

Preparing for Interim Reviews: 2026-27 Accreditation Cycle

Presentation to Institutional Representatives March 11, 2026



WELCOME!

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 have opportunity to ask questions throughout the webinar using the Q&A button at the bottom of your Zoom screen.

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



If we are unable to address all your question due to time constraints, please follow up with Kevin Taylor at ktaylor@abet.org

Agenda



- 1) Interim Review Overview
- 2) Timeline and Process
- 3) Guidance for Writing Interim Reports
- 4) Expectations and Examples for Responses
- 5) APPM Changes
- 6) Review Process
- 7) Draft and Final Statement
- 8) Interim Reviews with Visits

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

2026-2027 ETAC Executive Committee



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Accreditation
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Today's Presenters



M. Javed Khan
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John Irwin
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Kevin Taylor
Adjunct
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Director

Common Terms and Acronyms

Acronym	Meaning
Adjunct	ABET Adjunct Accreditation Director for ETAC
AMS	ABET's Accreditation Management System
APPM	ABET's 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
IR	Interim Report
IV	Interim Visit
PAF	Program Audit Form
PEOs	Program Educational Objectives
PEV	Program Evaluator
RFE	Request for Evaluation
SSQ	Self-Study Questionnaire
SSR	Self-Study Report
SOs	Student Outcomes
TC	Team Chair leading visit/review

Description of Interim Reviews

An Interim Review addresses shortcomings (D, W, and C) remaining from the last ETAC accreditation action.

- Programs submit a focused report addressing only unresolved shortcomings from the previous review (NOT a comprehensive self-study report addressing all criteria).
- Evaluation is based on the questions:
 1. What has been done to resolve the *remaining shortcomings identified in the last review*?
 2. *Have the remaining shortcomings been resolved?*
- Interim Reviews may cite new findings if they become evident while conducting an interim review.

Interim Review Types

Reports

Interim & Show Cause Reports

Institution has programs with prior accreditation actions such that a progress report will be required to evaluate remedial action

- Interim Report (IR) – Program has one or more Weaknesses (no Deficiencies) (most common)
- Show Cause Report (SCR) – Program has one or more Deficiencies

Visits (none this cycle)

Interim and Show Cause Visits

Institution has programs with prior accreditation actions such that an on-site review will be necessary to evaluate remedial actions taken by the institution

- Interim Visit (IV) – Same criteria as IR
- Show Cause Visit (SCV) – Same criteria as SCR

Review Criteria

- All programs under interim review must be reviewed under either the same criteria used in the most recent review OR current criteria.
- The institution designates which criteria when RFE is filed. RFE may be modified if desired.

Accreditation Policy and Procedure Manual (APPM)

The **current** Accreditation Policy and Procedure Manual (APPM) is for all review types.

abet.org/accreditation/accreditation-criteria/

General Criteria and Program Criteria

Programs must use:

- The current criteria **(2026-27)**

OR

- The criteria used in the latest evaluation

SSR Resources

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](#)

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 Representatives Webinar: Interim Reviews ([Recording](#)) ([Slides](#))

Promote Your ABET Accreditation

ABET-Accredited Logos

Accreditation Criteria & Supporting Documents

Self-Study Templates

Accreditation Changes

Accreditation Fees and Invoice

Fees For Programs Outside The U.S.

Find Programs



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Report Structure

and

Expectations and Examples

Report Template

 Use Template (T004) for Interim Reports posted at:

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

[2026-2027 ETAC Questionnaire: Template for an Interim Report](#)

- If an interim review is required by more than one Commission for the set of programs from your institution, then a separate report should be prepared for each Commission, reflecting the previous Final Statement from that Commission.
- The report does not have to be long, but should follow a logical sequence
 - Address shortcomings in the same order as they appeared in the most recent Final Statement to the Institution.
 - Provide context to the shortcomings as the Team Chair performing the interim review will not have access to the self-study report from the previous General Review.
 - Address all points cited in the Final Statement for each shortcoming.
- It must clearly and adequately address the shortcoming(s)
 - Additional evidence should clearly demonstrate action(s) taken to address and/or strengthen compliance with the associated criterion, policy, or procedure

Interim Report Template

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

These instruction pages should be deleted before the Interim Report's submission.

