



Preparing for an ANSAC Evaluation On-Site Review

2026-27 Accreditation Cycle

Workshop for
Institutional Representatives

presented by

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Our Goals Today are:

- To develop common understandings of, and expectations for, evaluation activities
- To set the stage for a successful Site-Visit in the 2026-27 cycle

ANSAC Representatives

Richard Olawoyin, ANSAC Chair

Mary Lou Dunzik Gougar, ANSAC Chair-Elect

Regina Ford Cahill, ANSAC Ex Committee Member

Fred Harris Jr., ANSAC Ex Committee Member

Learning Objectives

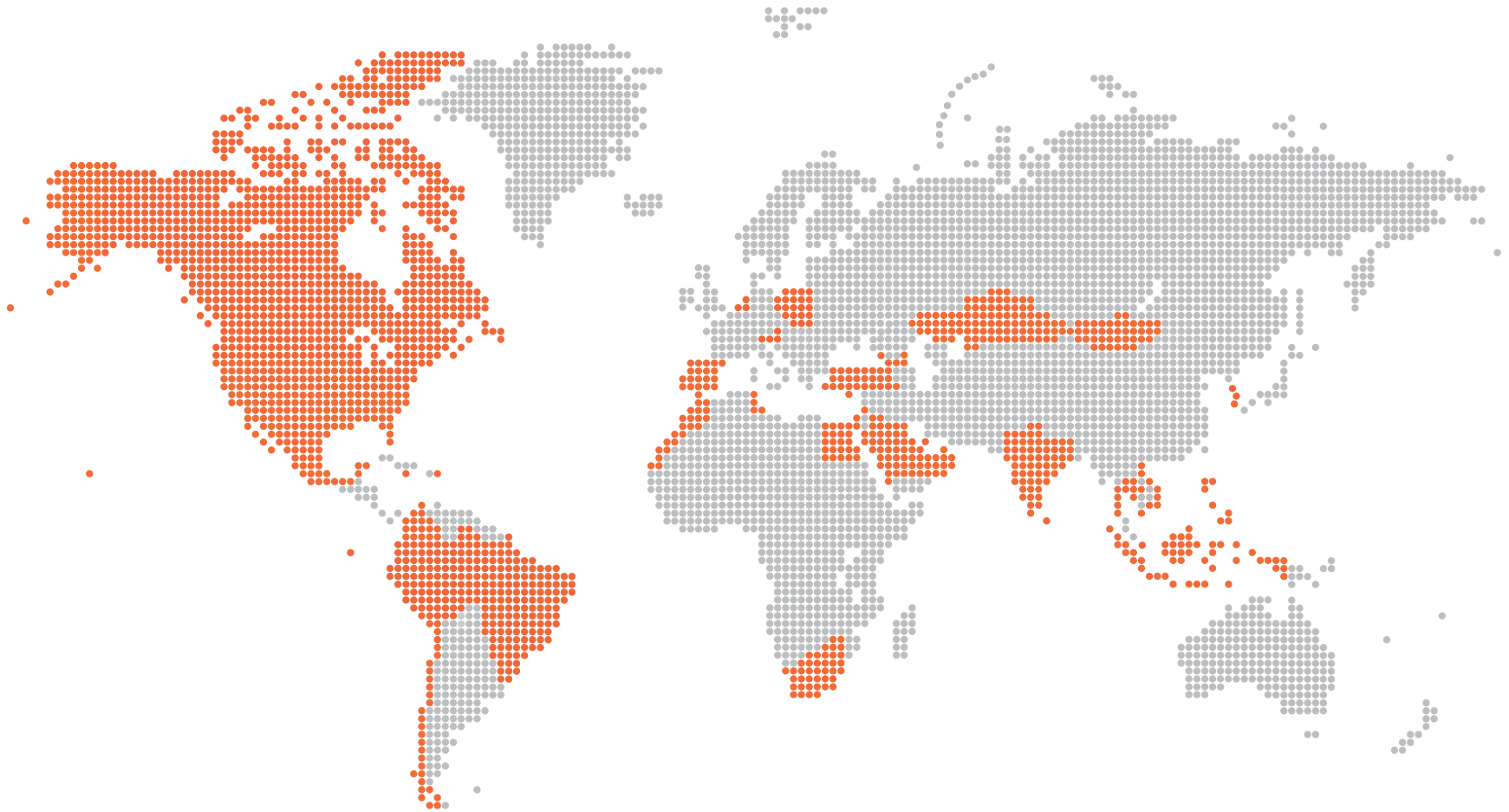
- **ABET Organization**
- **Terms and Terminology**
- **The Accreditation Process**
- **Pre-, On-Site, Post Review Activities**
- **Accreditation Actions**
- **Common problems and How to Avoid Them**

ABET Organization

ABET's accreditation system relies on more than 2,200 volunteer experts from academia, industry, and government, supported by a professional headquarters staff.



