



ABET

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SELF-STUDY REPORT



March 5, 2024

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.

Our emails will be available on the last slide of the presentation or Tom Hall at thall@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

>> **Main 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.

2024-2025 ETAC Executive Committee & Today's Presenters



Mark Lower
Chair



Raju Dandu
Past Chair



Venny Fuentes
Chair Elect



Gary Clark
Vice-Chair of Operations



Mike Gazzo
Public Commissioner



Berrin Tansel
Member-at-Large



Michael Johnson
Member-at-Large



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Keith Johnson
Member-at-Large



Ece Yaprak
Board Area Delegation Chair



Ilya Grinberg
Commissioner
Training Committee



Stephen Carr
Commissioner
Training Committee

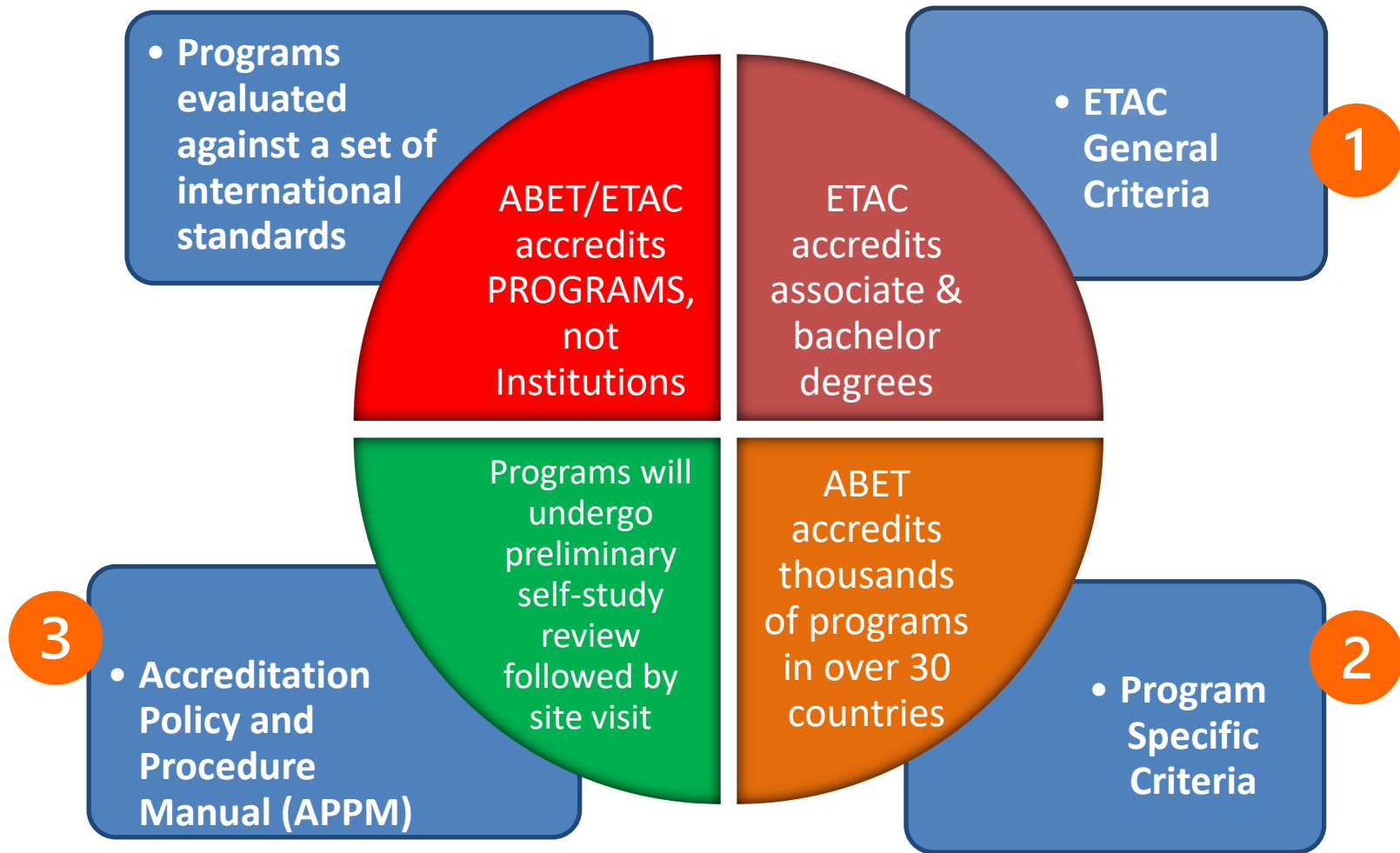


Tom Hall
Interim Adjunct Accreditation Director

Common Terms and Acronyms

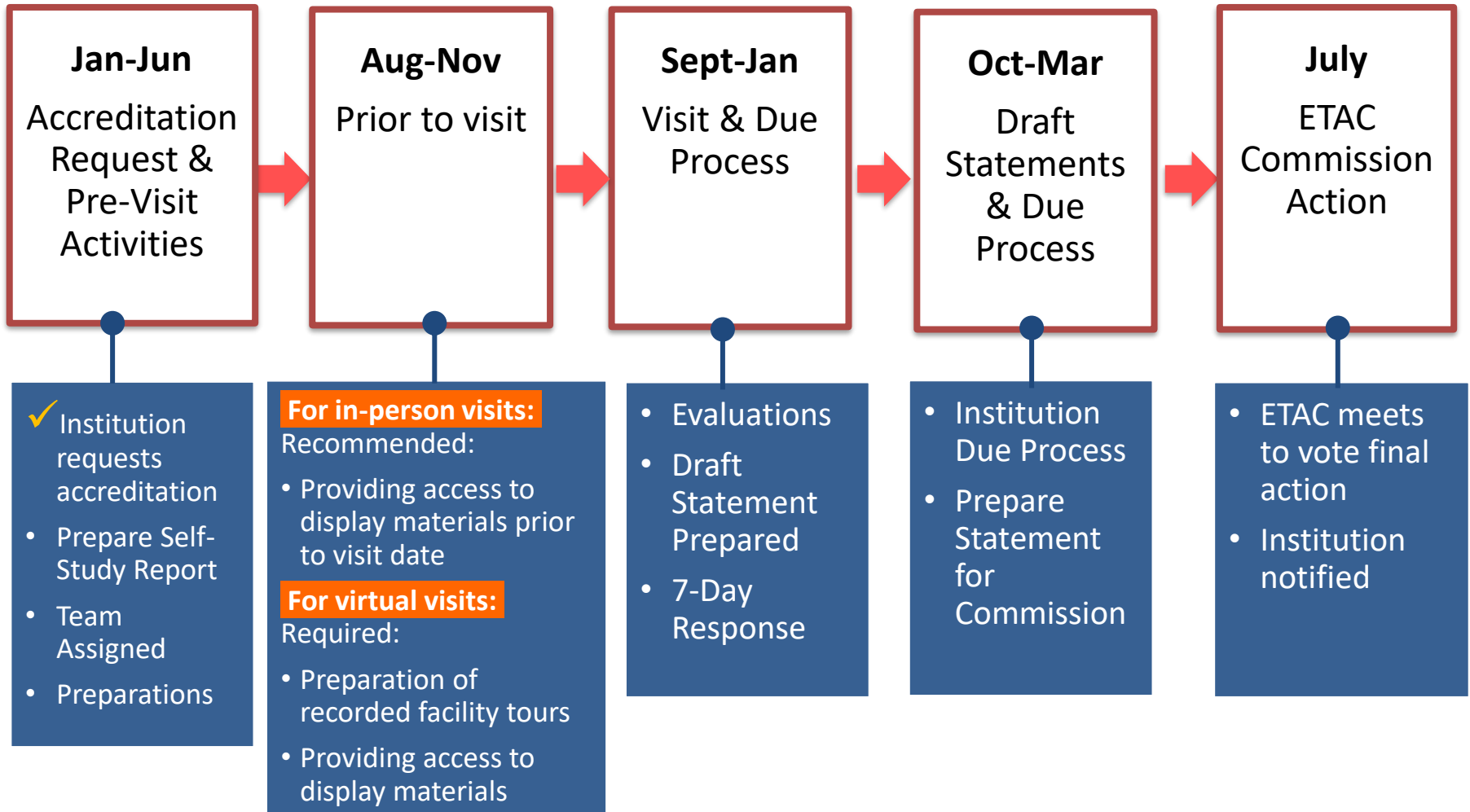
Acronym	Meaning
ETAC	Engineering Technology Accreditation Commission of ABET
PEV	Program Evaluator
TC	Team Chair leading visit/review
RFE	Request for Evaluation
SSQ	Self-Study Questionnaire
SSR	Self-Study Report
SOs	Student Outcomes
PEOs	Program Educational Objectives
Ed 1, Ed 2	Editor 1 and Editor 2 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



