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**TEXAS A & M - CENTRAL**

**ETAC PRE-VISIT PEV ORIENTATION**

**2025-26 EVALUATION CYCLE**

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## **Visit Overview and Team Expectations**

# Texas A&M - Central

- Introductions
- Visit dates: **September 28-30** (Sunday –Tuesday)

# Important Team Expectations

- Evaluators represent the ETAC of ABET and also their professional societies
- ABET accredits *programs*, certifying that they satisfy the *criteria*
- *Team* effort — *team* decisions
- **For onsite visits: NO SPOUSES or others** allowed during the visit.
  - A violation may result in disqualifying you from future visits.

# Confidentiality

- Do not discuss conclusions with faculty, students, and others
- Information specific to the institution is to remain confidential without time limit
- Institutional data are confidential (except with written authorization of institution)
- ABET materials are released only by ABET staff

# Sensitivity & Awareness

- Visit teams are the “Face of ABET” and the basis of our reputation.
- ABET Team members have an inherent power dynamic. Program faculty and staff will strive to make the most favorable impression possible and may fear consequences if they don’t.
- ABET Team members must be exceptionally professional and courteous in all interactions with individuals at the institution.
- Self-awareness of our biases can help alleviate subconscious actions that may be interpreted negatively or offensively.

# Communication

- Maintain open line of communication with the program director
- If new program is requesting retroactive accreditation **(Yes 2023)**, request transcripts for two sets of graduates for those years.
- Identify shortcomings, especially deficiencies, as soon as possible
- Keep TC informed – no surprises at debriefing
- Do not discuss the recommended accreditation action (NGR, IR, IV, etc.) with anyone except team members

# Communication Protocol

**TC decides on communications protocol (1) or (2)**

**Communications of PEVs with programs:**

**(1) All communications go through TC**

- PEVs communicate through the TC. PEVs are not to contact the program directly
- If a PEV is contacted by the program, you should decline to discuss anything and contact the TC immediately.

**(2) (Mostly) PEVs communicate directly with the program coordinators**

- Team chair and dean are copied on all communications. (Coordinate communication with each other)

**After the visit, all communication with the institution is through the Team Chair.**

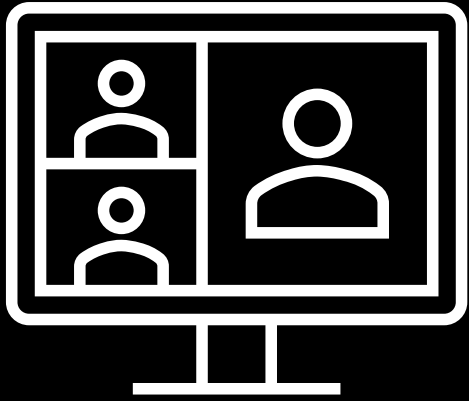


## Consistency: Goals for the Team (NA)

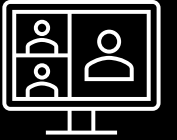
- Consistency across all programs at institution depth and completeness of evaluation -
  - identification of shortcomings
- Consistency in assignment of appropriate levels of shortcoming
  - deficiency, weakness or concern
- Consistent recommendations on interim actions
  - IR or IV

# PEV Competency Model

- PEV performance will be evaluated against the PEV Competency Model
  - Technically current
  - Effective communicator
  - Interpersonally skilled
  - Team oriented
  - Professional
  - Organized
- The TC will evaluate each PEV
- Each PEV will evaluate the TC and all other PEV's
- Appraisal links are found in the AMS by each team member's name (half-filled star icon).



Applies to Virtual Visits



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## Virtual Visit Guidance

**Institutions and TCs with scheduled in-person visits should be prepared to transition to virtual visits if conditions change.**



# Visit Considerations

## Should have done/Do now

- Download the latest PEV workbook T351
- Download SSR report (from AMS)
- Review APPM issues → Inform Team Chair if any APPM issues found
- Complete PEV Training Course (Brightspace) 

## Upcoming

- Transcripts (Seven transcripts from 23-24 & 24-25)
- Travel Reservations
  - Airline reservations to Kileen Texas Airport
- Complete initial review – T351

# T 351 ETAC PEV Report

## General

(Items in parenthesis refer to applicable ETAC Criteria or to sections in the Accreditation Policy and Procedure Manual, e.g., APPM-1.D.1.f.

