



Institutional Representatives Webinar
CAC Self-Study Report (SSR)
2026-2027 Accreditation Cycle

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CAC Chair, 2025-26

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Welcome!



Computing
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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 for 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:
Stan Thomas, stthomas@abet.org

Purpose of Today's Session

The session will guide you in developing a complete, clear, and well documented Self Study Report (SSR)

Primary Goal - Help programs prepare materials that:

- Directly address each question in the SSQ
- Anticipate what the PEV will look for
- Support a smooth and productive visit

Today's Agenda



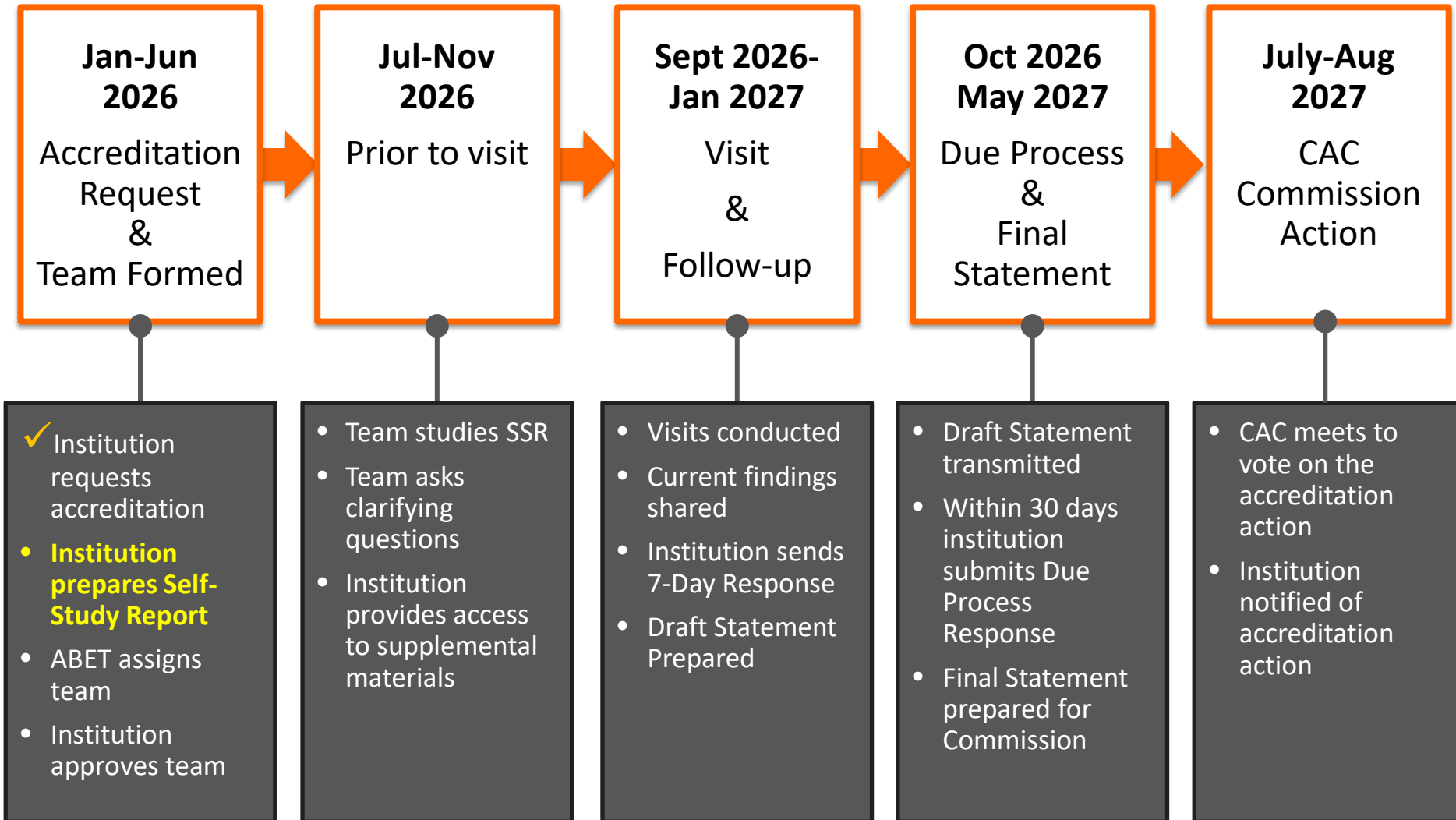
- Accreditation Timeline
- Self Study Report Preparations
- Criterion-by-Criterion Common Findings
- Future Webinar on Preparing for the Visit

Mid-May 2026

Mutual Goal:

Work toward a successful and productive accreditation visit!

