



**Welcome to the  
Engineering Accreditation Commission  
Briefing for Institutional Representatives  
and  
Team Chairs**

**We are glad you are here!**



# Agenda

- Welcome
- Who is here and why
- About ABET & the accreditation process
- Reference materials and updates
- Before, during, and after the visit
- Accreditation evaluation, actions, and consistency
- Common shortcomings
- Concluding thoughts
- Questions and responses



# Presenting Team and Overview

# Today's EAC Presenters

- **Chris Taylor**, *Chair*
- **Lizette Chevalier**, *Past Chair*
- **Sigurd Meldal**, *Chair Elect*
- **Mark Archambault**, *Vice Chair of Operations*
- **Audra Morse**, *Vice Chair of Operations Elect*

# EAC Adjunct Accreditation Directors

Doug Bowman

Susan Conry

Jeff Fergus

Phil Schenewerk

# Intended audience

## Institutional Representatives

- Representing institutions undergoing evaluation in the 2026-27 cycle

## Engineering Accreditation Commission Members

- Executive Committee
- 2026-27 EAC Commissioners
- Other Team Chairs

## ABET Staff

# Why are we here?

- Set the stage for successful evaluations
- Develop common understanding and expectations of activities
  - Preparing for the visit
  - During the visit
  - Following the visit
- Answer questions!



# About ABET

# What is ABET?

- Nonprofit, non-governmental agency that accredits programs in:
  - Applied and Natural Science
  - Computing
  - **Engineering**
  - Engineering Technology
- >2,200 experts from industry, academia, and government support QA activities
- ISO 9001:2015 certification

# Who is ABET?

- 35 Member Societies
- ABET Volunteers
- Headquarters Staff (full-time)
  - President
  - Chief Accreditation Officer
  - Senior Director, Accreditation Operations
  - US Accreditation Manager
  - International Accreditation Manager

# Member Societies



# ABET Volunteers

- Team Chairs
- Program Evaluators
- Board of Directors
- Board of Delegates
- ABET Councils
  - Academic Advisory Council
  - Accreditation Council
  - Global Council
  - Inclusion, Diversity, and Equity Advisory Council
  - Industry Advisory Council

# Accreditation Commissions



**EAC** – Engineering  
Accreditation Commission



**CAC** – Computing  
Accreditation Commission



**ETAC** – Engineering Technology  
Accreditation Commission



**ANSAC** – Applied & Natural Science  
Accreditation Commission

## Composition

- **Members**
  - Team Chairs
- **Executive Committee**
  - Editors 1 and Editors 2
- **Supporting staff**
  - Adjuncts
  - Staff liaisons

# What is ABET Accreditation?

- Periodic review of educational program
- Provides quality assurance
- Ensures program meets quality standards of the profession for which the program prepares graduates
- Verify program compliance with criteria and Accreditation Policies and Procedures Manual (APPM)

**Not a ranking system**

# What is accreditation? And why do it?

Accreditation requires a periodic review and evaluation to determine if educational programs meet defined standards of quality.

ABET accreditation is not a ranking system.

## Quality Assurance:

ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates.

# EAC Review Statistics

	2024-25 Accreditation Cycle		2025-26 Accreditation Cycle	
	Institutions	Programs	Institutions	Programs
<b>TOTAL</b>	195	684	203	690
<b>General Review</b>	97	526	97	500
<b>Initial Review</b>	50	67	65	115
<b>Interim Report</b>	39	71	39	71
<b>Show Cause Report</b>	9	20	2	4
<b>VISITS</b>	156	603	164	619
<b>REPORTS</b>	43	81	39	71
<b>USA</b>	148	534	140	504
<b>Non-USA</b>	47	150	63	186

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# ABET Accreditation Process

# Accreditation Timeline: 18-21 Month Process

(If required)  
**By OCT 1**  
*Readiness review*

**By JAN 31 –**  
Institution submits  
*Request for Evaluation*

**FEB – JUN**  
Team members assigned;  
visit dates set;  
Institution prepares  
*Self-study Report*

**By JULY 1**  
Institution  
Submits *Self-Study Report*

Pre-visit Preparations;  
Prepare materials; plan  
visit

**SEPT to DEC–**  
Visits take place,  
followed by 7-day response  
period

**2 to 3 Months after  
the Visit:**  
*Draft Statement* edited  
and sent to Institutions

(Optional)  
30-Day and Post-30-  
Day  
*Due Process Responses*  
from Institutions

((If necessary)  
*Draft Statement* revised  
by EAC

**JULY –**  
Commission  
meets to take  
final action;

**By AUGUST 31 –**  
Institutions  
notified of final  
action;

**OCTOBER –**  
Accreditation  
status publicly  
released

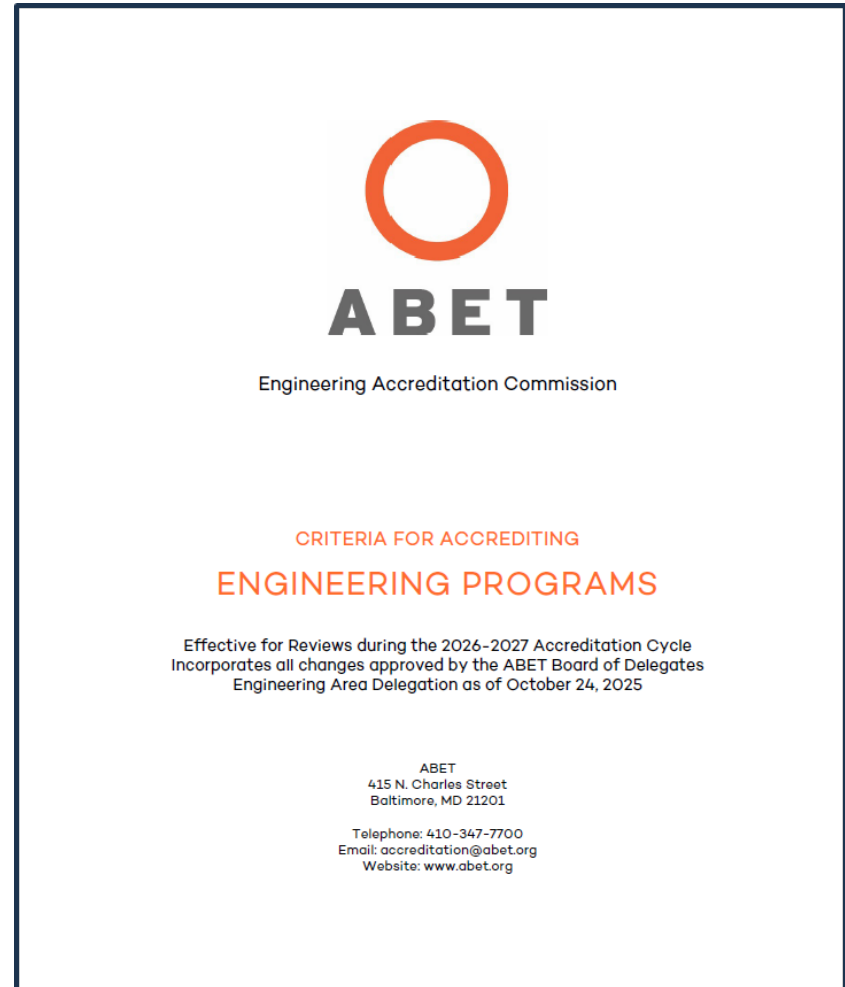
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# Reference Materials and Updates