Please remember to refer to the Request for Evaluation (RFE) section in AMS, for program specifics.

Program Identification					
Institution <b>Name of institution as it appears on the RFE (e.g., Upper State University)</b>			Program Name (APPM-I.C.3 and I.C.4) <b>Title of program as it appears on the RFE (e.g., Innovation Engineering Technology)</b>		
Evaluated By: <b>PEV name</b>				Society Represented: (e.g., <b>ASME</b> )	
Applicable Program Criteria: <b>Name of program criteria, year</b> (e.g., Innovation Engineering Technology and Similarly Named Programs, 20XX-20XX)					
Academic Term		Semester <input type="checkbox"/>	Quarter <input type="checkbox"/>	Other <input type="checkbox"/>	_____
Degree(s) Awarded		Associate <input type="checkbox"/>	Baccalaureate <input type="checkbox"/>	Other <input type="checkbox"/>	_____
2 Yr. <input type="checkbox"/>	4 or 5 Yr. <input type="checkbox"/>	2 + 2 Yr. <input type="checkbox"/>	Upper Division <input type="checkbox"/>	<u>Closely-Related</u> <input type="checkbox"/>	Other <input type="checkbox"/> <i>Specify</i> _____
Offerings			Locations, Descriptions (as applicable)		
Options (APPM-1.D.1.f)					
Evening					
Remote Locations (APPM-1.D.1.f)					
Alternate Delivery (APPM-1.D.1.f)					
Cooperative Education (Criterion 5)					
Describe any unique aspects of the program:					

**Baccalaureate Degree Program Review Worksheet**

Institution: <b>Name of institution on RFE</b>	Program: <b>Name of program on RFE</b>
Evaluated By: PEV <b>Name</b>	

*Enter the appropriate quality rating for each topic for each of the days indicated*

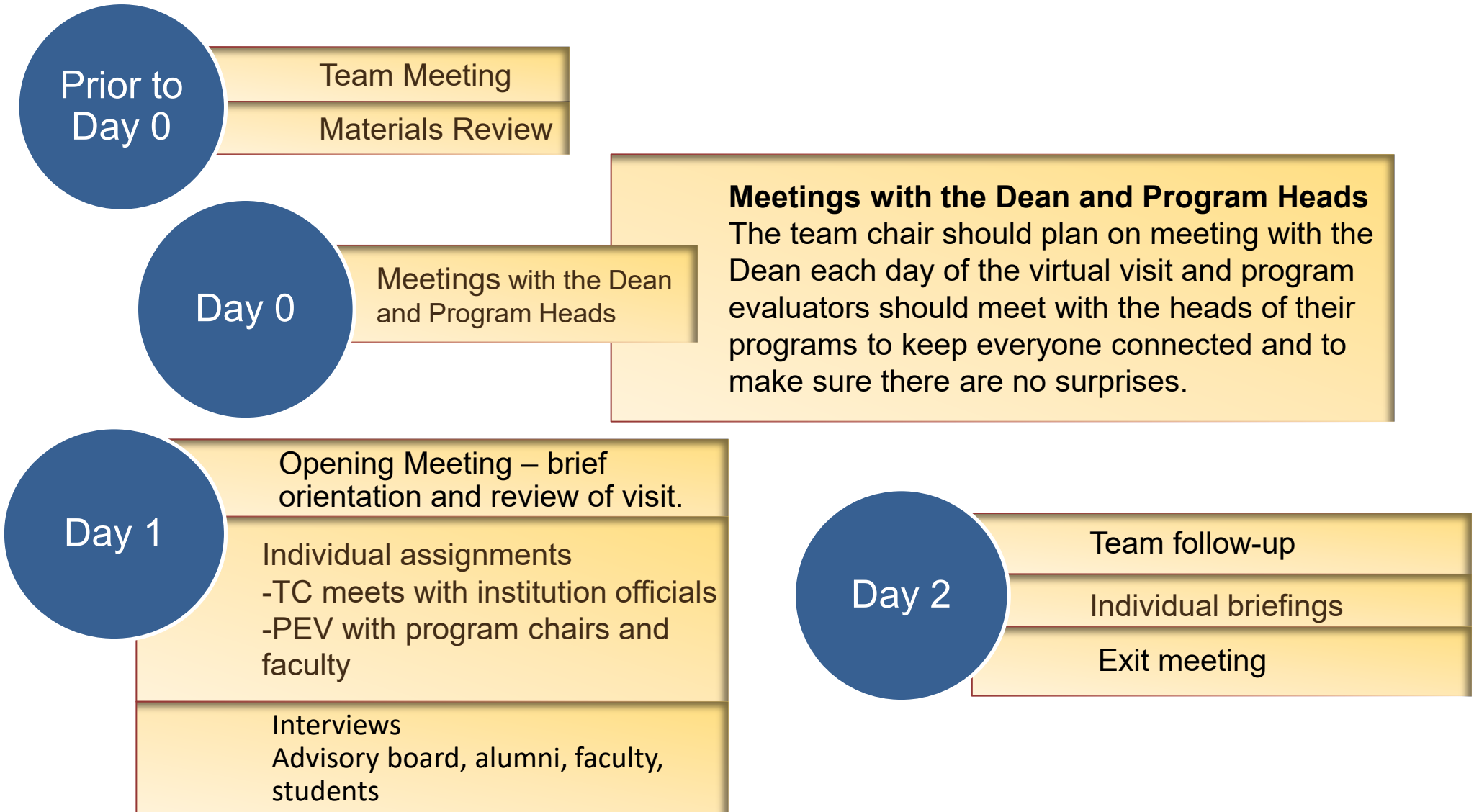
Criteria	Pre-visit	Day 0	Day 1	Exit Statement	Comment
1. Students					
2. Program Educational Objectives					
3. Student Outcomes					
(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve <u>broadly-defined</u> engineering problems appropriate to the discipline.					
(2). An ability to design systems, components, or processes meeting specified needs for <u>broadly-defined</u> engineering problems appropriate to the discipline.					
(3). An ability to apply written, oral, and graphical communication in <u>broadly-defined</u> technical and non-technical environments; and an ability to identify and use appropriate technical literature.					
(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.					
(5). An ability to function effectively as a member <u>as well as</u> a leader on technical					

