ABET

Welcome to the

**EAC Briefing
for Institutional
Representatives
and Team Chairs**

We are glad you are here!

Agenda

- Welcome!
- Who is here and why
- About ABET & the accreditation process
- Before, during, and after the visit
- Shortcoming data
- Final thoughts
- Questions and responses

Presenting Team and Goals

Today's EAC Presenters

- **Patsy Brackin**, *Past Chair*

- **Mo Hosni**, *Chair*

- **Lorraine Fleming**, *Chair Elect*

- **Lizette Chevalier**, *Vice Chair of Operations*

- **Chris Taylor**, *Vice Chair of Ops Elect*

EAC Adjuncts

Dayne Aldridge

Adjunct Accreditation Director

Susan Conry
Adjunct Accreditation Director

Doug Bowman

Adjunct Accreditation Director

Winston Erevelles
Adjunct Accreditation Director

Intended audience

Institutional Representatives

- Representing institutions undergoing evaluation in the 2023-2024 cycle

Engineering Accreditation Commission Members

- Executive Committee
- 2023-2024 EAC Members
- Other Team Chairs

ABET Staff

Why are we here?

- Set the stage for successful evaluations
- Develop common understanding and expectations of activities
  - Preparing for the visit
  - During the visit
  - Following the visit
- Answer questions!

About ABET

What is ABET?

- Nonprofit, non-governmental agency that accredits programs in:
  - Applied and Natural Science
  - Computing
  - **Engineering**
  - Engineering Technology
- >2,200 experts from industry, academia, and government support QA activities
- ISO 9001:2015 certification

Who is ABET?

- 35 Member Societies
- ABET Volunteers
- Headquarters Staff (full-time)
  - President
  - Chief Accreditation Officer
  - Senior Director, Accreditation Operations
  - International Accreditation Manager

Member Societies

ABET Volunteers

- Team Chairs

- Program Evaluators

- Board of Directors 🔗

- Board of Delegates 🔗

- ABET Councils 🔗
  - Academic Advisory Council
  - Accreditation Council
  - Global Council
  - Inclusion, Diversity, and Equity Advisory Council
  - Industry Advisory Council

Accreditation Commissions

EAC – Engineering
Accreditation Commission

CAC – Computing
Accreditation Commission

ETAC – Engineering Technology
Accreditation Commission

ANSAC – Applied & Natural Science
Accreditation Commission

Composition

- Members
  - Team Chairs
- Executive Committee
  - Editors 1 and Editors 2
- Supporting staff
  - Adjuncts
  - Staff liaisons

What is ABET Accreditation?

- Periodic review of educational program

- Provides quality assurance

- Ensures program meets quality standards of the profession for which the program prepares graduates

- Verify program compliance with criteria and Accreditation Policies and Procedures Manual (APPM)

Not a ranking system

What is accreditation? And why do it?

Accreditation requires a periodic review and evaluation to determine if educational programs meet defined standards of quality.

ABET accreditation is not a ranking system.