ABET Volunteer Locations Around the World



ABET Professional Societies



ABET's Global Influence

Over **200,000** students graduate from ABET-accredited programs **each year.**

Millions of graduates have **received degrees** from ABET-accredited programs since 1932.

2025

PROGRAMS ACCREDITED
WORLDWIDE

4,863

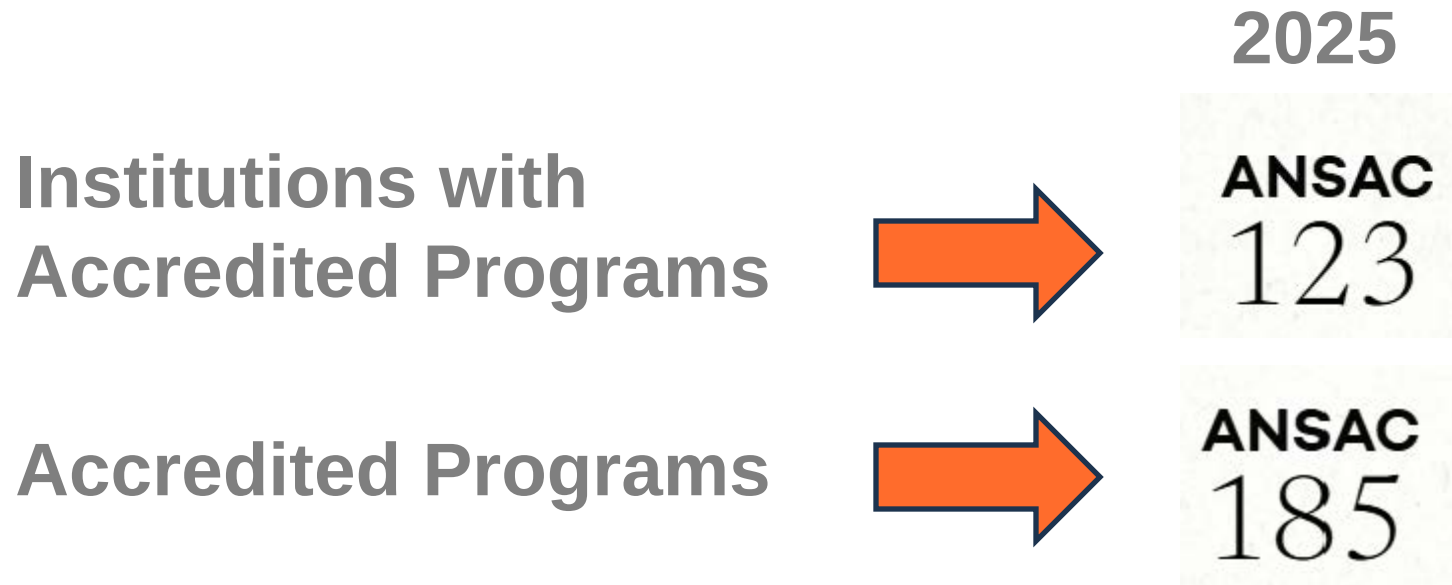
COUNTRIES WITH
ABET ACCREDITATION

42

INSTITUTIONS WITH
ACCREDITED PROGRAMS

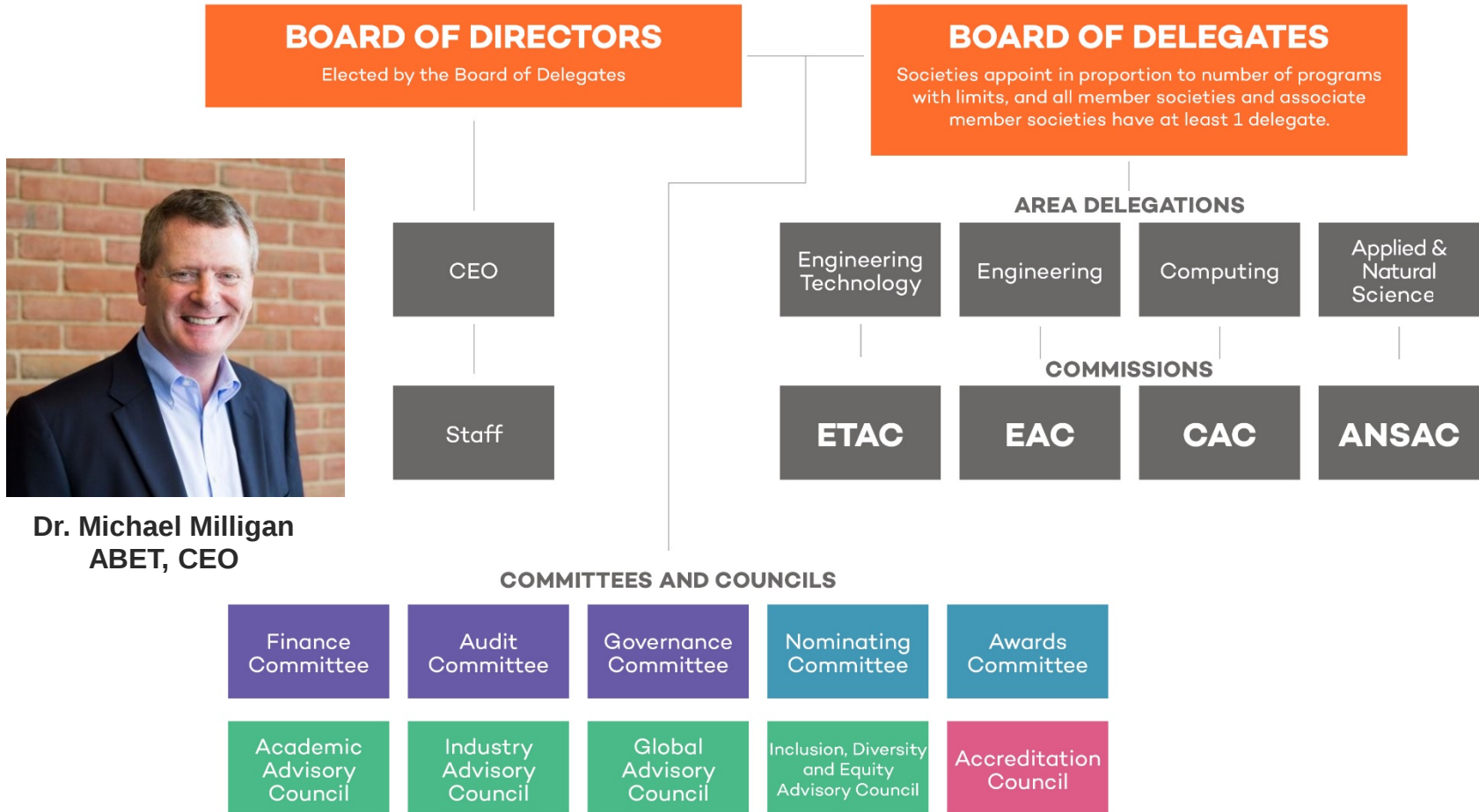
950

ANSAC Accreditation



ABET Organizational Structure

■ Directors Committee ■ Delegates Committee
■ Directors Council ■ Delegates Council



What ANSAC Does

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

What ANSAC Accredits

- Applied Science 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, 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

Higher learning organization that delivers one or more educational programs leading to degrees.

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 Review

- **Comprehensive:** A review team examines all aspects of a program to judge compliance with criteria and policies and to help the program in recognizing its strong and weak points.
- **Focused**

Types of Evaluation

- **Comprehensive:** A review team examines all aspects of a program to judge compliance with criteria and policies and to help the program in recognizing its strong and weak points.
- **Focused:** A review of specific areas of a program related to previously identified shortcomings, such as a deficiencies or weaknesses. The review maybe conducted through a report or visit, depending on the 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-2026-2027/>

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-2026-2027/>

ABET Definitions

To ensure consistency across accreditation reviews, ABET uses standardized terminology while recognizing each institution's right to use its own terminology.

ABET Definitions

Program Educational Objectives: 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.

Program Constituencies: Groups, including external groups, identified by the program that have a common interest in the program and can provide meaningful input regarding the program educational objectives.

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.**
- The PEOs are based on the needs of the program's constituencies.
- **There must be a process to review and update the 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.

ABET Definitions

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 being measured. Appropriate sampling methods may be used as part of an assessment process.

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.

ABET Definitions

Evaluation

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.

Keep in Mind

- The institution must provide evidence that they have a **working & effective system of assessment and evaluation 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 review team determines program compliance **based on the accreditation criteria, APPM, and the strength of the evidence provided by the institution,** rather than on individual preferences or opinions.

