



# Preparing for an ANSAC Evaluation On-Site Review

**2025-26 Accreditation Cycle**

Workshop for  
Institutional Representatives

August 7<sup>th</sup> presenters

Lisa Sachs, FAIA, FCMAA, CCM

Mary Lou Dunzik-Gougar, PhD

August 20<sup>th</sup> presenters

Lu Yuan, **Sc.D., CIH, CSP**

Regina Ford-Cahill, MS

# Our Goals Today are:

- to develop common understandings of, and expectations for evaluation activities, and
- to set the stage for a successful Site-Visit in the 2025-26 cycle.

# Introduction

## **ANSAC Representatives**

**Lisa Sachs, ANSAC Past Chair**

**Mary Lou Dunzik Gougar, ANSAC Vice Chair Operations**

# Session Agenda

- **General Considerations**
- **The Evaluation Team**
- **Terms & Terminology**
- **The Accreditation Process**
- **On-Site Review**
- **After the On-Site Review**
- **Examples of What the Evaluation Team Looks For**
- **Common Findings**

# Learning Objectives

- **ABET Organization**
- **Terms and Terminology**
- **The Accreditation Process**
- **Pre-, On-Site, Post Review Activities**
- **Accreditation Actions**
- **How to Avoid Problems**
- **Example Review Problems**

# ABET Organization

ABET is essentially a group of over 2,200 volunteers from academia, government and industry that are assisted by a core staff of professionals at headquarters.



# ABET Organization

## Four Accreditation Commissions

- Applied and Natural Science Accreditation Commission (ANSAC)
- Computing Accreditation Commission (CAC)
- Engineering Accreditation Commission (EAC)
- Engineering Technology Accreditation Com. (ETAC)

Commissioners are nominated by member societies

# ABET Organization

- **Board of Directors (12)**
- **Board of Delegates (~53)**
- **Accreditation Commissions (4)**

# What ANSAC Does

- **Develop and update General Criteria**
  - Most criteria are harmonized across commissions
- **Approve program criteria**
- **Assign Team Chairs to On-Site Visits**
- **Serve on commission committees**
- **Assure quality of the evaluation process**
- **Make final determination of annual accreditation actions**

# What ANSAC Accredits

- Applied programs in the following areas (accredited under the general and program criteria)
  - Construction Management
  - Data Science and Data Analytics
  - Environmental, Health, and Safety
  - Environmental Science
  - Facility Management
  - Geology and Geological Science
  - Health Physics
  - Industrial Hygiene
  - Safety
  - Surveying

# What ANSAC Accredits

- Applied and Natural Science programs in the following areas (accredited under general criteria only):
  - Natural Science programs such as Astronomy, Meteorology, Biology, Biotechnology, and various agricultural science programs, Chemistry, and Physics.
  - Mathematics and Actuarial Science
  - Pre-engineering (at the associate level only)
  - Integrated Science and Technology
  - Operational Leadership



# Terms & Terminology

# Institution's Responsibilities

- **Request Accreditation**
- **Prepare Program Self-Study Report**
- **Implement Criteria and Policy and Procedures Manual Requirements**
- **Host On-Site Review**
- **Respond to Reports**

# Types of Evaluations

- **Comprehensive**
- **Focused**

# Types of Evaluation

- **Comprehensive** – Evaluations of all programs under a particular commission's purview must be conducted simultaneously every six years.
- **Focused**

# Types of Evaluation

- **Comprehensive** – Evaluations of all programs under a particular commission's purview must be conducted simultaneously every six years.
- **Focused** – Evaluations occur when a program was found to have deficiencies or weaknesses in the prior evaluation. The evaluation could be done by either report or visit, depending upon the commission's findings.

# ABET Definitions

You will find the definitions of ABET's terms in the *Accreditation Policy and Procedure Manual (APPM)*.

<https://www.abet.org/accreditation/accreditation-criteria/accreditation-policy-and-procedure-manual-appm-2025-2026/>

You will also find definitions at the introduction to the ANSAC General Criteria, as follows:

<https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-applied-and-natural-science-programs-2025-2026/>

# ABET Definitions

While ABET recognizes and supports the prerogative of institutions to adopt and use the terminology of their choice, it is necessary for ABET volunteers and staff to have a consistent understanding of terminology. With that purpose in mind, the Commissions will use the following basic definitions:

**Program Educational Objectives** – 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.

**Student Outcomes** – Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.

# Program Educational Objectives

- Broad statements that describe what graduates are expected to **attain within a few years after graduation.**
- PEOs are based on the needs of the program's constituencies.
- **There must be a process to review and update PEOs.**
- Must be “publicly stated” per APPM.

# Student Outcomes

- Student outcomes describe what students are expected to **know and be able to do by the time of graduation.**
- These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.
- **There must be a documented and effective process for the periodic review** and revision of these student outcomes.

# Student Outcomes Assessment

- One or more processes that identify, collect, and prepare data to **evaluate the attainment of student outcomes.**
- Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome or objective being measured.
- Appropriate sampling methods may be used as part of an assessment process.
  - Not necessary to assess every course
  - Not necessary to assess every term.

# Keep in Mind

- The institution must provide evidence that they have a **working & effective system of assessment in place.**
- The institution must describe a clear relationship between program educational objectives, student outcomes, and measurable indicators of success with **required levels of achievement.**
- The evaluation team is assessing programs **based on the criteria and the strength of the evidence provided by the institution,** not on their own personal references.

# ABET Definitions

**Assessment** – Assessment is one or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes. Effective assessment uses relevant direct, indirect, quantitative and qualitative measures as appropriate to the outcome being measured. Appropriate sampling methods may be used as part of an assessment process.

