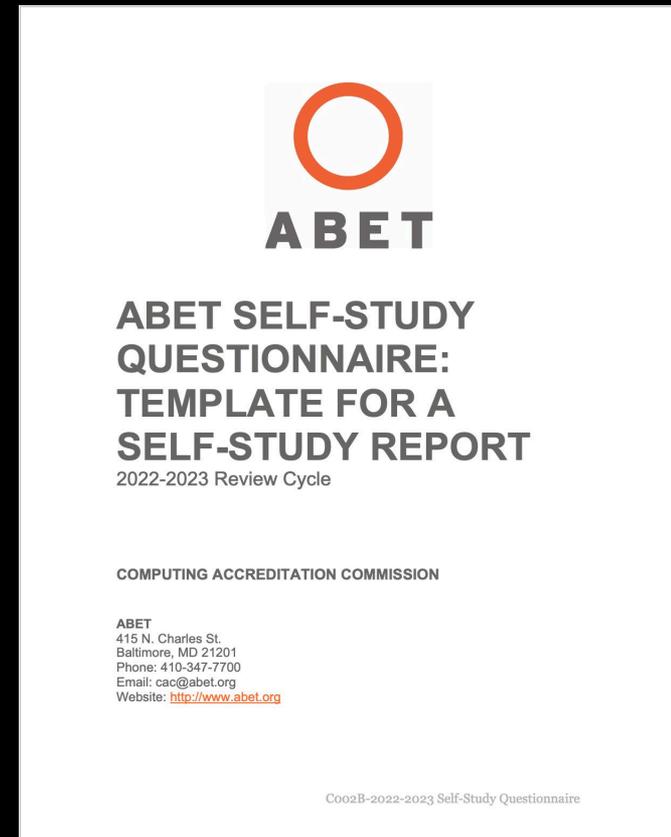




**Institutional Representatives Webinar**  
**CAC Self-Study Report (SSR)**  
**2022-23 Accreditation Cycle**  
*May 18, 2022*