ABET
Interim Report
 for the
<Program Name>
 at
<Institution Name>

<Location>

<Date>

CONFIDENTIAL

The information supplied in this Interim Report is for the confidential use of ABET and its authorized agents. Contents will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

Program Interim Report For ETAC of ABET

A. Contact Information

List name, title, telephone number, and e-mail address for the primary pre-visit contact person for the program. This can be important if the program contact is different from the institutional contacts shown in the RFE.

B. Deficiencies, Weaknesses and Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

Address each deficiency, weakness, and concern separately.

- For each shortcoming, **quote the text** from the previous ETAC Final Statement—including any 30-day due process updates and status details. Address the shortcomings in the order listed in that Final Statement. If a shortcoming was noted as resolved in that statement, it should not be addressed in the interim report.
- Describe the actions taken to resolve the shortcoming and include effective dates of any actions. When applicable, supplemental evidence should be provided in an appendix to demonstrate the program complies with the relevant criterion, policy, or procedure. Often this additional material may be meeting minutes, any documented processes that were revised, samples of assessed student work, evaluations of assessment data, continuous improvement actions taken based on evaluated assessment data, or other decision-making evidence, as well as other factual evidence related to the shortcoming's resolution.
- Provide current enrollment and graduation data, see example provided in appendix.

C. Additional Evidence to Be Provided During the Visit (only for IV and SCV reviews)

Describe additional evidence to be provided during the visit portion of the review.

APPENDIX

Complete the following table for the program undergoing evaluation.

Table A-1. Program Enrollment and Degree Data

Name of Program

Current Year	Academic Year		Enrollment Year					Total Enrollment	Total Graduates
			1st	2nd	3rd	4th	5th		
			FT	PT	FT	PT	FT		
1	20XX-XY								
2		FT							
		PT							

Provide official fall term enrollment (head count) and number of degrees awarded for the current and the preceding two academic years. The "current" year means the academic year preceding the review.

FT= full time
PT= part time

Report Structure

For each shortcoming (D, W, C)

1 Shortcoming

- Begin by quoting the shortcoming verbatim from the final statement.
- Concerns are part of the Interim Review. They should not be omitted.

2 Action(s) taken

- Describe action(s) taken to resolve the shortcoming.
- Focus only on the remaining shortcoming elements.
- Note that a plan to do something does not resolve a shortcoming.

3 Evidence

- Provide evidence for actions taken and progress made to resolve the shortcoming. Be thorough but concise.
- Only provide evidence relevant to the shortcoming.
- If the body of evidence is large, consider including evidence in an appendix.

Interim Report Submission

A separate report should be prepared for each program with unresolved shortcomings even if multiple programs have identical shortcomings.

➤ Report Submission

- Reports are uploaded to your Institution's ABET homepage (through ABET Accreditation Management System (AMS)) by dean or dean's delegate (not by individual programs).
- Submit reports as separate files for each program.
- Submit as pdf **READ-ONLY** by **July 1**.

July 2026						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Team Chair (for Interim Report) and PEV assignment (for Interim Visit)

- Team Chairs are typically assigned in May. If your institution has both an Interim Report and Interim Visit review from the same Commission, the same Team Chair from that Commission will review the Interim Report and lead the visiting team.
- Program evaluators for the interim visit will be assigned in the usual manner and copies of the Interim Report will be provided upon direction by the Team Chair.

Example shortcoming: Criterion 1- Students

Finding: Prerequisite requirements are not enforced

This criterion states: “Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives.”

In two of six transcripts reviewed, students took courses without appropriate prerequisites. There is a manual system removing students from courses if prerequisite courses are not in place. However, documentation of approval reasons for taking courses without the appropriate prerequisites was provided for only one of the two students.

Evidence examples supporting resolution of the shortcoming:



- ✓ A revised process, implemented by the institution to automatically prevent students from registering for classes without proper prerequisites
- ✓ A revised process that requires documentation of justification for overriding prerequisites
- ✓ Documentation of implementation of these changes (including samples)

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

Example shortcoming: Criterion 4 – Continuous Improvement

Finding: SO assessment is ad hoc and resulting data not evaluated to identify improvement actions

This criterion states: “The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the program’s continuous improvement actions.”

The program had a detailed plan for assessing eleven student outcomes but changed to five student outcomes three years ago. During this transition, ad hoc assessments were conducted but resulting data were not evaluated to identify improvement actions.