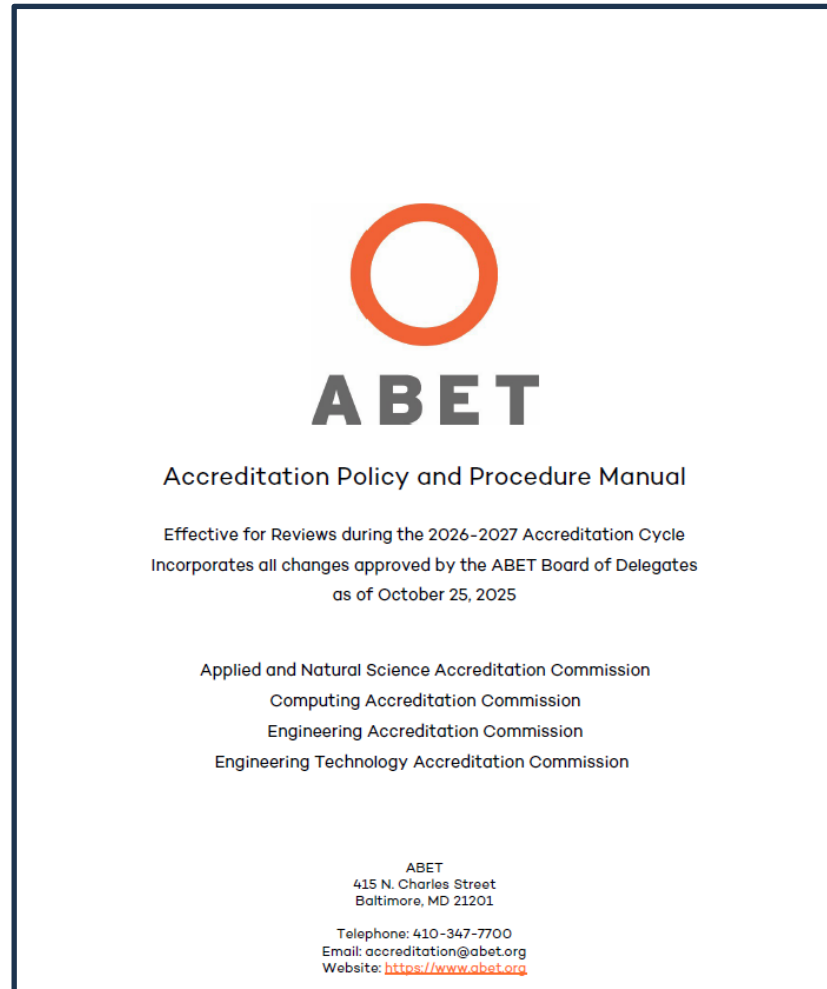
Slides/Presentation: [www.abet.org/accreditation/accreditation-criteria/](http://www.abet.org/accreditation/accreditation-criteria/)

# Reference Materials

- EAC Criteria
- Proposed changes to the criteria is at the end of the document



# Reference Materials



# EAC 2026-27 Changes

- Program criteria changes:
  - Aerospace Engineering
  - Manufacturing Engineering
- Criterion 2 and Harmonized Definitions
  - Program Constituencies
- APPM: I.C.1.a., I.C.3.d.(1), I.D.4., I.D.6., I.D.9., I.E.10., I.G.

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# Pre-visit Planning and Preparations

# Typical Visit Team Composition

- Team Chair (TC)
- One Program Evaluator for each program being reviewed (PEV)
- Observers (potentially)

\*If you have simultaneous or joint visits by more than one commission, you will have a Team Chair and team for each commission.

# Team chairs (TCs)

- Experienced program evaluators
  - Nominated by ABET Member Societies
  - Recommended by the EAC
  - Approved by ABET Engineering Area Delegation
- Institutions review the TC for any conflict of interest

# Program Evaluators (PEVs)

- Assigned by relevant member society
- Trained by ABET and member society
- Institution/program reviews PEV for conflict of interest

Please approve TC and PEV nominations  
in a timely manner

# Observers

- Sources:
  - Member societies may assign for training purposes
  - Local and state boards may assign
  - International groups may request
- Observers do not vote on recommended accreditation action
- Institution may decline observers

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# **Before the Visit Self Study Report (SSR) and Supplemental Materials**

# Self-Study Report (SSR)

- Document describing how the program meets the ABET criteria
- Provides “*first impressions*” of the program to the visit team
- Each program requires its own self-study report
- Templates available

# Self-Study Report Content

Template provides a good guide to required content

- **Background information**
  - History
  - Contact information
  - Locations
  - Previous evaluation results
- **Narratives on**
  - General criteria
  - Program criteria (when applicable)
  - Safety
- **Appendices**
  - Syllabi
  - CVs
  - Equipment
  - Institutional summary

Submission attesting to compliance

# Supplemental Materials

- Uploaded with Self-Study Report
  - General institution catalog (as PDF), includes:
    - Program curricular requirements
    - Course details
    - Institutional information applicable at time of review
  - Promotional brochures and other literature describing program offerings of the institution
  - Do not upload transcripts

# SSR and Materials Submission

- SSR and Supplemental Materials must be submitted via the ABET Accreditation Management System (AMS)
  - No email
  - No hardcopy
  - No data stick
- Separate submission for each program
- Visit team accesses material via AMS

# Other Supporting Materials

- Materials beyond SSR upload
- Provided to demonstrate compliance with criteria and APPM
- If institutional LMS/cloud storage is used
  - Ensure team has appropriate access
  - Provide team with necessary training
- English translation/translators must be provided for non-English materials (APPM I.D.1.g)

# Materials – Transcripts

- Requested by TC
- Provide worksheets/audit forms to assist PEV with transcript review
- Redacting names is optional
- Must **not be uploaded** to AMS
  - Coordinate delivery method with TC

# Materials – Criteria 1-3

- **Criterion 1 – Students**
  - Transcripts, graduation audit forms, prerequisite waiver documentation, etc.
- **Criterion 2 – Program Educational Objectives**
  - Meeting minutes and/or survey results where constituents are involved in the PEO reviews
- **Criterion 3 – Student Outcomes**
  - Already provided in SSR and website

