	<a href="#">2017-2018</a>

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

## Engineering Technology Accreditation Commission (ETAC)



<a href="#">2024-2025 Criteria</a>
<a href="#">2023-2024 Criteria</a>
<a href="#">2022-2023 Criteria</a>
<a href="#">2021-2022 Criteria</a>
<a href="#">2020-2021 Criteria</a>
<a href="#">2019-2020 Criteria</a>
<a href="#">2018-2019 Criteria</a>
<a href="#">2017-2018 Criteria</a>

[ETAC Program Evaluator Workbook](#)

[Facilities — Sample Thermofluids Lab Tour and Live Walkthrough \(Video\)](#)

[Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab](#)

[Guidance on Materials](#)

[ETAC Program Self-Evaluation Tool](#)

[2024-2025 Questionnaire Template for Interim Reports](#)

2024-2025 Institutional Representatives Webinar: Self-Study Reports shall be on **March 5** from **10am – noon EST**

2024-2025 Institutional Representatives Webinar: Interim Reviews shall be on **March 6** from **10am – noon EST**



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# Report Structure and Expectations and Examples

# Report Template

➤ **Use Template (T004) for Interim Reports posted at:**

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

- If an interim review is required by more than one Commission for the set of programs from your institution, then a separate report should be prepared for each Commission, reflecting the previous Final Statement from that Commission.
- The report does not have to be long, but should follow a logical sequence
  - Address shortcomings in the same order as they appeared in the most recent Final Statement to the Institution.
  - Provide context to the shortcomings as the Team Chair performing the interim review will not have access to the self-study report from the previous General Review.
  - Address all points cited in the Final Statement for each shortcoming.
- It must clearly and adequately address the shortcoming(s)
  - Additional evidence should clearly demonstrate action(s) taken to address and/or strengthen compliance with the associated criterion, policy, or procedure

# Interim Report Template

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

*These instruction pages should be deleted before the Interim Report's submission.*

**ABET**  
**Interim Report**  
 for the  
**<Program Name>**  
 at  
**<Institution Name>**  
  
**<Location>**  
  
**<Date>**

**CONFIDENTIAL**

The information supplied in this Interim Report is for the confidential use of ABET and its authorized agents. Contents will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

## Program Interim Report For ETAC of ABET

### A. Contact Information

List name, title, telephone number, and e-mail address for the primary pre-visit contact person for the program. This can be important if the program contact is different from the institutional contacts shown in the RFE.

### B. Deficiencies, Weaknesses and Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

Address each deficiency, weakness, and concern separately.

- For each shortcoming, **quote the text** from the previous ETAC Final Statement—including any 30-day due process updates and status details. Address the shortcomings in the order listed in that Final Statement. If a shortcoming was noted as resolved in that statement, it should not be addressed in the interim report.
- Describe the actions taken to resolve the shortcoming and include effective dates of any actions. When applicable, supplemental evidence should be provided in an appendix to demonstrate the program complies with the relevant criterion, policy, or procedure. Often this additional material may be meeting minutes, any documented processes that were revised, samples of assessed student work, evaluations of assessment data, continuous improvement actions taken based on evaluated assessment data, or other decision-making evidence, as well as other factual evidence related to the shortcoming's resolution.
- Provide current enrollment and graduation data, see example provided in appendix.

### C. Additional Evidence to Be Provided During the Visit (only for IV and SCV reviews)

Describe additional evidence to be provided during the visit portion of the review.

## APPENDIX

Complete the following table for the program undergoing evaluation.

**Table A-1. Program Enrollment and Degree Data**

Name of Program

Current Year	Academic Year		Enrollment Year					Total Enrollment	Total Graduates
			1st	2nd	3rd	4th	5th		
			FT	PT	FT	PT	FT		
1	20XX-XY								
2		FT							
		PT							

Provide official fall term enrollment (head count) and number of degrees awarded for the current and the preceding two academic years. The "current" year means the academic year preceding the review.

FT= full time  
PT= part time

# Report Structure

## For each shortcoming (D, W, C)

### 1 Shortcoming

- Begin by quoting the shortcoming verbatim from the final statement.
- Concerns are part of the Interim Review. They should not be omitted.