Evidence examples supporting resolution of the shortcoming:



- ✓ Documentation of revised continuous improvement plan, containing:
 - ✓ Assessment cycle for each student outcome
 - ✓ Example of assessment data collected showing the level of attainment of student outcomes
- ✓ Results of evaluation of assessment data as input to the continuous improvement process.
- ✓ Documentation of improvement actions identified and taken

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

Example Shortcoming: Criterion 5(b)- Curriculum

Issue: No evidence of application of mathematics above the level of algebra and trigonometry

This criterion states: “5(b). Baccalaureate degree programs 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 program educational objectives.”

During the visit, there was no evidence identified of the application of mathematics above the level of algebra and trigonometry appropriate to the student outcomes of the program.

Evidence examples supporting resolution of the shortcoming:



- ✓ Sample of course presentations or course work demonstrating the applications of mathematics above the level of algebra and trigonometry appropriate to the student outcomes
- ✓ Examples of student work
- ✓ Syllabi from required courses that include the application of mathematics above the level of algebra and trigonometry (along with evidence of material coverage in the course)

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

Example shortcoming: Criterion 7 - Facilities

Issue: Equipment and instrumentation are old and not compatible with modern industry equipment

This criterion states: “Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs.”

The program uses laboratory equipment and instrumentation that is outdated and not representative of tools used in modern industry equipment. Furthermore, some software applications are over 15 years old and no longer comparable (in interface or capabilities) with software used in industry.

Evidence examples supporting resolution of the shortcoming:



- ✓ Documentation of upgraded or updated equipment and software
- ✓ Paid invoices verifying purchases of new equipment and software
- ✓ Photographs showing the new equipment in service
- ✓ Student work samples from relevant courses showing the upgraded software and equipment in use
- ✗ A plan without implementation does not count as action to resolve a finding.

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

Example shortcoming: APPM

Issue: Instructional and learning environments are not safe for the intended purposes

Section I.E.5.b.(1) Facilities states: "... instructional and learning environments are adequate and are safe for the intended purposes."

The laboratory equipment did not include proper enclosures or safety guards. This presents a safety hazard, as it may result injury to users or nearby bystanders. Failure to expose students to standard safety practices may impact their ability to adapt to the workplace where these practices are enforced.

Evidence examples supporting resolution of the shortcoming:



- ✓ Documentation of process to ensure that lab safety inspection are completed and that the results are addressed
- ✓ Photos of labeled chemicals or new equipment

Note that each program is unique and should determine its own appropriate way to resolve shortcomings. The examples are provided to show possible ways to address the shortcoming.

Changes in Accreditation Policies and Procedures (APPM)

Use the 2026-27 APPM.

Check for any accreditation changes as they occur every year:

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

- **The bold text in the APPM contains the latest changes.**



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

In at least one location readily accessible by the public (such as program home page or institution catalog), written media referring to accreditation must provide the following details for each specific ABET-accredited program:

- ETAC accredited programs accredited **under General Criteria (with no program criteria)** must be identified as:
“accredited by the Engineering Technology Accreditation Commission of [ABET](#), under the commission’s General Criteria with no applicable program criteria.”
- 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.

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.

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 (or more) 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 program's website is **no longer required**.



Accreditation Policies and Procedures

Other APPM changes for 2026 – 2027:

Section I.C.1.a.(2):

- Institutions within the U.S. and its territories must be accredited by an institutional accrediting organization recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation.

Section I.C.1.a.(3):

- Institutions outside the U.S. must be a degree-granting institution as recognized by the governmental, national, or regional body in the home jurisdiction.

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.”