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

Accreditation Timeline

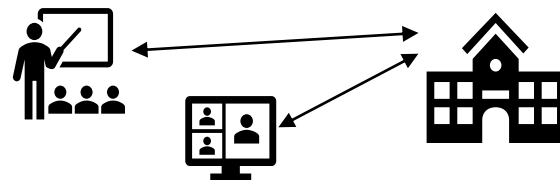




Self-Study Report (SSR) Preparations

Self-Study Report (SSR)

- Demonstrates program's compliance with key criteria requirements
- Must be completed for each program and degree.
- Multi-Mode or Multi-Site
 - Program(s) must demonstrate criteria compliance in all modalities/routes 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



PEV's Review of SSR

- The documents and guides used by the program evaluators 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/>

Accreditation Policy and Procedure Manuals



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

Engineering Technology Accreditation Commission (ETAC)



2024-2025 Criteria	ETAC Program Evaluator Workbook
2023-2024 Criteria	Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)
2022-2023 Criteria	Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab
2021-2022 Criteria	Guidance on Materials
2020-2021 Criteria	ETAC Program Self-Evaluation Tool
2019-2020 Criteria	2024-2025 Questionnaire Template for Interim Reports
2018-2019 Criteria	
2017-2018 Criteria	

- 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

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

Self-Study Questionnaire: Template for the Engineering Technology Self-Study Report DOC

[2024-2025](#)

[2023-2024](#)

[2022-2023](#)

[Self-Study Guidance for Joint Computing / Technology Evaluations](#)

[Self-Study Guidance for 2+2 Engineering Technology Programs](#)

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

[2023-2024 Questionnaire Template for Interim Reports](#)



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 2024-2025 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/>

ABET
SELF-STUDY REPORT
for the
<Program Name>
at
<Institution Name>
<Location>
<Date>

CONFIDENTIAL

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

T002 2024-25 Self-Study Questionnaire 8

Program Self-Study Report
For
ETAC of ABET
Accreditation or Reaccreditation

BACKGROUND INFORMATION

A. Contact Information

List name, mailing address, telephone number, and email address for the primary pre-visit contact person for the program.

B. Program History

Include the year implemented and the date of the last general review. Summarize major program changes with an emphasis on changes occurring since the last general review.

C. Options

List and describe any options, tracks, concentrations, etc. included in the program.

D. Program Delivery Modes

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, or web-based.

E. Program Locations

Include all locations where the program or a portion of the program is regularly offered (this also includes dual degrees, international partnerships, etc.).

F. Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs), Student Outcomes (SOs), annual student enrollment and graduation data are made accessible to the public (See 2024-2025 APFM, Sections I.A.6.a and I.A.6.b). This information is typically posted on either the program's or institution's website; if this information is posted elsewhere, please provide the location and how it is accessed. Please provide all URLs if the information is posted on a website.

