

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: ETAC SITE VISIT

August 11, 2026



WELCOME!

ETAC INSTITUTIONAL REPRESENTATIVE WEBINAR

We will be recording today's webinar

- The recording and the slides will be available on ABET's public website
- All Institutional Representatives will receive a follow up email with the link to the recording and slides and instructions to their location on the ABET public website.

Q&A

- You will have the opportunity to ask questions throughout the webinar using the Q&A button at the bottom of your Zoom screen.
- Chat function is disabled..

We will not be providing technical support during today's webinar. The recording will be available after the webinar is completed.



If we are unable to address all your question due to time constraints, please follow up with your team chair.

Agenda

- *ETAC Overview*
 - *Timeline*
 - *Pre-visit activities*
 - **SITE VISIT Activities**
 - Post-visit timeline and activities
 - Due Process & Accreditation
 - Q&A
- Covered in Evaluation Preparation Webinar (Spring)*



Our mutual goal is to have a successful and productive accreditation visit!

2026-2027 ETAC Executive Committee



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Board Area
Delegation Chair



Kevin Taylor
ETAC Adjunct
Accreditation
Director

Today's Presenters



John Irwin
Member-at-Large



Michael Pniewski
Commissioner
Training Committee



Peter Livingston
Commissioner
Training Committee

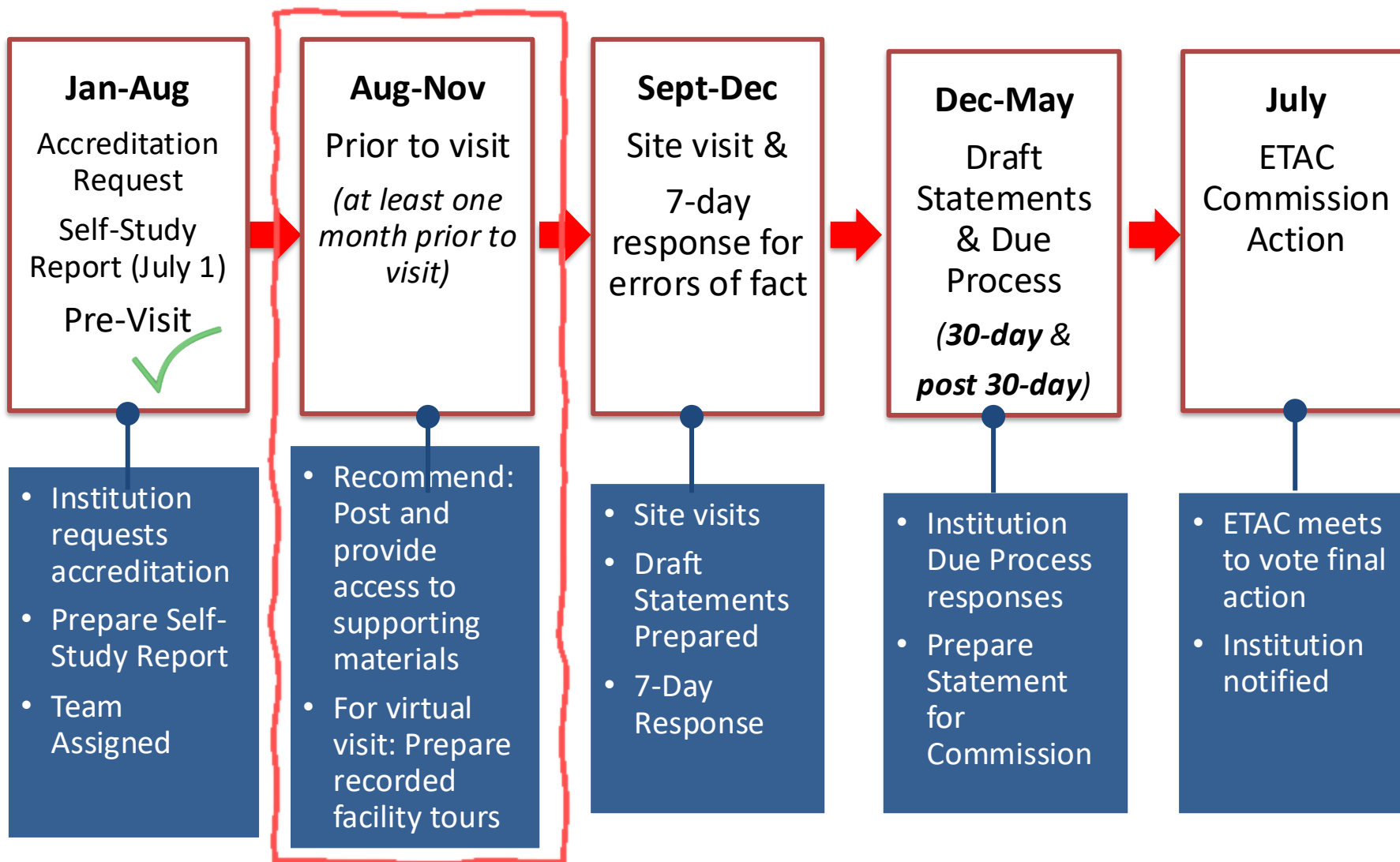


Kevin Taylor
Adjunct
Accreditation
Director

Common Terms and Acronyms

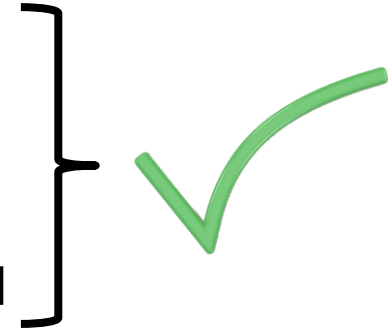
Acronym	Meaning
Adjunct	Adjunct Accreditation Director for ETAC (ABET Staff member)
AMS	Accreditation Management System
APPM	Accreditation Policy and Procedure Manual
Ed 1, Ed 2	Editor 1 and Editor 2 assigned to each visit/review, who edit the Draft and Final Statements for consistency
ETAC	Engineering Technology Accreditation Commission of ABET
PAF	Program Audit Form
PEOs	Program Educational Objectives
PEV	Program Evaluator
RFE	Request for Evaluation
SOs	Student Outcomes
SSQ	Self-Study Questionnaire
SSR	Self-Study Report
TC	Team Chair leading visit/review

Accreditation Timeline



By now, you should have...