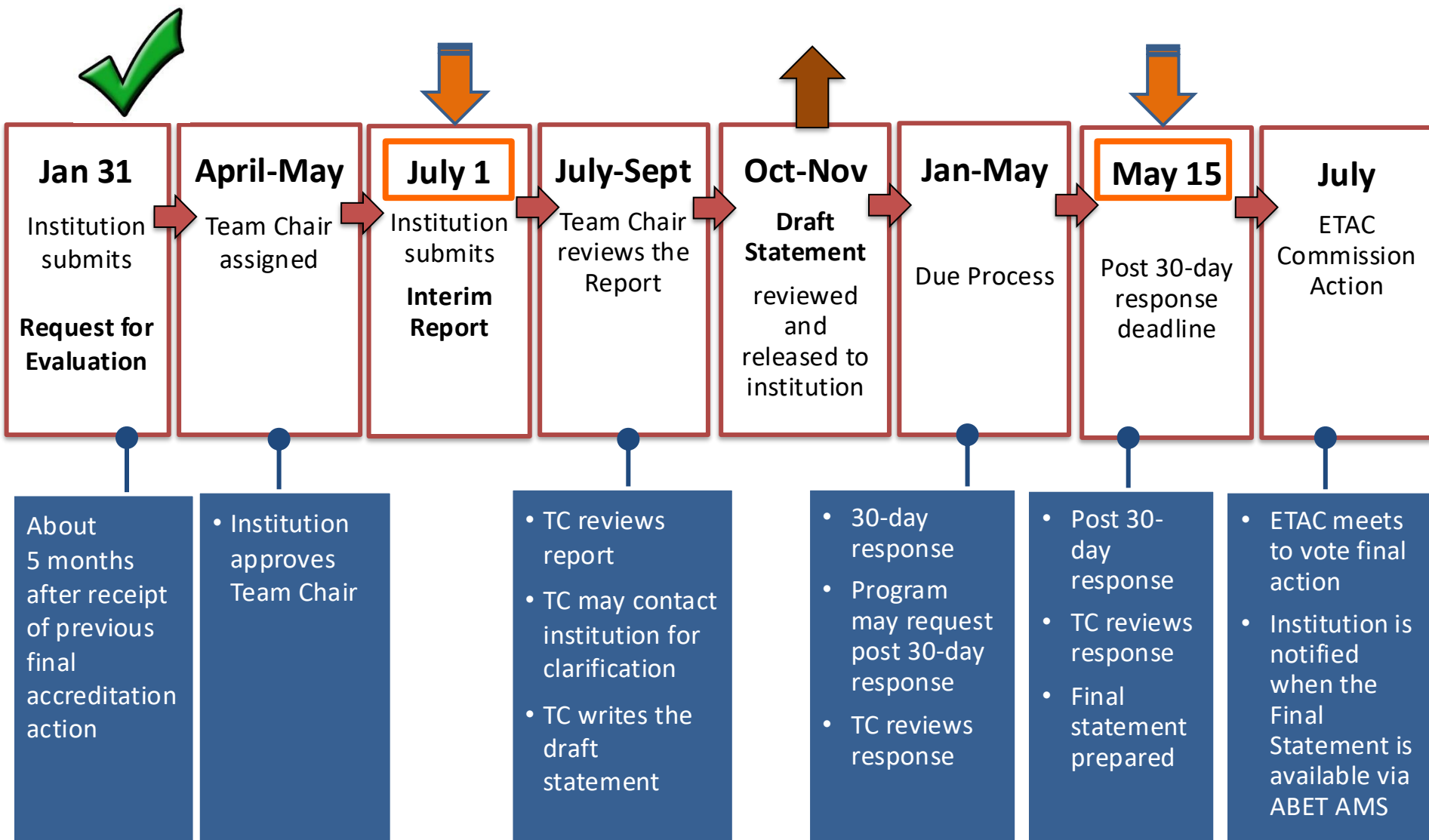
Sections I.D.6 and I.D.9 discuss the process of submission of an SSR or an IR as well as submission of the 30-Day Due-Process Response



