

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES SELF-STUDY REPORT

March 10, 2026



WELCOME!

Engineering Technology Accreditation Commission (ETAC)

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SELF STUDY REPORT

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.
- Chat function is disabled.

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

If we are unable to address all your questions due to time constraints, please follow up with us.

Presenter's email addresses will be available at the end of the presentation.

You may also reach out to the ETAC Adjunct Accreditation Director, Kevin Taylor (ktaylor@abet.org)

Today's Agenda

1. Introductions/ETAC Overview
2. Self-Study Questionnaire (Template)
3. Timeline
 - Preparing Self-Study Report (SSR)
 - Pre-visit activities
4. APPM Changes
5. Review Process
6. Resources Available
7. Q&A

This is the 1st of 3 webinars offered by ETAC.

1. Self-Study Report Preparation (March 10, 2026)
2. Interim Report Preparation (March 11, 2026)
3. Site visit preparation (August 11, 2026)

>> Today's focus: Guidance in the preparation of the SSR

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

Suggestions in this presentation are only guidance. ABET encourages flexibility as we prepare for individual reviews.

2026-2027 ETAC Executive Committee



Gary Clark
Chair



Venny Fuentes
Past Chair



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Kevin Taylor
ETAC Adjunct
Accreditation
Director

Today's Presenters



John Irwin
Member-at-Large



M. Javed Khan
Commissioner
Training Committee



Clay Gloster
Commissioner
Training Committee

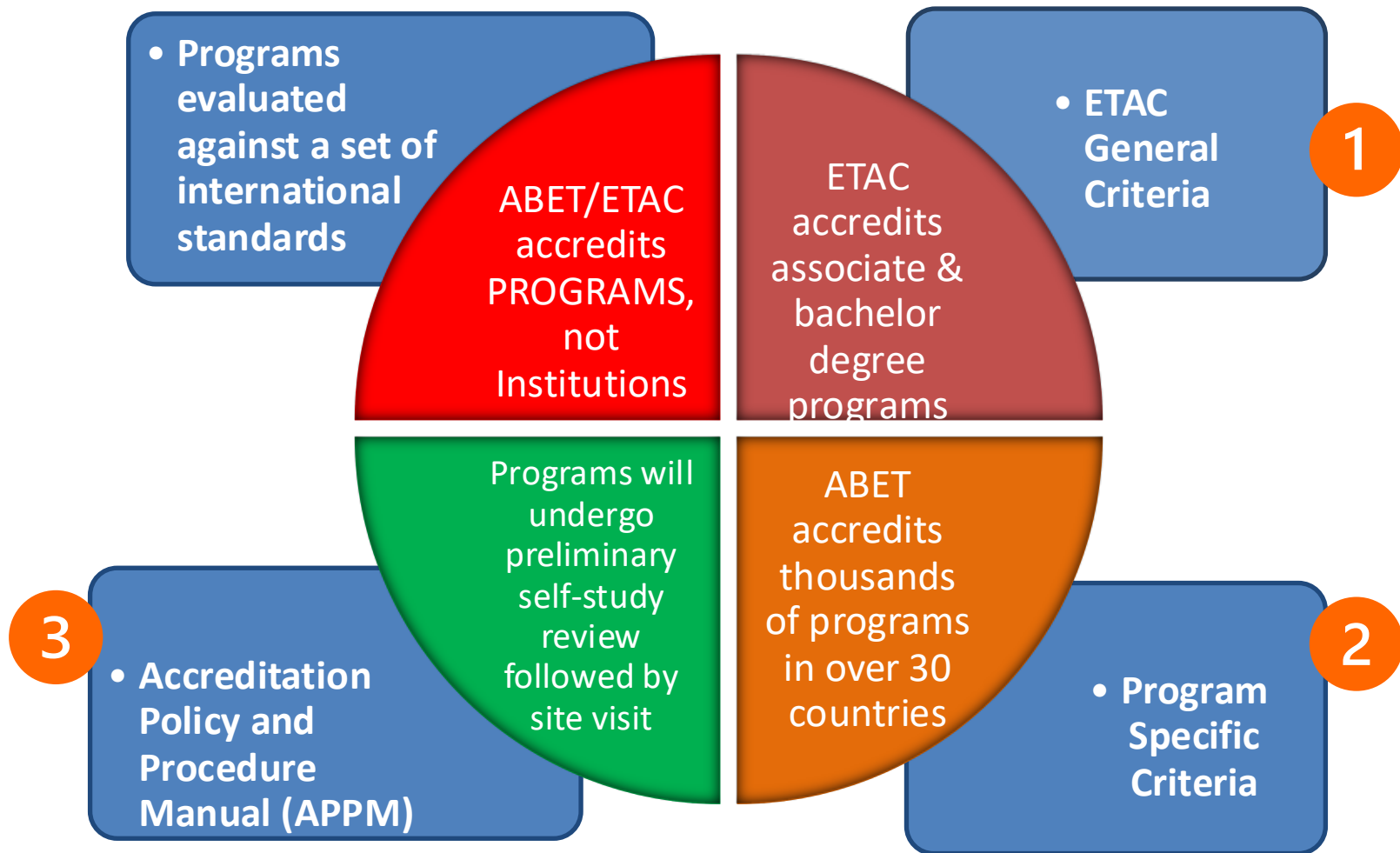


Kevin Taylor
Adjunct
Accreditation
Director

Common Terms and Acronyms

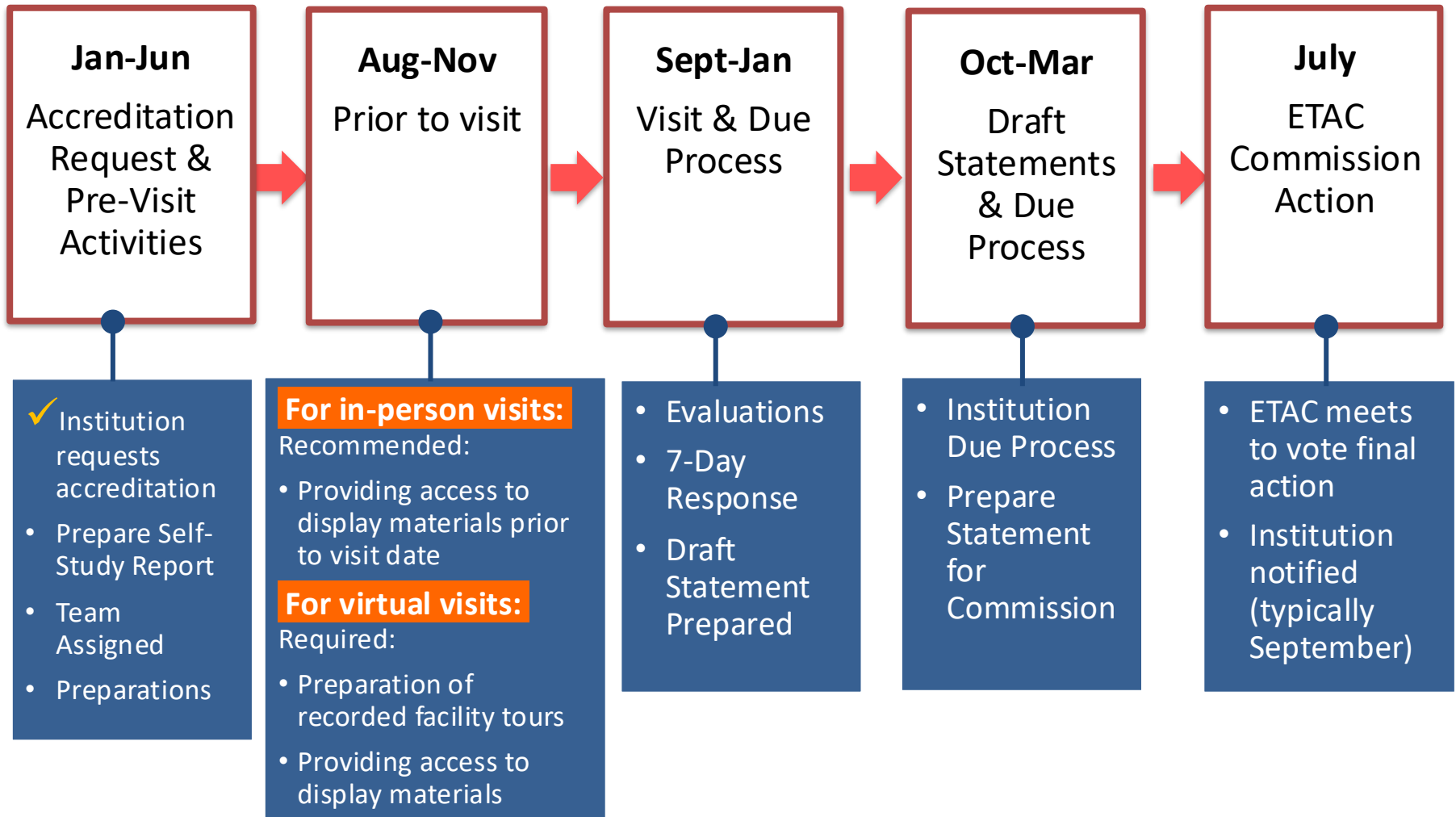
Acronym	Meaning
Adjunct	Adjunct Accreditation Director for ETAC (ABET Staff member)
AMS	Accreditation Management System
APPM	Accreditation Policy and Procedure Manual
Ed 1, Ed 2	Editor 1 and Editor 2 assigned to each visit/review, who edit the Draft and Final Statements for consistency
ETAC	Engineering 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

