



Institutional Representatives Webinar
CAC Self-Study Report (SSR)
2025-2026 Accreditation Cycle

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Welcome!



Computing
Accreditation
Commission

We will be recording today's webinar

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

Q & A

- You have the opportunity to ask questions throughout the webinar using the Q&A button at the bottom of your Zoom screen.
- We are not actively monitoring chat, so any questions asked via the chat function may be missed.

If we cannot address all of your questions due to time constraints, please follow up with:
Harold Grossman, hgrossman@abet.org

Today's Agenda

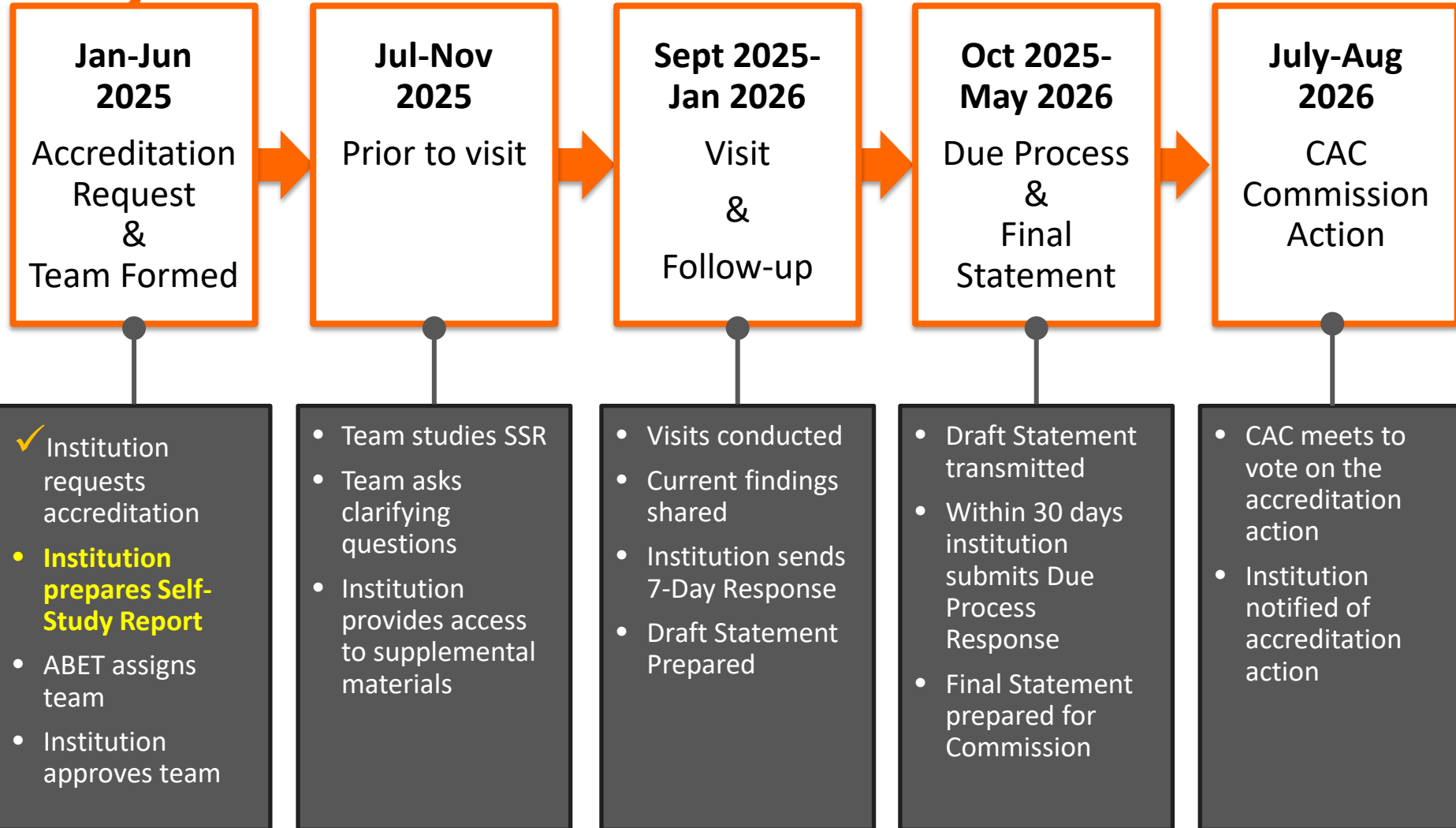


- Accreditation Timeline
- Self Study Report Preparations
- Criterion-by-Criterion Common Findings
- Future Webinar on Preparing for the Visit
Mid-August 2025

Mutual Goal:

Work toward a successful and productive accreditation visit!

