

Engineering Technology Accreditation Commission



ABET

PREPARATION FOR INSTITUTIONAL REPRESENTATIVES: SELF-STUDY REPORT



March 2022

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 webinars are completed.

If we are unable to address all your questions due to time constraints, please follow up with Frank Hart at fhart@abet.org



Today's Agenda

- Introductions/ETAC Overview
- Timeline
 - Prepare Self-Study Report (SSR)
 - Pre-visit activities
- Q&A



>> **Main focus:** Guidance in the preparation of the SSR

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

2022-2023 ETAC Executive Committee & Today's Presenters



Carol Schulte
Chair



April Cheung
Past Chair



Raju Dandu
Chair Elect



Mark Lower
Vice-Chair of Operations



Cassie Barlow
Public Commissioner



Marty Reed
Member-at-Large



Venny Fuentes
Member-at-Large



Gary Clark
Member-at-Large



Berrin Tansel
Member-at-Large



Lorraine Kapka
Board Area Delegation Chair

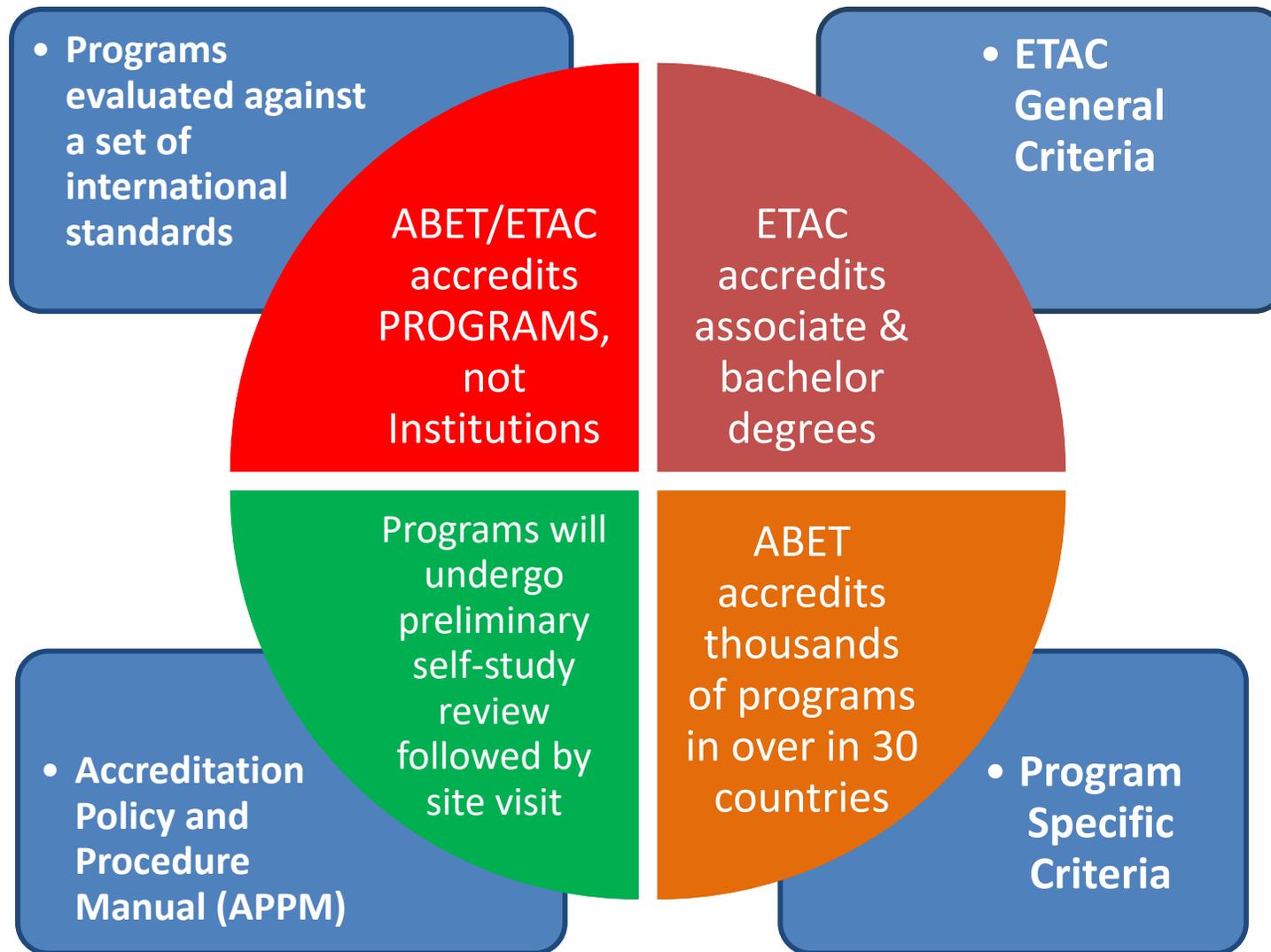


Rich Warren
Commissioner
Training Committee



Frank Hart
Adjunct Accreditation Director

Overview



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

Difficult and Challenging Times



Faculty and administrative staff working remotely

Courses transitioning to fully-online

Laboratories unavailable

Grading systems change to pass/fail (or some other variation)

Students leave campus and continue under difficult circumstances

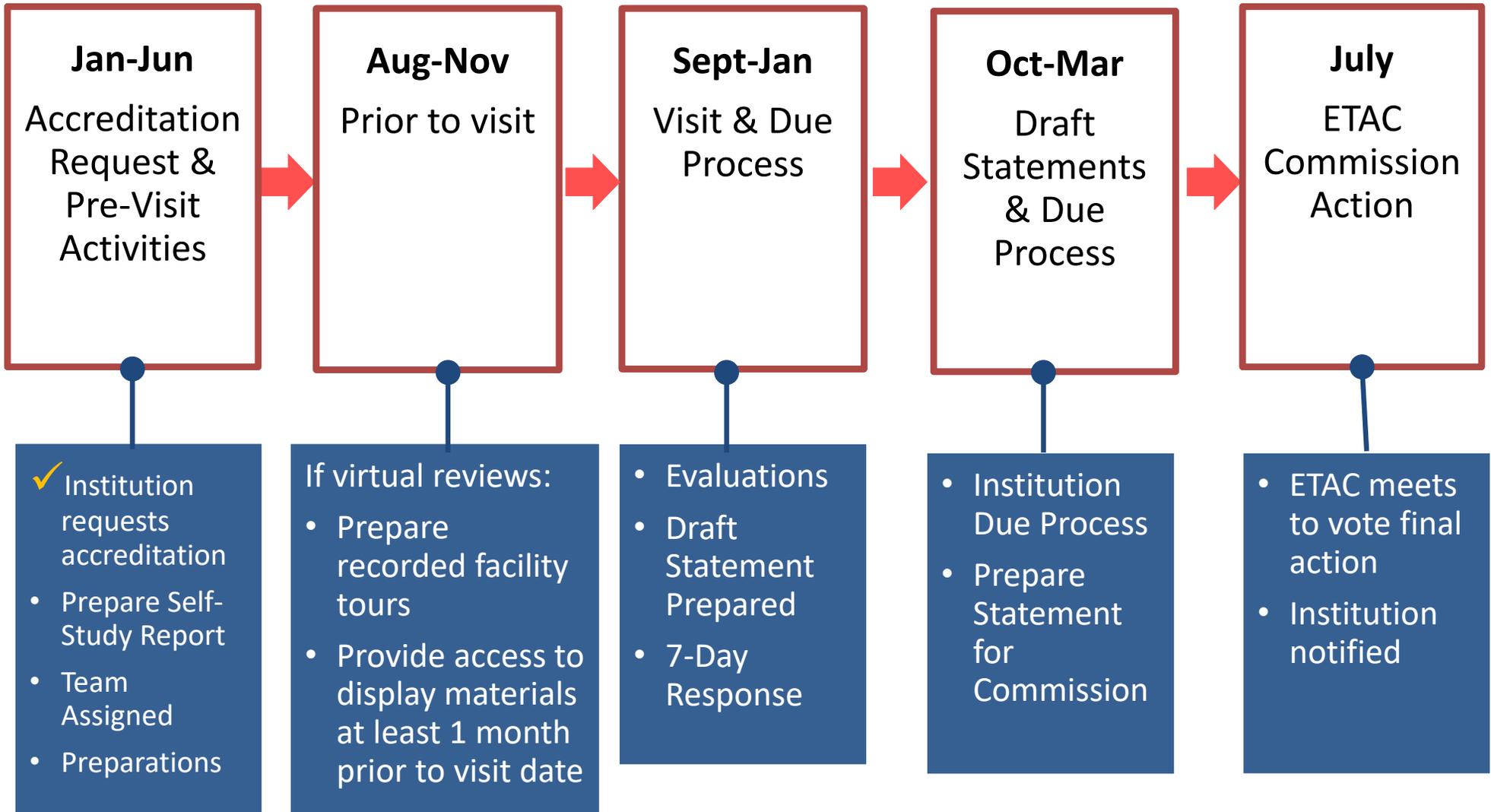
Data are difficult to collect and documentation difficult to produce