Overview



Approximately **85,000** students graduate from ABET-accredited programs EACH YEAR!

Accreditation Timeline

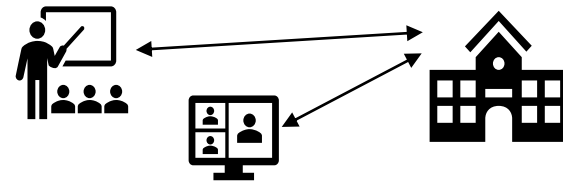




Self-Study Report (SSR) Preparations

Self-Study Report (SSR)

- Demonstrates program's compliance with key criteria requirements
- Must be completed for each program and degree seeking accreditation .
- Multi-Mode or Multi-Site
 - Program(s) must demonstrate criteria compliance in all modalities/routes/physical locations to a degree
 - Assessment and continuous improvement for each delivery method (e.g., F2F, online, hybrid, or multiple locations)



Self-Study Report (SSR) (continued)



- Describes how your program satisfies the criteria. It should be:
 - Clear
 - Concise
 - Contain focused information
- Written for the program evaluator (PEV) assigned to review the program
- Based on your self-study report, the PEV will do an initial evaluation prior to the visit.



PEV's Review of SSR

- The forms used by the PEVs for evaluation are available to the public.
- [ETAC Program Evaluator Workbook](#)
- Also, ETAC has created a “self-evaluation tool” for use by programs.



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

SSR Resources (continued)

- **Self-Study Questionnaire or SSQ (on the ABET website)**

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

Engineering Technology Accreditation
Commission

[2026-2027 ETAC Questionnaire: Template for a Self-Study Report](#)



The SSQ “guides” your SSR contents by asking questions!

- **Accreditation Criteria** <http://www.abet.org/accreditation-criteria/>

- **Accreditation Criteria Changes: Refer to bold text in APPM. It contains latest changes.**

<https://www.abet.org/accreditation/accreditation-criteria/accreditation-policy-and-procedure-manual-appm-2026-2027/>

e-mail: accreditation@abet.org if you have additional questions.

SSR Action Items

- Start the self-study report as soon as possible.
- Answer all the questions that apply.
- Involve faculty in the self-study report development.
- Include a summary of any significant changes since the last review.

General SSR Requirements

- The SSR is both a quantitative and qualitative assessment of strengths and limitations of the program.
- Include information about:
 - All methods of instructional delivery
 - All possible paths to degree
 - All remote or online offerings
- Program name **MUST BE IDENTICAL** to that used in institutional publications, the Request for Evaluation (RFE) and on the transcripts of graduates
- The SSR focuses primarily on ABET criteria



General SSR Requirements (continued)

- The self-study report and any required supplemental materials (not display materials) should be uploaded on your institution's ABET page in the **AMS: (Dashboard/Reviews/2026 ETAC General Review)**
- Submit the self-study report as **pdf read-only** files by **July 1st**.
- Avoid password protection so that the PEV may electronically mark up the document.

JULY 2026

SUN	MON	TUE	WED	THU	FRI	SAT
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

(AMS: Accreditation Management System)

General SSR Requirements (continued)

- Please **do not** send Self-Study Reports.
 - By email
 - As a hard copy through the mail
 - By mail in electronic format
- The self-study report and supplemental materials must be totally **self-contained** in the medium submitted (hyperlinks are not permitted).