### 2 Action(s) taken

- Describe action(s) taken to resolve the shortcoming.
- Focus only on the remaining shortcoming elements.
- Note that a plan to do something does not resolve a shortcoming.

### 3 Evidence

- Provide evidence for actions taken and progress made to resolve the shortcoming. Be thorough but concise.
- Only provide evidence relevant to the shortcoming.
- If the body of evidence is large, consider including evidence in an appendix.

# Interim Report Submission

A separate report should be prepared for each program with unresolved shortcomings even if multiple programs have identical shortcomings.

## ➤ Report Submission

- Reports are uploaded to your Institution's ABET homepage (through ABET Accreditation Management System (AMS)) by dean or dean's delegate (not by individual programs).
- Submit reports as separate files for each program.
- Submit as pdf **READ-ONLY** by **July 1**.



A calendar for July 2024. The date July 1st is circled in red. The calendar shows the following dates: 1 (Monday), 2 (Tuesday), 3 (Wednesday), 4 (Thursday), 5 (Friday), 6 (Saturday), 7 (Sunday), 8 (Monday), 9 (Tuesday), 10 (Wednesday), 11 (Thursday), 12 (Friday), 13 (Saturday), 14 (Sunday), 15 (Monday), 16 (Tuesday), 17 (Wednesday), 18 (Thursday), 19 (Friday), 20 (Saturday), 21 (Sunday), 22 (Monday), 23 (Tuesday), 24 (Wednesday), 25 (Thursday), 26 (Friday), 27 (Saturday), 28 (Sunday), 29 (Monday), 30 (Tuesday), 31 (Wednesday).

July 2024						
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			

## Team Chair (for Interim Report) and PEV assignment (for Interim Visit)

- Team Chairs are typically assigned in May. If your institution has both an Interim Report and Interim Visit review from the same Commission, the same Team Chair from that Commission will review the Interim Report and lead the visiting team.
- Program evaluators for the interim visit will be assigned in the usual manner and copies of the Interim Report will be provided upon direction by the Team Chair.

# Example shortcoming: Criterion 1- Students

## Issue: Prerequisite requirements are not enforced

This criterion states: “Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives.”

In two of six transcripts reviewed, students took courses without appropriate prerequisites. There is a manual system removing students from courses if prerequisite courses are not in place. However, documentation of approval reasons for taking courses without the appropriate prerequisites was provided for only one of the two students.

## Evidence examples supporting resolution of the shortcoming:



- ✓ A revised process, implemented by the institution to automatically prevent students from registering for classes without proper prerequisites
- ✓ A revised process that requires documentation of justification for overriding prerequisites
- ✓ Documentation of implementation of these changes (including samples)

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

# Example shortcoming: Criterion 4 – Continuous Improvement

**Issue: SO assessment is ad hoc and resulting data not evaluated to identify improvement actions**

This criterion states: “The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the program’s continuous improvement actions.”

The program had a detailed plan for assessing eleven student outcomes but changed to five student outcomes three years ago. During this transition, ad hoc assessments were conducted, but resulting data were not evaluated to identify improvement actions.

**Evidence examples** supporting resolution of the shortcoming:



- ✓ Documentation of revised continuous improvement plan, containing:
  - ✓ Assessment cycle for each student outcome
  - ✓ Example of assessment data collected showing the level of attainment of student outcomes
- ✓ Results of evaluation of assessment data as input to the continuous improvement process.
- ✓ Documentation of improvement actions identified and taken

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.



## Example Shortcoming: Criterion 5(b)- Curriculum

**Issue: No evidence of application of mathematics above the level of algebra and trigonometry**

This criterion states: “5(b). Baccalaureate degree programs 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 program educational objectives.”

During the visit, there was no evidence identified of the application of mathematics above the level of algebra and trigonometry appropriate to the student outcomes of the program.

**Evidence examples** supporting resolution of the shortcoming:



- ✓ Sample of course presentations or course work demonstrating the applications of mathematics above the level of algebra and trigonometry appropriate to the student outcomes
- ✓ Examples of student work
- ✓ Syllabus of required courses that include the application of mathematics above the level of algebra and trigonometry (along with evidence of material coverage in the course)

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

## Example shortcoming: Criterion 7 - Facilities

**Issue: Equipment and instrumentation are old and not compatible with modern industry equipment**

This criterion states: “Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs.”