Accreditation Timeline, 2025-2026 Cycle





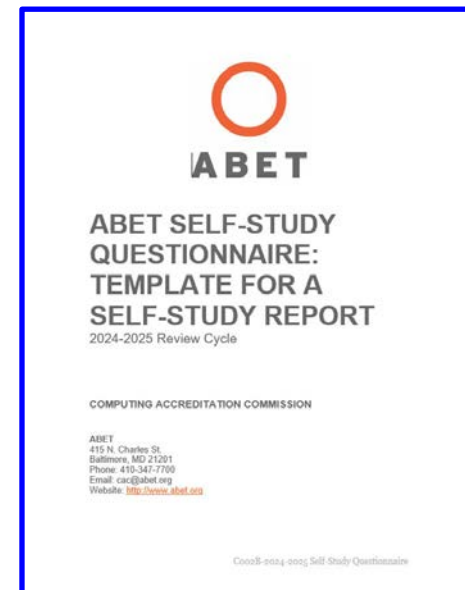
Self-Study Report (SSR) Preparations

Gather ABET Materials – Self Study

Begin by collecting **2025-2026** accreditation materials:

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

- Self-Study Questionnaire/Template



Gather ABET Materials - Criteria

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

- **2025-2026** CAC Accreditation Criteria
- **2025-2026** Accreditation Policy and Procedure Manual (APPM) at top of page shown
- Program Evaluator Workbook (contains the Program Evaluator Worksheet and Program Evaluator Report)

Computing Accreditation Commission (CAC)

[2025-2026 Criteria](#)



[2024-2025 Criteria](#)

[2023-2024 Criteria](#)

[2022-2023 Criteria](#)

[2021-2022 Criteria](#)

[2020-2021 Criteria](#)

[2019-2020 Criteria](#)

[2018-2019 Criteria](#)

[2017-2018 Criteria](#)

[CAC Program Evaluator Workbook \(2024-2025\)](#)

[CAC Observer Visit Packet](#)

[Guidance on Materials](#)

[2024-2025 Questionnaire Template for Interim Reports](#)

2024-2025 Preparing Interim Reports Webinar ([Recording](#)) ([Slides](#))

2024-2025 CAC Self-Study Report (SSR) Webinar ([Recording](#)) ([Slides](#))

2024-2025 CAC Webinar: Preparing for your ABET Visit ([Recording](#)) ([Slides](#))

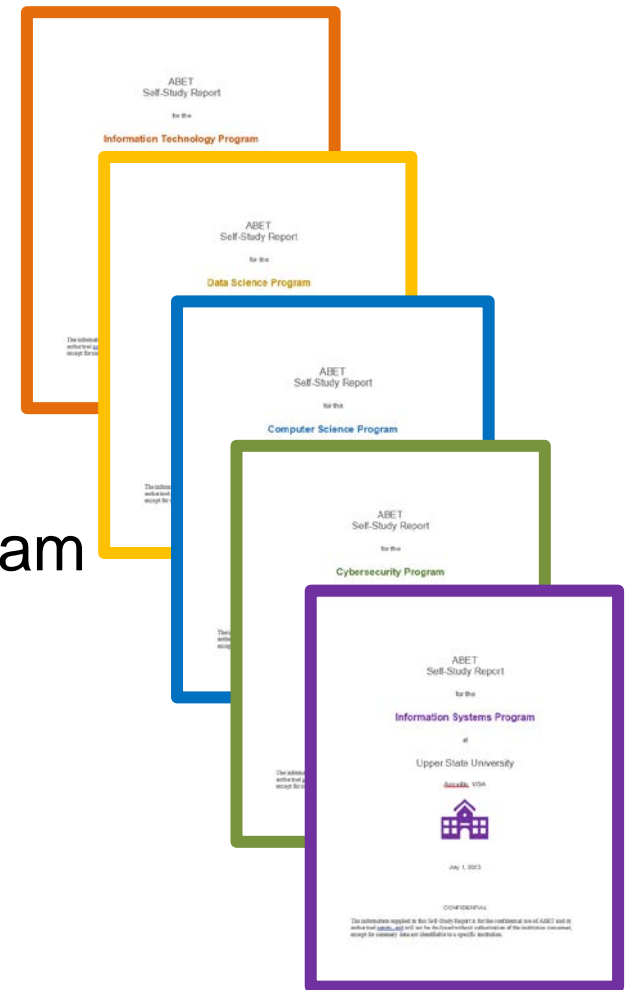
Know Where to Find Your Materials

You might benefit from having readily available as you write:

- Your document describing your review and revision of Program Educational Objectives process (Criterion 2)
 - List of your primary constituencies
 - Minutes of review and/or revision meetings
- Your document describing your Continual Improvement Process (Criterion 4)
 - Your continual improvement products
 - Minutes of continual improvement meetings
- Your curriculum requirements for the major

Understand the Purpose

- Write a distinct SSR for each program under review.
- The primary audience is **The Program Evaluator (PEV)**
The Team Chair (TC)
- **Your goal:** demonstrate that the program satisfies all aspects of the Criteria and relevant portions of the APPM. Be
Clear,
Concise,
Candid, and
Focused.



Put Yourself in the PEV Mindset

Your goal: demonstrate that the program satisfies all aspects of the Criteria and relevant portions of the APPM.

The image shows a screenshot of the ABET Program Evaluator Worksheet (PEW) form. The form is titled "ABET Computing Accreditation Commission PROGRAM EVALUATOR WORKSHEET". It includes fields for Institution, Program Name, Visit Dates, Team Chair, Program Evaluator, Team Chair name, and Visit name. Below these fields is a legend for the evaluation scale: "Use 'C' for concern, 'M' for meekness, and 'D' for deficiency in the appropriate row. The result for each criterion will be the union of any C, M, or D within that criterion's elements." The main table has columns for "Visit", "Pre-Visit", "Day 1", "Day 2", "Day 3", "Day 4", and "For each Deficiency (D), Weakness (W), and Concern (C), identify the basis for your evaluation." The table is divided into two sections: "Criterion 1: STUDENTS" and "Criterion 2: PROGRAM EDUCATIONAL OBJECTIVES".

The Program Evaluation Worksheet (PEW):

- Identifies, criterion by criterion, what the PEV will be looking for
- Provides key elements of each criterion that must be addressed in the SSR

The Program Evaluator Report (PER):

- Identifies curricular requirements
- Identifies key aspects of continual improvement processes
- Also: records transcript analysis and meetings during the visit

The image shows a screenshot of the "Objective, Outcomes, and Continuous Improvement Information" section of the PER form. It contains four numbered questions:

1. List any additional student outcomes beyond the required student outcomes required by the general criteria and any applicable program criteria.
2. Has a complete assessment cycle been completed, including feedback and action on the evaluation of assessment results? Briefly explain.
3. Discuss the effectiveness of the program's transition process in moving to the new 2019-20 criteria requirements.
4. Summarize your overall evaluation of the quality of their assessment process, gauging your appraisal of the extent to which their assessment is done seriously. Include any pertinent information pertaining to the assessment instruments, evaluation, feedback, and/or action processes.

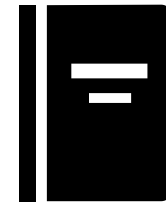
The Self Study Report – Overall

- Focuses on accreditation criteria.
- Is both a quantitative and qualitative self-assessment
Of strengths and limitations of the program.
- Should include information about:
 - All methods of instructional delivery
 - All possible paths to degree
 - All remote or online offerings
- Should not include not-relevant-to-the-criteria information.
 - Answer only the questions in the self-study questionnaire.
They are meant to focus your efforts on the task at hand.
 - There will be other opportunities to share your pride and joy.
Make the PEV's job as easy as possible.
- Must be self-contained, not rely on external hyperlinks.



Submitting the Self Study Report(s)

- **When:** by 1 July 2025
- **What:**
 - SSR(s), each as a PDF file
 - Any required additional explanatory materials
- **Where:** upload on your institution's general review page in the Accreditation Management System (AMS)
 - Dashboard/Reviews/Current Reviews
- Do not send by any other means



ABET Team Access to Your Materials

- Your *approved* Team Chair and *approved* PEVs will be able to access
 - the self-study,
 - its appendices, and
 - any supplemental materialsthrough the ABET secure site (AMS).
- For Transcripts:
 - Institution's primary contact coordinates with Team Chair
 - Team Chair designates how many and how to pick for each program
 - You must agree on distribution approach
 - DO NOT UPLOAD TO AMS

General Advice

- Start now, if you have not already
- Answer all questions in the questionnaire
- Get the faculty involved in writing the self-study report
- Be sure to include a summary of any significant changes since the last review (if this is a re-accreditation visit).
- Program name **must be identical** to that used in institutional publications, the **ABET RFE** and on the **transcripts of graduates**.