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

Summarize any Deficiencies, Weaknesses, or Concerns that remain unresolved from the most recent ABET Final Statement. Describe the actions taken to address them, including effective dates of actions, if applicable. If this is an initial accreditation, state it is an initial accreditation.

T002 2024-25 Self-Study Questionnaire 9

Table 6-2. Faculty Workload Summary

Name of Program	Faculty Member (name)	FT or FT?	Classroom Teaching (Course No., Grade, Hrs.) Term and Year	Program Activity Distribution			% of Time Devoted to the Program
				Teaching	Research or Creative Activities	Other	

Table D-1. Program Enrollment and Degree Data

Name of the Program	Enrollment Year			Total Undergrad	Total Grad	Degrees Awarded			
	3rd	4th	5th			Associates	Bachelors	Masters	Doctorates

GENERAL CRITERIA

CRITERION 1. STUDENTS

For the sections below, attach in supplemental information any written policies that apply.

A. Student Admissions

Summarize the requirements and process for accepting new students into the program.

B. Evaluating Student Performance

Summarize the process by which overall student academic performance is evaluated and student progress towards graduation is monitored. Include information on how the program ensures and documents that students are meeting course prerequisites and how the situation is addressed when a prerequisite has not been met.

C. Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

D. Advising and Career Guidance

Summarize the process for advising regarding curriculum and career matters. Include information on how often students are advised and who provides the advising (program faculty, departmental, college or university advisor).

E. Work in Lieu of Courses

Summarize the requirements and process for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc., but does not include internships taken for credit.

F. Graduation Requirements

Summarize the basic graduation requirements for the program, e.g., total number of credits required, etc., and the administrative process for ensuring and documenting that each graduate completes all graduation requirements for the program. State the formal name of the degree awarded (e.g., Bachelor of Science in Electrical Engineering Technology, Associate of Science in Engineering Technology, Associate of Applied Science in Civil Engineering Technology).

T002 2024-25 Self-Study Questionnaire 10

False Assumptions



- You can wait to start the self-study report—no rush!
- You do not need to answer all the questions
- The faculty do not need to be involved in the self-study report development
- You do not need to 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 (ABET RFE) and on the transcripts of graduates
- The SSR focuses primarily on accreditation 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 general review page in the **AMS (Dashboard/Reviews/2024 ETAC General Review)** as pdf read-only files by **July 1st**.

>> Recommend: pdf file not to be password protected to allow PEVs to electronically mark up.



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			

- Please **do not** send Self-Study Reports.
 - In an email
 - As a hard copy through the mail
 - On a data stick through the mail
- The self-study report and supplemental materials must be totally **self-contained** in the medium submitted.

(AMS: Accreditation Management System)

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 ABET secure site (AMS).
- Large data files should not be posted to the AMS. Work with your Team Chair on a coordinated location.
- The institution's primary contact must coordinate with the Team Chair to confirm the number, and distribution or access for the transcripts for each program.
- Transcripts **should not be uploaded** to the AMS. The Team Chair will provide guidance for providing transcripts.

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)

Student Outcomes (Sos)

- Now mapped to elements 1-5 (previously a-k/a-i)
- If program uses different outcomes, provide map to SO elements, 1-5

4 Continuous Improvement

5 Curriculum

6 Faculty

7 Facilities

8 Institutional 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

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?							

Common issues:

- 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

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.
Note: 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
 - 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)

- It is necessary to show how the review processes and their results are documented, evidence of which will be necessary in the ABET review process.
- The PEO statements themselves will be reviewed for compliance with the criteria definition of a PEO.
 - 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.
 - If the PEO statement does not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the statement is well documented.