The program uses laboratory equipment and instrumentation that is decades old and not compatible with modern industry equipment. Furthermore, some software applications are over 15 years old and no longer comparable (in interface or capabilities) with software used in industry.

**Evidence examples** supporting resolution of the shortcoming:



- ✓ Documentation of upgraded or updated equipment and software
- ✓ Paid invoices verifying purchases of new equipment and software
- ✓ Photographs showing the new equipment in service
- ✓ Student work samples from relevant courses showing the upgraded software and equipment in use
- ✗ A plan without implementation does not count as action to resolve a finding.

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

## Example shortcoming: APPM

**Issue: Instructional and learning environments are not safe for the intended purposes**

Section I.E.5.b.(1) Facilities states: "... instructional and learning environments are adequate and are safe for the intended purposes."

The university's laboratory safety inspections are not consistently addressed by the program (e.g., chemical labeling). In addition, appropriate safety equipment is not present, e.g., eyewash station in laboratory area. Lack of appropriate safety equipment and processes puts students and staff at risk of injury.

**Evidence examples** supporting resolution of the shortcoming:



- ✓ Documentation of process to ensure that lab inspection results are addressed
- ✓ Meeting minutes documenting faculty approval of the new safety process
- ✓ Photos of labeled chemicals or new equipment
- ✓ Inspection documents demonstrating that safety issues have been addressed

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

# Accreditation Policies and Procedures

## ★ NEW for 2024 – 2025:

- I.A.6.a. In at least one location readily accessible by the public (such as program home page or institution catalog) , written media referring to accreditation must provide the following details for each specific ABET-accredited program:  
“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.



# Accreditation Policies and Procedures

## New for 2024 – 2025:

- **I.A.6.b. Each ABET-accredited program must publicly state its Program Educational Objectives (PEOs) and Student Outcomes (SOs) as defined in the glossary appended to this APPM and as utilized by accreditation General Criteria 2 and 3.**

**Note that it is no longer required to publicly post annual student enrollment and graduation data specific to the program**