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

Governing Documents for the Accreditation Process

- *ABET Criteria for Accrediting Programs for ANSAC*
 - Program Management
 - Assessment
 - Curriculum
 - Resources and Support
- *ABET Accreditation Policy and Procedure Manual [APPM]*
 - Eligibility for Accreditation
 - Conduct of Evaluations
 - Public Release of Information
 - Appeals

Self-Study Basics and Context

- Institutions and programs prepare the Self-Study Report documenting how they comply with ABET policy and criteria requirements.
 - Presents the program to the review team
 - Affords team its first impression of the extent to which the program meets the requirements.
 - Gives an impression of the institution's preparation for the upcoming visit

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)

Criteria: The Guiding Principles of Accreditation Decisions

Overview of Criteria

Goals

- Ensure the quality of educational programs
- Foster the systematic pursuit of quality improvement in educational programs
- Develop educational programs that satisfy the needs of constituents in a dynamic and competitive environment

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 Names

- Determines:
 - Which ABET Accreditation Commission is responsible
 - ANSAC, CAC, EAC, ETAC
 - Which professional society is responsible
 - Appropriate Program Evaluators
 - Which criteria are applicable
 - “General Criteria” for all programs
 - “Program Criteria” for certain disciplines
 - 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 review of specific areas of a program related to previously identified shortcomings, such as deficiencies or weaknesses. The review maybe conducted through a report or visit, depending on the findings.

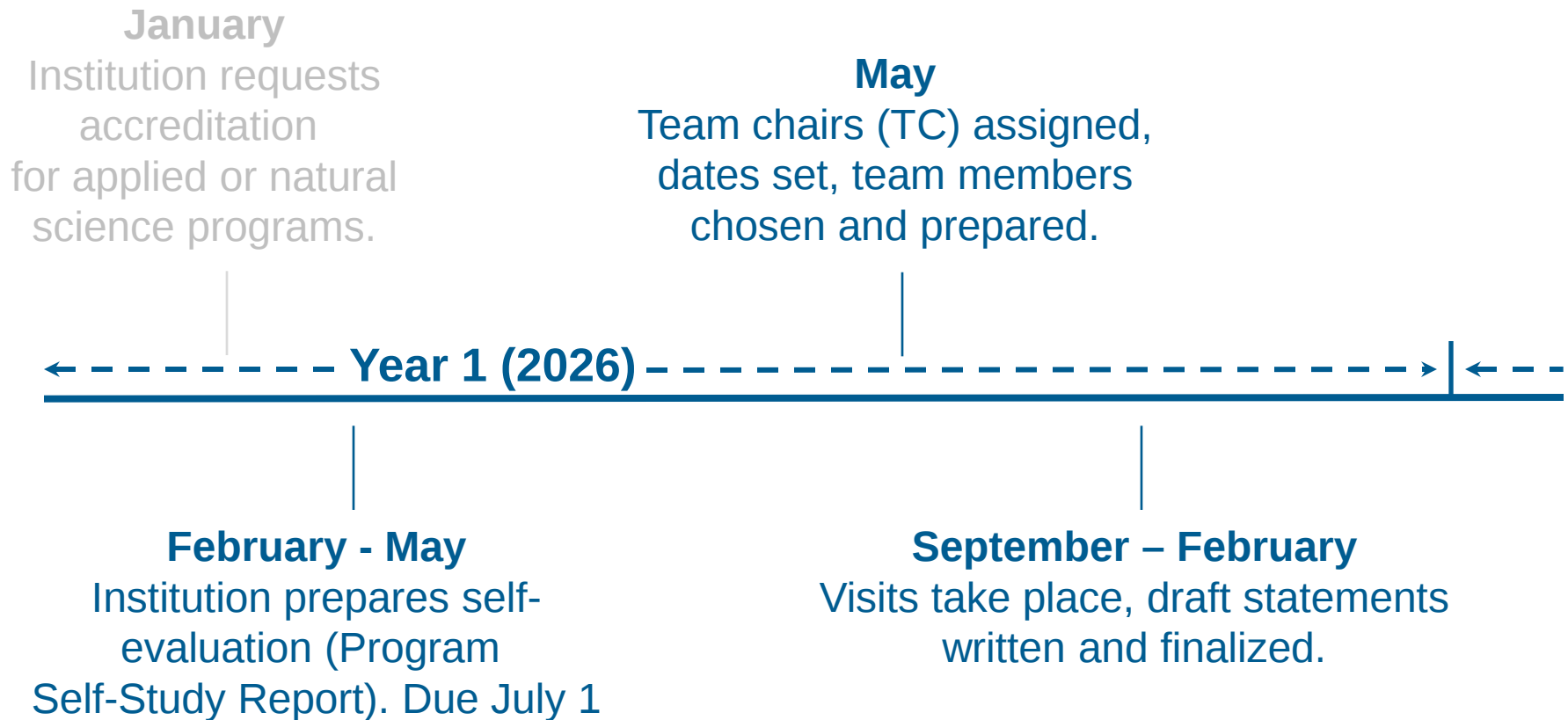
Institution's Responsibilities

Respond to Reports

- 7-Day Response to Program Audit Form/Exit Statement
- 30-Day Due Process Statement
- Supplemental Information, if needed and if approved by the Team Chair that it is necessary