Programs and processes will be evaluated for compliance with the criteria and the APPM based on the duration of the accreditation cycle—not just the last 24 months!

ABET will NOT be judging programs based on their COVID responses

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

Accreditation Timeline

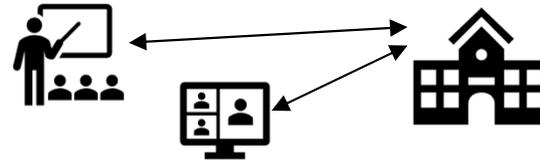




Self-Study Report (SSR) Preparations

Self-Study Report (SSR)

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





Self-Study Report (SSR)

- 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, PEV will do an initial evaluation





PEV's Review of SSR

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

Prepare to Write the SSR



Download key documents from

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

Accreditation Policy and Procedure Manuals

 <u>2022-2023</u>	<u>2017-2018</u>
<u>2021-2022</u>	<u>2016-2017</u>
<u>2020-2021</u>	<u>2015-2016</u>

Engineering Technology Accreditation Commission (ETAC)

 <u>2022-2023 Criteria</u>	<u>Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab</u>
<u>2021-2022 Criteria</u>	<u>Guidance on Materials</u>
<u>2020-2021 Criteria</u>	 <u>ETAC Program Self-Evaluation Tool</u>
<u>2019-2020 Criteria</u>	<u>2021 ETAC Institutional Representative Slides — Part 2</u>
<u>2018-2019 Criteria</u>	<u>2021 ETAC Institutional Representative Webinar (Video)</u>
<u>2017-2018 Criteria</u>	
<u>2016-2017 Criteria</u>	
 <u>ETAC Program Evaluator Workbook</u>	

Prepare to Write the SSR (continued)

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

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

- Accreditation Changes

Accreditation Criteria, Policy and Procedure Changes for the 2022-2023 Review Cycle

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

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



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

False Assumptions



- You can wait to start the self-study report—no rush!
- You do not need to answer all the questions
- The faculty do not need to be involved in the self-study report development
- You do not need to 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 ABET RFE and on the transcripts of graduates
- The SSR focuses primarily on accreditation criteria



General SSR Requirements

- The self-study report and any required supplemental materials (not display materials) should be uploaded on your Institution's ABET general review page in the **AMS (Dashboard/Reviews/2022 ETAC General Review)** as pdf read-only files by **July 1st**.
- Please **do not** send Self-Study Reports.
 - In an email
 - As a hard copy through the mail
 - On a data stick through the mail
- The self-study report and supplemental materials must be totally **self-contained** in the medium submitted and not include, nor rely upon, any external hyperlinks.

July							2022	
Mo	Tu	We	Th	Fr	Sa	Su		
27	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		



(AMS: Accreditation Management System)



General SSR Requirements

- Your approved Team Chair and PEVs will be able to access the self-study, its appendices or any supplemental materials via the ABET secure site (AMS).
- The institution's primary contact must coordinate with the Team Chair to confirm distribution approach for the transcripts for each program.

(uploading the (redacted) transcripts to AMS is convenient for PEV access)



General SSR Requirements

- 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 questionnaire's questions were written to focus you on the questions that evaluators must answer!
- The PEV worksheet (or program self-evaluation tool) was devised by dissecting the criteria and APPM requirements.