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
- Review process not documented to show 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 processes do 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)



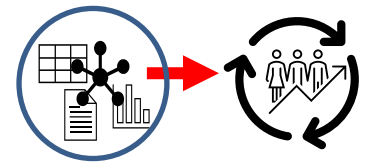
Criterion 4. Continuous Improvement (continued)

- Assessment activity applies to multiple student outcomes, e.g., lumps several student outcomes together
- Overreliance on indirect evidence as assessment data
- Data collected in courses with multiple programs' students but not disaggregated by program
- 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 ad hoc or inconsistently used
- No documentation of **evaluation** of the assessment data
- Data are collected and evaluated, but the information does not lead to 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.
- 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.
- For associate programs: Curriculum does not include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.
- 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; ...).
- Curriculum/student instruction does not address ethics, diversity and inclusion awareness, quality, or continuous improvement.

Criterion 6. Faculty



Common issues:

- Faculty numbers not adequate for advising, interaction, and career guidance
- Faculty size currently adequate but factors such as program growth and faculty attrition could jeopardize the adequacy of faculty size
- Faculty lack professional development activity or involvement with industry

Criterion 7. Facilities



Common issues:

- Lack of adequate equipment upgrade, repair, or maintenance may lead to insufficient student exposure to modern equipment compatible with industry
- Program lacks planning for staff allocation or other resources related to maintenance or upgrades
- Students do not have access to appropriate modern equipment or tools used in industry
- Space and equipment currently adequate, but anticipated 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 staff
- Evidence of excessive faculty turnover
- Lack of continuity of program leadership





Program Criteria

Program Criteria



- Describe how the program satisfies any applicable program criteria.
- This is often a connection to specific topics as covered in program's courses.
- Reference to materials that will be available is also helpful.
- If already covered elsewhere in the Self Study-Report, provide appropriate references.

NOTE: Not all programs have program criteria.

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



Self-Study Report Tips

- ABET offers self-study workshops (which have a fee).
 - Self-Study Development and Assessment Workshops:
 - **April 3 and April 6, 2024 in Tampa, FL**
<https://symposium.abet.org/workshops/>
 - **ABET Symposium: April 4-5, 2024 in Tampa, FL**
<https://www.abet.org/events/abet-symposium/>
- Proofread by someone not heavily involved in writing the program's SSR.
- Once it is written, do a self-evaluation using the T353 document. This document was written based on the program evaluation report (T351) used by PEV but with the program in mind.



<https://www.abet.org/wp-content/uploads/2021/03/ETAC-Program-Self-Evaluation-Tool.pdf>

Visiting Team



Team Chair (TC)

Primary Contact before & after the visit
ABET Experts
Volunteers selected by ETAC ExCom
Will decide communication protocol