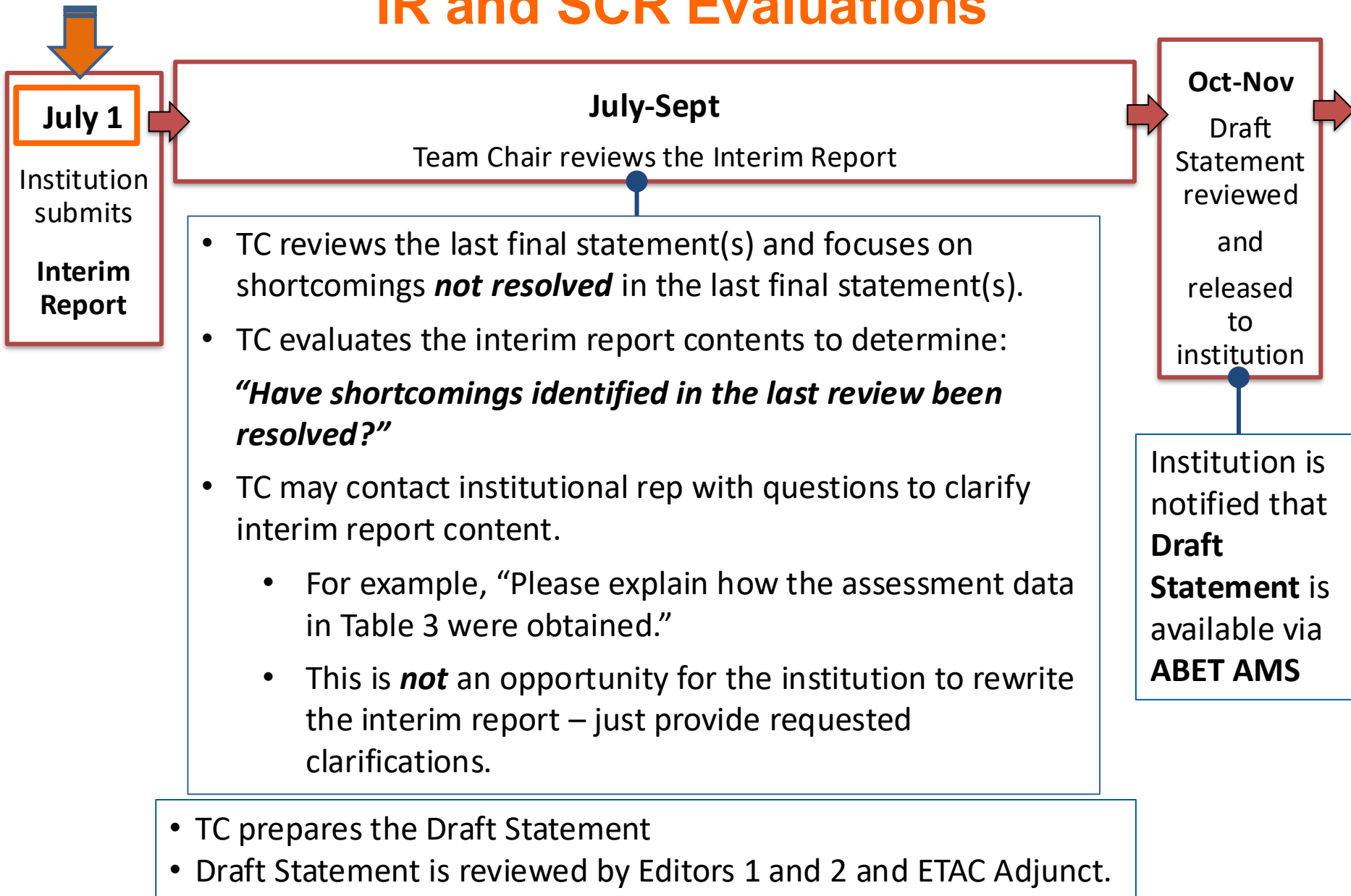
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Review Process

Interim Review Process and Timeline



IR and SCR Evaluations



IR and SCR Evaluations

During the review process:

- A new shortcoming may be cited.