Common Issues Found in SSRs (by Criterion)

ETAC Criteria

General Criteria

- 1 Students
- 2 Program Educational Objectives
- 3 Student Outcomes
 - Now mapped to elements 1-5 (previously a-k/a-i)
 - If program uses different outcomes, provide map to new elements, 1-5
- 4 Continuous Improvement
- 5 Curriculum
- 6 Faculty
- 7 Facilities
- 8 Instructional Support

Other requirements

Program Criteria

Program criteria limited to curriculum and faculty

Accreditation Policy and Procedure Manual (APPM)



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 ≤ 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 why prerequisite requirements are not met
- 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 stated constituents have been involved in the review process.
- 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
- 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)

- It is necessary to show how the review processes and their results are documented, evidence of which will be necessary in the ABET review process.
- The PEO statements themselves will be reviewed for compliance with the criteria definition of a PEO.
 - PEOs are broad statements that describe the endeavors graduates are prepared to engage in after graduation.
 - Program educational objectives are based on the needs and interests of the program's constituencies.
 - If the PEO statement does not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the statement is well documented.

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
- Review process not documented to show periodic review
- Note that the criterion does not specify who must do the review

Criterion 4. Continuous Improvement



Common issues:

- Process not documented or appropriate
- Assessment processes do 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

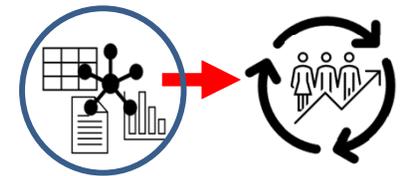


- Assessment activity applies to multiple student outcomes, e.g., lumps several student outcomes together
- Overreliance on indirect evidence as assessment data
- Data collected in courses with multiple programs' students but not disaggregated by program
- Death by assessment—too much, with too little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



- Assessment methods are ad hoc or inconsistently used
- No documentation of **evaluation** of the assessment data
- Data are collected and evaluated, but the information does not lead to 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:

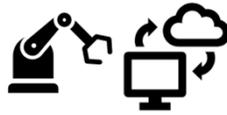
- Insufficient documentation of advisory committee engagement in curriculum/advisement.
- For baccalaureate programs: Curriculum does not include the application of integral and differential calculus, or other mathematics above the level of algebra and trigonometry, at the level appropriate to the student outcomes and the discipline.
- For associate programs: Curriculum does not include the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline.
- 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; ...).
- Curriculum/student instruction does not address ethics, diversity and inclusion awareness, quality, or continuous improvement.



Criterion 6. Faculty

Common issues:

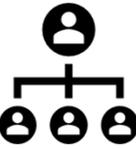
- Faculty numbers not adequate for advising, interaction, or professional development
- Faculty size currently adequate but factors such as program growth and attrition could jeopardize the adequacy of faculty size
- Faculty lack professional development activity or involvement with industry



Criterion 7. Facilities

Common issues:

- Equipment needs upgrade, repair, or maintenance
- Program lacks planning for staff or other resources related to maintenance or upgrades
- Students do not have access to appropriate modern equipment or tools of the discipline
- Space and equipment currently adequate, but reason to anticipate that 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 staff
- Evidence of excessive faculty turnover
- Lack of continuity of program leadership



Program Criteria



Program Criteria

- Describe how the program satisfies any applicable program criteria.
- This is often a link to specific topics as covered in program's courses.
- Reference to materials that will be available is also helpful.
- If already covered elsewhere in the self study-report, provide appropriate references.

NOTE: Not all programs have program criteria.

Self-Study Report Tips

- ABET offers a self-study workshop (which will have a fee). Watch for ABET communications.
- Proofread by someone not heavily involved in writing the program's SSR.
- Once it is written, do a self-evaluation using the T353 document. This document was written based on the evaluation document (T351) used by PEV but with the program in mind.