**Harold Grossman**  
Adjunct Accreditation Director, Computing  
**Rajendra K. Raj**  
CAC Chair, 2021-22



# 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](mailto:hgrossman@abet.org)

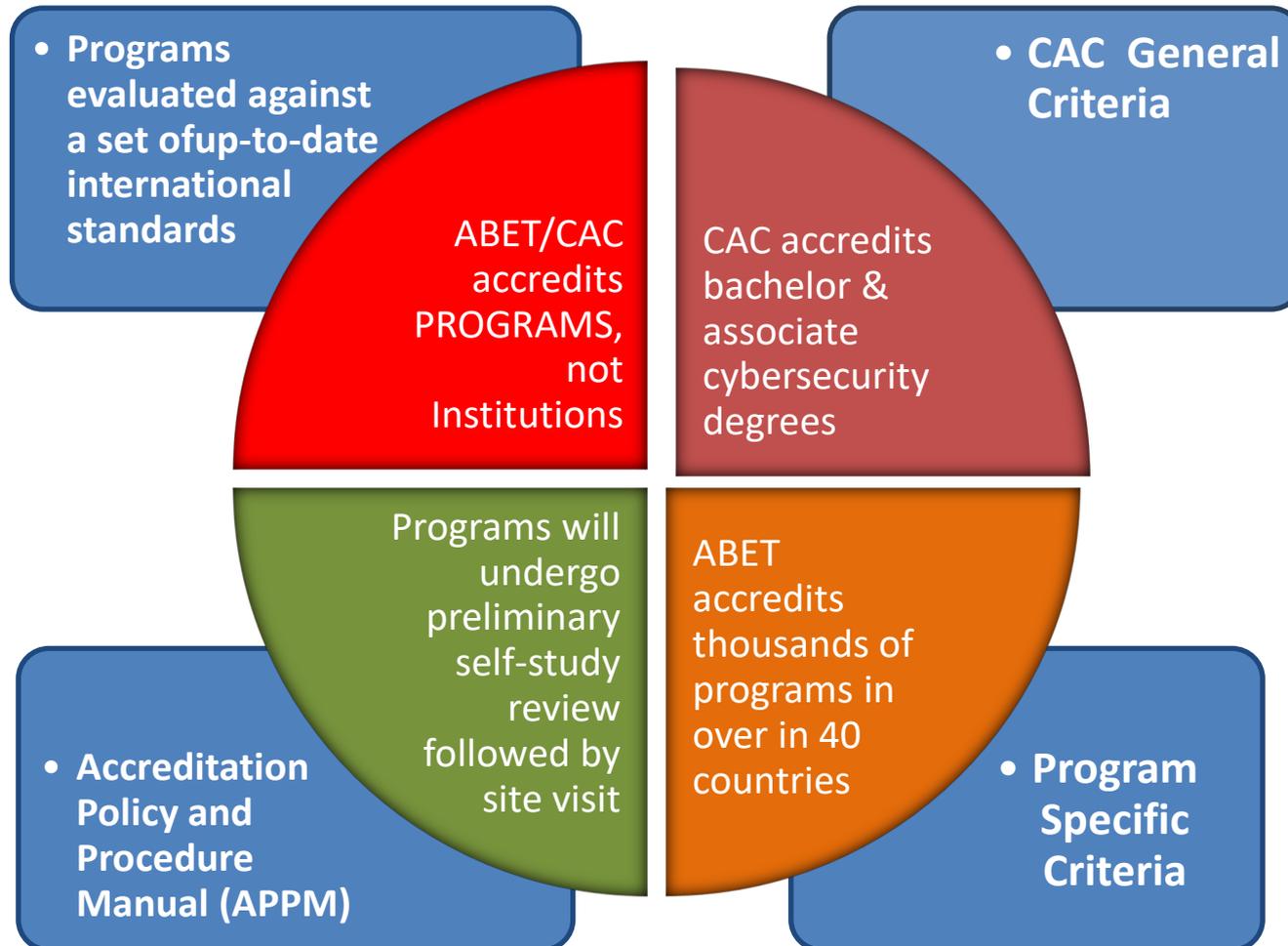
# Today's Agenda



- Introductions/CAC Overview
- Timeline
  - Focus: Prepare Self-Study Report (SSR)
  - Pre-visit activities
- Future webinar on Preparing for the Visit
  - Sometime in late July/early August

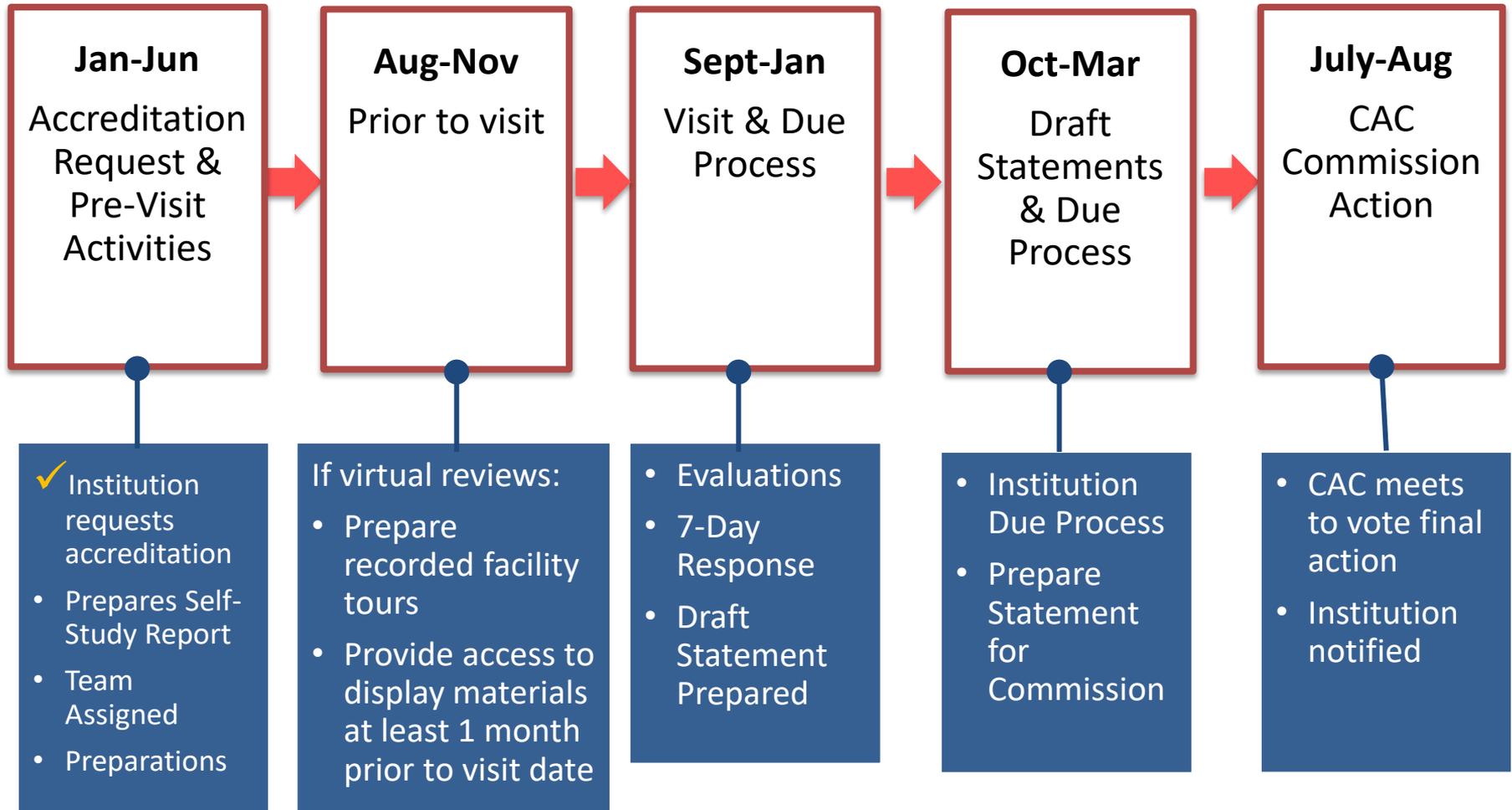
**Mutual goal: Work toward a successful and productive accreditation visit, whether in-person or virtually!**