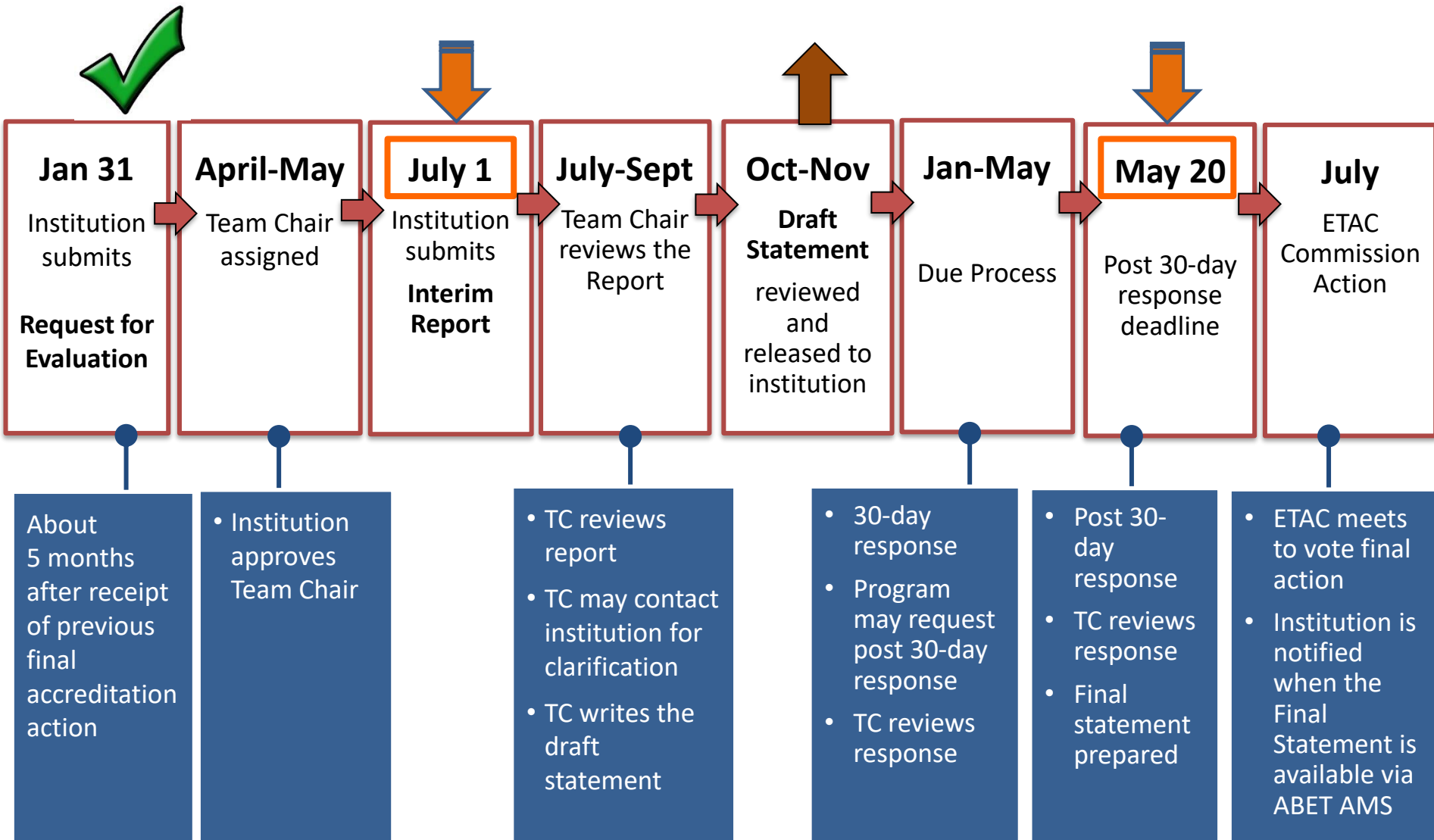


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