- ✓ Team Chair approved
- ✓ Visit dates set
- ✓ Self-Study report uploaded
- ✓ Visiting team Program Evaluators approved



Prepare to provide transcripts...

- ✓ Transcripts for graduates of each program
 - Team chair can provide guidance on number of transcripts
 - Student names should be removed and replaced by a tracking system
- ✓ Explanation of course substitutions & course waivers
- ✓ Approval process for transfer/substitution/waiver of courses
- ✓ Graduation audit form

Follow-up with Team Chair: Transcript and Enrollment documentation



Transcripts

- Requested by TC
- Provide worksheets/audit forms to assist PEV with transcript review
- Names redacted

- Samples from each program
- Document all paths to graduation

Additional information & supplemental materials



- Clarification of Self-Study Report
- Additional materials

Logistics



- Review modality (in person or virtual)
- Be prepared to switch modality if conditions change

- Visit arrangements
- Access to materials
- Team room needs
- Meeting schedules
- Interviews (advisory board, alumni, faculty, students)

Follow-up with Team Chair on Communication Protocol

What happens during an in-person site visit?

The goal is to conduct a site visit to review and evaluate facilities, resources, meet with program faculty and administrators.

Logistics

Team travels to institution

Programs provide tours of facilities and laboratories

Interviews with students, faculty, and staff, advisory board

Review of assessment and evaluation materials and other supporting materials

Other printed materials, USB, or other physical formats can be provided during the visit upon request

Team room and assistance for Wi-Fi access. Team room should be equipped with a printer and shredder

In person meetings

In person meeting locations

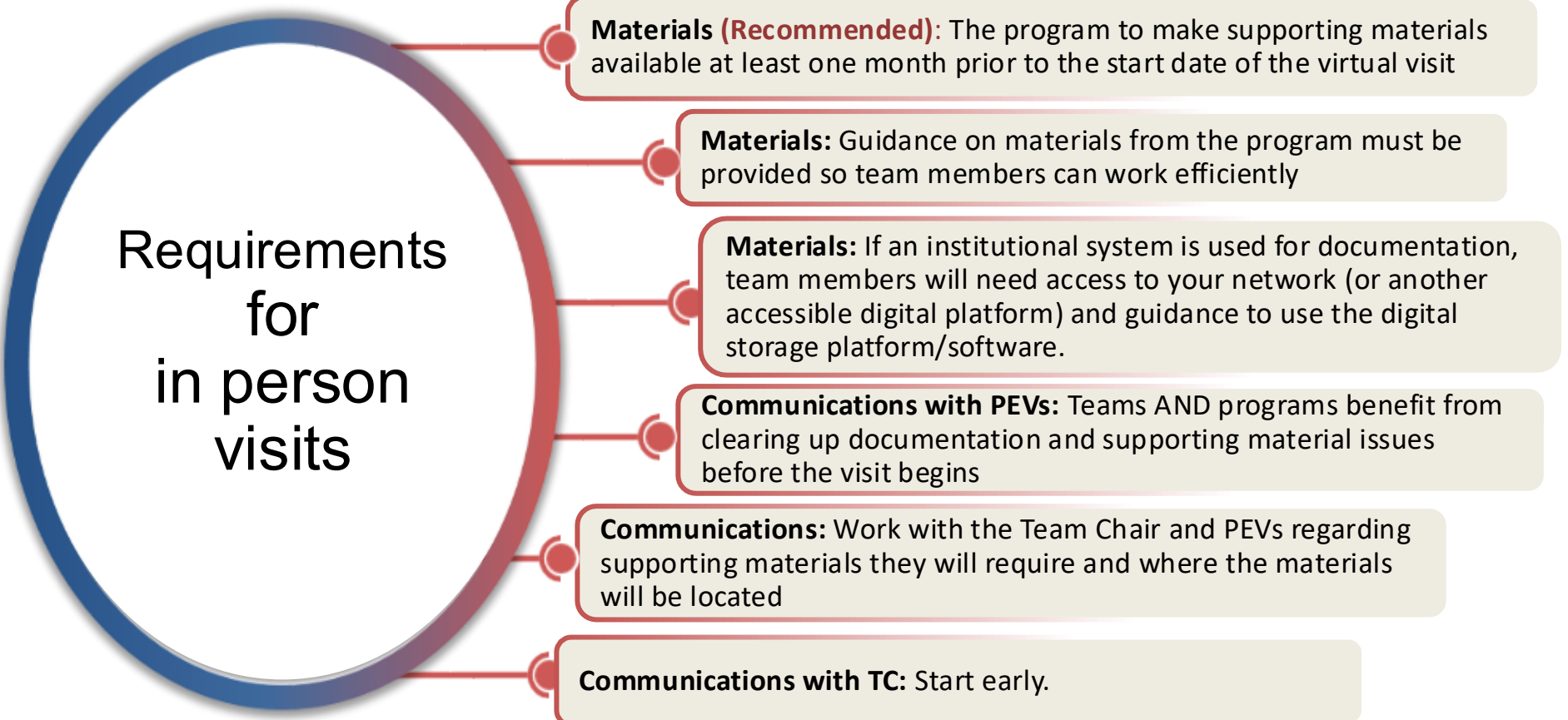
Work with Team Chair and Program Evaluators to set up the schedule for meetings.

Make arrangements for face-to-face meetings (location, time) and provide support to team as needed.

On-line Programs: Team to access the LMS course and assessment materials one month before the visit. Team members sign a confidentiality agreement. Identify on-line and/or hybrid.

Getting Ready for the Visit

Getting Ready for the Visit



Requirements for in person visits

Materials (Recommended): The program to make supporting materials available at least one month prior to the start date of the virtual visit

Materials: Guidance on materials from the program must be provided so team members can work efficiently

Materials: If an institutional system is used for documentation, team members will need access to your network (or another accessible digital platform) and guidance to use the digital storage platform/software.