JULY 2026

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26	27	28	29	30	31	1

General SSR Requirements (continued)

- Your approved Team Chair and PEVs will be able to access the Self-Study Report, its appendices or any supplemental materials via the AMS.
- Large data files should not be posted to the AMS. Work with your Team Chair on a coordinated location.
- Transcripts **should not be uploaded** to the AMS. The Team Chair will provide guidance for providing transcripts.
- The institution's primary contact must coordinate with the Team Chair to confirm the quantity and distribution or access for the transcripts for each program.

General SSR Requirements (continued)

- It is important for programs **only** to answer the questions in the Self-Study Questionnaire and not add extraneous material, even if you are proud of the program's activities or capabilities.
- Adding irrelevant material makes the evaluator's job more difficult as they focus on compliance with the criteria.
- The SSR Questionnaire is a guide to help focus the SSR content on those items that the evaluators (PEVs) need to review.
- The evaluators (PEVs) will use the PEV worksheet to review the various elements associated with each of the criteria and the APPM requirements.



Common Issues Found in SSRs (by Criterion)

ETAC Criteria

General Criteria

1

1 Students

2 Program Educational Objectives (PEOs)

3 Student Outcomes (SOs)

- Now mapped to elements 1-5
- If program uses different outcomes, provide map to SO elements, 1-5

4 Continuous Improvement

5 Curriculum

6 Faculty

7 Facilities

8 Institutional Support

Other requirements

2

Program Criteria


Program criteria limited to curriculum and faculty

3

Accreditation Policy and Procedure Manual (APPM)

Procedural requirements, web postings, etc.

Criterion 1. Students

- Records of Student Work/Transcripts
 - Will be evaluated using a form like this one 
 - Program name and degree awarded must be exactly as shown on the RFE

Transcript Analysis							
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?							

Common issues:

- Lack of documentation on prerequisite waivers and awarding of transfer credit
- Inconsistencies in identification of which campus is awarding the degree and campuses identified in the RFE

Criterion 2. Program Educational Objectives

Common issues:

- Constituents' involvement in the review and revision process:
 - Not all identified constituents have been involved in the review process.
Note: For ETAC, the advisory committee must be a key constituent.
 - PEOs not reviewed periodically and systematically or lacking documentation.
- While not required, a table or flowchart illustrating the following can be helpful to summarize the review process:
 - Key constituents involved in the review of PEOs
 - Programs with multiple sites might need separate IAC's for PEO's and curriculum input. Document who is involved and if they are associated with location A, B or both
 - Timetable for those constituents' review of the PEOs (schedule and when last accomplished)
 - Manner of the review (survey tool or process)
 - How reviewed results are utilized (who does what)

Criterion 2. Program Educational Objectives (continued)

- **PEO review process and documentation**
 - It is necessary to show how the PEO review processes and their results are documented, evidence of which will be necessary in the ABET review process.
- **Compliance of PEO statements with the criteria definition:**

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years after graduation. Program educational objectives are based on the needs of the program's constituencies.

 - If both AAS and BS degree programs are offered, there should be some difference in the PEOs as appropriate.

Criterion 3. Student Outcomes



Common issues:

- One or more of the ETAC (1) – (5) elements (or sub-elements) not addressed by the program’s student outcomes
- Lack of process and documentation for the periodic review and revision of the program’s student outcomes
- Lack of documentation showing that SOs undergo periodic review
- Note that the criterion does not specify who must do the review
- SOs changed during the evaluation cycle, but the old SOs were not mapped to the new SOs.

Criterion 4. Continuous Improvement

Common issues:

- Process not documented or appropriate
- Assessment process does not address all student outcomes
- Course level, e.g., course learning outcomes, assessment and individual course improvement actions without a program/student outcome level process
- Student outcome or performance indicator not being assessed by an appropriate instrument
- Assessment processes do not discern attainment of each student outcome (or its performance indicator if they are being used)



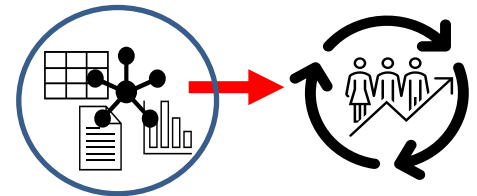
Criterion 4. Continuous Improvement (continued)

- Assessment activity applies to multiple student outcomes, e.g., lumps several student outcomes together
- Overreliance on indirect/survey evidence as assessment data
- Data collected in courses with multiple programs' students but not disaggregated by program and/or program locations
- Death by assessment - too much, with too little result

➔ ETAC urges programs to focus on continuous improvement—using assessment and evaluation of attainment of student outcomes to guide continuous improvement actions;

rather than

- A misguided focus on only assessment!!