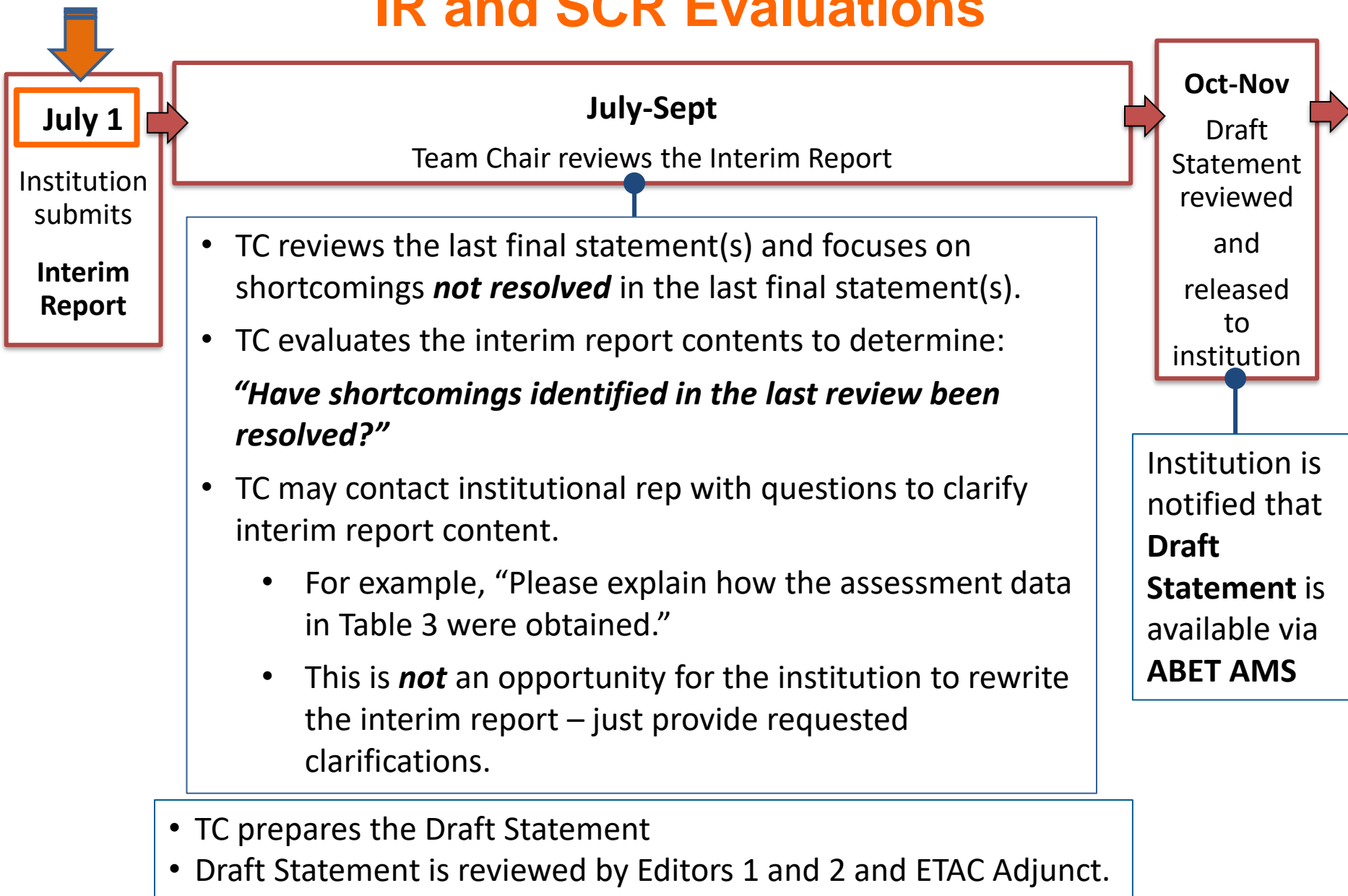
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# Review Process