# Materials – Criterion 4

- **Criterion 4 – Continuous Improvement**

*Evidence demonstrating your continuous improvement process*

- **Data collection**

- Samples of assessed student work

- **Assessment**

- Instruments used, assessment criteria (e.g., rubrics), assessment results

- **Evaluation** – documentation of evaluation

- **Use of results** as input for the program's continuous improvement actions

- Meeting minutes, specific actions, results of improvements

# Materials – Criterion 5

- **Criterion 5 – Curriculum**

- **Math/Science and Engineering Requirement**

- Evidence demonstrating compliance with the 30 and 45 semester credit hour (or equivalent) requirements
- Non-US programs must explain how they calculate semester credit hours

- **Culminating major engineering design experience**

- Should include evidence (e.g., student work, final design project reports, presentations, syllabi) that the design experience:
  - Incorporates applicable engineering standards & multiple constraints
  - Is based on knowledge and skills acquired in earlier course work
  - Complies with the ABET definition of “engineering design” (not a research project)

# Materials – Criterion 5

TIMELINE - Review of Major Design Experience	
With SSR	List identifying the culminating design experiences from the most recent offering
45 days before visit	PEV identifies those for which evidence is to be provided
30 days before visit	Identified material available on electronic storage platform

# Materials – Other criteria

- **Program Criteria** (if applicable)
  - Evidence of coverage of required curriculum topics, e.g., sample assignments, samples of graded student work, sample lecture materials, etc....
  - Evidence that the program complies with required faculty qualifications (if any)
- Additional documentation for **Criterion 6 Faculty**, **Criterion 7 Facilities**, and **Criterion 8 Institutional Support** may be requested by the PEV.

# Summary of Pre-Visit Planning

- Communicate early and often with TC
  - Avoid misunderstandings
  - Reduce the possibility of surprises
  - Provide time to address issues
  - Notify TC if PEV is unresponsive
- ABET Adjuncts, HQ staff, and IT team available to help
- Review conflict of interest requests quickly
- Provide requested info in a timely manner

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# The Visit

# Objectives of Visit

- Validate the SSR
- Tour lab and facilities related to the program
- Interview some or all of administration, faculty, staff, students, alumni, advisory board and any other identified stakeholders
- Review support materials not provided electronically before the visit
- Provide institution with preliminary assessment of program compliance

# Typical Visit Schedule

<b>Day 0 (Sunday)</b>	Lab & facility tours (for the program being reviewed)
	PEVs meet program chairs/TC meets dean
	PEVs review course materials as needed
	ABET team reviews Day 0 findings

<b>Day 1 (Monday)</b>	Dean's presentation
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni/advisory boards & support departments
	TC briefs dean and meets with institution officials
	ABET team reviews Day 1 findings

<b>Day 2 (Tuesday)</b>	Meetings with faculty & staff, as needed
	Team finalizes findings
	PEVs brief program chairs/TC briefs dean
	Team drafts exit statements & forms
	Exit meeting

# Exit Meeting

- **Purpose:**

*Report team findings to institution's CEO and other institution representatives*

- TC will provide a copy of team's initial findings afterwards (Program Audit Form)
- No recording or transcribing allowed
- CEO or leader of institution is expected to attend
- All other attendees are at the discretion of the institution

# Post-Visit Feedback

- Key to our continuous improvement
  - Institutions
    - Dean (or designee) evaluates team chair(s)
    - Program chairs evaluate PEVs
  - Team chairs evaluate PEVs
  - PEVs evaluate TC and other PEVs
  - Reviews are made available after the accreditation decision
  - No influence on accreditation outcomes

# Appreciation

- We appreciate the work you do in support of continuous improvement
- We appreciate that you appreciate the work of the volunteers
- *However*, your appreciation cannot be expressed through gifts

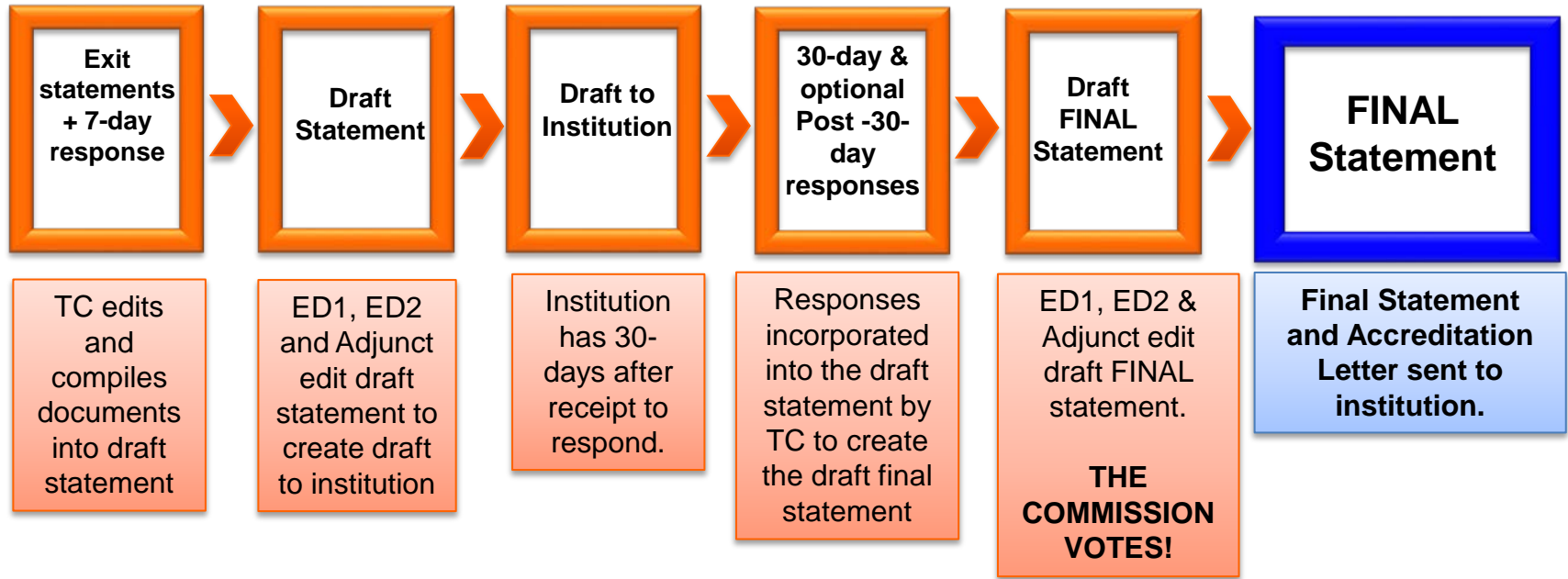
[ABET Board of Directors Rules of Procedure]

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# The Post-Review Process

*It's not over until the commission votes*

# Post-Review Process



Key	
TC	Team Chair
ED1, ED2	Editors, Member of the EAC Executive Committee
Adjunct	Experienced ABET Staff Editor

# INSTITUTIONAL RESPONSES

## 7- day response

Correct errors of fact  
**ONLY**

For example,  
*graduation data,  
enrollment data,  
number of faculty*

Hold **ALL** other material until the 30-day due process response

## 30- day due process response

**Provide evidence** to address shortcoming(s) identified in the visit

**DON'T WAIT!**  
After the visit, begin drafting this response

## POST 30- day due process response

At sole discretion of TC

Must first submit 30-day due response

**Only provide evidence that could NOT** be available at the time of the 30-day due process response

# Post-Visit Process Notes

- Communicate with Team Chair throughout the process
- Address and resolve shortcomings quickly.