Accreditation Timeline, 2026-2027 Cycle





Self-Study Report (SSR) Preparations

The Role of the Self-Study Questionnaire (SSQ)



The SSQ is not requesting marketing narrative.

It provides a structured approach to demonstrate compliance with accreditation criteria.

The questions are intentionally aligned to what evaluators document in:

- The Program Evaluator Worksheet (PEW)
- The Program Evaluator Report (PER)
- Your job is to answer each SSQ question clearly, completely, and directly.

What to Gather Before You Start Writing

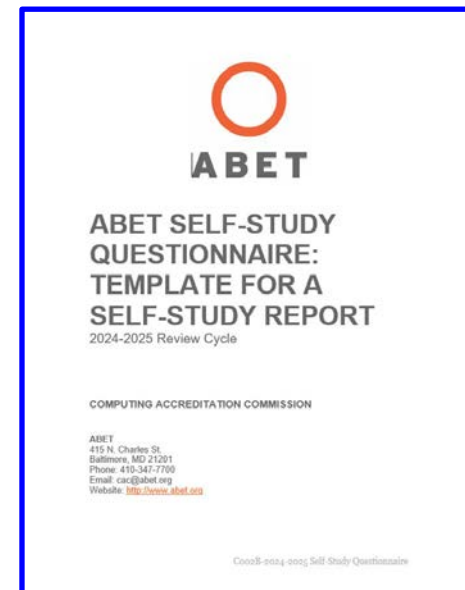
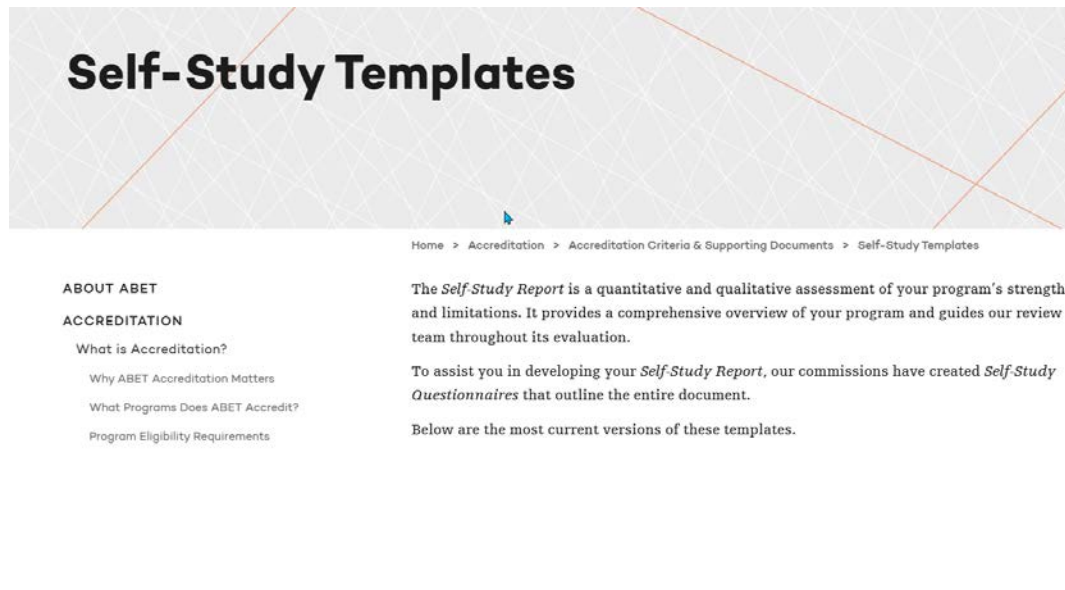
- Program Educational Objectives (PEOs) and review documentation
- Minutes showing constituent involvement
- Student Outcomes (verbatim language)
- Assessment Plan
- Assessment data and evaluation summaries
- Evidence of program improvement decisions
- Curriculum mapping (courses to SOs)
- Degree audit templates
- Transcript review process documentation
- Faculty CVs
- Facilities and lab support documentation

Gather ABET Materials – Self Study

Begin by collecting **2026-2027** 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/>

- **2026-2027** CAC Accreditation Criteria
- **2026-2027** Accreditation Policy and Procedure Manual (APPM) at top of page shown
- Program Evaluator Workbook (contains the Program Evaluator Worksheet and Program Evaluator Report)