**Evaluation** – Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.

# ANSAC Definitions

The Applied and Natural Science Accreditation Commission (ANSAC) of ABET recognizes that its constituents may consider certain terms to have certain meanings; however, it is necessary for the ANSAC to have consistent terminology. Thus, ANSAC will use the following definitions in applying the criteria:

# ANSAC Definitions

**College level Mathematics** – consists of mathematics that require a degree of mathematical sophistication at least equivalent to that of college algebra. For illustrative purposes, some examples of college-level mathematics include college algebra, pre-calculus, calculus, differential equations, probability, statistics, linear algebra and discrete mathematics.

# ANSAC Definitions

**Natural Science** – increases the knowledge base of a field of research and science collectively that are involved in the study of the physical world and its phenomena. Natural science consists of but is not limited to biology, physics, chemistry, geology and other natural sciences including life, earth and space sciences.

**Applied Science** – uses the knowledge base in natural science to solve specific problems.



# The Accreditation Process

# The Self Study Report

- **The Self-Study Report includes a complete description of how and the extent to which the program satisfies:**
  - **General Criteria requirements**
  - **Program Specific Criteria (*if applicable*)**
  - **APPM (Accreditation Policy and Procedure Manual)**

# General Criteria

**Criterion 1: Students**

**Criterion 2: Program Educational Objectives**

**Criterion 3: Student Outcomes**

**Criterion 4: Continuous Improvement**

**Criterion 5: Curriculum**

**Criterion 6: Faculty**

**Criterion 7: Facilities**

**Criterion 8: Institutional Support**

# Program/Degree-Specific Criteria

- In addition to the eight General Criteria, the team will assess the program's compliance with applicable program- and degree- specific criteria, unless the program is being reviewed under the General Criteria only.
- Applicable **program specific criteria are determined by the program title.**
- Additional degree criteria apply to master's degree programs.

# Terminology

- Each institution is free to define its own terminology.
- For example, if “goal” is the term used to define the expected accomplishments of graduates the first few years after graduation, this is completely acceptable to ABET.
- The Self-Study Report should clarify this terminology.

# Institution's Responsibilities

## Host Accreditation On-Site Review

- **Initial Review** – A new program is evaluated for the first time
- **General Review** – A program has been previously evaluated and all shortcomings were resolved. A general review occurs every 6 years.
- **Interim/Focused Review** – A program was found to have deficiencies or weaknesses in the prior evaluation and a campus visit was necessary to confirm information submitted by the institution.

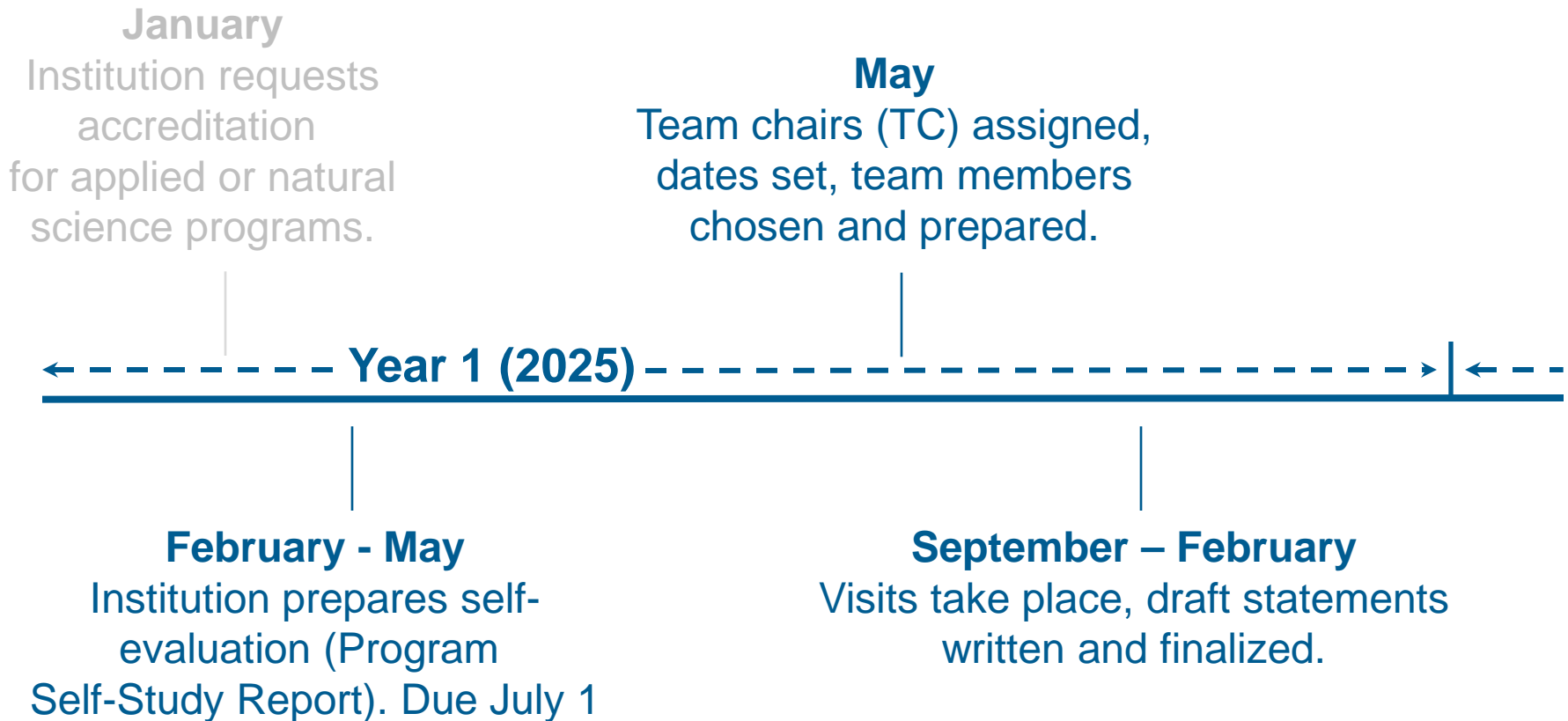
# Institution's Responsibilities

## Respond to Reports

- 7-Day Response to Program Audit Form/Exit Statement
- 30-Day Due Process Statement
- Supplemental Information, if needed