<https://www.abet.org/wp-content/uploads/2021/03/ETAC-Program-Self-Evaluation-Tool.pdf>

Visiting Team



Team Chair (TC)

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



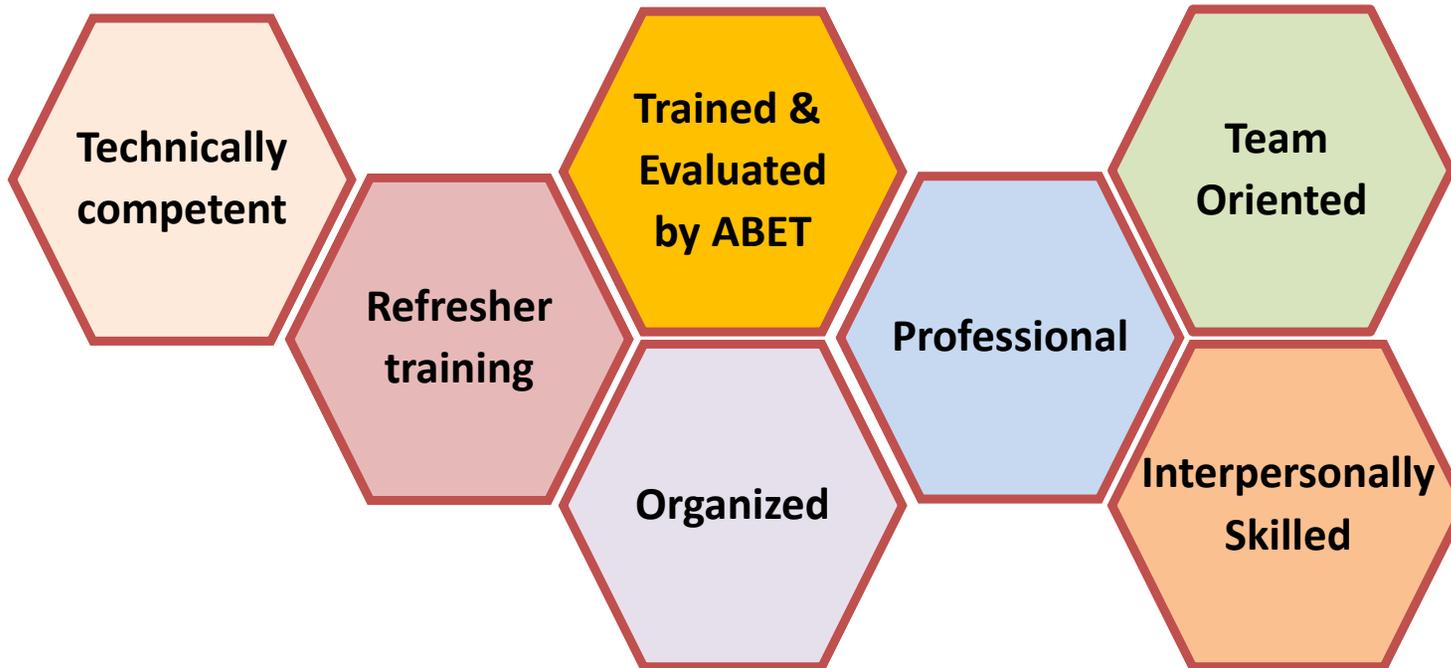
Program Evaluators (PEVs)

ABET Experts
Volunteers selected by professional society



Observers

No vote in accreditation process
PEV in training, ABET staff or state board member