Communications with PEVs: Teams AND programs benefit from clearing up documentation and supporting material issues before the visit begins

Communications: Work with the Team Chair and PEVs regarding supporting materials they will require and where the materials will be located

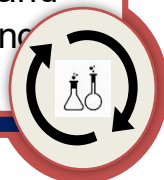
Communications with TC: Start early.

Note: Programs should not duplicate and resubmit documentation and supporting material submitted with the Self-Study Report.

Facility Tours

Laboratory Tours

- Identify the name of laboratory and physical location in building/on campus
- Identify who uses the laboratory and the courses the laboratory supports
- Provide a general layout of the setting of laboratories
- Show safety equipment (PPE, eyewash stations, showers, first aid kits, SDS sheets, inspection reports, etc.)
- Identify number of instructional experimental setups in the laboratory
- Show instructional equipment and supplies
- Provide the maximum number of students working concurrently in the laboratory and maximum team size working on any single experimental station (capacity)



Classroom Tours

- Show larger and smaller classrooms, to give the team a sense for representative types of classrooms
- Show a regular (whiteboard) and a technology classroom with associated audio-visual equipment
- Identify the courses using the classroom
- Provide the capacity of the classroom
- Show a typical instructor station
- Show the classrooms to provide a sense of their general condition
- Show student study rooms and spaces



Note: For virtual visits of offsite locations all parties involved in the pre-recorded laboratory and classroom tours must be identified by name and provide their recorded consent to be recorded.

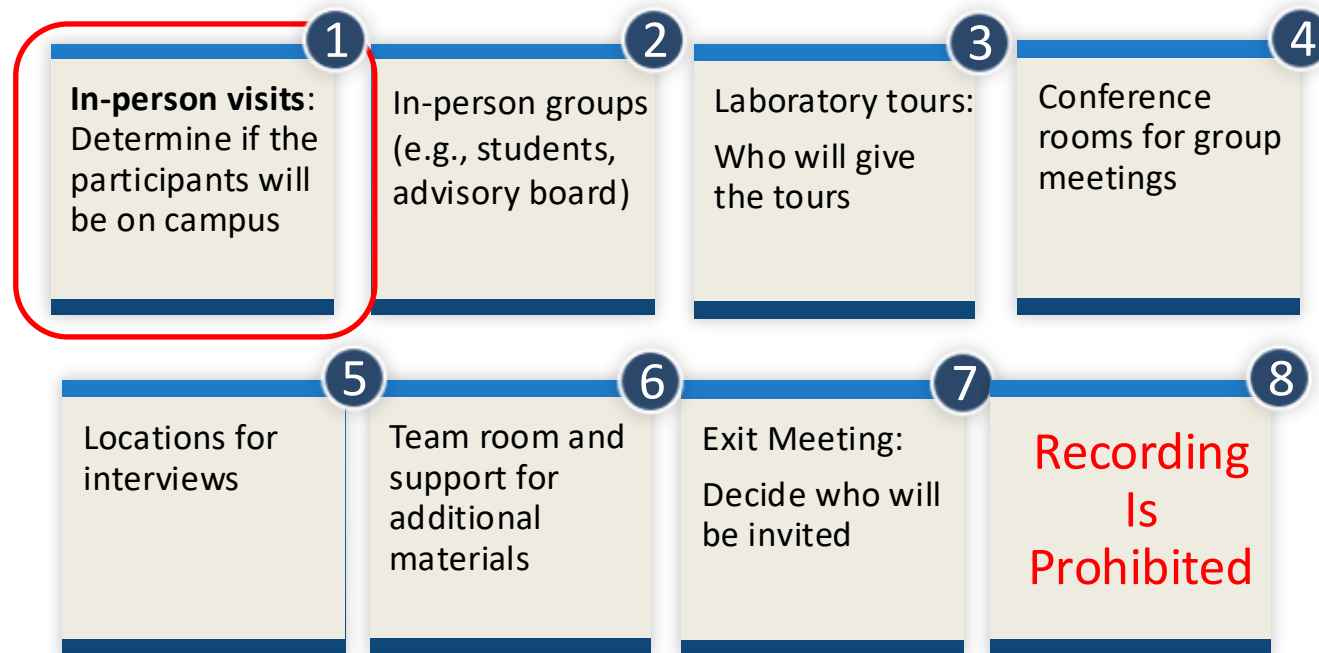
Tips and Guidance for Videos if Used

- ❑ Develop the pre-recorded videos as early as feasible. If campus accessibility becomes a problem as the academic year progresses, you will have addressed this critical component of the review
- ❑ Include facility name, location, signage, general layout, safety, courses supported, instructional equipment, etc.
- ❑ Provide a narrative as you walk through the tour
- ❑ Move the camera slowly - rapid movement will make it difficult to clearly see details.
- ❑ Short videos (maximum of 10 minutes each)



Planning for Interviews & Group Meetings

- ✓ **One-on-one meetings**, such as interviews with institutional personnel and faculty are easier to schedule.
- ✓ **Group meetings**, such as meetings with students, advisory boards, and the exit interview require some advance planning.
- ✓ **For online interviews**: All participants will require a device with the camera and are encouraged to use a headset, for high fidelity in communications.



Are you ready?



The following tasks should be completed soon:

1. Team Chair approved
2. PEVs approved
3. Self-Study Report received by the team
4. Transcripts/Audit forms provided to the team – coordinated with TC
5. Establish team-accessible file storage system (recommended)

What else needs to be done?