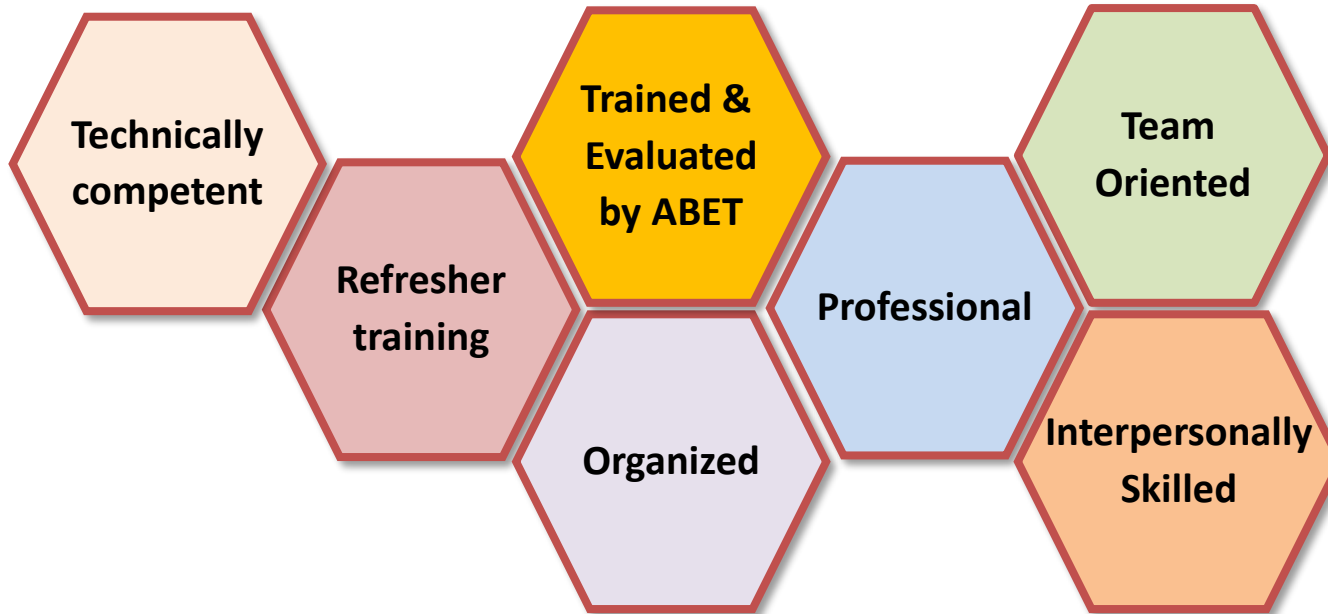
Program Evaluators (PEVs)

ABET Experts
Volunteers selected and trained by professional society



Observers

No vote in accreditation process
PEV in training, ABET staff or state board member



- Team Chair
 - Program Evaluators
- Must be approved by the institution**
- Institution can only reject TC or PEV if a conflict of interest is identified.
- Then, a new TC and/or PEV will be assigned.

Approval of Team Chair by Institution

- Institutions must approve the team chair via AMS (AMS: Accreditation Management System)
- If the institution has a conflict of interest with the assigned team chair, they can select “not approve” and ETAC will assign a new team chair.
- Programs must also approve the PEV(s).
- If there is a conflict of interest with the assigned PEV, they can select “not approve” and reason, the society will assign another PEV.



Tasks to complete before July 2024

- April - May

Team Chair Approval



- May - June

PEV Approvals



- July 1st

Self-Study Report Due



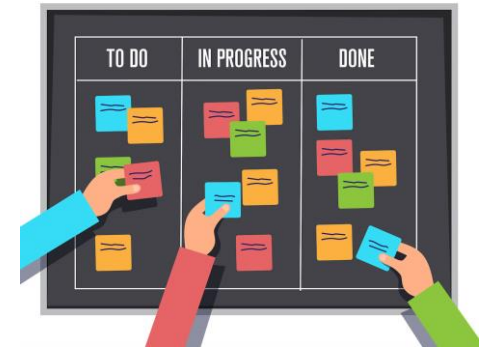
- Now to Evaluation

Prepare display materials



Before July 1st

- ✓ Team Chair approved
- ✓ Self-Study report uploaded
- ✓ Evaluation dates set
- ✓ PEVs approved