*Resolution of shortcomings is the desired result!*

TARGET DATES	
Draft Statement ( <i>uploaded</i> )	January
Commission Votes	July
Final Statement ( <i>uploaded</i> )	August

**Accreditation actions FINAL only when the  
Commission votes in July!**

(Note: Only “Not to Accredite” actions can be appealed.)

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# Accreditation Evaluation and Actions

**What words might I hear?  
What do they mean?**

# Terminology

- Accreditation Actions
  - NGR, IR, IV, SCR, SCV, RE, VE, or SE
  - NA – Not to Accredite
  - T – Terminate
- Findings
  - Shortcomings
  - Strengths
  - Observations

# Shortcoming Definitions

<b>Deficiency</b>	<i>A criterion, policy, or procedure is <u>not</u> satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.</i>
<b>Weakness</b>	<i>A program <u>lacks the strength of compliance</u> 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.</i>
<b>Concern</b>	<i>A program currently satisfies a criterion, policy, or procedure; however, <u>the potential exists</u> for the situation to change such that the criterion, policy, or procedure may not be satisfied.</i>

# Other findings

<b>Strength</b>	<i>Exceptionally strong, effective practice or condition. A statement that describes what was observed, what makes it stand above the norm, and how it impacts the program positively.</i>
<b>Observation</b>	<i>A comment or suggestion which does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs (i.e. friendly advice).</i>

# Paths to Accredited Program

- All paths lead to program accreditation or accreditation renewal except:
  - New program with at least one Deficiency
  - Existing program with at least one Deficiency followed by a second evaluation where the same Deficiency remains
  - Program seeks to Terminate its accreditation

# Accreditation Actions

TYPE OF REVIEW		D and W Shortcomings (duration)		
		No W's, No D's	W, No D's	D
GENERAL REVIEW	existing programs	NGR (6 years)	IR or IV (2 years)	SCR or SCV (2 years)
	new programs	NGR (6 years)	IR or IV (2 years)	NA
	following SCR or SCV	NGR (6 years)	IR or IV (2 years)	SCR or SCV (2 years) or NA <sup>1</sup>
INTERIM REVIEW	following IR or IV	RE or VE (2 or 4 years)	IR or IV (2 years) <sup>2</sup>	SCR or SCV (2 years) <sup>2</sup>
	following SCR or SCV	SE (2 or 4 years)	IR or IV (2 years) <sup>2</sup>	SCR or SCV (2 years) <sup>2</sup> or NA <sup>1</sup>

NGR	Next General Review
IR	Interim Report
IV	Interim Visit
SCR	Show Cause Report
SCV	Show Cause Visit
RE	Report Extended <sup>3</sup>
VE	Visit Extended <sup>3</sup>
SE	Show Cause Extended <sup>3</sup>
NA	Not to Accredit
T	Terminate <sup>4</sup>

<sup>1</sup> NA—Accreditation action for programs that have not resolved a Deficiency(D) within two years following an SCR or SCV.

<sup>2</sup> When the accreditation action is a second consecutive interim review, the remaining shortcomings will be scrutinized during the next general review visit.

<sup>3</sup> Interim evaluations only.

<sup>4</sup> Initiated by institutions for programs being discontinued or for which accreditation is no longer being maintained.

# Resolving Shortcomings 2024-25 Cycle

Shortcoming	Draft Statement	Final Statement
Deficiency	41	8
Weakness	407	79
Concern	170	119

# Accreditation Action Statistics for General Reviews 2024-25 Cycle

Accreditation Action	Programs	Percent of Programs
Next General Review	542	79.2%
Report Extended	75	11.0%
Visit Extended	3	0.4%
Interim Report	54	7.9%
Interim Visit	0	0.0%
Show Cause Extended	3	0.4%
Show Cause Report	3	0.4%
Not to Accredit	4	0.6%
<b>Total</b>	<b>684</b>	<b>100%</b>