# Travel

- Saturday arrival at campus
- Plan departure no sooner than 4:30 on Tuesday
- Please forward travel arrangements/dietary restrictions/emergency contact information
- Hotel arrangements (TBA awaiting info from school)
- Transportation (I will be driving)



# Sample Visit Schedule



# Support Program Assignments

Physics	CTS?
Chemistry	CTS?
Biology	No
Math	Yes – CTS Math Chair at luncheon
English	Yes – Technical Writing
General Education	
Statistics (Math Dept)	No
Library	TC or PEVs
Computing/Information Tech.	?

(Team Chair should modify this page to reflect the support program assignments to the PEVs)

# Deliverables and Team Decisions

- The following deliverables from each PEV must reflect team decisions:
  - A program audit, submitted in AMS, that accurately reflects the team findings **Program Audit Tool (PAT)**
  - An exit statement (preview findings), approved by the team chair and written in AMS, that will be:
    - read verbatim at the exit meeting
    - used as the basis for constructing the Draft Statement for the institution
  - A recommended action relative to the program under review, which is consistent with the team's conclusions. (This is confidential and will not show up in the statements)
- T351 PEV Worksheet is to be given to team chair by start of visit and updated at the end of the visit. The final T351 must be submitted to the TC prior to the Exit Meeting.

# Use Current Forms

- Be sure to use the forms in the current ETAC PEV Workbook
- Download at: <https://www.abet.org/pev-workbooks/>
- Example statements and templates are provided in the PEV Workbook

The following documents are available at: <https://www.abet.org/accreditation/accreditation-criteria/>

- Accreditation Policy and Procedure Manuals
- Engineering Technology Accreditation Commission (ETAC)  
**Engineering Technology Accreditation  
Commission (ETAC)**

[2023-2024 Criteria](#)

[2022-2023 Criteria](#)

[2021-2022 Criteria](#)

[2020-2021 Criteria](#)

[2019-2020 Criteria](#)

[2018-2019 Criteria](#)

[ETAC Program Evaluator Workbook](#)

[Facilities — Sample Thermofluids Lab](#)

[Tour and Live Walkthrough \(Video\)](#)

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

[Guidance on Materials](#)



# Guidance on Display Materials

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

## Engineering Technology Accreditation Commission (ETAC)

[2023-2024 Criteria](#)

[2022-2023 Criteria](#)

[2021-2022 Criteria](#)

[2020-2021 Criteria](#)

[2019-2020 Criteria](#)

[2018-2019 Criteria](#)

[ETAC Program Evaluator Workbook](#)

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

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

[Guidance on Materials](#)



Guidance on display material is available at:

[https://www.abet.org/Guidance-on-Materials\\_2025-01-12/](https://www.abet.org/Guidance-on-Materials_2025-01-12/)



**What's new?**

# Criteria Updates

- A complete summary of changes in criteria and in policies and procedures since 2017 can be found at <https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/>
- Those who have not recently participated in a program review should review these changes.