After July 1, 2025



- Suppose after you submit the SSRs then ...
 - You find mistakes on your own, or
 - The visit team asks you questions, and you realize some items are missing, or insufficient, or incorrect.
- Do you redo the SSR? NO

The purpose of the SSR is to get the review started. Once you submit, the SSR is done!
- If you need to make additions or corrections ...

Just provide them to the Team Chair as supplements.

Questions/Comments?





Criterion by Criterion Common Findings

CAC Criteria

General Criteria

- 1 Students
- 2 Program Educational Objectives
- 3 Student Outcomes
- 4 Continuous Improvement
- 5 Curriculum
- 6 Faculty
- 7 Facilities
- 8 Institutional Support

Program Criteria

- 3 Student Outcomes
- 5 Curriculum
- 6 Faculty

Note: all General and Program Criteria (when applicable) must be satisfied!

Other Requirements

Accreditation Policy and Procedure Manual (APPM)

Criterion 1. Students

Common Findings

- Lack of documentation on why prerequisite requirements are/are not being met
- Lack of evidence that students are being properly advised
- Transcript review indicates that students have not completed all graduation requirements and there is no documentation validating waiver

Record of Student/Transcript

- Program evaluators will review transcripts carefully
- A completed degree audit form or requirements checklist for each transcript is a great help to reviewers
- Program name and degree awarded must be exactly as shown on the RFE



Criterion 2. Program Educational Objectives (PEOs)

- Must show evidence of how review processes and their results are documented.
- The PEO statements themselves will be reviewed for compliance with the criteria definition of a PEO.
 - PEOs are broad statements that describe what graduates are prepared to attain within a few years after graduation.
 - PEOs are based on the needs of the program's constituencies.
 - If a PEO statement does not appear to meet the criteria definition and you work to fix that, it is imperative that the constituency review process endorsing the new PEO statement is well documented.



Criterion 2. Program Educational Objectives (PEOs)

Common Findings

- PEOs are not framed as broad attainments
- PEOs are framed as Student Outcomes
- PEO review and revision process:
 - Not all identified constituents were involved in the review process
 - PEOs are not reviewed periodically and systematically
 - The PEO review process lacks documentation
- Although not required, an illustrative table or flowchart can be helpful:
 - Key constituents involved in the review of PEOs
 - Timetable for those constituents' review of the PEOs
 - Manner of the review (survey tool, meeting or process)
 - How reviewed results are utilized (who does what)

Criterion 3. Student Outcomes (SOs)



Common Findings

- Published SOs are not verbatim with those in the general and applicable program criteria
 - Minor exception: CAC programs may replace “the program’s discipline” with the name of the discipline, e.g., “Computer Science”
- SOs are not documented or not publicly stated
- Publicly stated SOs are not consistent with the outcomes being assessed by the program
- One or more of the SOs is not included in the program’s documented outcomes
- Program has defined additional SOs (which is permitted) but is not assessing them (C4)

Criterion 4. Continuous Improvement



Common Findings – no documentation of ...

- The program's overall continuous improvement process
- Evaluation of SO assessment data each cycle
- Consideration of the results of SO assessment evaluation results as input to program improvement
- If SO evaluation-based improvements are identified:
 - What is to be done
 - When it will be implemented
 - Assignment of responsibility for the change(s)
 - When follow-up review will occur

Criterion 4. Continuous Improvement



Common Findings – appropriateness

- Assessment and evaluation are only at the course level, not at the program level
- Data does not/cannot get at extent of SO achievement
 - Use of course grades or exam grades as assessment data
 - Use of averaging to determine attainment levels
- Assessment activity lumps multiple SOs (using same rubric)
- Overreliance on indirect evidence
- Data collected across students from multiple programs and not disaggregated by program
- Death by assessment – too much, with too little benefit to program

Criterion 4. Continuous Improvement



Common Findings – complete and systematic

- Process does not address all SOs
 - In total, assessment events address only a portion of an SO
 - Process does not discern the extent of attainment of each SO
- Assessment methods are ad hoc or not used consistently
- Data are collected and evaluated, but the information does not lead to improvement actions when warranted
- Seemingly inappropriate avoidance of making the process effective for the program