# The Accreditation Timeline

## Year 1 (2025)



# The Accreditation Timeline

## Year 1 (2025)

**(2025 - 2026)**

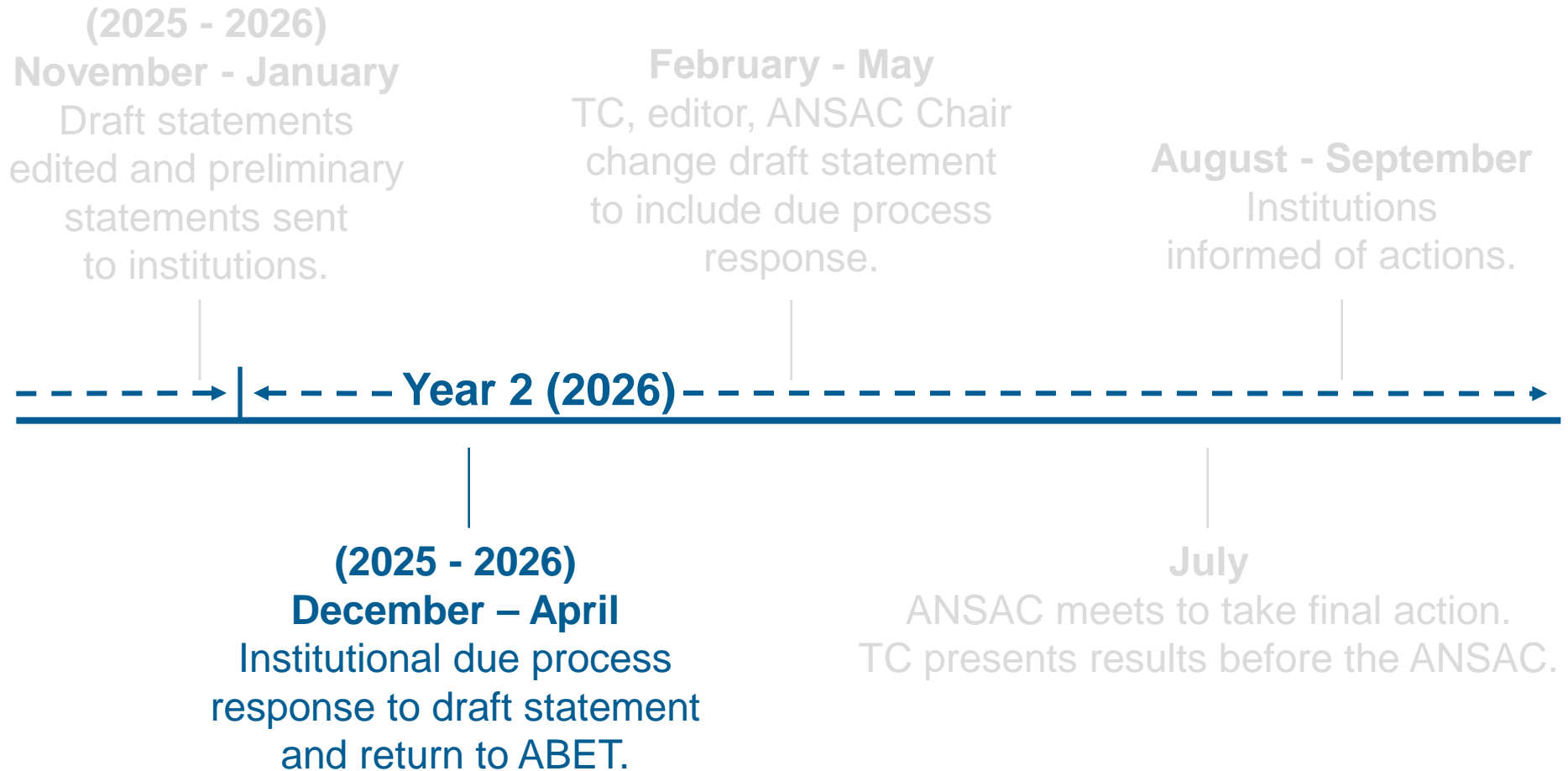
**November - March**

Draft statements  
edited and preliminary  
statements sent  
to institutions.