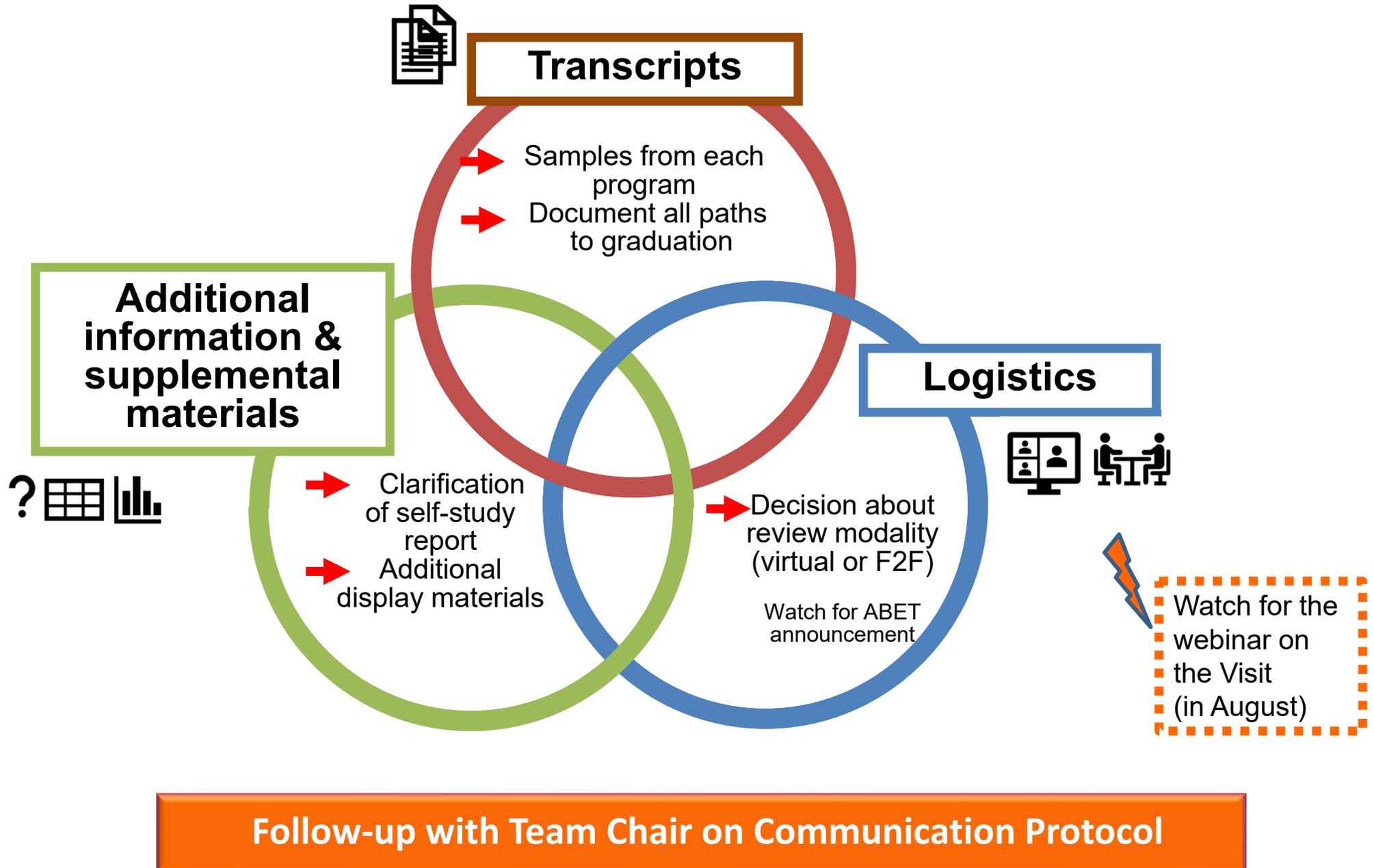


- Team Chair
 - Program Evaluators
- Must be approved by the institution**

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

Then, a new TC and/or PEV will be assigned.

Before the Visit—after Team Approved



Tasks to complete before July summer meeting

- May - June

Team Chair Approval

- May - July

PEV Approvals

- July 1st

Self-Study Report Due

- Now to Evaluation

Prepare display materials



Before July 1st

- ✓ Team Chair approved
- ✓ Self-Study report uploaded
- ✓ Evaluation dates set
- ✓ PEVs approved



Also be prepared to provide after July - August

- Transcripts for each program
 - Team chair can provide guidance on number of transcripts
 - Student names should be removed and replaced by a tracking code
- Explanation and documentation of course substitutions
- Documentation of approval of transfer/substitution of courses
- Graduation audit form or process documentation

Follow-up with Team Chair: Transcript and Enrollment documentation

Thank you!

Any questions?

Frank Hart: fhart@abet.org
Mark Lower: Lowermd@ornl.gov
Berrin Tansel: Tanselb@fiu.edu
Gary Clark: Gac@ksu.edu
Rich Warren: rwarren@vtc.edu

Please provide us your feedback on this session

<https://meet.ps/etac-ssr>

- **Survey is only for the Institutional Representatives**
- **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**