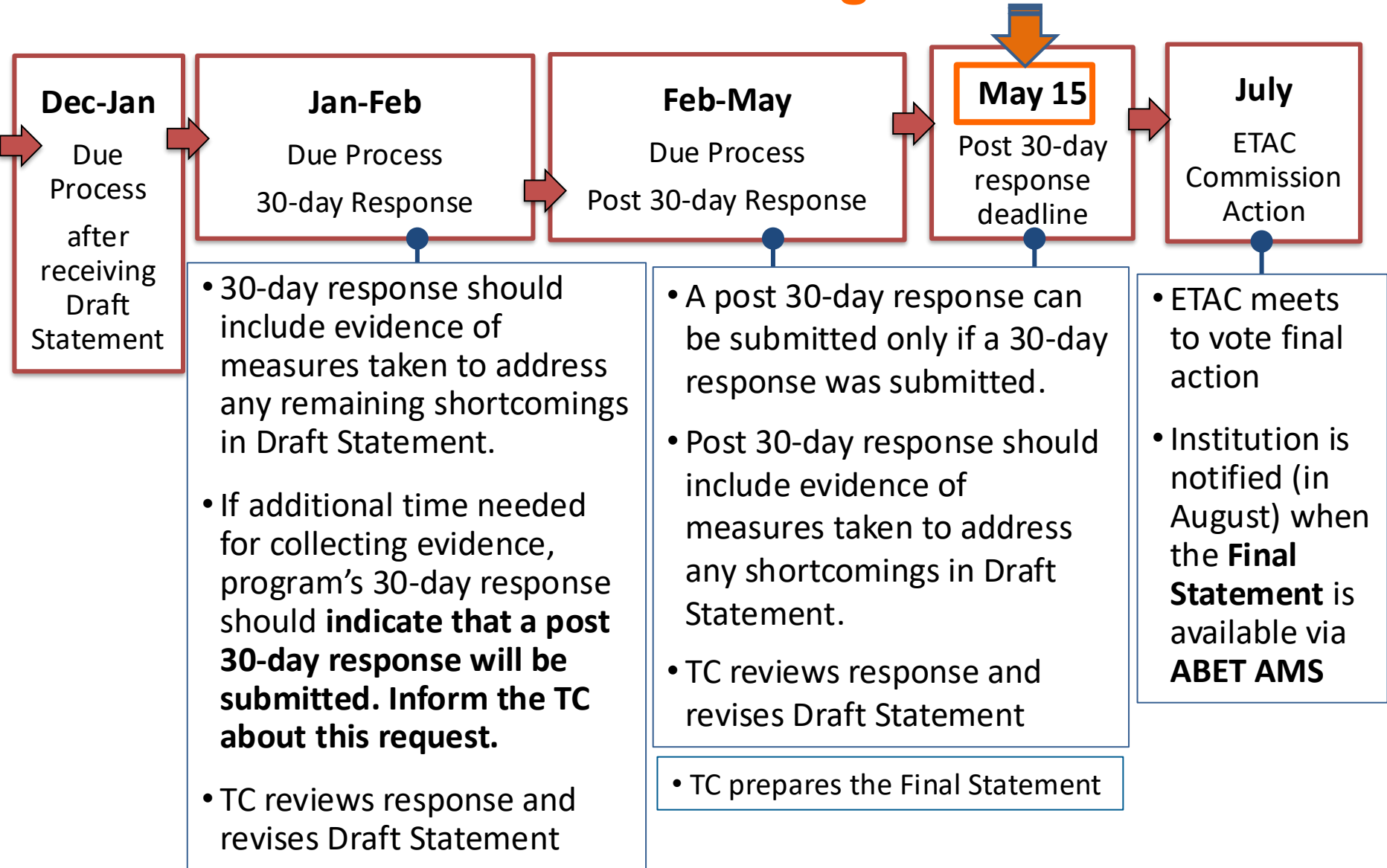
If a **new** issue becomes apparent as the TC reviews progress on shortcomings or compliance with the APPM or the criteria.

- Finding severity level can change.

APPM: I.E.8.a.(2)(b) Weakness – A Weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, **remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.**

If there has been no remedial action to strengthen compliance with the criterion, the severity of the shortcoming may change, e.g., from Weakness to Deficiency.