Accreditation Policy and Procedure Manual

[2026-2027](#)



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



Computing Accreditation Commission (CAC)

[2026-2027 Criteria](#)



2026-2027 CAC Webinar: Preparing the Self Study will be on February 25 at 6pm Eastern Time. [Register now!](#)

[2025-2026 CAC Program Evaluator Workbook](#)

[CAC Observer Visit Packet](#)

[Guidance on Materials](#)

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

2025-2026 CAC Webinar: Preparing for Interim Reviews ([Recording](#)) ([Slides](#))

Know Where to Find Your Materials

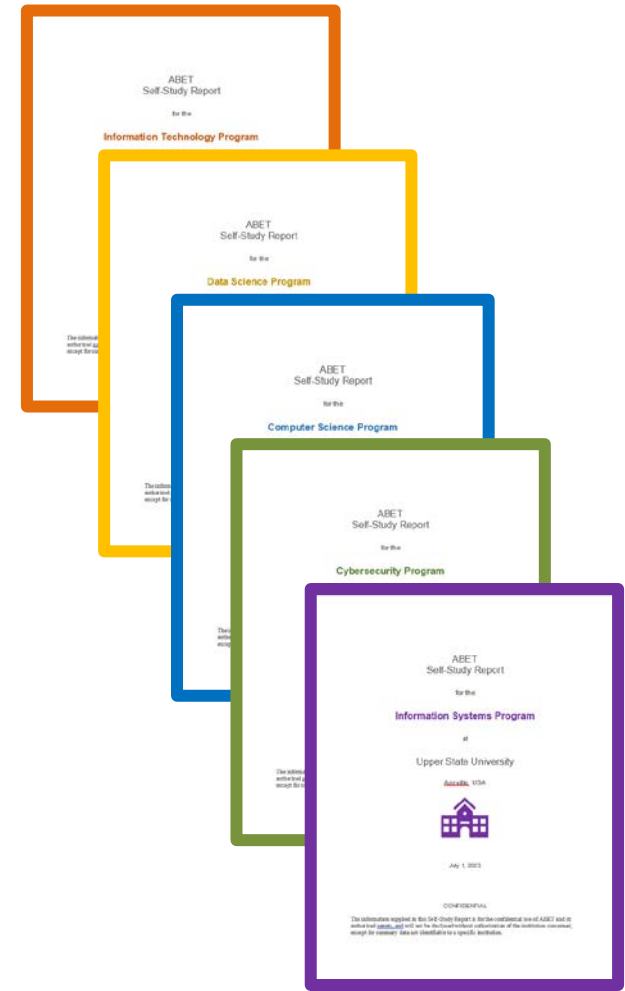
You may find it helpful to have the following materials readily available as you write:

- Documentation of your Program Educational Objectives (PEO) review and revision process (Criterion 2)
 - List of your primary constituencies
 - Minutes from meetings in which PEOs were reviewed or revised
- Documentation of your Continuous Improvement (CI) process (Criterion 4)
 - Your continuous improvement products
 - Minutes of continuous improvement meetings
- Your curriculum requirements for the major

Writing the SSR: Be Clear, Concise, Candid, and Focused

- Write a distinct SSR for each program under review.
- Follow the SSQ question order exactly.
- Do not omit questions.
- Do not rely on hyperlinks.
- Provide documentation references clearly.
- Avoid including non-relevant information.
- Add:

The SSR must be self-contained so that evaluators do not have to search for compliance.



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 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 continuous improvement processes

Also: PEV records transcript analysis and meetings during the visit

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PROGRAM EVALUATOR WORKSHEET

Institution	Name of institution on RFE	Team Chair	Team Chair name
Program Name	Name of program on RFE	Program Evaluator	Program Evaluator name
Visit Dates	Dates of visit		

The result for each criterion will be the value of any C, W, or D within that criterion's elements.

Criteria	C	W	D	For each criterion (C, W, or D) and Criterion (A) identify the link for your conclusion		
				Low	Mid	High
Criterion 1. STUDENT'S						
Student performance level to be evaluated						
Student program must be assessed for entry success in obtaining student outcomes, timely advising graduates to obtain program objectives.						
Institution must be self-assess regarding curriculum and career matters.						
The program must have an advising policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work as part of courses taken at the institution.						
The program must have and adhere procedures to ensure and document that criteria are met based on the needs of institution requirements.						
Criterion 2. PROGRAM EDUCATIONAL OBJECTIVES						
The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's system constituents, and future criteria.						
There must be a documented, systematically utilized, and effective process involving program constituents for the periodic review of these program educational objectives to ensure they remain consistent with the institutional mission, the program's constituents' needs, and future criteria.						