Criterion 4. Continuous Improvement (continued)



- Assessment methods are inconsistently used
- No documentation of **evaluation** of assessment data
- Data are collected and evaluated, but not used for continuous improvement actions when warranted
- Use of inappropriate means to avoid continuous improvement
 - Setting a low bar to avoid improvement action
 - Continually meeting desired attainment level and thus not making any improvement actions over multiple years
- Inappropriate assessment data
 - Use of course grades or exam grades as assessment data
 - Use of averaging of averages to determine attainment levels

Criterion 5. Curriculum



Common issues:

- Insufficient documentation of advisory committee engagement in curriculum/advisement.
- Curriculum does not include design considerations appropriate to the discipline and degree level (such as use of engineering standards and codes, public safety and health, etc.).
- Curriculum does not address ethics, quality, or continuous improvement.
- For associate programs: Curriculum does not include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.
- For baccalaureate programs: Curriculum does not include the application of integral and differential calculus, or other mathematics above the level of algebra and trigonometry, at the level appropriate to the student outcomes and the discipline.

Criterion 6. Faculty



Common issues:

- Faculty workload is high, and faculty size is inadequate to allow for effective teaching, meaningful student advising, and completion of other required duties.
- Faculty size is adequate, but factors such as program growth and faculty attrition hinder the faculty's ability to deliver the program effectively.
- Faculty are not engaged in professional development activities or involved with industry.

Criterion 7. Facilities



Common issues:

- Students do not have access to appropriate modern equipment or tools used in industry.
- Lack of adequate equipment upgrade, maintenance or repairs.
- Program lacks planning for staff allocation or other resources related to maintenance or upgrades.
- Space and equipment are currently adequate but increased enrollment or current budgeting trends may jeopardize it.

Criterion 8. Institutional Support

Common issues:

- Inadequate support for laboratories (e.g., equipment or safety requirements).
- Insufficient technical support appropriate to achieve student outcomes.
- Evidence of excessive faculty turnover or inability to attract faculty for open positions.
- Lack of continuity of program leadership due to frequent changes in leadership.



Program Criteria



Not all programs have program criteria.

- Relates to curriculum and faculty qualification.
- Review the applicable program criteria
- Describe how the program satisfies the program criteria.
- This is often a connection to specific topics as covered in program's courses.
- Reference materials that will be available to demonstrate compliance with the program criteria.
- If already included in the Self Study Report, provide appropriate references (e.g., courses, activities).



ABET Policy and Procedure Manual (APPM)

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/>



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 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:

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



Timeline, Resources, and Site Visit

ABET Workshops and Activities

April 16 – 18, 2026 Raleigh, NC

- April 15 - Self-Study Development Workshop:
<https://symposium.abet.org/workshops/>
- April 15 & 18 - Assessment Workshops:
<https://symposium.abet.org/workshops/>
- April 16 & 17 - ABET Symposium:
<https://www.abet.org/events/abet-symposium/>



THE ABET SYMPOSIUM

Self-Study Report Tips

- Have someone who was not heavily involved in its preparation proofread the SSR.
- Once it is written, conduct a self-evaluation using the T351 Program Evaluation Report. This document is used by PEV for the program in mind.