The Accreditation Timeline

Year 1 (2026)



The Accreditation Timeline

Year 1 (2026)

(2026 - 2027)

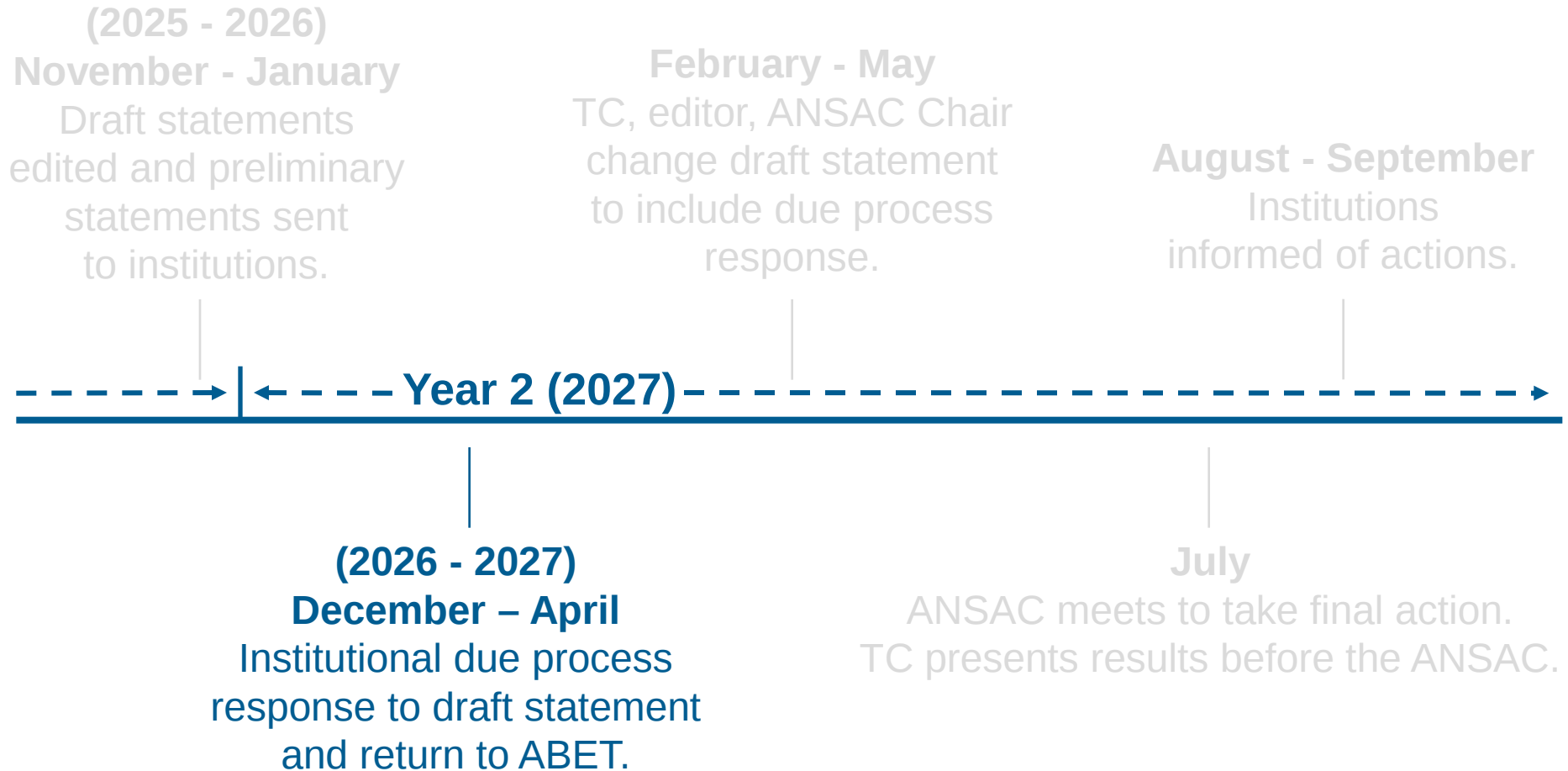
November - March

Draft statements
edited and preliminary
statements sent
to institutions.