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CHS PEW 2020-09-30

Objective, Outcomes, and Continuous Improvement Information

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.

What the PEVs Ask Themselves

- Is this process systematic?
- Is it documented?
- Is it sustainable?
- Does faculty control the curriculum?
- Is improvement real or performative?

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.

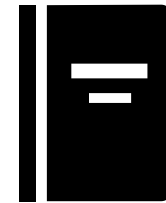


Before July 1: Readiness Checklist

- ✓ Faculty understand SO language must be verbatim
- ✓ Assessment plan covers all SOs
- ✓ Transcript audit process tested
- ✓ Program criteria mapped explicitly
- ✓ Faculty size sustainable
- ✓ Growth projections aligned with hiring
- ✓ Facilities plan documented

Submitting the Self Study Report(s)

- **When:** by 1 July 2026
- **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



Red Flags PEVs Notice Immediately

- Copy-paste SO language errors
- No documented meeting minutes
- No follow-through on changes identified for potential improvement
- Enrollment spikes without faculty lines
- Missing secure computing coverage

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 choose for each program
 - You must agree on the distribution approach

DO NOT UPLOAD TRANSCRIPTS 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, 2026

- 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

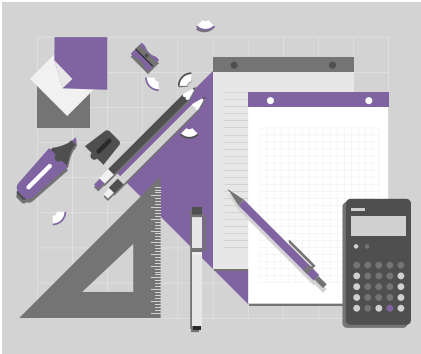
- 3 Student Outcomes
- 5 Curriculum
- 6 Faculty

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

Other Requirements

Accreditation Policy and Procedure Manual (APPM)

Criterion 1. Students



What the SSQ Requires You to Show

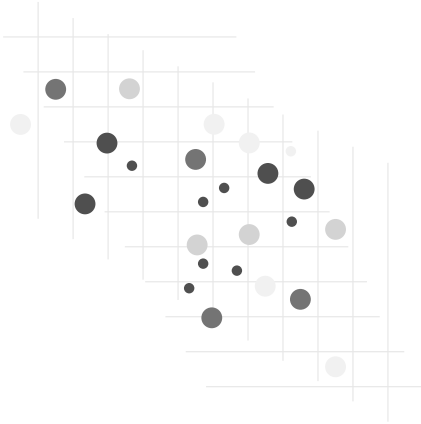
- Advising process
- Transcript validation
- Prerequisite enforcement
- Graduation requirement verification

Common Gaps

- No documentation of waivers
- Incomplete audit records
- Program name mismatch with RFE or transcript

Tip: provide completed degree audit forms with the transcripts provided for review.

Criterion 2. Program Educational Objectives (PEOs)



If you revise PEOs, document the full review process.

What the SSQ Is Looking For

- PEOs that meet the criteria definition
- Evidence of periodic review
- Documentation of involvement of *all* constituencies
- Use of review results

Helpful Additions

- Include:
- A table showing:
 - Constituents
 - Review frequency
 - Method
 - Actions taken

Criterion 2. PEOs Common Findings



Tip: Definitions in the Criteria provide guidance (e.g. Program constituencies are groups, including external groups, identified by the program that have a common interest in the program and can provide meaningful input regarding the program educational objectives.

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)

- **SSQ Requirements**
 - Verbatim SO language from CAC criteria
 - Public posting consistency
 - Documentation of additional SOs (if any)
 - Clear mapping to curriculum
- **Common Mistakes**
 - Altered wording
 - Assessing outcomes different from what is published
 - Defining additional outcomes but not assessing them