Follow-up with Team Chair: Outstanding tasks

Supporting Materials (APPM I.E.5.b (5))

Preparation	Review Process	Expectations (Recommended)
■ Course materials, including course syllabi, example assignments and exams, and examples of student work showing range of student achievement ■ Evidence that the program's educational objectives are based on needs of program constituencies ■ Evidence of the assessment, evaluation, and attainment of student outcomes ■ Evidence of actions taken to improve the program based on the evaluation of assessment data	■ Assessment instruments used and connected to primary evidence (student work) being assessed ■ Summaries of the data with results reported in a usable form (have a "scorecard" for program student outcomes, demonstrate level of attainment) ■ Recommendations for program improvement based on the data (Continuous Improvement) ■ Implementation and results	■ Electronically available with easy access to ABET team members ■ Focus on outcomes and the process of meeting criteria and policies ■ Demonstrate level of attainment of student outcomes ■ Completion of continuous improvement feedback loop

Textbooks are not required

Recommend:

- In person visits: Some materials should be available to PEVs prior to visit.
- Virtual visits: Supporting materials should be accessible by PEVs at least one month prior to visit date.

Supporting Materials

Supporting materials:

1. Location
2. What materials are to be available (on-line and on-site)
3. PEV access to files (for on-line programs: access to your learning management system - LMS)
4. Guidance on how to access information

On-line programs:

1. PEV access to files (one month before visit: access to your learning management system - LMS)
2. Guidance on how to access information

Visit Schedule and Post Visit Follow up

Visit Schedule

Day 0 (typically Sunday)	Laboratory and facility tours
	PEVs meet program chairs/directors, TC meet dean
	PEVs review materials as needed
	ABET team review Day 0 findings
Day 1 (typically Monday)	Team meets with Dean (brief orientation and review of visit)
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni, advisory boards, and support departments
	ABET team review Day 1 findings
Day 2 (typically Tuesday)	Meetings with faculty and staff, as needed
	Team finalized findings
	PEVs brief program chair/directors, TC briefs dean
	Team members draft exit statements and forms
	Exit meeting (Institution may invite anyone they wish. ABET typically expects President and/or Provost to be present.)
	TC provides Program Audit Forms to dean

In-person visits (Recommended): The supporting materials be available one month prior to Day 0

Virtual visits: The supporting materials must be available one month prior to Day 0

Visit Schedule

The following are activities which need to be scheduled well ahead of time.

Follow-up with Team Chair: Visit schedule, attendance, logistics (IT, materials, etc.)

1. Facility tours
2. Opening meeting
3. Interviews with administrators, President, Provost, faculty
4. Student interviews
5. Advisory Committee interviews
6. Exit meeting (President decides who to invite)

Who else in your institution should be included?



Team Requirements

On-site visits

- Work with the Team Chair on details.
- Room needed from the time the team shows up until it leaves. Typically, Sunday through Tuesday (or dates of visit).
- Room requirements:
 - At least one computer connected to a printer.
 - A paper shredder.
 - Internet access with Wi-Fi for team laptops.
 - Technical support on first day (Sunday) to ensure all equipment (including team laptops) are fully functional in your environment.

Exit Meeting

Purpose: Report team findings to institution's CEO and other institution representatives

Team chair makes introductory remarks and reads any statements or findings that apply at the institutional level.



Each program evaluator reads findings related to their program.



Team chair makes concluding remarks.



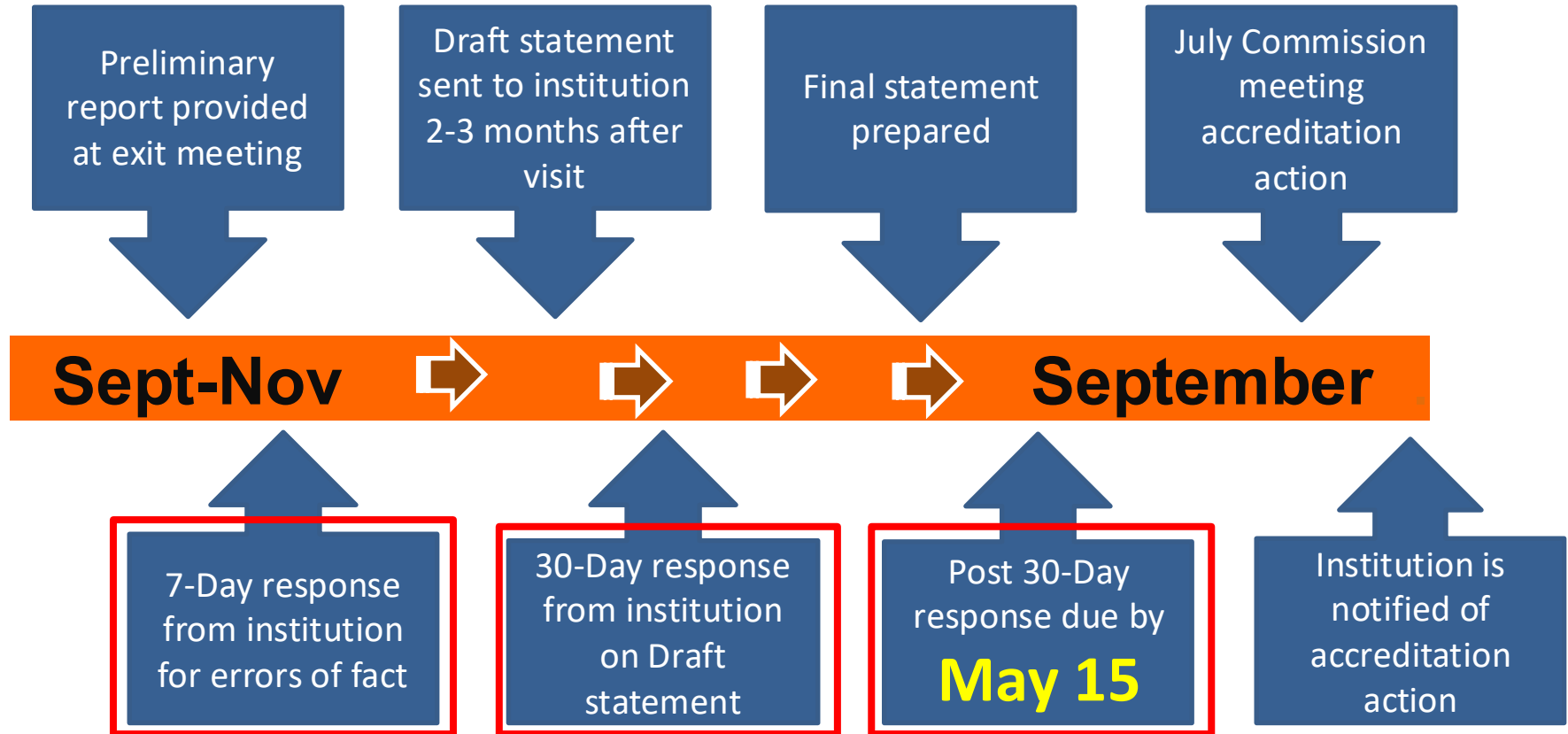
Preliminary findings will be entered into AMS.
The Dean will be provided with the Program Audit Forms.