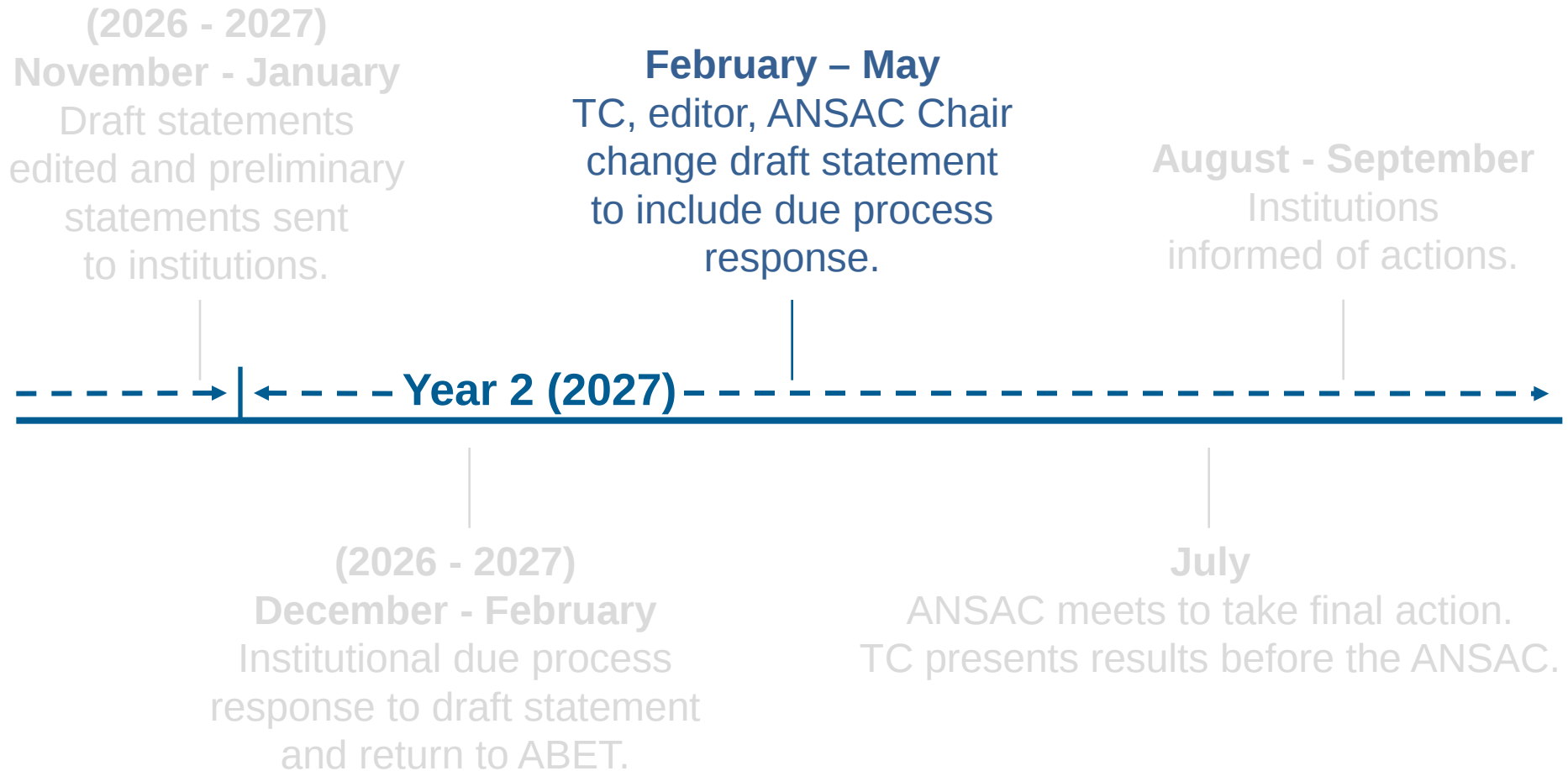
The Accreditation Timeline

Year 2 (2026)