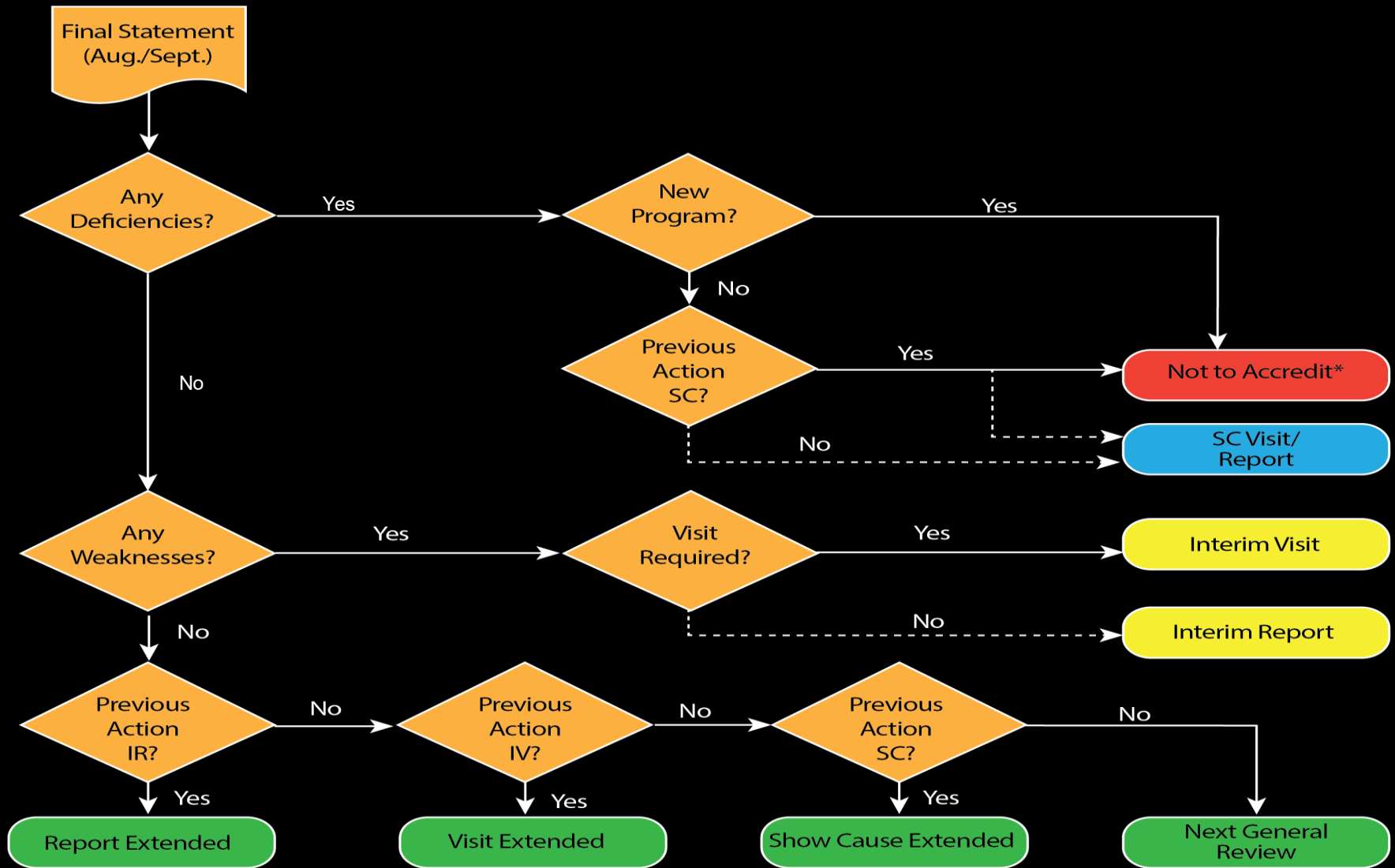
Due Process After Receiving Draft Statement



What happens next?

- If Weaknesses and Deficiencies are resolved, the recommended action will be report extended (RE) or show cause extended (SCE). If validated by the ETAC, accreditation will extend until next general review.
- For an interim report, if Weaknesses remain, the recommended accreditation action will be either for another interim review (IR or IV) or potentially a SCR or SCV.
- For a show cause report (SCR), if Deficiencies remain, the recommended accreditation action will be not to accredit (NA).
- Commission votes on accreditation actions at the July Summer Commission Meeting.
- Institution is notified in August that Final Statement and Accreditation action is available via AMS.
- Only “Not to Accredit” action can be appealed.

Accreditation Actions



***Only "Not to Accredit" can be appealed**

Follow-up with Team Chair on Communication Protocol

- Once a team chair (TC) is assigned, the institution will accept or reject the TC via AMS.
- If the TC is not accepted due to conflict of interest, a new TC will be assigned.
- ETAC active communication starts with the acceptance of the TC.
- Establish a clear communication process with the TC.
- There will be no PEVs assigned review where a visit is not required.

Resources

- Accreditation Criteria and Supporting Documents:

➔ **Use ETAC Criteria and APPM for 2026-27**

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

- Institutional Representative Training webinars and slides:

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

- Program Evaluator Workbooks:

Periodically review ABET website for the latest version

- Self-Study Questionnaire Templates and Templates for Interim Reports:

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

- Accreditation Criteria Changes:

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

- Guidance on Materials:

Periodically review ABET website for the latest version



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Thank you!

Questions?

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John Irwin: jlirwin@mtu.edu

Please provide us your feedback on this session

<https://app.meet.ps/attendee/5lx9qffh>

- There are 5 very short questions
- Poll should begin automatically when this meeting ends
- Link can be opened using any browser or a smart phone