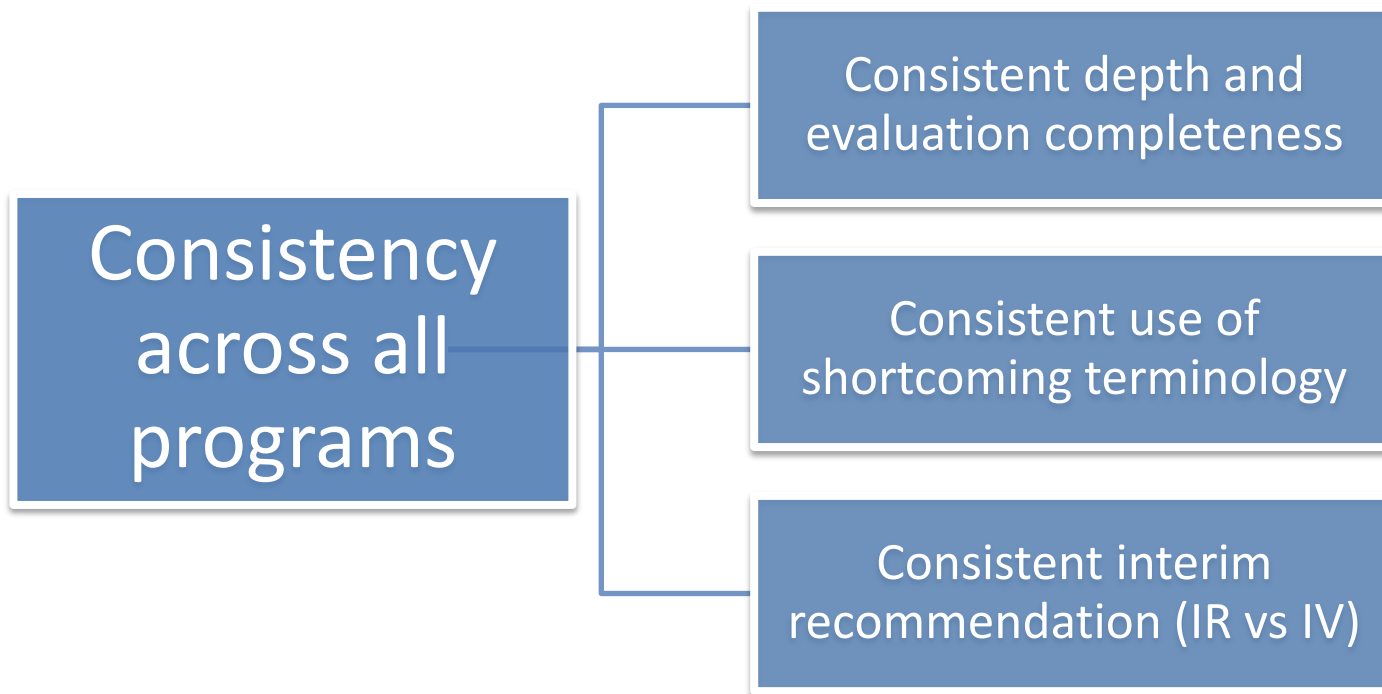


# **Consistency in the Accreditation Evaluation**

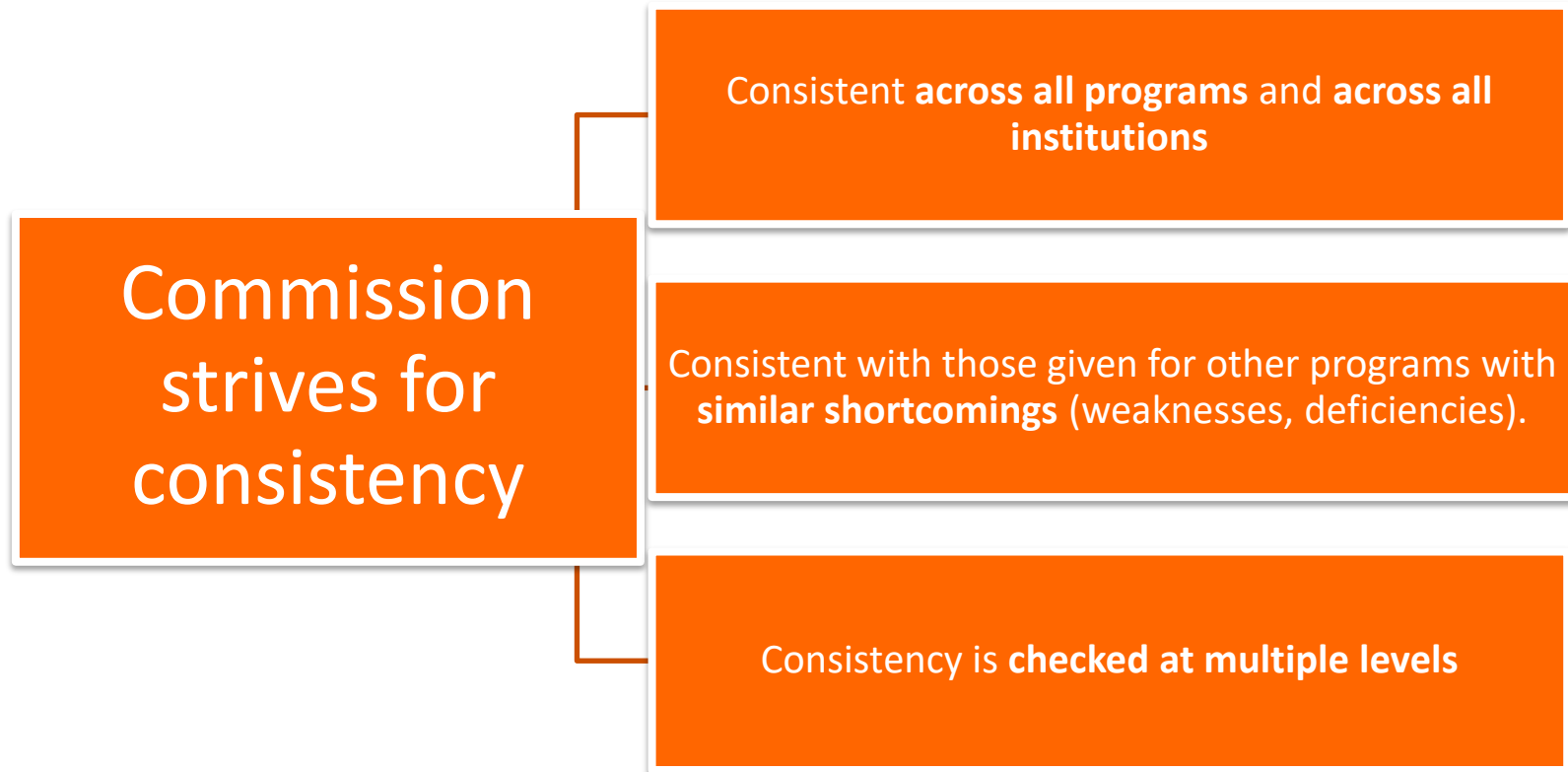
# Consistency

- Each institutional context is unique
- Consistency is a top priority
- **Goal:** *Programs with similar observed shortcomings accorded the same accreditation action*