Visiting Team



Team Chair (TC)

Primary Contact before & after the visit
ABET Experts
Volunteers selected by ETAC ExCom
Will decide communication protocol



Program Evaluators (PEVs)

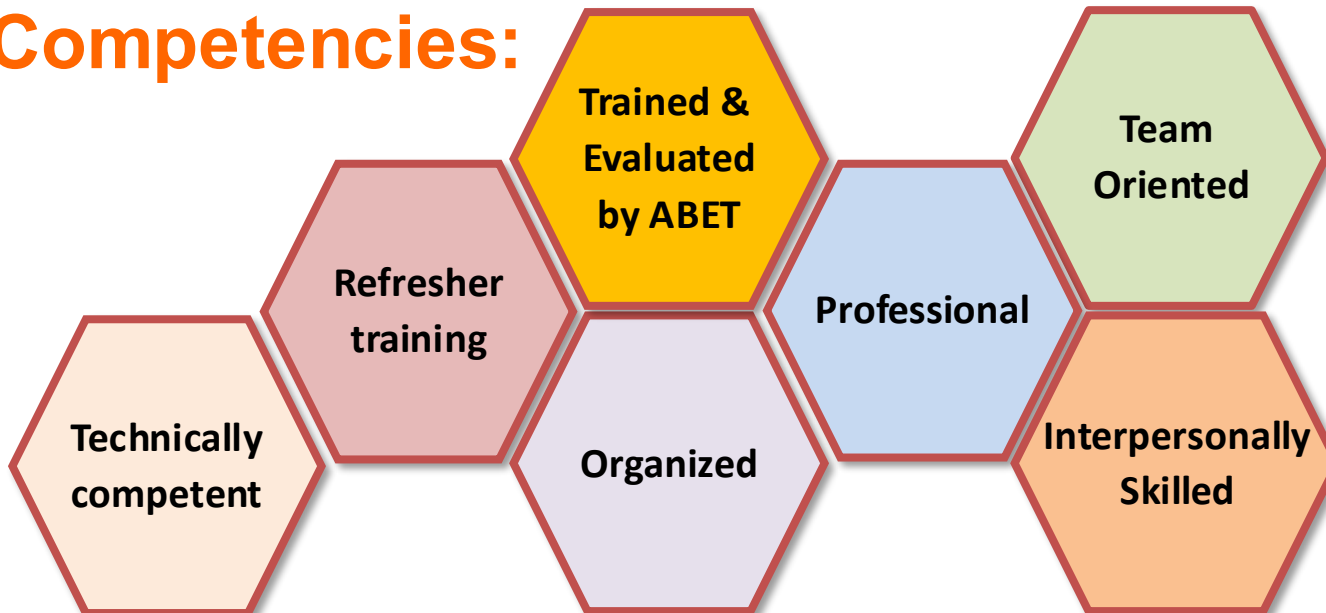
ABET Experts
Volunteers selected and trained by their professional society



Observers

No vote in accreditation process
PEV in training, ABET staff or state board member
Institutions may refuse to allow observers

ABET Team Competencies:



All team members must be approved by the institution

Institution may reject TC or PEV if a conflict of interest is identified.

Approval of Team Members by Institution

Institutions must approve via the Accreditation Management System (AMS):



- **The Team Chair** - If the institution has a *conflict of interest* with the assigned team chair, they may select “not approve” and a different team chair will be assigned.
- **The PEVs** - If the institution has a *conflict of interest* with an assigned PEV, they may select “not approve” and reason; the society will assign another PEV.

Promptness in approving the TC and PEVs allows the team to communicate earlier, to ask clarifying questions prior to the visit, and to complete the review more efficiently.

Tasks to complete before July 2026

- Begin Now!

Prepare Self-Study Report

- Begin Now!