Criterion 4. Continuous Improvement

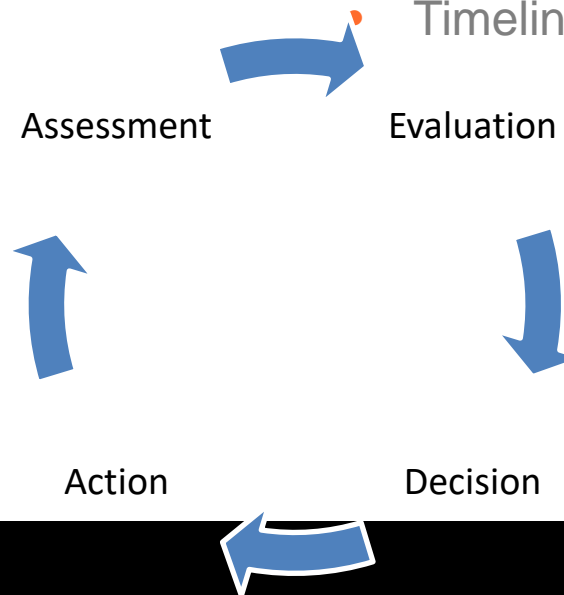
What the SSQ Requires

- You must document:
 - Assessment methods
 - Evaluation of results
 - Decision-making process
 - Improvement actions
 - Follow-up review

What Evaluators Will Look For

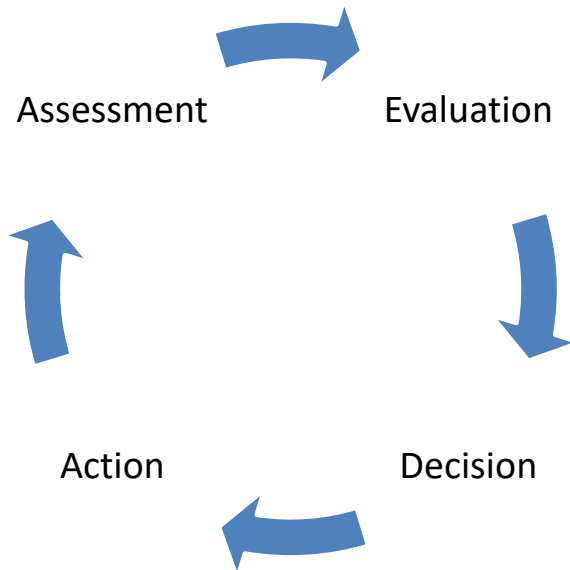
- Program-level (not just course-level) assessment
- Direct evidence
- Disaggregated data (if multiple programs)
- Defined responsibility
- Timeline for action

Criterion 4 is about improvement, not data collection.



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

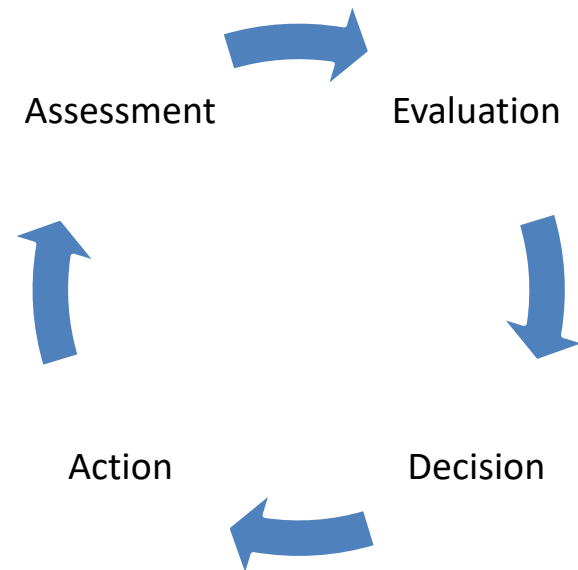
- In total, assessment events address only a portion of an SO
- Process does not discern the extent of attainment of each SO

Assessment methods are ad hoc or not used consistently

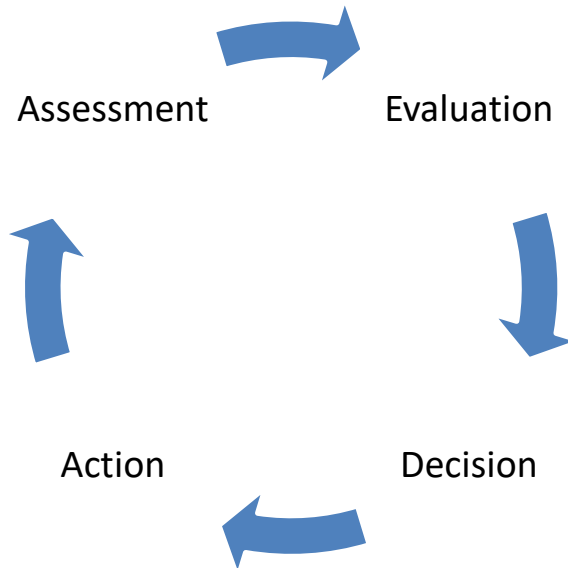
Data are collected and evaluated, but the information does not lead to improvement actions when warranted