# Overview



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

# Accreditation Timeline



# Questions/Comments?



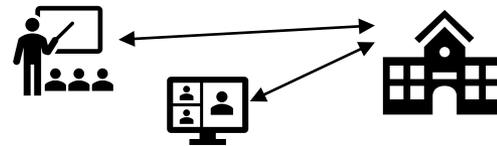


# **Self-Study Report (SSR) Preparations**

# 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/paths 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
  - Candid
  - Contain focused information
- Written for the program evaluators (PEVs) assigned to review the program
- Based on your self-study report, PEVs will do an initial evaluation



# Program Evaluator's Review of SSR



- The documents and guides used by the program evaluators are available to the public.
- [CAC Program Evaluator Workbook](#)
  - Program Evaluation Worksheet (PEW)
  - Program Evaluator Report (PER)
- e-mail: [accreditation@abet.org](mailto:accreditation@abet.org) if you have additional questions.

**Program Evaluator – PEV  
Team Chair - TC**

# SSR Anti-Patterns

Things Not To Do!

- 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 (if this is a re-accreditation visit)

# General SSR Requirements (1)

- 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 on accreditation criteria



# General SSR Requirements (2)



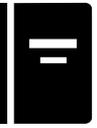
- SSR and any required supplemental materials (not display materials) should be uploaded on your Institution's ABET general review page in the AMS (Dashboard/Reviews/2022 CAC General Review) as PDF files by July 1st.
- Do not send Self-Study Reports.
  - In an email
  - As a hard copy through the mail
  - On a data stick through the mail
- SSR 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 (3)



- 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 and secure for all

# General SSR Requirements (4)



- Important to answer only 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 harder 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 was devised by dissecting the criteria and APPM requirements. In other words, there are no additional requirements here.