**This is a scripted meeting. There should be no surprises.
Recording is prohibited**

Findings

Strength	Observation	Concern	Weakness	Deficiency
Recognizes an exceptionally strong and effective practice or condition that stands above the norm and has a positive effect on the program Does not relate directly to the criteria	A comment or suggestion offered to assist the institution in its continuing efforts to improve the program	Program currently satisfies criterion Potential exists for the situation to change such that the criterion may not be satisfied	Program lacks strength of compliance with criterion to ensure quality of program will not be compromised Remedial action is required to strengthen compliance with the criterion prior to the next evaluation	Program does NOT satisfy criterion Action is required to restore compliance

Post Visit



- **30-Day and Post 30-Day responses** should **provide evidence** of any developments that could mitigate any shortcomings identified by the team.
- **For a Post 30-Day response to be considered, the program must clearly indicate in its 30-Day response what new evidence will be provided.**

Post Visit Follow-up

1

7-Day Response

May submit a response to the Team Chair within 7 days of visit conclusion.

Address **only** errors of fact.

For example:

- Graduation data*
- Enrollment data*
- Course name or number*

Do not include planned actions, actions in progress, or errors of interpretation.

Post Visit Follow-up

Due Process Responses

2

30-Day

Documentation of corrective actions and evidence addressing shortcomings. Submitted once the draft report is provided to the institution.

DON'T WAIT! After the visit, begin drafting this response. **Note:** Findings and severity may change during editing.

3

Post 30-Day (P30)

TCs may reject P30 submission.

TCs set the deadline for P30 submission
(no later than May 15th)

Programs must **first submit** a 30-Day response indicating what new information will be forthcoming.

Limited to information that was unavailable at the time of the 30-Day due process response

Post Visit Follow-up

4

ABET Team Evaluation

Institution feedback is a key component in ETAC's continuous improvement efforts

Online PEV evaluation

Online Team Chair evaluation

Team member feedback is not shared with the team until after the accreditation action is completed

Common findings and Accreditation actions

What had been observed in previous cycles?

ETAC Criteria

General Criteria

- 1 Students
- 2 Program Educational Objectives (PEOs)
 - 3 Student Outcomes (SOs)
 - SO elements 1-5
 - If program uses different outcomes, provide map to new elements, 1-5
- 4 Continuous Improvement
- 5 Curriculum
- 6 Faculty
- 7 Facilities
- 8 Institutional Support

Other requirements

Program Criteria

Program criteria limited to curriculum and faculty

Accreditation Policy and Procedure Manual (APPM)

What did we see in the previous cycle?

• Criterion 1

~6% of shortcomings

- Lack of documentation on why prerequisite requirements are not met
- Inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

Students

• Criterion 2

~13% of shortcomings

- PEOs that look like SOs
- Not including constituents in review of PEOs

**Prog. Ed.
Objectives**

• Criterion 3

~5% of shortcomings

- SOs that do not encompass ETAC outcomes 1-5
- No periodic review of SOs

**Student
Outcomes**

What did we see in the previous cycle?

• Criterion 4

~33% of shortcomings

- Process not regular or documented
- Not all SOs assessed
- Assessment but no evaluation
- No demonstration of level of attainment
- No evidence of results used for continuous improvement of the program

**Continuous
Improvement**

• Criterion 5

~11% of shortcomings

- Insufficient documentation of advisory committee engagement in curriculum/advisement.
- Curriculum lacking
 - design considerations appropriate to the discipline
 - Appropriate level of math
 - Coverage of ethics, diversity and inclusion awareness, quality, or continuous improvement topics

Curriculum

• Criterion 6

~13% of shortcomings

- Faculty numbers not adequate for advising, interaction, or professional development
- Faculty lack professional development activity or involvement with industry

Faculty

What did we see in the previous cycle?

• Criterion 7

~4% of shortcomings

- Equipment needs upgrade, repair, or maintenance
- Program lacks planning for staff or other resources related to maintenance or upgrades

Facilities

• Criterion 8

~7% of shortcomings

- Support for laboratory supervision
- Lack of ability to hire and retain faculty