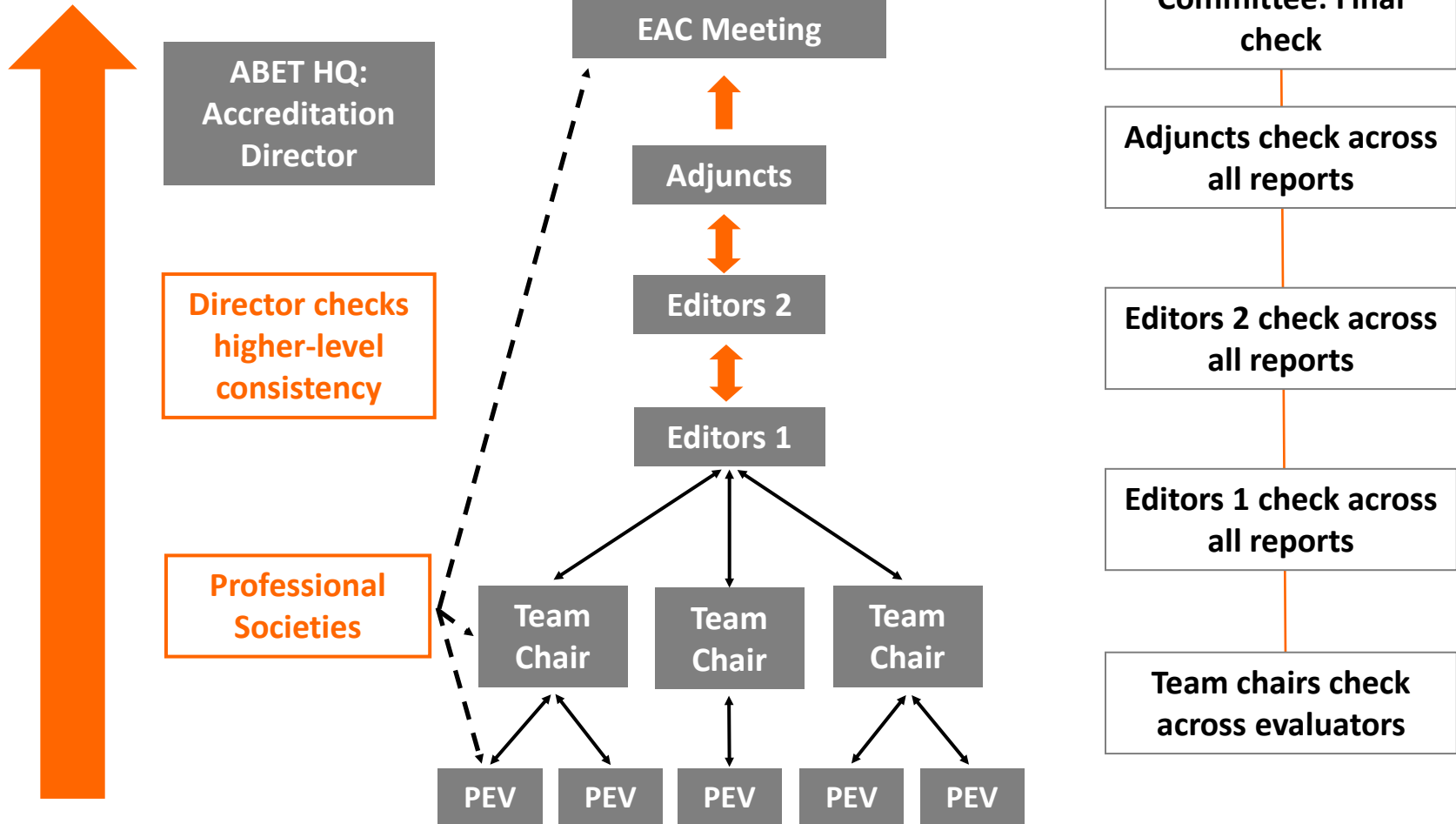
# Consistency – Team



# Consistency – Commission



# Consistency Checks



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## ✓ Common Shortcomings

- Concluding thoughts
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# Common Shortcomings

# Common Shortcomings for C1 & C2

- **C1: Students**

- Inadequate advising on career or curricular issues
- Lack of documentation on prerequisite exemptions or course substitutions may imply advising or monitoring issues

- **C2: Program Educational Objectives**

- Lack of documented process for periodic review
- Does not involve all constituencies identified by program
- PEOs not consistent with the definition

# Common Shortcoming for C3

- Programs that do not adopt Student Outcomes 1-7 verbatim

# Common Shortcomings for C4

- Assessment results not disaggregated by program
- Process not clear
  - Where do you assess?
  - How often do you assess?
  - What instruments do you use to assess?
  - Who does the assessment?
  - What is your evaluation of the extent to which the student outcomes are being attained?
- Assessment results not used as input for continuous program improvement

# Common Shortcomings for C5

- Inconsistent assignment of courses into categories (math/basic science, engineering)
- Insufficient semester credit hours in math/basic science or engineering topics
- Culminating major design experience does not incorporate standards and/or multiple constraints
- Design in program does not meet ABET definition of engineering design (e.g., research project)

# Common Shortcomings for C6, C7, & C8

- **C6: Faculty**
  - Adequate number and/or competency
  - Lack of professional development
- **C7: Facilities**
  - Lack of maintenance or tech support of labs
- **C8: Institutional Support**
  - Inadequate support for labs and/or personnel
  - Lack of stable leadership

# Common Shortcomings – Program Criteria & APPM

- **Program Criteria**

- Curricular topics not covered
- Faculty competencies lacking

- **APPM**

- Incorrect accreditation citations
- Public posting SO and PEO
- Inconsistent references to program names
  - Transcripts, degrees, RFE, publications
- Facilities and student lab work safety
  - The learning environments not deemed to be safe

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# Concluding Thoughts

# Preparing for Successful Review

- Commitment and involvement of institution's leadership and program faculty
- Open and timely communication with visit team
- Organized, accessible supporting materials
- Timely due process responses

## What if...

- Program thinks PEV does not understand or is overly picky?
- PEV chooses a disgruntled faculty member to interview
- Something unusual happens during the visit

**Talk to your TC**

# More Information

- Webinar recording
- Copy of these slides
- Accreditation Policy and Procedures Manual (APPM)
- 2026-27 Criteria for Accrediting Engineering Program

# Some Concluding Remarks

- ABET program evaluators (PEVs) and team chairs are dedicated volunteers who invest significant time in reviewing the materials presented in the SSR and gathering information to ensure a productive visit.
- Host institutions should supply meeting spaces suitable for the team's size and the number of visiting commissions.
- The meeting space assigned to the ABET visiting team should ensure adequate privacy for team members to hold meetings and discuss their findings.

## Some Concluding Remarks (Cont.)

- Meeting rooms are expected to be equipped with wireless access, printers, shredders, and office supplies appropriate for the number of PEVs conducting the campus visit.
- As a courtesy to the team chairs and program evaluators, it is desirable for the host institution to provide daily refreshments.

We are committed to a fair and  
thorough evaluation of your  
programs!

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# Comments and Questions

Question	Answer
Our Self-study report is due July 1, 2026. Do we need to be concerned about changes to the criteria?	<p>Yes. You need to comply with the Criteria in effect for your review. In this case:  <a href="https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2026-2027/">https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2026-2027/</a>. Proposed changes are posted in the prior year's Criteria document (  <a href="https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2025-2026/#4">https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2025-2026/#4</a> but be aware that there may have been more changes made in previous years.</p>
Is it necessary to use the ABET SSR template, or is it provided only as guidance?	<p>We recommend that you follow the SSR templates provided by ABET. These are what the PEVs are used to and help facilitate the PEVs finding the information that they are looking for. They are also designed to help ensure that programs include all the information that might be needed relevant to the review.</p>
Is it preferred for SSRs to be a single pdf, or a collection of pdfs with one per section of the template? Also, is a Table of Contents needed?	<p>Both approaches are used. A Table of Contents is helpful. Yes. The AMS presents two options: Single document upload (which may be PDF, Word Document, or Zip file) and multiple document upload (which expects an upload per section).</p>
Can a zip file containing each section of the SSR be uploaded to AMS?	<p>Both approaches are used. A Table of Contents is helpful. Yes. The AMS presents two options: Single document upload (which may be PDF, Word Document, or Zip file) and multiple document upload (which expects an upload per section).</p>
Is it okay to put weblinks in the SSR ?	<p>Because websites can change, we ask that external links are not put in the SSR. Instead, documents can be uploaded with the SSR (e.g., PDF of the catalog) or as supplemental materials to a cloud file share platform that PEVs and TCs can have access to, with links to that provided separate. It is best to not put live links in the SSR.</p>
Can website links serve as supplementary materials? The information is online so is the link sufficient or we will need print the webpages and submit them as needed	<p>Because websites can be updated real-time, items such as catalogs and other promotion materials should be shared as a pdf as supplementary material.</p>
Do the syllabi and resumes have to be available in the cloud, or if they are available in the SSR will that be sufficient?	<p>Having the syllabi and resume in the appendix of the report is sufficient. If the PEV has concerns they may ask for a more detailed syllabi.</p>
If we have changes to our catalog effective Fall 2026, but will be submitting our report in June, do we include the 2025-26 catalog or the 2026-27 one?	<p>I suggest including both plus any other catalog versions for which you may have graduates to enable the PEV to follow curriculum changes you have made.</p>