# Questions/Comments?





# **Common Issues Found in SSRs (Organized by Criterion)**

# CAC Criteria

## General Criteria

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

## Program Criteria

- 3 Student Outcomes
- 5 Curriculum
- 6 Faculty

# Other Requirements

Accreditation Policy and Procedure Manual (APPM)



# Criterion 1, Students

- Record of Student/Transcript
  - Evaluated using a form like this
  - Program name and degree awarded must be exactly as shown on the RFE

## Common issues:

- Lack of documentation on why prerequisite requirements are not met
- Evidence that students are not properly advised
- Transcript review indicating that students have not completed all graduation requirements

## Transcript Analysis

ABET Curricular Category	ABET Criteria Requirement	Number of Credits**												
		Credits Actually Earned by Student Number												
		1	2	3	4	5	6	7	8	9	10			
Catalog Year														
Computing Topics	30s (45q)													
Fundamental														
Advanced														
Math appropriate to the discipline														
Techniques, skills, and tools necessary for computing practice. <small>[1] [2] [SEP]</small>														
Principles and practices for secure computing. <small>[1] [2] [SEP]</small>														
Local and global impacts of computing solutions on individuals, organizations, and society. <small>[1] [2] [SEP]</small>														
General Education														
Other														
Other Transcript Analysis Questions		Is this requirement met? YES or NO												
Transcript demonstrates the student meets all degree requirements?														
Transcript demonstrates the student follows all prerequisite requirements?														
Degree audit information matches the program's published criteria?														



# Criterion 2, Program Educational Objectives (PEOs)

- Must show evidence of how review processes and their results are documented, which is necessary in PEV review process.
- 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 based on the needs of the program's constituencies.
  - If a PEO statement does not appear to meet the criteria definition, it is imperative that the constituency review process endorsing the new PEO statement is well documented.



# Criterion 2, Program Educational Objectives (PEOs)

## Common issues:

- PEOs are not broad and framed as Student Outcomes
- 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.
- Although not required, a illustrative table or flowchart can be helpful:
  - 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, meeting or process)
  - How reviewed results are utilized (who does what)

# Criterion 3, Student Outcomes (SOs)



## Common issues:

- CAC SOs are not verbatim, including the program SO.
- SOs are not documented and publicly stated.
- Publicly stated SOs are not consistent with the outcomes being assessed by the program.
- One or more of the SO is not included in the program's documented outcomes.
- Program has defined additional SOs (which is permitted) but is not assessing them.

# Criterion 4, Continuous Improvement



## Common issues:

- Process not documented or appropriate
- Assessment processes don't address all student outcomes
- Assessment methods are ad hoc or inconsistently used
- Assessment results are not used to improve the program
- Assessment and evaluation is at course level, and not program level
- Process does not discern extent of attainment of each outcome
- Assessment data items are inappropriate

# Criterion 4, Continuous Improvement

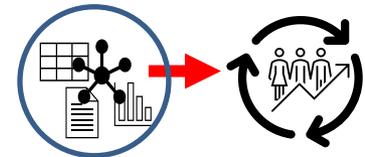
- Assessment activity applies to multiple student outcomes, e.g., lumps several student outcomes together
- Overreliance on indirect evidence as assessment data
- Data collected in courses with multiple programs' students but not disaggregated by program
- Death by assessment—too much, with too little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



- CAC 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 to determine attainment levels

# Questions/Comments?





# Criterion 5, Curriculum

## Common issues:

- Not enough computing credits
- Principles and practices of secure computing lacking
- Local and global impacts on computing solutions lacking
- Each program criteria has its own list of common issues

## Computer Science:

- Not enough or inappropriate Math
- Not enough or inappropriate Natural Science
- No exposure to .....
- Not enough substantial coverage of .....
- No major project that requires integration and application of knowledge and skills acquired in earlier coursework



# Criterion 5, Curriculum

## Information Systems:

- No full-time faculty with a terminate IS degree
- Lacking IS environment (see definition of IS environment)

## Cybersecurity:

- Lacking coverage of fundamental topic(s) .....
- Lacking coverage of advanced topics that build on fundamental topics
- Lacking coverage of crosscutting concerns

## Information Technology:

- Lacking coverage of fundamentals and applied practice in .....



# Criterion 6, Faculty

## Common issues:

- Faculty numbers 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 attrition could jeopardize the adequacy of faculty size.
- Faculty lack professional development activity.
- Faculty do not have the appropriate authority for program guidance.

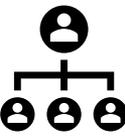


# Criterion 7, Facilities

## 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.
- Faculty do not have access to appropriate modern equipment and tools.
- 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 personnel).
- Insufficient support staff.
- Evidence of excessive faculty turnover.
- Lack of continuity of program leadership.
- Lack of support for the program.