**Institutional
Support**

• APPM

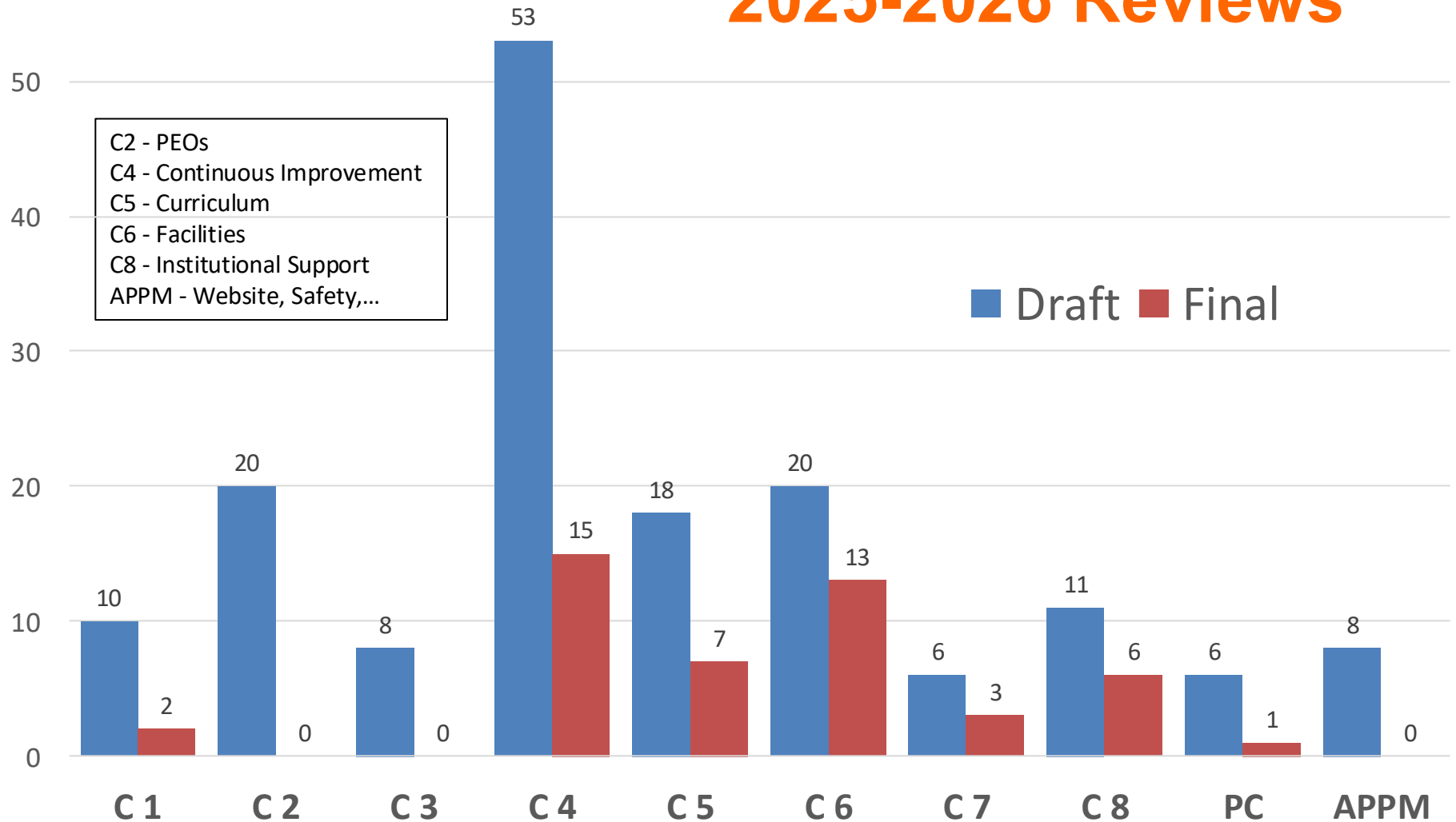
~5% of shortcomings

- Posting information on web site
 - program's educational objectives,
 - program's student outcomes,
- Program name inconsistencies in catalog, transcripts, RFE
- Safety

APPM

Number of Findings - Draft vs Final

2025-2026 Reviews



Criterion 2 - Program Educational Objectives (PEOs)

Common Findings

Definition

- PEOs are broad statements that describe the endeavors graduates are prepared to engage in after graduation.
- Program educational objectives are based on the needs and interests of the program's constituencies.

• Key Constituencies

- Not all stated constituents are involved in the review process.

• Process

- Process not documented, systematically used, or effective (e.g., timetable, review process)
- If the PEOs do not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the statement is well documented.

Criterion 4. Continuous Improvement

What does the criterion say:

The program must ¹regularly use ²appropriate, ³documented processes for ⁴assessing and ⁵evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be ⁶systematically utilized as ⁷input for the program's continuous improvement actions. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 4 - Continuous Improvement

Common Findings



- Process
 - Process not documented, appropriate, or regularly used
- Assessment
 - Not assessing ALL student outcomes
 - Not using direct or primary assessment data for measuring student outcome attainment
 - Not segregating student attainment by program (i.e., separating out students by major when assessing an outcome in the same class)
 - Student outcomes not assessed at least once during a program's defined cycle (e.g., 2 yrs., 3, yrs.)
- Evaluation
 - Not evaluating assessment data
 - No demonstration of attainment level of Student Outcomes
- Continuous Improvement
 - Not using evaluation results to improve the program
 - Using inappropriate assessment and evaluation processes to avoid taking improvement actions
 - Not improving program only because attainment goal achieved
 - Using averages of all students in a class, a course grade, or the grade on a full exam as the assessment metric.

Criterion 5. Curriculum

Curricular requirements specify topics appropriate to engineering technology but do not prescribe courses. The curriculum must combine technical, professional and general education components in support of student outcomes. To differentiate the discipline, Program Criteria may add specificity for program curricula. The curriculum must include the following:

1

Mathematics The curriculum must develop the ability of students to apply mathematics to the solution of technical problems.

- A. Associate degree curricula will include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.
- B. Baccalaureate degree curricula will include the application of integral and differential calculus, or other mathematics above the level of algebra and trigonometry, appropriate to the student outcomes and the discipline.

2

Discipline Specific Content The discipline specific content of the curriculum must focus on the applied aspects of science and engineering and must:

- a. Represent at least one-third of the total credit hours for the curriculum but no more than two-thirds of the total credit hours for the curriculum;
- b. Include a technical core preparing students for the increasingly complex technical specialties later in the curriculum;
- c. Develop student competency in the discipline;
- d. Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society; and
- e. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.

3

Other Content: The curriculum must include topics related to professional and **ethical responsibilities, diversity and inclusion awareness, quality, and continuous improvement**.

4

Physical and Natural Science: The physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences.

5

The Integration of Content: Baccalaureate degree curricula must provide a **capstone or integrating experience** that develops student competencies in applying both technical and non-technical skills in solving problems.

6

Cooperative Education: When used to satisfy degree requirements, credits based upon cooperative/internships or similar experiences must include an appropriate academic component evaluated by a member of the program faculty.

7

Advisory Committee: An advisory committee with representation from organizations being served by the program graduates must **periodically review the program's educational objectives and curriculum**. The advisory committee must provide advisement on current and future aspects of the technical fields for which the graduates are being prepared.