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## **Guidance on Specific Criteria**



# Working Definitions

- **Deficiency:** assigned to any criterion, policy, or procedure that is totally or largely unmet
- **Weakness:** criterion, policy, or procedure is met to some meaningful extent, but compliance is insufficient to satisfy the requirements fully
- **Concern:** criterion, policy, or procedure is fully met, but has a potential for non-compliance in the near future (Not a weak Weakness)
- **Observation:** general commentary not related to compliance with the criteria, and not explicitly linked to criteria
- Select level of shortcoming *only* in reference to *overall* evaluation of each criterion
- **Strength:** an exceptionally strong, effective practice or condition that stands above the norm, and has a positive effect on program

# Statement Writing:

## Introductory Paragraph for Each Program

**Note:** PAF does not include the program introduction paragraph. Confirm the accuracy of the facts and numbers to be included in the introductory paragraph before and/or during the visit.

**Refer to:** **PEV Workbook T422**

- First sentence must begin with the official name of the program.
- Describe the program as factually as possible.
- Information may be obtained from the materials provided, from the previous review, or from the program's website. Be sure to check the currency of the information with the program chair.
- **At a minimum, provide:**
  - **The current number of students enrolled**
  - **The number of graduates in the academic year prior to the visit**
- **For a new program include the formal start date, and year of its initial graduates.**

# APPM

- The same program name cannot be used for accredited and non-accredited programs
- Program name must be consistent on transcripts, publications, and the Request for Evaluation (RFE)
- Programs under **initial accreditation review** cannot have this **statement**: Program is “accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>”
- Program must publically state PEOs, SOs, ~~annual enrollment and graduation data~~—no longer required but OK.
- All paths to completion of program must satisfy the appropriate criteria
- Facilities must be safe

# APPM

## Changes to the APPM Section I.A. Effective 2024-2025 Accreditation Cycle

### 2023-2024 Accreditation Policies and Procedures

#### I.A. Public Release of Information

I.A.6. ... Each accredited program must be specifically identified as “accredited by the \_\_\_\_\_ Accreditation Commission(s) of **ABET**, under the commission’s General Criteria and Program Criteria for \_\_\_\_\_.”\*

Hyperlinked to <https://www.abet.org>

If the program was reviewed under General Criteria only, the program must be identified as “accredited by the \_\_\_\_\_ Accreditation Commission(s) of **ABET**, under the commission’s General Criteria with no applicable program criteria.”

# New! - APPM Requirements I.A.6.a.

- Institution catalogs and similar publications must clearly indicate the programs accredited by the commissions of ABET as separate and distinct from any other programs or kinds of accreditation.
- ETAC accredited programs **with program criteria** must be identified as: “accredited by the Engineering Technology Accreditation Commission of ABET, under the commission’s General Criteria and Program Criteria for \_\_\_\_.”
- If the program was evaluated under more than one set of program criteria, each Program Criteria must be listed.
- ETAC accredited programs accredited **under General Criteria** only must be identified as: “accredited by the Engineering Technology Accreditation Commission of ABET, under the commission’s General Criteria with no applicable program criteria.”
- If a program is accredited by more than one commission, the accreditation details must be provided for each commission.
- The text “**ABET**” must link to ABET’s homepage.

# APPM Section I.A.6.a. examples

## **Program with Program Criteria:**

The Bachelor of Science in Electrical Engineering Technology is accredited by the Engineering Technology Accreditation Commission of [ABET](#), under the commission's General Criteria and Program Criteria for Electrical/Electronic(s) Engineering Technology ~~and Similarly Named Programs.~~

## **Program using General Criteria Only:**

The Bachelor of Science in Engineering Technology is accredited by the Engineering Technology Accreditation Commission of [ABET](#), under the commission's General Criteria with no applicable program criteria.