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



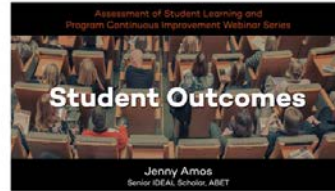
Assessment of Student Learning Introduction

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 Requirements

- Computing credits
- Secure computing principles
- Global and societal impacts
- Comprehensive project or experience

• Program Criteria (CS, CY, DS, IS, IT)

- Explicitly map required topics
- Avoid assuming coverage
- Document integration of curricular requirements (for example, a curriculum map that shows required topics are intentionally scaffolded)

Criterion 5. Curriculum

Common Findings

General Criteria

- Too few computing credits
- Lacking Principles and practices for secure computing
- Lacking Local and global impacts of computing solution

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 6. Faculty



SSQ Focus:

- Faculty adequacy
- Professional development
- Authority over curriculum

Common issues:

- Rapid growth without faculty increase
- Insufficient documentation of PD
- Lack of program governance clarity

Criterion 7. Facilities



SSQ Focus:

Lab adequacy
Equipment modernization
Maintenance planning
Support staff



Programs should demonstrate:

Sustainability
Planning for growth



Criterion 8. Institutional Support



SSQ Focus:

- Budget sufficiency
- Leadership stability
- Administrative support
- Faculty continuity

Encourage programs to:

- Provide evidence, not assurances



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

- Participate in [ABET's Self-Study Workshop](#) to better understand evaluator expectations.
- Assign an independent reviewer to proofread the SSR for clarity and alignment with the SSQ.
- Conduct a mock PEV review using ([PEV Workbook](#)):
 - Program Evaluator Report (C341)
 - Program Evaluator Worksheet (C351)
- Use the PEV Workbook as a checklist to confirm that every required element is addressed.
- If possible, engage an experienced CAC PEV or Team Chair to critique the report before submission.

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-May 2026

Question	Answer
Where is the APPM?	<p>The Accreditation Criteria & Supporting Documents page (https://www.abet.org/accreditation/accreditation-criteria/) is a really helpful resource. You can access the APPM, the Criteria documents, the Program Evaluator Workbooks referenced earlier, and other guidance such as this webinar's recording (when available) and slides.</p>
<p>We have master Program titled as “Master of Science in Information Systems and Data Analytics and we are applying as a standalone master program so we need to satisfy only General Criteria for Stand-Alone Master’s Programs. We don’t need to satisfy CAC Program Criteria for Information Systems, and CAC Program Criteria for Data Analytics as it is relevant to Bachelor or integrated master programs.</p> <p>Is our understanding correct?</p>	<p>Criterion MS5 of the General Criteria for Stand-Alone Master's Programs says "Each student’s overall program of post-secondary educational and professional experience must satisfy the curricular components of the Program Criteria relevant to the master’s level program name." This means that, between their baccalaureate and master's levels of study, a student would need to have completed a curriculum that meets those requirements. You will need to demonstrate that you have systems in place to ensure that incoming students have either already</p>
<p>If a CS program and CN program share a department, can the language for the harmonized sections (e.g., C1) be shared if the processes are identical?</p>	<p>Definitely yes. If there are several programs that have similar processes, then by all means share the writeup for those common or harmonized criteria.</p>
<p>You mentioned that meeting minutes need to be included. Do I need to somehow provide a "table of contents" so that specific information is readily available, or are they going to use the search feature to find what they need in the meeting minutes?</p>	<p>Meeting minutes are typically made available in the display materials that you will prepare and have when the team shows up for the campus visit.</p> <p>You are also welcome to provide those electronically either prior to or during the visit. It's up to you how to organize the materials, but in all cases please try to organize them to make the PEV's task as easy as</p>
<p>If our assessment data has included students that are not in our program, do we need to redo the analysis?</p> <p>Can the assessment of multiple sections taught by the same professor be collected together, or should we collect them separately and then average them?</p>	<p>Yes. Remember that you are doing program assessment, not course assessment. Therefore delete the the data for those students who are not majors in</p> <p>First, be very careful with the use of the word "average". It probably should be removed from your assessment vocabulary! Second yes, just include those sections in</p>