# Interim Review Process and Timeline



# IR and SCR Evaluations





# IR and SCR Evaluations

During the review process:

- A new shortcoming may be cited.

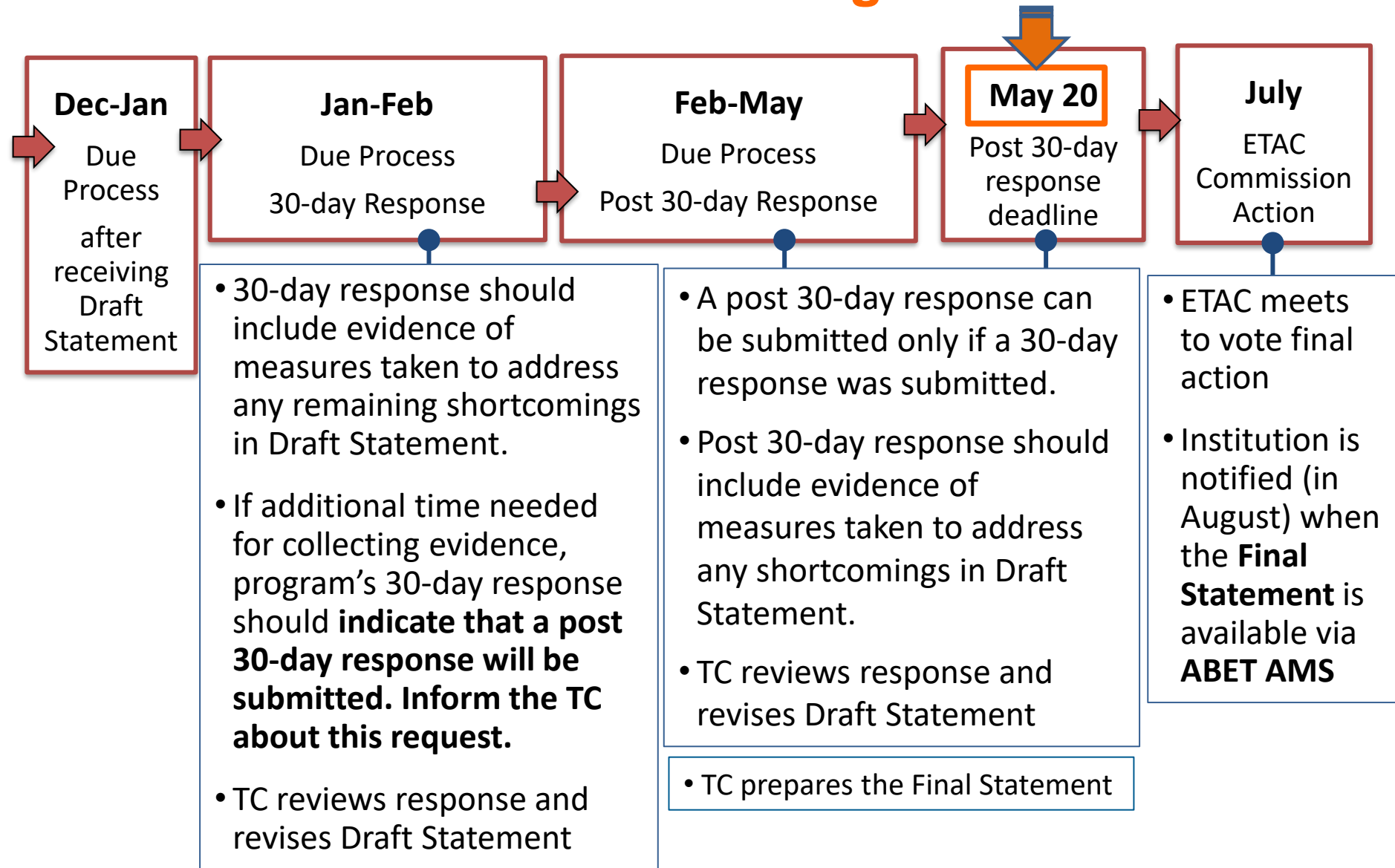
If a **new** issue becomes apparent as the TC reviews progress on shortcomings or compliance with the APPM or the criteria.