What if the institution no longer publishes the catalog as a pdf?

If the program has a hard copy, then that would suffice. If the catalog is only a webpage, please work with your registrar (more than likely) to obtain a pdf version. The importance of the static document is that it contains the program as it exists at the time of the visit.

Just confirming that an institution is under '26-'27 Review Cycle, even though the "Reporting Year" (for collecting student work and writing the report) was '25-'26 and the RFE is submitted by Jan. 2026 and report due 7/1/26. Correct?

That is correct. The cycle year represents the academic year for which the team visits in the fall.

What is typical acceptable number in industrial advisory board ?

The EAC does not require programs to have an advisory board; its use should be based on what the program finds most beneficial. For Criterion 2 purposes, if the advisory board is part of the constituency involvement in the review process, the program should provide the PEV with evidence that the board reasonably represents the identified constituencies.

For SO 2 DESIGN, it is stated: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. In evaluating SO 2, does a program have to show that it has considered all these 8 factors or a subset of them is enough?

The program should show that in the delivery/assessment of the program all factors are addressed; however, the program chooses the extent to which those are considered.

Course Binders , Outcome Binders , PEO binders type of things should be uploaded to AMS as an evidence of Criterion 4 etc or we can put at our cloud drive and give access to PEV? What is preferable

Please put that material in the cloud to disseminate with the PEV.

In Criterion 4 Should we submit student samples along with SSR or as we have Student Outcome Binders which is a complete assessment of All cycles along with samples is okay to submit.

Outcome binders are appropriate; however, the PEV may ask questions in review of the SSR. So you can suggest that they review the binders during the visit. Many programs are moving to electronic binders and if that is able to be shared with the PEV before the site visit, that may be an opportunity to address C4 questions along the way.

As far as assessment and continuous improvement are concerned, is it appropriate to present the most recent (2025–26) structured cycle in detail—particularly since it reflects a fully implemented and refined assessment process—or should we also provide a similarly detailed description of previous assessment cycles as well?

If the visit is a next general review, the review cycle is the last 6 years. So any continuous improvement actions from the last 6 years should be included in your report. Partial or fully implemented actions are highly encouraged to be presented in the report and evidence.

Could you please provide us what are the supporting materials regarding C4 (continuous improvements)?

For example, you might include faculty meeting minutes where discussions have occurred about what improvements might or could be made to help students better achieve the student outcomes. Another example might be documents that demonstrate actual improvements that were made in response to the program's assessment and evaluation processes.

Assessment results should be used for continuous program improvement, but continuous improvement can be shown based on other input on top of assessment results, is that correct?

The assessment results should be used for evaluation and input to the cont. improvement process. Other, additional means for continuous improvements are fine.

I was under the impression that assessed student work was no longer required.

Providing assessed student work that demonstrates the students attainment level of the outcomes is a best practice.

Our university changed the engineering curriculum to a common year first year two years ago - therefore our 2026-2027 grades will have general engineering classes instead of department labeled courses in their freshman year. Do we need to include syllabi in the SSR that is no longer offered at the university or just the current courses?

As a rule, it would be appropriate to include the current course. However, if the PEV has questions as to how this course fulfills the criteria, they could ask for the syllabi.

In addressing questions about course curriculum covered, what course materials will evaluators need access? Our program is collecting course materials for all undergraduate courses with syllabus, assignments, exams, projects, etc with examples of strong performance, middle performance, low performance. Is this overkill? Guidance here would be helpful. Thank you!

You need only to provide materials sufficient to show compliance with the criteria. For example, course materials that are used for assessment should be included (or, at least, a reasonable sample of those materials). If the SSR states that some content of a particular course is counted as math/science or engineering topics, you may need to provide course materials (e.g., student work or textbooks) to support the claim. Also, for some programs with applicable program criteria, course materials may be needed to show that the program has the appropriate curricular content. If course materials do not go to demonstrate compliance with any of the criteria, they are probably not needed. Further guidance on materials may be found on the Accreditation Criteria & Supporting Materials page of the website. For a direct link: [https://www.abet.org/wp-content/uploads/2025/01/Guidance-on-Materials\\_2025-01-12.pdf](https://www.abet.org/wp-content/uploads/2025/01/Guidance-on-Materials_2025-01-12.pdf)

For designating significant design in Table 5.1, how is "significant design" defined, vs major design experience? So are labs considered "significant design" which can be argued is different from major design experience.

Engineering design is defined in the criteria. Thus the table 5-1 would refer to elements of the processes etc. used in the definition are present in the content of the course/laboratory. Agreed that "significant" is a lower bar than "major culminating"

For the senior design project, do we need to list ALL the project names in the self-study?

Yes for the year of record. And the PEV will let you know what projects they would like to review.

After the PEV chooses the design projects to look further into, what materials would be best to provide? would final report and poster presentation/video from team presentation be enough or should we ask design instructors to keep all student assignments big and small throughout full year for possible review late?

The answer is different for each program. The evidence provided should show how the program complies with the criteria.

Assuming that Computer Engineering program needs the visit. If there is no Senior Design/ Capstone Project student for a specific semester for the program, should we present the senior design document for the other one, say Electrical Engineering. Or, leave it blank.

In this case, the program is encouraged to present senior design documentation during the cycle. The PEVs will need to affirm that the experience supports attainment of the criteria. It is critical that the computer engineering program be able to provide materials for students in their program. If there is not current student, using material from the most recent student is recommended.

Are there any specific numbers tied to a shortcoming in C6?

If you are asking to is there a minimum number of faculty or staff to trigger a shortcoming, no. Each program needs to demonstrate how their staffing levels support compliance with all of the criteria.