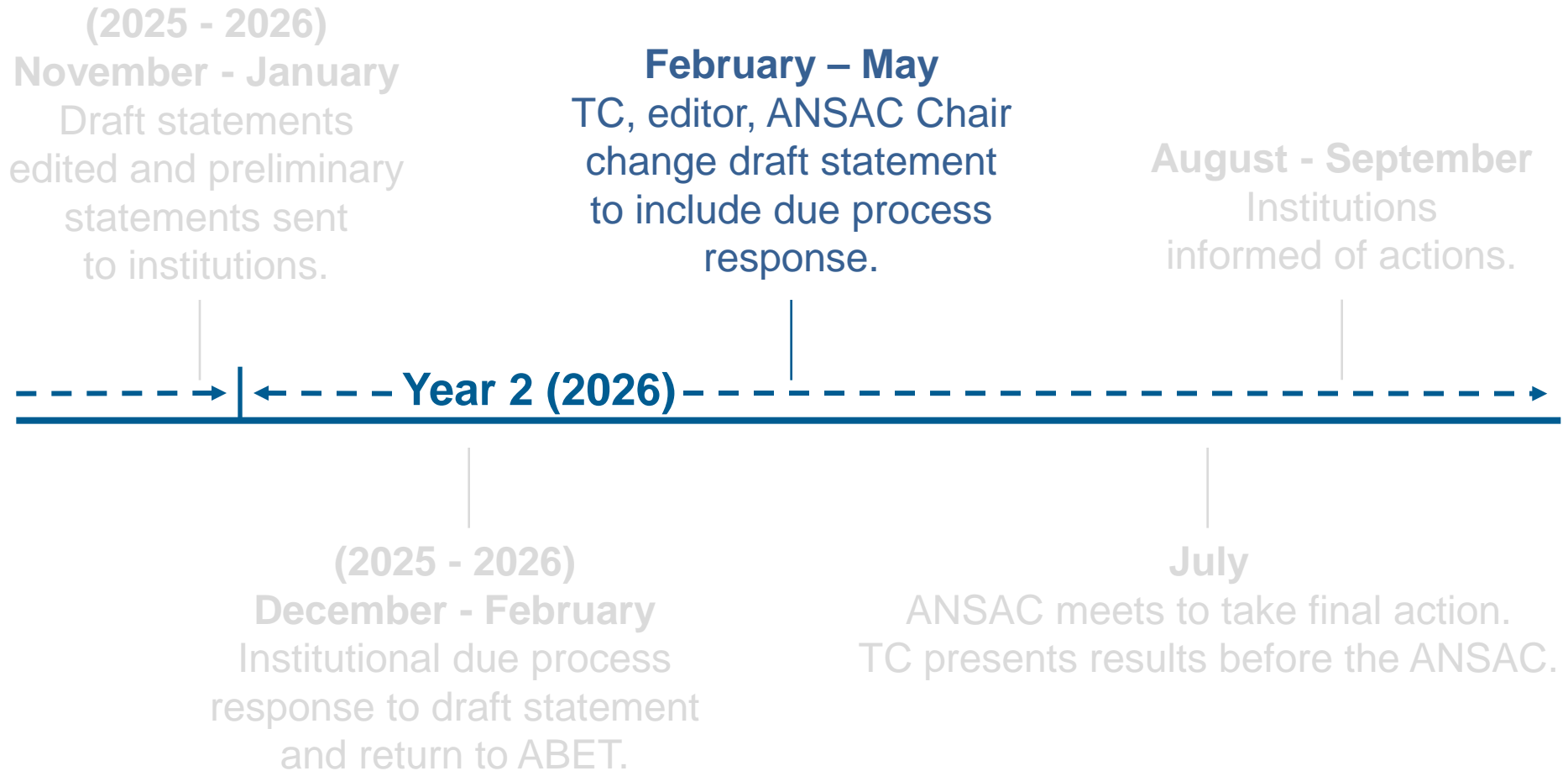
# The Accreditation Timeline

## Year 2 (2026)



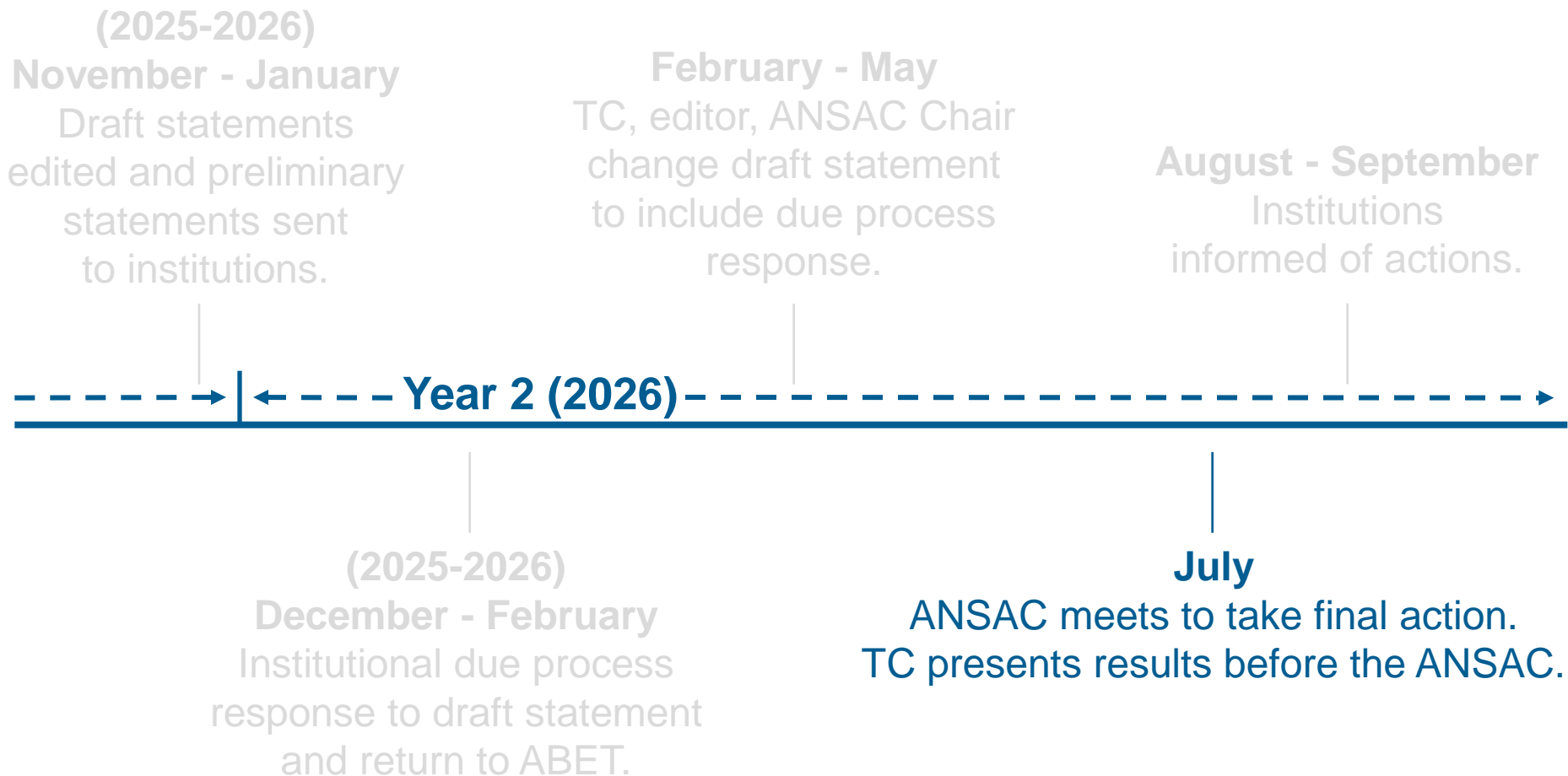
# The Accreditation Timeline

## Year 2 (2026)



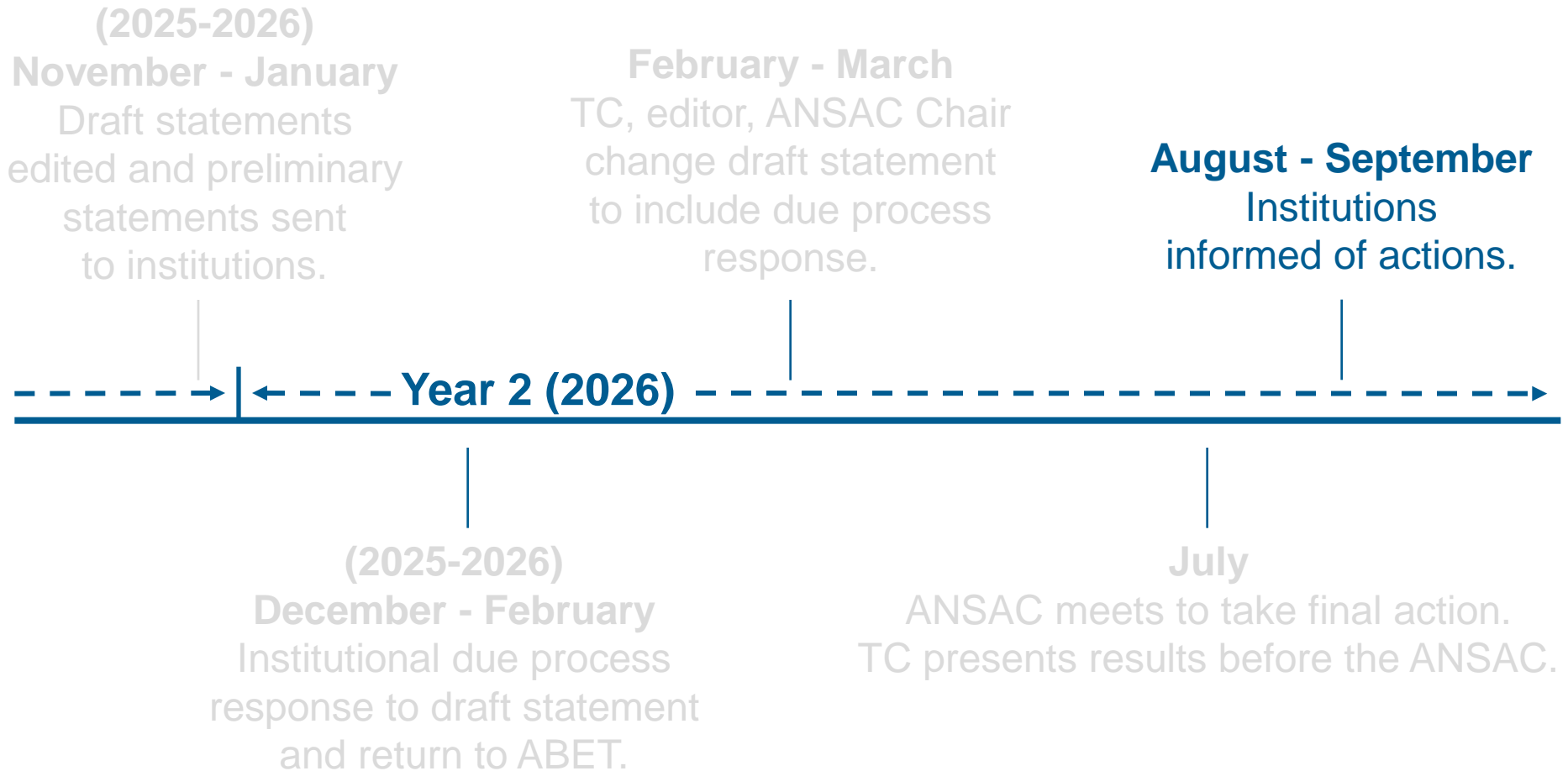
# The Accreditation Timeline

## Year 2 (2026)



# The Accreditation Timeline

## Year 2 (2026)





# The Evaluation Team

# ABET Competencies

Visit team members are expected to be:

- Technically Current
- Effective Communicators
- Professional
- Interpersonally Skilled
- Team-Oriented
- Organized

# Who Is on Your Team?

- One Team Chair assigned by ANSAC
- Typically, one Program Evaluator (PEV) for each program being evaluated with a minimum of two PEVs (i.e., a team of three, including the team chair) for new accreditation actions
- Possibly one or more observers
- Some institutions may have simultaneous visits where more than one commission has programs to be evaluated.
  - In this case, if the institution opts to have a simultaneous visit, there will be two or more Team Chairs and evaluators for all programs being evaluated on campus at the same time..
- Some visits will be joint with two commissions evaluating a single program. For ANSAC, that occurs only for construction management programs that have engineering in the name.