- Finding severity level can change.

**APPM: I.E.8.a.(2)(b) Weakness** – A Weakness indicates that a program lacks the strength of compliance 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 review.**

If there has been no remedial action to strengthen compliance with the criterion, the severity of the shortcoming may change, e.g., from Weakness to Deficiency.

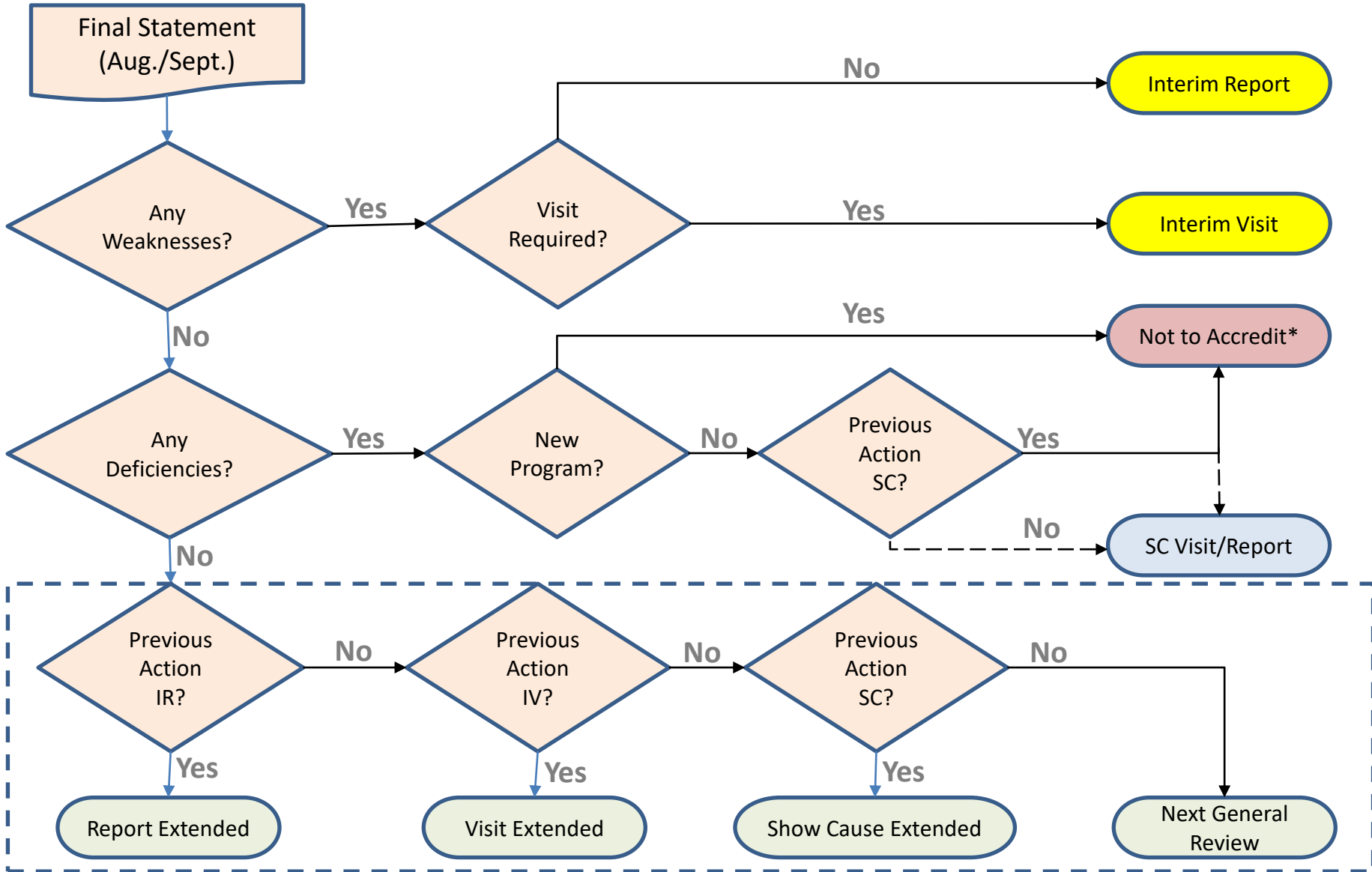
# Due Process After Receiving Draft Statement