Could you please clarify what is meant by "tenured" faculty members? Can faculty members on two-year contracts be considered tenured?

ABET appreciates that faculty is more diverse than tenured and non-tenured. So the program should feel free to include all faculty who contribute to the program's achievement of the criteria. The PEV may specifically ask to meet with 2-year contract faculty. Your PEV will take lead in setting up the schedule.

Do you only tour teaching laboratories, and not research laboratories? (thinking about if students can do research for elective credit).

As a rule only laboratories used for attaining the criteria are visited. You are highly encouraged to discuss this with your team chair.

In Criterion 8 there is a new element: F. Respectful Environment

In the criteria, this is defined as "A respectful environment supports, values, and treats all members fairly and with dignity." Evidence may include ethics training, teaching workshops, classroom environments.

What is expected in this section?

Is discrete mathematics curriculum a requirement for Electrical Engineering programs? Program Criteria 3 for Electrical Engineering states, “[electrical engineering curriculum] must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.” Does “such as” imply “by example” or are all curriculum instances required?

The curriculum for programs containing the modifier “electrical,” “electronic(s),” “communication(s),” or “telecommunication(s)” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics. “Such as” can be read as “for example” and by implication providing an indication of the level of the subject matter.

Are PEVs really qualified to discern shop safety and experimental equipment safety? How best should we prepare for safety inspections prior to visit?

ABET is not in a position to conduct safety inspections. The APPM language is “Facilities – to assure the instructional and learning environments are adequate and are safe for the intended purposes. Neither ABET nor its representatives offer opinions as to whether, or certify that, the institution’s facilities comply with any or all applicable rules or regulations pertaining to: fire, safety, building, and health codes, or consensus standards and recognized best practices for safety.” A best practice is to work with an institutions EH&S to observe the space and determine if it fulfills this statement.

Where in the Self Study do we include narratives about Safety? My understanding is that it was previously under Criterion 7?

Under the section related to the APPM (at the end, after Program Criteria), it mentions “safety.”

How should a program that is going through initial accreditation represent its accreditation status?

If the program is not accredited yet, the program should not make any mention of accreditation until the program receives formal notice from ABET HQ at the end of the review cycle the status of the programs request for accreditation.

Retroactive accreditation covers two academic years, correct? So for a 2026 visit, would that correspond to the 2023–24 and 2024–25 academic years?

For a new program, typical retroactive accreditation is for one year. So, for a new program being visiting in fall 2026, the accreditation start date would typically be 10/1/2025. A program can request a two-year retroactive accreditation (say, back to 10/1/2024 for a fall 2026 visit), but would require additional documentation (e.g., additional transcripts of graduates).

What is the timeframe for hearing if the suggested visit day has been accepted?

Once the TC is assigned, they will work with you to determine the date if a change is needed. In general, the initial suggested date is used to identify available team chairs.

How are evaluators assigned when five programs (1 CAC and 4 EAC) are being reviewed simultaneously at University

The professional society that has oversight of the program will assign program evaluators who have been vetted by society to review the specific programs. Once those are assigned then reviewed by the team chair, the institution and its programs will have the opportunity to review program evaluator for any potential conflict of interest. These assignments are made in AMS.

Do we have to give a reason for declining a PEV?

Yes; the reasons should be tied to conflict of interest, for which ABET defines. In summary, reasons are items such as graduate of the program or have a close relative of the program, prior employee, receive funding from the program, serve on an advisory board.

Can you elaborate on conflict of interest point?

For example, conflict of interest examples include individuals who obtained their degree at the institution, has a close family member currently enrolled at the institution, or someone who serves on a board for the program/institution. If you are unsure if a conflict of interest exists, ask your team chair for guidance. They are always happy to help the program navigate the situation.

Do institutions have an opportunity to vet observers and decline them?

Yes. You will have indicated in the RFE whether you are willing to accept observers, and ABET headquarters will notify you of any observers they wish to assign to the visit and you have the option to decline. You can also talk to your Team Chair if you have any concerns about observers.

Our program was approved by the Departmental council, College council and University council meetings. As a reference, we can include the meeting minutes. But these minutes are not in English. Should we have to submit these minutes translated in English?

Maybe the bigger picture question is what should be in English and that includes any material that shows the program's compliance with the criteria. If the program believes these minutes are essential, then they should be provided in English.

About the day 0 of the visit. Does it matter whether there won't be students at campus on a Sunday?

It may be useful to have students on campus, but it is not generally required on Day 0. A conversation with the PEV and TC may be helpful if you consider asking students to be in attendance. Usually it is sufficient for compliance purposes to meet with students on day 1

On Day 0, the PEV course material review typically consisted of going through binders (hard copies) of sample course material from all courses taught in the program. Does that expectation stand, or are the programs expected to produce electronic files instead.

With the exception of the evidence to show Compliance with Criterion 5d, which must be shared on an electronic storage platform, programs are allowed to present their materials in a way that works for them.

How are PEVs supposed to meet with alumni/advisory boards?

This is at the discretion of the dean and/or department chair. It is a best practice, but not required.

Do the team need to meet with program's ABET coordinator as well? Separately or simultaneously as the Chair meeting?

ABET coordinators typically meet with the program evaluator. At the discretion of the program chair, the ABET coordinator might join the meeting with the PEV and the program chair, it is recommended that the PEV be aware that the ABET coordinator will be joining that meeting.

Does the institution need to feed and house the visit team?

Lunch on Monday is often covered by the institution so that the team can interact with program members (alumni, students, etc.). In the case of visits outside the US, the institution is also required to reimburse ABET for the team's actual travel expenses. These include but are not limited to roundtrip airfare, lodging, transportation, meals, international calls, visa costs and travel insurance (both medical and security), and are invoiced after the visit.

Can the final decision be communicated to others and not just the President? For my 2020 visit I had to contact ABET to get the final statement.

People designated Primary or Secondary Contacts also receive notification of the statement when it is made available. You will have indicated these contacts in the RFE at the time of submission, but if that changes mid-review, you can edit your contacts or reach out to HQ to have them changed.

How does ABET recommend handling communication during on-site accreditation visits in non-English-speaking countries?

Translation is the key, if the conversation cannot be in English. A translator who is not affiliated with the program (to maintain confidentiality) must be provided by the program.

What is the difference between something that rises to a concern versus something that results in an observation?

If the issue is related to the criteria, it must be documented with shortcoming language (W, C, D). If the issue is not covered by the criteria, then the issue would be documented as an observation.

What happens if a program being accredited for the first time gets a deficiency and an IR or IV? Is the program accredited at that time or not.

If you get an IR or an IV as the final decision for a new program, then the program is accredited. However, please note that if the program has a deficiency, it would not receive an IR or IV action, as these are only given when the highest level of shortcoming is a weakness. For a new program with a deficiency, the only outcome would be a not-to-accredit action.

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