# Your Team Chair

- A Commissioner who was appointed by and represents a member society of ABET; elected by ANSAC and approved by the ABET Applied and Natural Science Area Delegation.
- Is an experienced program evaluator
- New Team Chairs are trained and mentored by experienced Team Chairs.
- Team Chairs are evaluated against the ABET competencies listed previously.

# Program Evaluators

- Selected by a professional society with responsibility for the program to which he or she is assigned.
- Trained by ABET and will be evaluated using the ABET Competency Model.
- Reviewed by the institution for any conflicts of interest.

# Observers

- Observers may be assigned to the team.
- Observers have no “vote” in the recommended action.
- Some professional societies require trained program evaluators to participate in an observer visit before being assigned as a program evaluator on a team.
- Members of state boards of licensure are often assigned as observers.
- An observer will normally “shadow” a PEV.
- The institution may decline observers generally or may decline to accept a particular observer.

# Responsibilities of Team

## Team Chair

- Assembles Team
- Organizes and Conducts On-Site Visit
- Mentors Evaluators
- Prepares Statement
- Recommends Action
- Presents to ANSAC
- Advocates for Institution

## Program Evaluators

- Review Reports
- Conduct On-Site Visit
- Analyze and Report Results
- Recommend Action
- Assist Team Chair with Post-Visit Actions

# Conflict of Interest

- Expectations for ABET representatives
  - Behave in an ethical and professional manner.
  - Disclose real or perceived conflicts of interest.
  - Recuse themselves from discussions or decisions related to real or perceived conflicts of interest.

# Confidentiality

- Information supplied by institution and derived from the visit is for confidential use of ABET and the Applied and Natural Science Accreditation Commission.
- ABET has specifically authorized professional societies to participate in the accreditation process.
- General information about ABET and the commissions is available on the ABET website at **[www.abet.org](http://www.abet.org)**.

# ABET Team Interactions

- Team chair contacts institution in May to set up or confirm a visit date and provide an outline of activities for the visit process. The institution will already have notified ABET of their preferred visit dates.
- Team chair submits bios of program evaluators (PEVs) for institution review for conflicts of interest.
- Team chair and institution set up a line of communication.
- Team will discuss self-study and identify issues before visit.
- Team chair and/or PEVs to remain in contact with institution prior to visit to obtain information and/or get additional questions answered prior to the visit.

# Transcript Request

- The Team Chair will also ask the institution to provide 6-10 transcripts selected randomly.
- Institution should also provide documentation to support analysis of transcript (e.g., degree audit, waiver requests, etc.)



# Scheduled On-Site Review Days

# Objectives of the On-Site Review

- Make a **qualitative assessment** of factors that cannot be documented in a written questionnaire.
- Conduct a **detailed examination** of the materials compiled by the institution.
- Provide the institution with a preliminary assessment of its **strong points and shortcomings**.

# Evaluate/Document/Recommend

The team will:

- Identify issues for each criterion.
- Select key term that applies overall for each criterion.
- Explain impact of each concern, weakness, and deficiency.
- Recommend an accreditation action.

# The Decision-Making Process

- Preliminary decision before Site-Visit begins
- Night before the exit interview recommendation
- Team provides a recommendation at the conclusion of On-Site Review (but this is not final until it goes through the editors and shortcomings may change at that point).
- Decisions by editors and ANSAC Chair
- Draft Statement consistent with ANSAC Chair decision

# Communication is Critical!

The Dean (or designee) and the Team Chair must plan and be informed of all activities.

- The Team Chair should be the primary conduit for communication between ANSAC team and the institution.
- Any communications between a program head and program evaluator should be copied to the Dean and Team Chair.

# HQ Directive on Electronic Recording of ABET Accreditation Meetings

- Any type of electronic recording of live ABET accreditation conversations or meetings is **prohibited**.
- This policy applies to ABET Accreditation staff, volunteers, and the institutions involved in evaluation reviews.
- For accreditation reviews this applies to review planning meetings, ABET team meetings, exit meetings and faculty, staff and student interviews.
- Exceptions to this would be pre-recorded laboratory tours.
- All parties involved in the pre-recorded laboratory tour must be **identified by name and their consent** is to be recorded.

# On-Site Review Activities – Day 0

(Usually Sunday or any pre-agreed day) approx. Noon- 5:00 pm

- Team evaluates course materials, laboratory reports, assessment data and other relevant information for the program(s) under review.
- Tour facilities
- Note: Some or all the above information may have been provided electronically to the team prior to Day 0. Each program will work with their team to determine appropriate schedule.
- PEV meets with Program Chair
- Team Chair meets with Dean

# Course Materials

- Courses appear appropriate to accomplish the program educational objectives and program outcomes.
- Student work indicates active engagement and demonstration of learning.
- Evidence with respect to specific outcomes (including those in the criteria) as appropriate to the assessment plan.
- A few missing items, or even entire missing courses, are not necessarily systemic problems. PEVs will pursue any major gap to see if it represents a serious problem.