Criterion 5 - Curriculum

Common Findings

- Insufficient documentation of advisory committee engagement in both program educational objectives and the curriculum/advisement about direction of the field.
- Capstone or other integrating experience does not develop student competencies in applying both technical and non-technical problem-solving skills.
- The curriculum does not adequately support one or more of the student outcomes or program criteria.
- The curriculum does not include the use of engineering standards and codes.
- The curriculum does not address public safety and health.
- Design considerations are not appropriate to the discipline and degree level.

Changes in Accreditation Policies and Procedures

Must use the latest APPM applicable for 2026-27.

Check for any accreditation changes as they occur every year:

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



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 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 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.

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 the Program Criteria for Environmental Engineering Technology.

NOTE: It is no longer required to mention “or similarly named programs” in Program Criteria at the end of the statement.

APPM I.A.6.b. Requirements

The following information **must be posted** on the program's website:

- Program Educational Objectives (PEOs),
- Student Outcomes (SOs).

Posting of annual student enrollment and graduation data on the website is **no longer required**.



Accreditation Policies and Procedures

Other APPM changes for 2026 – 2027 (continued):

Section I.C.3.d.:

- ETAC – The name of every ETAC-accredited program that includes the word “engineering” as a single word or part of a compound word (e.g., bioengineering) in the name of the program must also include the word “technology” or its variants, either directly after “engineering” or after a single descriptor that immediately follows “engineering.”

Sections I.D.6 and I.D.9 discuss the process of submission of an SSR or an IR as well as submission of the 30-Day Due-Process Response

Significant changes have been made to the APPM regarding conducting reviews and due process

- Changes are indicated in **bold**.
- I.D.4. was added in response to reports that ABET volunteers were not treated with respect.
- **I.D.4. Institutional employees, including administration, program faculty, and staff, are expected to create and maintain a respectful environment (as defined in the [APPM Glossary](#)) and to treat all ABET volunteers involved in accreditation activities with respect and professionalism.**
- I.D.6. This change implements requests made by some commission that the documents must be self-contained
- **I.D.6. The institution will submit via the Accreditation Management System (AMS) a Self-Study Report or an Interim Report, as required, for each program to be reviewed to ABET Headquarters no later than July 1 of the calendar year in which the review is being conducted. These documents must be self-contained with no active links to information outside of the uploaded file(s).**

The revisions in I.D.9 require significant changes in the 30-Day Due Process response for institutions with D or W shortcomings

- **I.D.9.** The institution has 30 days from receipt of the Draft Statement to provide a Due Process Response to the Draft Statement. **The 30-Day Due-Process Response must be uploaded to the Accreditation Management System (AMS) to be considered. The response must be self-contained with no links to information outside of the uploaded file. Information stored outside of AMS will not be considered. If the program is planning on making a request to submit Post 30-Day Due Process Information (See [I.E.10](#)), the 30-Day Due-Process response must describe what progress has been made toward resolving the shortcoming(s), and additional information, if any, the program is planning to provide to show the shortcoming(s) has been resolved. It must also indicate when the program expects this additional information to be submitted.**

Note: If the due process or post due process response includes confidential or private intellectual property information, please ask the program to redact such information.

Additional changes have been made to APPM I.E.10

I.E.10. Post 30-Day Due-process Information – **After** the program has submitted a **30-Day Due- Process** response within the 30-day due-process period, **describing actions taken to address the shortcomings identified in the Draft Statement, it may request permission to provide additional information at a later date.** The team chair may, at his or her discretion, in consultation with the commission leadership, **and after reviewing the due-process response already submitted, agree to** accept additional information after the 30-day due-process period. **Post 30-Day Due Process Information will only be permitted in situations where the team chair judges** such information **may have a material impact on the accreditation action resulting from the review. Additionally, post 30-day submissions** must be limited to information that was judged by the team chair to be not available at the time of the 30-day due-process period. **It must be uploaded to the Accreditation Management System (AMS) in a single self-contained file with no active links to information outside of the upload file** and must be received in time for proper consideration prior to the July Commission Meeting. **Due to the limited amount of team time for review, only reasonable amounts of additional information can be considered.**

Institutions may need help in meeting these new APPM changes. They will need to recognize when Post 30-Day Due Process information will likely be needed

- Example of a possible response to a C1. Students Shortcoming – assume that the citation concerned verifying that students met all graduation requirements.