## **Program using two Program Criteria:**

The Associate of Science in Civil and Environmental Engineering Technology is accredited by the Engineering Technology Accreditation Commission of [ABET](#), under the commission's General Criteria and the Program Criteria for Civil Engineering Technology ~~and Similarly Named Programs~~ and the Program Criteria for Environmental Engineering Technology ~~and Similarly Named Programs.~~

# Criterion 1 – Students

- Transcript Analysis – review and communicate shortcomings before the visit
- Programs follow their own rules:
  - If pre-requisites rules are not followed, they must be justifiable and documented according to the institution's process.
  - For multiple campuses: Check for any inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

ETAC Curricular Category	ETAC Criteria Requirement	Number of Credits*					
		Credits Actually Earned by Student #					
		1	2	3	4	5	6
Mathematics and Science							
Discipline Specific Topics	$1/3 \leq 2/3$ total credits						
General							
Integration of Content (BS degrees)							
Total							
Other Transcript Analysis Questions		Is this requirement met? YES or NO					
Transcript demonstrates the student meets all program graduation requirements?							
Transcript demonstrates the student follows all prerequisite requirements and any waivers are documented? (PEV should flag any violations.)							
Degree audit information matches the program's published degree requirements?							



## Criterion 2 - PEO

- If there is no documented process → shortcoming
- Program must obtain input from key constituents they feel are the most influential in program development.
- ~~Observation~~ **A Weakness** is recommended if PEO is written similar to SO – ~~if this is the only finding for this criterion~~ *[Harmonized with other commissions]*
- ~~If PEO review process has not been followed/documentated and PEOs read like an outcome, the finding should address both issues.~~

# Criterion 3 - Student Outcomes

- ETAC (1) – (5) elements (or sub-elements) are addressed by the program's student outcomes
- Process and documentation for the periodic review and revision of the program's student outcomes
- If SOs are not verbatim to Criterion 3 SO Elements, they must be mapped to the SO Elements.

# Criterion 4 – Continuous Improvement

- Process in place and documented?
- Process appropriate and effective – uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured
- Collect data → evaluate data → improvement action. If not done, there is a finding
- Direct measures of student performance should be found in the display materials

# Criterion 5 - Curriculum

- Curriculum include and demonstrate that topics related to
  - Commitment to professional and ethical responsibilities
  - ~~Diversity and inclusion awareness~~ [Removed in early 2025.]
  - Quality
  - Continuous improvement
- If appropriate industry and engineering standards and codes are not available → finding
- Student work, lecture presentations, or assignment sheets can be considered as evidence for topic coverage. Syllabi are not considered adequate evidence.

# Criterion 6 - Faculty

- Check Program Criteria to determine if there is specificity to this requirement
- Provide clear evidence related to impact on the program

# Criterion 7 – Facilities

- If safety related practices, such as personal protective equipment, proper clothing, in use of equipment or laboratories → finding related to appropriate guidance relating to the use of tools, etc.
- Facility safety related → APPM

# Criterion 8 – Institutional Support

- Do not require program to hire additional personnel.
- Finding should be based on what is not being accomplished.

# Criterion 8 – Institutional Support

Institutional support, resources, and leadership must be sufficient to:

- a) ensure the quality and continuity of the program;
- b) attract, retain, and provide for the continued professional development of a qualified faculty;
- c) acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program; and
- d) create and foster a respectful environment among the program's students, faculty, staff, and administrators such that the student outcomes can be attained. (new)

Resources include institutional services and policies, financial support, and administrative and technical staff.

## **Respectful Environment**

A respectful environment supports, values, and treats all members fairly and with dignity.



# Program Criteria

- Focus is on curriculum and faculty
- If adopted and embedded as student outcomes, they must be assessed and evaluated as input into continuous improvement actions
- If not embedded in student outcomes they must be demonstrated as addressed in the curriculum

# Program Criteria

## Mechanical Engineering Technology (BS)

- Mechanical Engineering Technology (p.50 – 51 ETAC Criteria)

# Multi-site Visits

# Last Words

Remember – the TEAM is “the face of ABET”

Head shot for visit roster

**Preliminary T351 due: Tuesday, September 10, 2025**

**Next Team Meetings:**

- To discuss preliminary previsit findings: Date: 9/18/25 ?**
- To discuss previsit findings before site visit: Date: If Needed**