# Laboratory Reports

- Evidence (lab reports) of appropriate student learning (not just cookbook).
- Evidence to support program outcomes.
- Evidence of faculty reviewing and correcting written communications.
  - **Not just check marks – written reports!**
  - **Provide corrections to grammar and composition.**

# Typical Documents Reviewed

Documentation of results and evidence that results are being used to improve the program, for example:

- Student portfolios
- Nationally-normed examinations
- Alumni and employer surveys
- Placement data
- Other

# What Does the Team Evaluate?

Processes in place which provide for:

- Definition of desired, measurable outcomes
- Collection of data linked to the outcomes
- Analysis of data and evaluation of results
- Implementation of change
- Repeat cycle and review (closing the loop)

# Assessment & Improvement Evidence

Among the materials that the institution collects for display should be:

- Examples of assessment tools
- Summary of results
- Faculty meeting minutes
- Advisory Board meeting minutes

# On-Site Review Activities – Day 1

approx. 8:00 am to 5:00 pm

- ABET Team meets with administration
- TC meets with dean, associate dean, president, provost, registrar, finance, admissions, placement, library, assessment
- PEVs meet with Faculty, Students, Employers, Alumni

# On-Site Review Activities – Day 2

approx. 8:00 am to Mid Afternoon

- Team finalizes visit forms and documents
- PEV briefs program chairs on team findings.
- Team Chair briefs dean on team findings.
- Team conducts Exit Meeting.

# Exit Meeting

- The institution CEO should be present for this meeting.
- Team Chair makes introductory remarks and invites PEVs to read their exit statements.
- Statement includes strengths, deficiencies, weaknesses, concerns, and observations, as necessary.
- Program Audit Form (PAF), which documents the team findings, will be e-mailed by the Team Chair to the Dean upon completion of the Exit Meeting

# Program Audit Form (PAF)

- Reflects the shortcomings in any of the criteria discerned from reviewing the Self-Study Report and conducting the on-site review.
  - Cites specific wording from criterion
  - Describes observations
  - Explains the impact of shortcoming

# Important Point!

- All shortcomings identified at the time of the visit will be reflected on the PAF.
  - It is possible that a shortcoming identified at one level by the team may be framed at a different level later in the editing process if consistency in application of criteria across institutions demands it.
- After the review, all communication with the team must be through the Team Chair.

**There is to be no direct contact with PEVs.**

# PAF Key Terms

- **Compliance** – The program satisfies the applicable criteria.
- **Concern** – A program currently satisfies a criterion, policy, or procedure; however, the **potential exists for the situation to change** such that the criterion, policy, or procedure may not be satisfied.

# PAF Key Terms

- **Weakness** – 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 evaluation.
- **Deficiency** – **A criterion, policy, or procedure is NOT satisfied.** Therefore, the program is not in compliance with the criteria.



# **After the On-Site Review Activities**

# Post-Review Process

- “7-Day Response” from institution (**to clear up errors of fact** in the oral exit statement or on the PAF).
- “Draft Statement” prepared by Team Chair; edited by an ANSAC executive committee member, ANSAC chair, and ABET HQ, then is sent to the institution.
- 30-day “Due Process” response from the institution.
- Revised & edited “Draft Statement” becomes “Final Statement”.
- ANSAC will accept “Supplemental Information” if needed **but only** if institution has already submitted a “Due Process” response.
- ANSAC takes final accreditation action at the July Commission Meeting.
- ABET sends “Final Statement” and accreditation letter to institution (August or September).

# Opportunity for Evaluation of Team

After the On-Site Review, the Dean or designee are provided the opportunity to evaluate the Team Chair and Program Evaluators against the ABET Competency Model.

# It's Not Over Until the Commission Votes

- Institution may submit supplemental material within a reasonable time prior to annual ANSAC meeting.
  - Supplemental material provided after the 30-day due process period should be material that was not available when the due process report was submitted, e.g., end-of-semester project reports, closing the loop on continuous improvement or faculty hires.
  - NOTE: you will not be able to submit supplemental material if you have not submitted a 30-day due process response.
  - **Communication with your team chair is key to ensuring relevancy.**
  - **Submit supplemental material as post 30 day-due process response by June 1<sup>st</sup>.**
- Note: 7-Day and Due process responses are uploaded onto the AMS. If you then intend to submit a supplemental response, let the Team Chair know and then send it to Team Chair.

# Ongoing Resolution of Issues

- Programs are encouraged to solve problems quickly.
  - **This is, in fact, the desired result!**
- Final report considered by the entire Applied and Natural Science Accreditation Commission, which makes final decision on accreditation at their July meeting.
- Only “Not to Accredit” action can be appealed.

# Possible Accreditation Actions

**NGR.....Next General Review**

**IR.....Interim Report**

**IV.....Interim Visit**

**SCR.....Show Cause Report**

**SCV.....Show Cause Visit**

**RE.....Report Extended**

**VE.....Visit Extended**

**SE.....Show Cause Extended**

**NA.....Not to Accredit**

# Actions and Durations

## For a General Review

<u>Evaluation</u>		<u>Action</u>		<u>Duration</u>
Any Weak?	Any Deficiencies?			[Years]
No	No	NGR	Next General Review	6
Yes	No	IR	Interim Report	2
Yes	No	IV	Interim Visit	2
—	Yes	SC	Show Cause	2

# Actions and Durations

## For an Initial Review

<u>Evaluation</u>		<u>Action</u>		<u>Duration</u>
Any Weak?	Any Deficiencies?			[Years]
No	No	NGR	Next General Review	6
Yes	No	IR	Interim Report	2
Yes	No	IV	Interim Visit	2
—	Yes	NA	Not to Accredite	