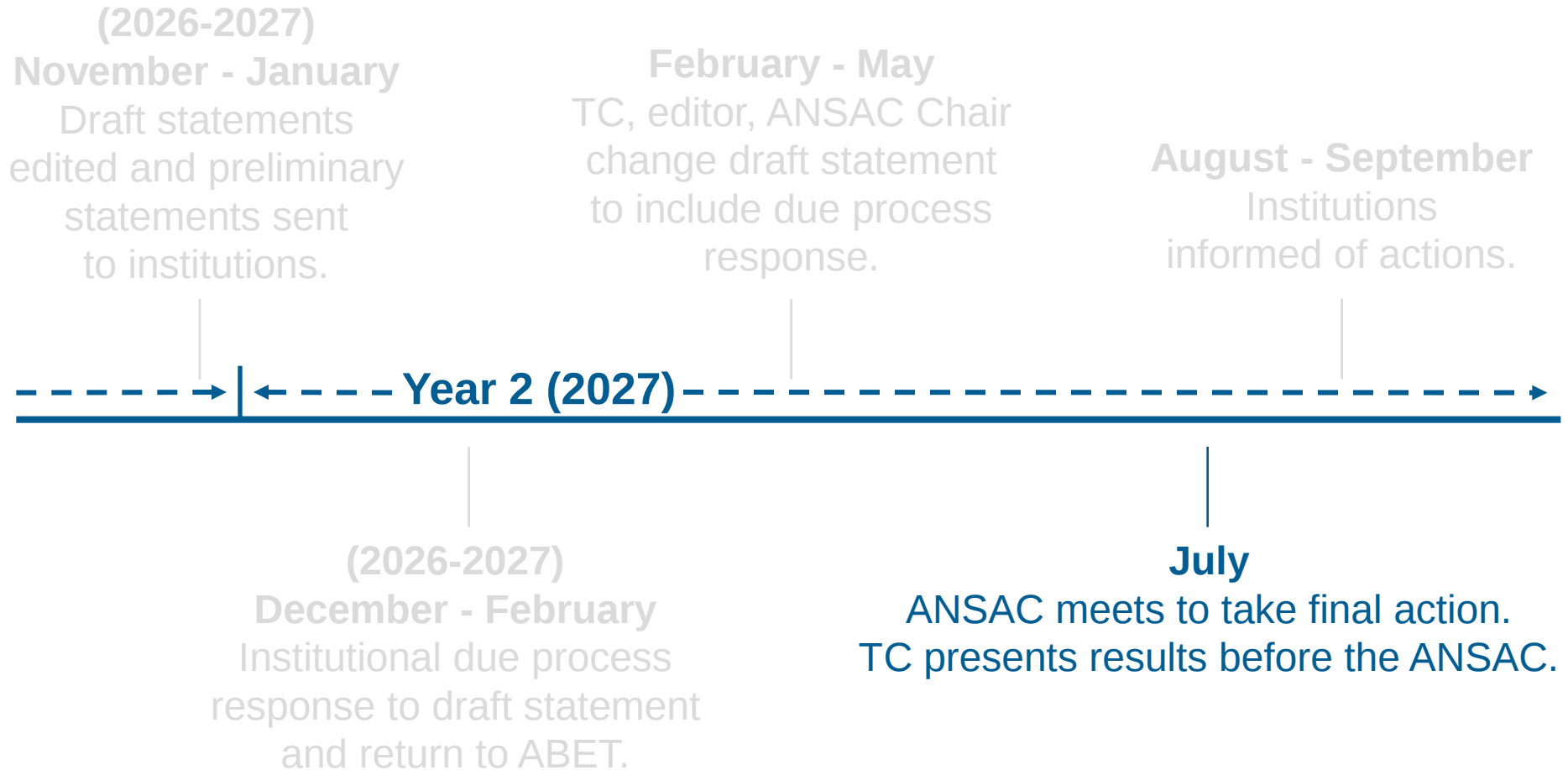
The Accreditation Timeline

Year 2 (2027)