Prepare display material

- April - May

Team Chair approval

- Once TC is approved

Set visit dates

- May - June

PEV approvals

- By July 1st

Submit Self-Study Report

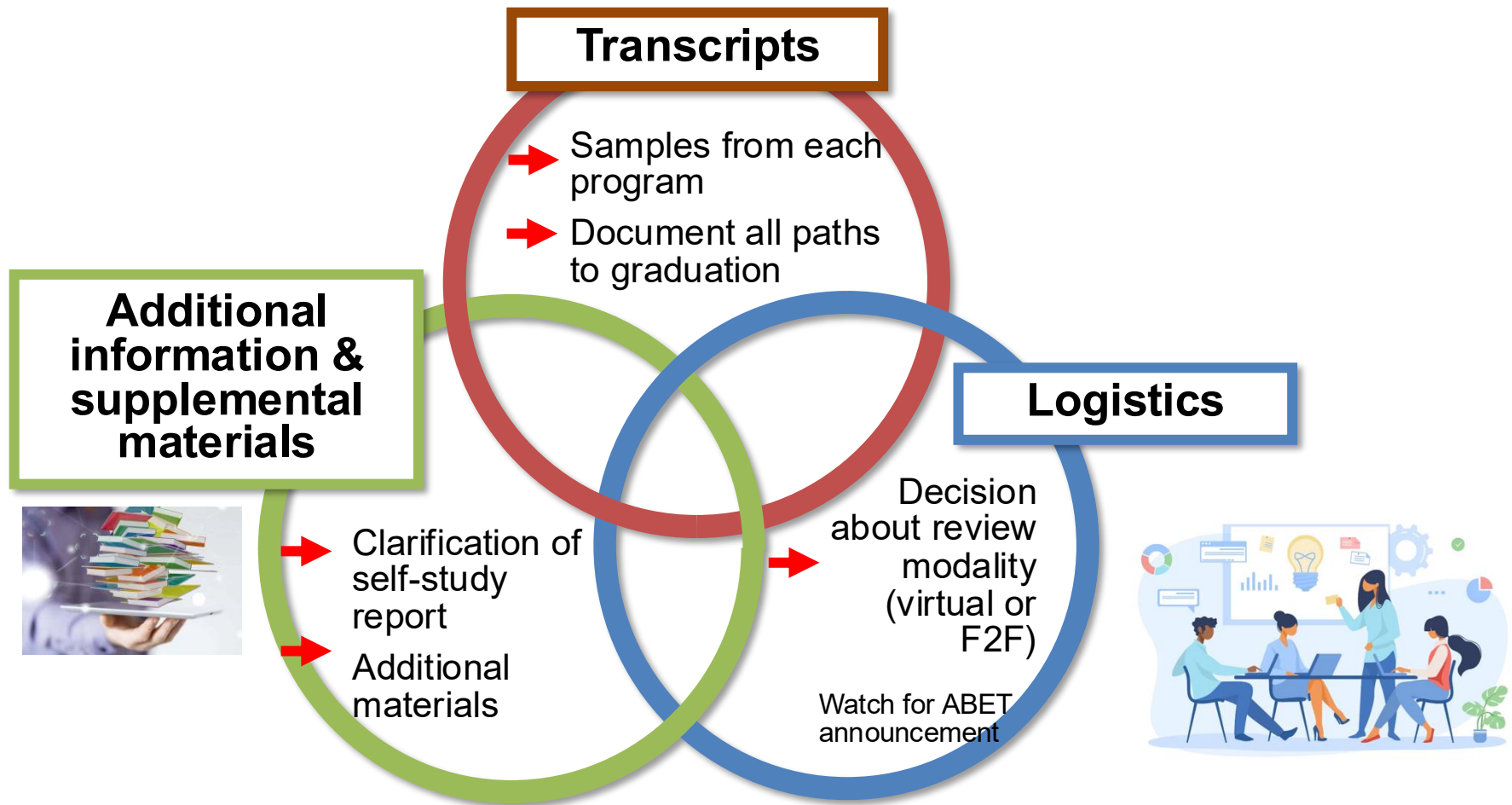
July – August Tasks

- Provide graduate transcripts for each program
 - ❑ TC will provide guidance on number of transcripts; these should be for your most recent graduates
 - ❑ Student names should be removed and replaced by a tracking code
 - ❑ Explanation and documentation of any course substitutions or other deviations from the plan of study
 - ❑ Documentation of approval of any transfers or substitution of courses
- Graduation audit form or process documentation

Follow-up with Team Chair: Transcript and Enrollment documentation

Before the Visit - after Team Approved

To be discussed in the Site Visit Webinar on **August 11, 2026**



Follow-up with Team Chair on Communication Protocol

- Establish a clear communication process with the TC, and who will be that person
- Be clear about windows of time that the school may be closed or the primary contact is away and how to communicate during those times
- ETAC active communication window starts with the assignment and acceptance of the TC.



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

Stay tuned for the webinar
on visit preparation on

August 11, 2026

Thank you!

Contacts:

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John Irwin – Training Committee Member: jliwin@mtu.edu

Clay Gloster – Training Committee Member: cgloster@ncat.edu

M. Javed Khan – Training Committee Member: mjkhan@tuskegee.edu

Please provide us your feedback for this presentation

<https://app.meet.ps/attendee/cq7owfj3>

- 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