# What happens next?

- If Weaknesses and Deficiencies are resolved, the recommended action will be report extended (RE) or show cause extended (SCE). If validated by the ETAC, accreditation will extend until next general review.
- For an interim report, if Weaknesses remain, the recommended accreditation action will be either for another interim review (IR or IV) or potentially a SCR or SCV.
- For a show cause report (SCR), if Deficiencies remain, the recommended accreditation action will be not to accredit (NA).
- Commission votes on accreditation actions at the July Summer Commission Meeting.
- Institution is notified in August that Final Statement and Accreditation action is available via AMS.
- Only “Not to Accredit” action can be appealed.

# Accreditation Actions

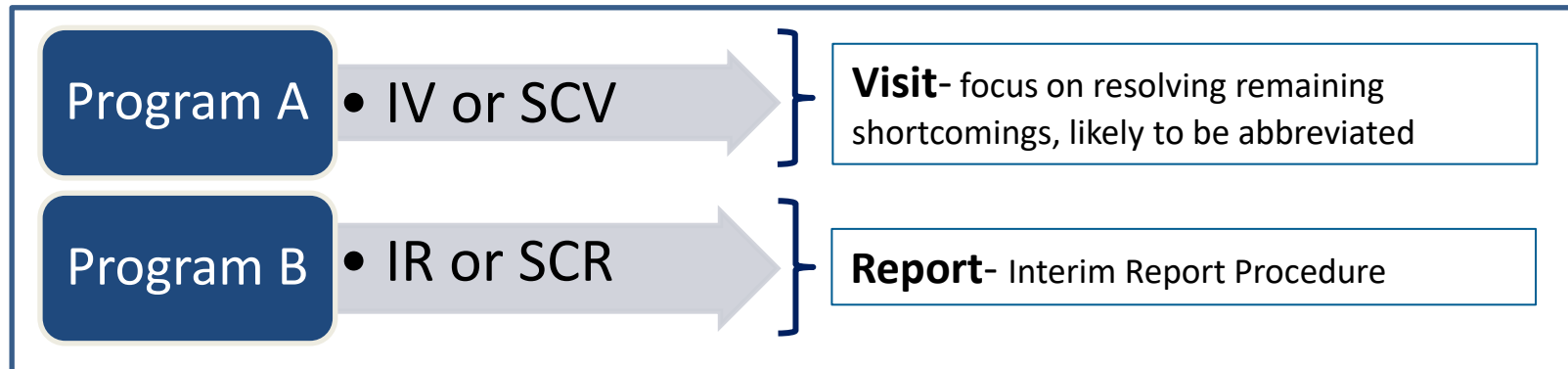


# Interim Reviews “with Visit”

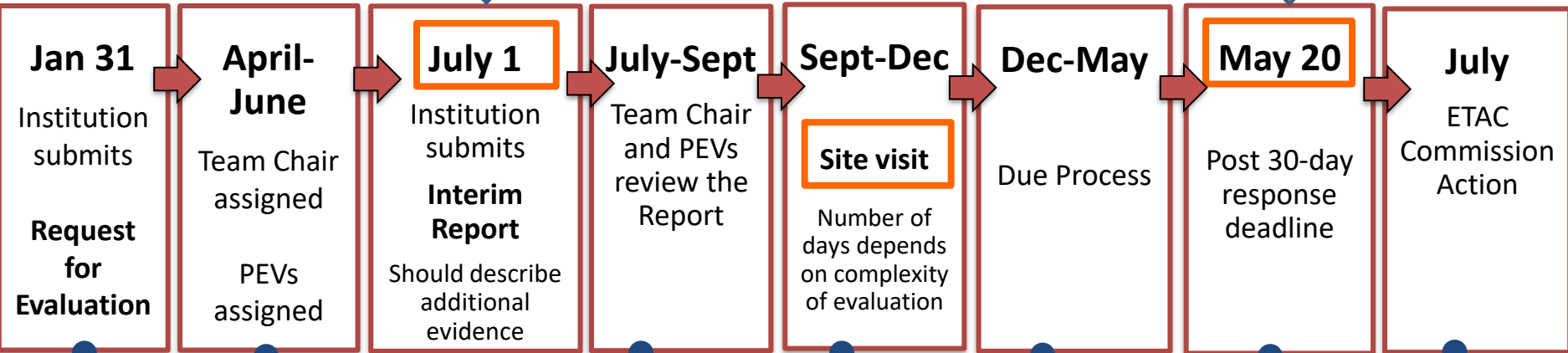
- ✓ • Institution submits Request for Evaluation by **January 31<sup>st</sup>** (about 6 months after accreditation action).
- Team chair (TC) assigned in April or May.
- TC works with institutional representative to set visit dates.
- PEV(s) are assigned in May or June.
  - Usually, one PEV per program, but depends on reason for evaluation.
  - Number of days depends on complexity of evaluation.
- Institution submits Interim Report by **July 1<sup>st</sup>**.
- Interim report should mention or list additional evidence the team can expect to see during the evaluation (**focusing only on the remaining shortcomings**).

# Interim Report reviews along with “with Visit” reviews (continued)

- Programs requiring interim reports follow normal interim report procedures.
- The schedule for an Interim Visit review will focus on resolving remaining shortcomings and likely be abbreviated.



# Interim Review with Visit Process and Timeline



About 6 months after previous final accreditation action

- Institution approves Team Chair
- Institution approves PEVs
- Usually, one PEV per program

- TC and/or PEVs may contact program for clarification

- Team visits institution
- Team reports at the exit meeting.

- TC Prepares Draft Statement
- 7-Day response
- 30-day response
- Program may submit post 30-day response if 30-day response was submitted

- Post 30-day response
- Final Statement prepared

- ETAC meets to vote final action
- Institution is notified when the Final Statement is available via ABET AMS

# Resources

- General and Program Specific Criteria (by Commission) and APPM
- Institutional Representative Training webinars and slides
- Program Evaluator Workbooks

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

- Self-Study Questionnaire Templates and Templates from Interim Reports

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

- Accreditation Criteria Changes

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





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# Thank you!

# Questions?

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Stephen Carr: [s-carr@northwestern.edu](mailto:s-carr@northwestern.edu)

Please provide us your feedback for this presentation

<https://app.meet.ps/attendee/3e459jc0>

- 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