# Questions/Comments?





# Program Criteria



# Program Criteria

- All program criteria should be reported under the General Criteria, i.e. there is no program criteria section in a CAC SSR.
- Documenting program criteria is as important as document general criteria compliance

# 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 program, ask for an evaluation of the Self-Study Report.

# Visiting Team



## Team Chair (TC)

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



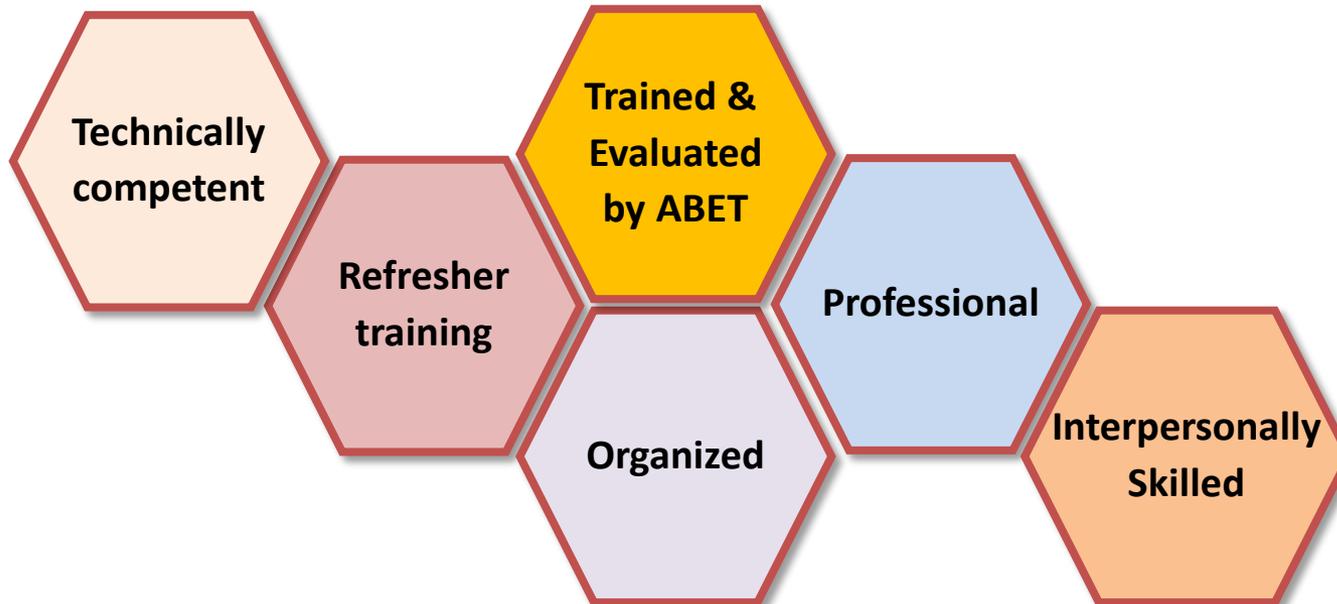
## Program Evaluators (PEVs)