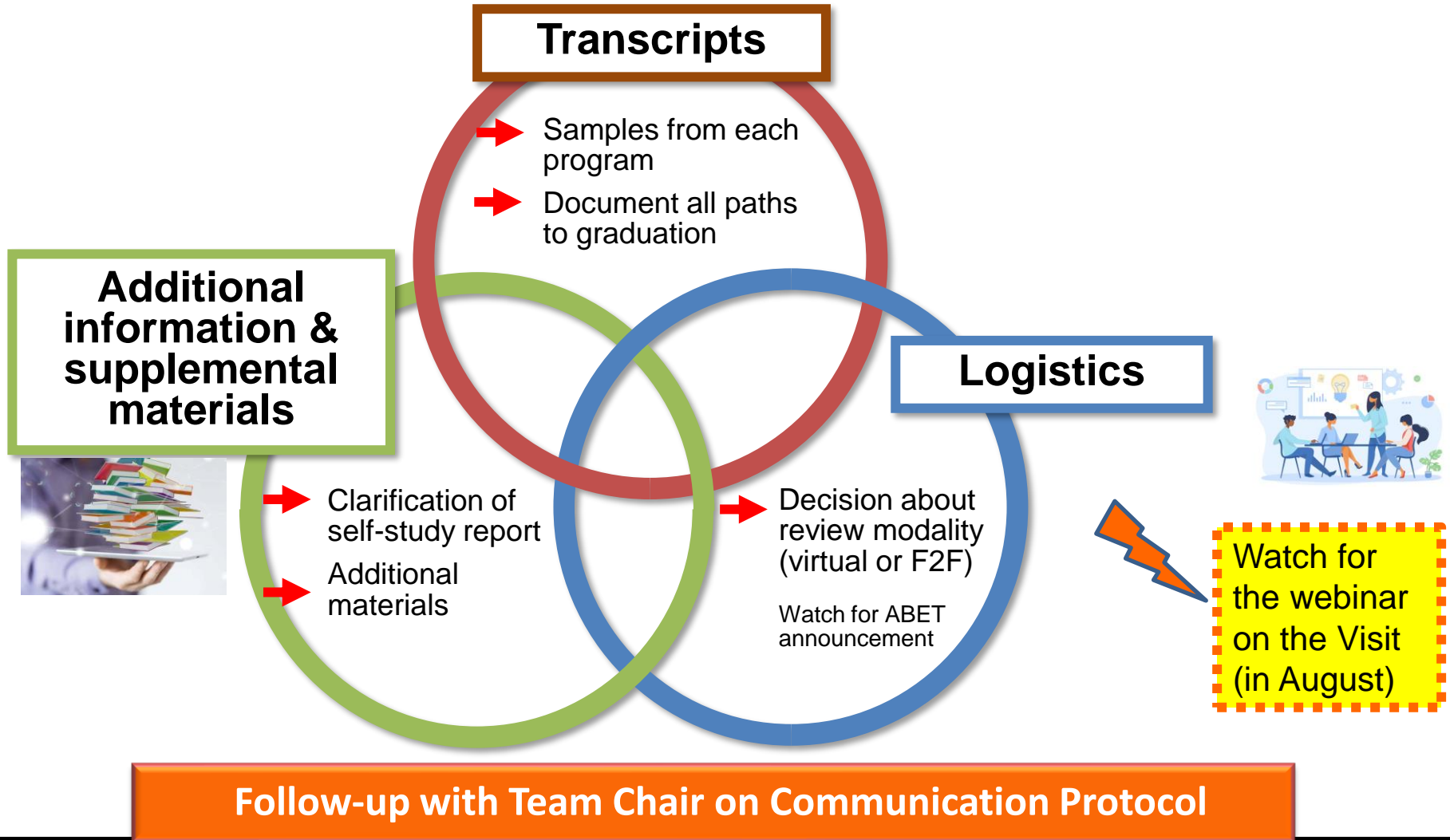


Also be prepared to provide after July - August

- Transcripts for each program
 - Team chair can provide guidance on number of transcripts
 - Student names should be removed and replaced by a tracking code
- Explanation and documentation of course substitutions
- Documentation of approval of transfer/substitution of courses
- Graduation audit form or process documentation

Follow-up with Team Chair: Transcript and Enrollment documentation

Before the Visit - after Team Approved



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/>

Follow-up with Team Chair on Communication Protocol

Thank you!

Any questions?

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Berrin Tansel: tanselb@fiu.edu
Gary Clark: gac@ksu.edu
Ilya Grinberg: grinbeiy@buffalostate.edu
Stephen Carr: s-carr@northwestern.edu



Please provide us your feedback on this session

<https://app.meet.ps/attendee/yib8yjt6>

- 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