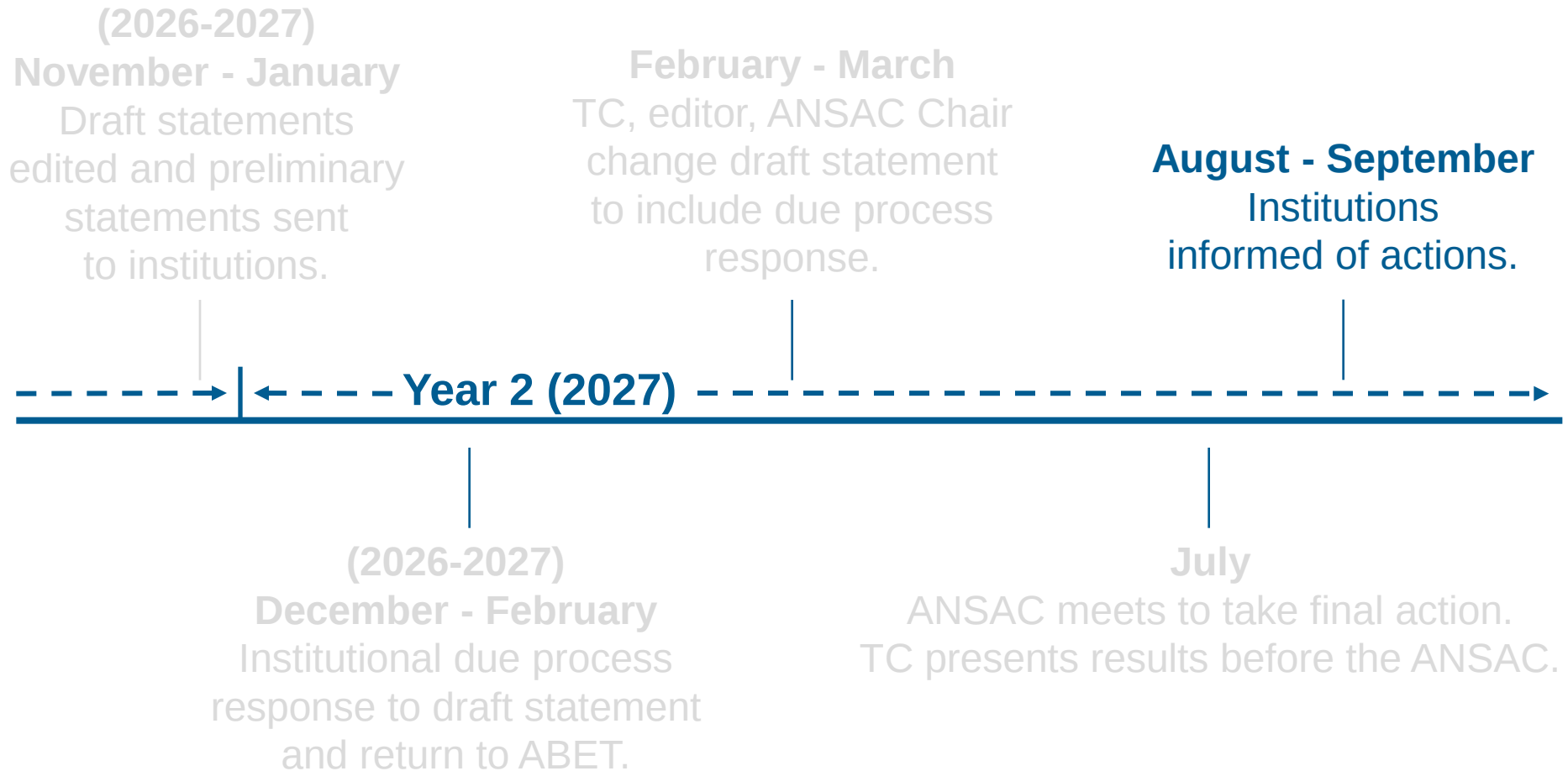
The Accreditation Timeline

Year 2 (2027)



The Accreditation Timeline

Year 2 (2027)





The Review Team

Review Team - Membership

- One Team Chair
 - For large teams: Team Chair and Co-Chair
- Typically, one Program Evaluator for each program being evaluated
 - Minimum of 2 for a new program
- Possibly one or more observers
 - International partners, U.S. state licensing boards, new Program Evaluators, ABET staff
- Team members are not financially compensated
 - ABET pays travel expenses only

Who Is on Your Team?

- 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 may be **joint visits** with two commissions reviewing a single program. For ANSAC, that occurs only for construction management programs that have engineering in the name.

Program Evaluators

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

ABET Competencies

Visit team evaluators are expected to be:

- **T**echnically Current
- **I**nterpersonally Skilled
- **P**rofessional
- **T**eam-Oriented
- **O**rganized
- **E**ffective Communicators

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 Commissioner's competencies.

ABET Competencies

Visit team chair is expected to demonstrate:

- **P**rofessionalism
- **R**esponsiveness and Organization
- **O**utstanding Communication
- **T**echnical Currency
- **E**ffective Team Management
- **C**ollaborative Leadership
- **T**rustworthiness

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 the 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

On-Site Visit

- Direct observations
 - Program facilities
 - Student work, materials
 - Interview faculty, students, administrators and other professional supporting personnel
- Complements the Self-Study Report
 - Provides direct, observable evidence that cannot be obtained from the Self-Study Report

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**.

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 the ANSAC Chair
- Draft Statement consistent with ANSAC Chair's 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 Review?

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 applicable.
- **Program Audit Form (PAF)**, which documents the team findings, will be delivered 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 and the Team Chair approves the institution making such a submission..
- 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 Models.

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. The 30 day due process response must be substantive, not just that you intend to submit a response later.
 - **Communication with your team chair is key to ensuring relevancy.**
 - **Submit supplemental material as post 30 day-due process response by June 1st.**
- 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 the Team Chair can take action to allow you to submit a post 30 day-due process response..

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 Accredite” action can be appealed.

Possible Accreditation Actions

NGR.....Next General Review

IRInterim Report

IVInterim Visit

SCRShow Cause Report

SCVShow Cause Visit

REReport Extended

VEVisit Extended

SEShow Cause Extended

NANot to Accredite

Actions and Durations

For a General Review

<u>Review</u>		<u>Action</u>		<u>Duration</u>
Any Weakness?	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 Weakness?	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 Accredited	

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

- 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.

Common Findings

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

- 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.

Common Findings

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

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.

Criterion 3

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.

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.

Common Findings

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

- 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.

Common Findings

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

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 course work.

Common Findings

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

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.

Common Findings

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 (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 specially for the 2026-27 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?