ABET Experts  
Volunteers selected by professional society



## Observers

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

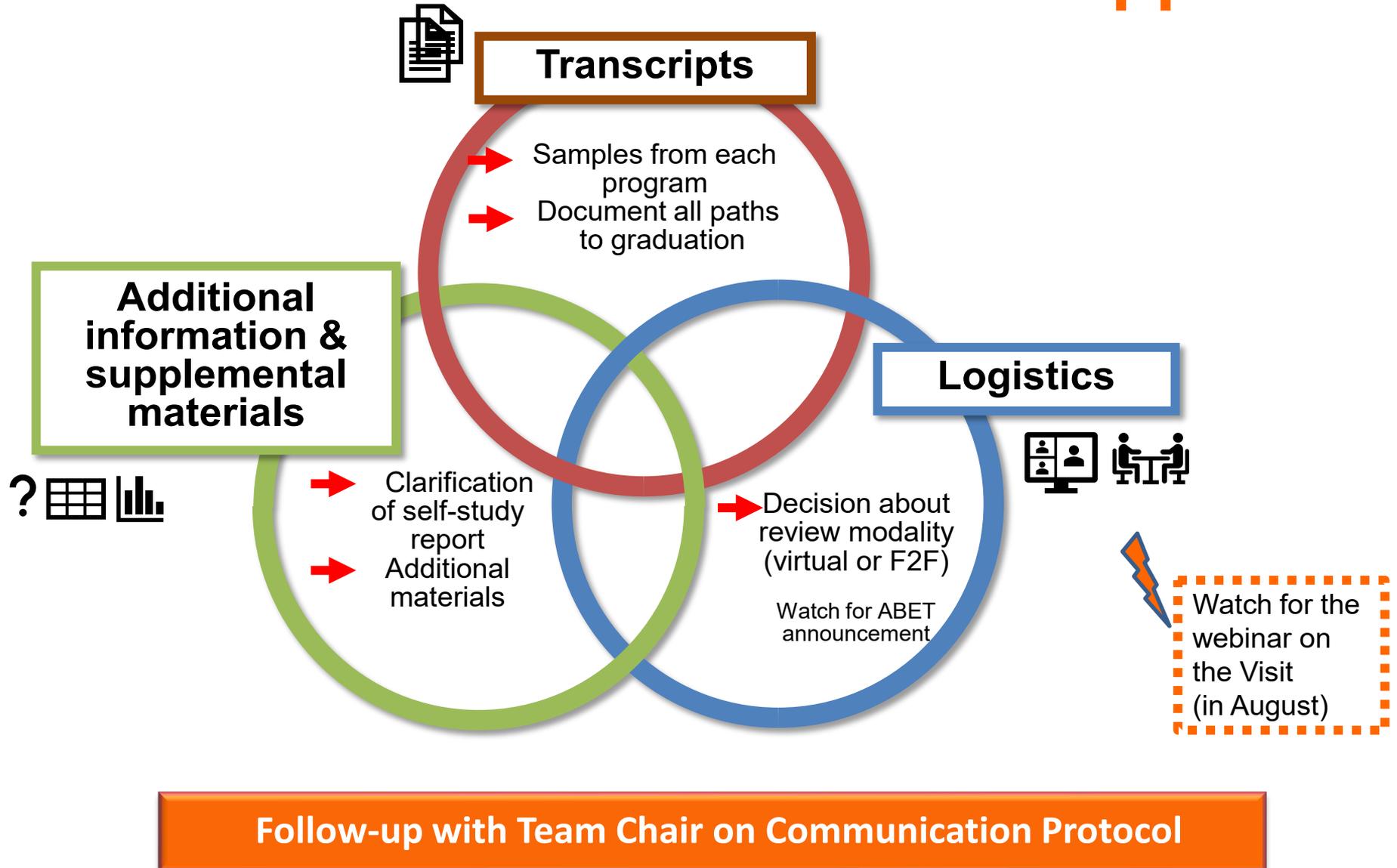


- Team Chair
  - Program Evaluators
- Must be approved by the institution**

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

- May - June

Team Chair Approval



- May - July

PEV Approvals



- July 1st

Self-Study Report Due



- Before 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**

# After July 1



- You have submitted the SSR and then ...
  - Despite all the care you took, you find mistakes on your own.
  - The visit team asks you questions, and you realize some items are missing, or insufficient, or correct.
- 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?

## CAC Contacts



Harold Grossman, Adjunct Director - Computing: [hgrossman@abet.org](mailto:hgrossman@abet.org)

Jean Blair, CAC Chair, 2022-23:

[jean.blair@westpoint.edu](mailto:jean.blair@westpoint.edu)

David Gibson, CAC Chair-Elect, 2022-23:

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Rajendra K. Raj, CAC Chair, 2021-22:

[rkr@cs.rit.edu](mailto:rkr@cs.rit.edu)

## ABET HQ – Accreditation Contacts

Jane Emmet, Senior Director, Accreditation Operations

Tom Walker, Manager, U.S. Accreditation

Sherri Hersh, Manager, International Accreditation

Anna Karapetyan, Coordinator, International Accreditation

**Please provide feedback on this session:** <https://meet.ps/cac-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