For example, setting a low bar to avoid improvement action

Criterion 4. Continuous Improvement



- **Criterion 4 is about bringing value to your program**
- **... by using assessment and evaluation of attainment levels of student outcomes to guide continuous improvement actions**
- **... not by spending faculty time on collecting and organizing uninformative assessment data**

Assessment Resources

On-Demand Webinars



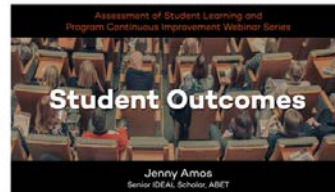
Assessment of Student Learning Introduction

Gloria Rogers, ABET Senior Adjunct Director for



Program Educational Objectives

This webinar covers expectations for the development and maintenance of your Program



Student Outcomes

Jennifer "Jenny" Amos, ABET Senior IDEAL Scholar, deconstructs student outcomes for

Assessment Planning Tools

Self Assessment

An instrument that can be used to determine the status of a program assessment process.



Assessment Planning Matrix

Sample matrix to demonstrate the program assessment process and results.



Sample Protocol for Pilot Testing Survey Items

Example of how you can test your survey items for validity before administering the survey.



Timelines and Responsibilities

Documenting the processes involved in program assessment.



Assessment Planning Articles

Using Commercial Exams for Program Assessment

Things to consider if you are thinking of using a commercial exam for

Using Course or Test Grades for Program Assessment

Use of course or test grades as

Understanding the Accreditation Question

Design of the assessment process rests on the understanding of the

<https://assessment.abet.org/resources/>

Questions/Comments?





Criterion 5. Curriculum

General Criteria Common Findings

- Not enough computing credits
- Principles and practices for secure computing is lacking
- Local and global impacts of computing solutions is lacking

Computer Science

- Not enough or inappropriate math
- No exposure to or substantial coverage of the listed topics
- No major project that requires integration and application of knowledge and skills acquired in earlier coursework

Cybersecurity

- Missing coverage of “application” of CY Student Outcome
- Lacking coverage of fundamental and advanced topic(s)
- Crosscutting concepts not cutting across



Criterion 5. Curriculum

Data Science

- Lacking coverage of the full data science lifecycle
- Not requiring an application area

Information Systems

- IS environment Lacking (see definition of IS environment)

Information Technology

- lack of fundamentals and applied practice in 8 IT knowledge areas



Criterion 6. Faculty

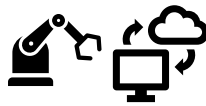
General Criteria Common Findings

- Faculty numbers are not adequate for advising, interaction, or professional development, or offering courses for students to graduate on time
- Faculty size currently adequate but factors such as program growth and faculty attrition could jeopardize the adequacy of faculty size
- Some faculty members lack professional development activity
- Faculty do not have the appropriate authority for program guidance

Computer Science and Information Systems

Common Findings

- No faculty member(s) has/have the qualification in the program criteria

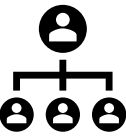


Criterion 7. Facilities

Common Findings

- Equipment needs upgrade, repair, or maintenance
- Program lacks planning for staff or other resources related to maintenance or upgrades
- Students and / or staff do not have access to appropriate modern equipment or tools
- Space and equipment currently may be adequate, but there is reason to believe that increased enrollments or current budgeting trends may jeopardize it in the future

Criterion 8. Institutional Support



Common Findings

- Inadequate support for laboratories (e.g., equipment or physical space)
- Insufficient support staff
- Evidence of excessive faculty turnover
- Lack of continuity of program leadership
- Lack of support for the program
- Environment and resources are inadequate to support attainment of student outcomes



Reporting Program Criteria

- Documenting program criteria compliance is as important as documenting general criteria compliance
- If already covered elsewhere in the SSR, provide clear references to where it can be found

Note: all General and Program Criteria (when applicable) must be satisfied!

Self-Study Report Tips

- ABET offers a self-study workshop (which will have a fee). Watch for ABET communications.
- Get SSR proofread by someone not heavily involved in writing the program's SSR.
- Once it is written, do a self-evaluation using the same documents that will be used by the PEV.
 - Program Evaluator Report (C341).
 - Program Evaluator Worksheet (C351).
 - These are available in the PEV Workbook on the ABET website.
- If you have a CAC PEV or TC available on your faculty, ask for an evaluation of the Self-Study Report.

Questions/Comments?



Questions? Comments?



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CAC Contacts

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Watch for the webinar on the preparing for your CAC visit in mid-August 2025