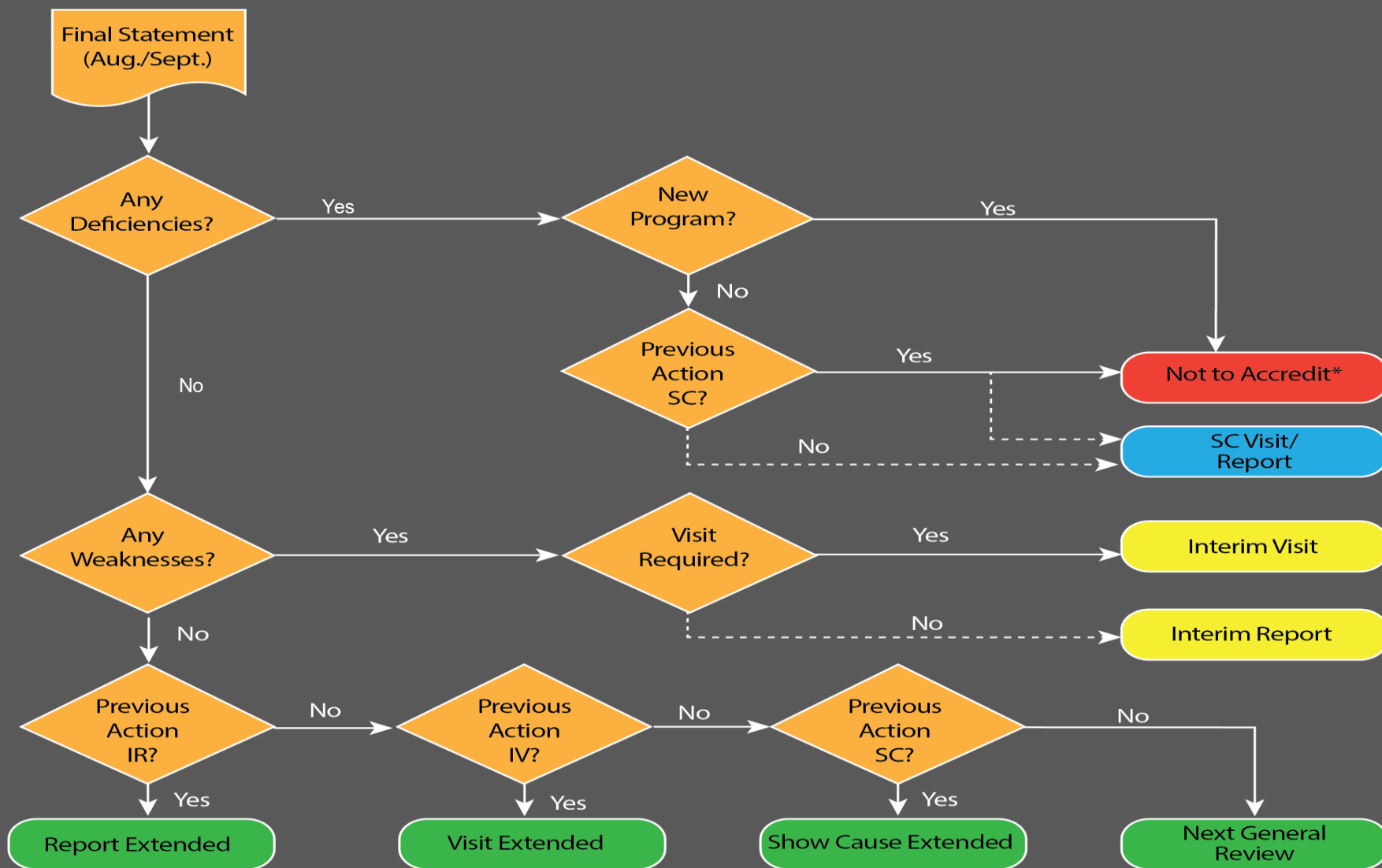
“The Dean’s office has allocated funds to purchase a software system that checks graduation requirements for all students. We are in the process of selecting an appropriate software system. We anticipate purchasing, installing, and using the system to verify our May graduates. We will provide six transcripts starting with the letter of the alphabet that you request along with the analysis from our selected software system. Student names and identifying information will be redacted. We anticipate providing this information by May 1st, if acceptable.”

Another example related to P30. This response addresses a potential C2. PEOs shortcoming

- Assume that employers are a constituent and were not involved in the periodic review.

“To involve employers in the periodic review of our PEOs, we have identified the top 12 employers of our program graduates. We contacted the HR departments of these employers and asked them to identify an appropriate manager to give us feedback on our PEOs. We developed a protocol for phoning the managers and asking for feedback on the PEOs. The protocol is attached at the end of this response. We have already spoken to eight managers and plan to finish speaking to the last four in the next two weeks. We expect to have a summary of the responses by April 2nd, along with our analysis of the responses. We will submit the summaries and analysis as evidence of involving all constituents in the periodic review, if accepted by the team chair.

Accreditation Actions



Time to get started!

- Communicate early and often with your Team Chair to assure the visit will be trouble-free and productive.
- Start working on schedule and meeting details (who, when)
- **Materials:** Recommend providing as many materials as possible available to PEVS before the visit. Organization of materials is very important, however.
- The more materials are available to the PEVS before the visit, the more issues will be resolved before the site visit.

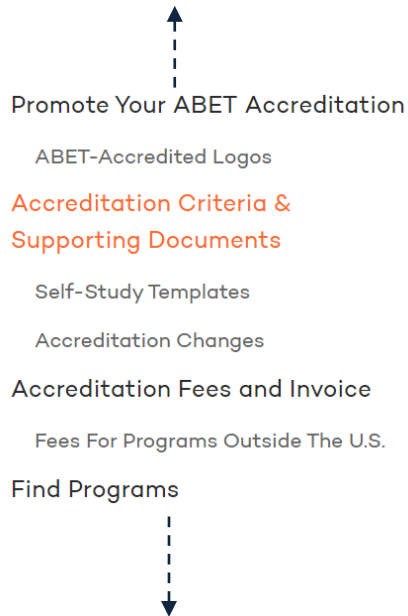
If you have questions, reach out to your team chair!

References



Download key documents from

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



The *Accreditation Criteria* and the *Accreditation Policy and Procedure Manual* may change from one accreditation cycle to the next. Please see [Proposed Changes](#) for a summary of the important board-approved changes for each year.

If you wish to access previous cycles' documents, please email accreditation@abet.org and we can provide them.

Accreditation Policy and Procedure Manual

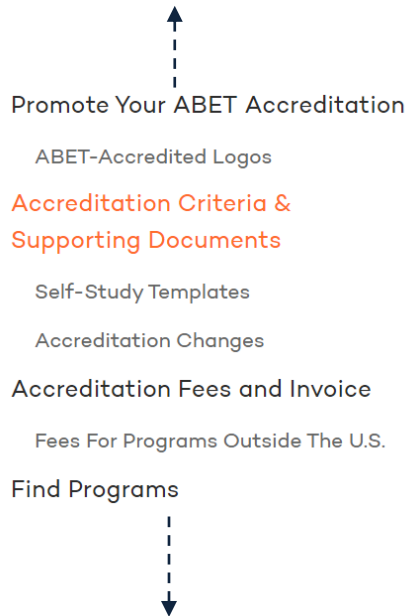
[2026-2027](#)

[Accreditation Status APPM I.A.6. Guidance](#)

References

Download key documents from

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



Engineering Technology Accreditation Commission (ETAC)

[2026-2027 Criteria](#)

2025-2026 Institutional
Representatives Webinar: Self-Study
Reports ([Recording](#)) ([Slides](#))

ETAC's Webinar for Institutional
Representatives: Preparing for your
Site Visit ([Recording](#)) ([Slides](#))

[2025-2026 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](#)

[2025-2026 Questionnaire Template for
Interim Reports](#)

2025-2026 Institutional
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Thank you!

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