# Actions and Durations

## For a Focused or Interim Review

<u>Evaluation</u>		<u>Action</u>		<u>Duration</u>
Any Weak?	Any Deficiencies?			[Years]
No	No	RE	Report Extended	2 or 4
No	No	VE	Visit Extended	2 or 4
Yes	No	IR	Interim Report	2
Yes	No	IV	Interim Visit	2
—	Yes	SC	Show Cause	2
—	Yes	SCR	Show Cause Report	2



# Common Findings

# Criterion 1 Students

- **Student performance must be evaluated. Student progress must be monitored** to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.
- **The program must have and enforce policies for accepting both new and transfer students**, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

# Criterion 1 Students

- Prerequisites not met.
- Lack of oversight provided in courses that students select.
- Course transfer issues involving students from community college or other institutions into the program.
- No documentation for waivers

# Criterion 2 PEOs

- **The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.**

## Criterion 2 Program Educational Objectives

- Program Educational Objectives do not reflect what graduates are expected to attain within a few years after graduation. Do not confuse them with student outcomes.
- All program constituencies identified have not been consulted in the development or in changes to the Program Educational Objectives and/or there is no written record of such consultation, such as minutes of advisory board meetings.

# Criterion 3 SOs

The program must have documented **student outcomes that prepare graduates to attain the program educational objectives**. There must be a **documented and effective process** for the periodic review and revision of these student outcomes.

A. Associate degree program student outcomes must include, but are not limited to the following:

- (1) An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
- (2) An ability to conduct experiments or test theories, as well as to analyze and interpret data.
- (3) An ability to function on teams.
- (4) An understanding of professional and ethical responsibility.
- (5) An ability to communicate effectively.

B. Baccalaureate degree program student outcomes must include, but are not limited to the following:

- (1) An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
- (2) An ability to formulate or design a system, process, procedure or program to meet desired needs.
- (3) An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.
- (4) An ability to communicate effectively with a range of audiences.
- (5) An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.
- (6) An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

## Criterion 3 Student Outcomes and APPM Display Materials

- Student displays out of date or not organized.
- Lack of documentation demonstrating students written and oral communication skills.
- Inability to tie student materials (coursework) to required student outcomes.

# Criterion 4

## Continuous Improvement

- 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**. Other available information may also be used to assist in the continuous improvement of the program.

# Criterion 4 Continuous Improvement

- No systematic plan
- A plan but it is not implemented
- No or minimal data collected
- Collected data not evaluated
- Results not used to improve program

# Criterion 5 Curriculum

The curriculum requirements specify subject areas appropriate to applied or natural sciences programs but do not prescribe specific courses. For the purposes of accreditation, mathematics and statistics programs may be reviewed under the definition of applied and natural sciences. The program's faculty must assure that the curriculum devotes adequate attention and time to each component, consistent with the objectives of the program and institution, while preparing students for life-long learning.

The curriculum must include:

- (a) combination of college-level mathematics and sciences (some with laboratory and/or experimental experience) appropriate to the discipline
- (b) advanced technical and/or science topics appropriate to the program;
- (c) a general education component that complements the technical and scientific content of the curriculum and is consistent with the program and institution objectives.

Students in baccalaureate degree programs must also be prepared for practice in a field of applied or natural sciences through a **curriculum culminating in comprehensive projects** or experiences based on the cumulative knowledge and skills acquired in earlier coursework.

## Criterion 5 Curriculum

- The program does not demonstrate that the curriculum culminates in comprehensive projects or experiences based on the cumulative knowledge and skills acquired in earlier course work and that this experience occurs typically in the final year of the program.

# Criterion 6 Faculty

Each faculty member teaching in the program must have expertise and educational background consistent with the contributions to the program expected from the faculty member. The competence of faculty members must be demonstrated by such factors as education, professional credentials and certifications, professional experience, **ongoing professional development**, contributions to the discipline, teaching effectiveness, and communication skills. Collectively, the faculty must have the breadth and depth to cover all curricular areas of the program.

The faculty serving in the program **must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising**. Each faculty member must have sufficient responsibility and authority to improve the program through definition and revision of program educational objectives and student outcomes as well as through the implementation of a program of study that fosters the attainment of student outcomes.

# Criterion 6 Faculty

- Faculty member not identified as administratively in charge of the program (applies to some program criteria).
- Inadequate number of faculty to handle the program.
- No documented plan to address replacement of faculty due to retirement or to other professional opportunities (new job).
- Problems associated with professional development, external consulting, and professional certification (PE, CIH, CSP, etc.).

# Common Findings APPM

## APPM (Public Release of Information)

Each accredited program must be specifically identified as:

accredited by the \_\_\_\_\_ Accreditation Commission(s) of ABET, <https://www.abet.org>, *under the General Criteria and the \_\_\_\_\_ Program Criteria.*

*Example: The Electrical Engineering Technology BS Program 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.*

or

accredited by the \_\_\_\_\_ Accreditation Commission(s) of ABET, <https://www.abet.org>, *under the General Criteria.*

# Planning and Next Steps

- The TCs and PEVs have undergone extensive training developed specifically for the 2025-26 cycle.
- The TC will provide you with explicit and detailed guidance on all critical areas of the review identified in previous slides.
- Communicate early and often with the team to assure the visit will be trouble-free and productive.
- A team of ABET Adjunct Accreditation Directors, HQ Staff, and an IT team will also be available to teams to support onsite reviews.
- If you have questions, reach out to your team chair!

**Questions?**