Quality Assurance:
ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates.
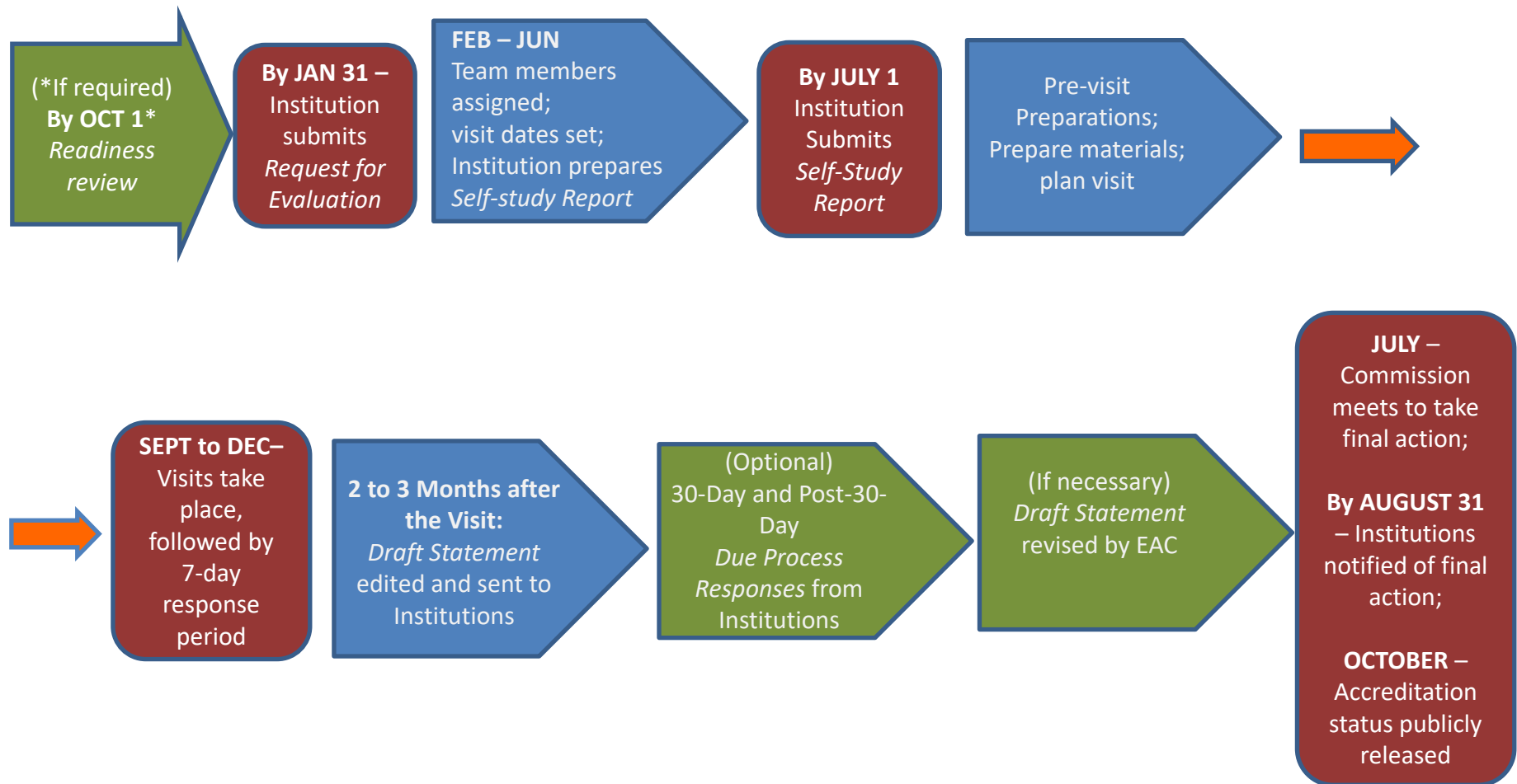
EAC Review Statistics

	2022-23 Accreditation Cycle		2023-24 Accreditation Cycle	
	INSTITUTIONS	PROGRAMS	INSTITUTIONS	PROGRAMS
TOTAL	185	641	208	727
General Review	93	478	102	558
Initial Review	62	101	22	97
Interim Report	22	36	42	70
Interim Visit	8	26	1	2
ONSITE	118		166	
VIRTUAL	45			
NO VISIT IR	22		42	
INTERNATIONAL	59	217	53	142
USA	126	424	155	585

ABET accreditation process

Accreditation Timeline: 18-21* Month Process

(*If required) **By OCT 1*** *Readiness review*

By JAN 31 – Institution submits *Request for Evaluation*

FEB – JUN Team members assigned; visit dates set; Institution prepares *Self-study Report*

By JULY 1 Institution Submits *Self-Study Report*

Pre-visit Preparations; Prepare materials; plan visit

SEPT to DEC– Visits take place, followed by 7-day response period

2 to 3 Months after the Visit: *Draft Statement* edited and sent to Institutions

(Optional) 30-Day and Post-30-Day *Due Process Responses* from Institutions

(If necessary) *Draft Statement* revised by EAC

JULY – Commission meets to take final action;

By AUGUST 31 – Institutions notified of final action;

OCTOBER – Accreditation status publicly released

Self Study Report (SSR)
and
Supplemental Materials

Self-Study Report (SSR)

- Document describing how the program meets the ABET criteria

- Provides *"first impressions"* of the program to the visit team

- Each program requires its own self-study report

- Templates available at:
  - https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

Self-Study Report Content

Template provides a good guide to required content

- **Background information**
  - history
  - Contact information
  - locations
  - previous evaluation results
- **Narratives on**
  - General criteria
  - Program criteria (when applicable)
  - Safety
- **Appendices**
  - Syllabi
  - CVs
  - equipment
  - Institutional summary
- Submission attesting to compliance

Supplemental Materials

- Uploaded with Self-Study Report
  - General institution catalog (as PDF), includes:
    - Program curricular requirements
    - Course details
    - Institutional information applicable at time of review
  - Promotional brochures and other literature describing program offerings of the institution
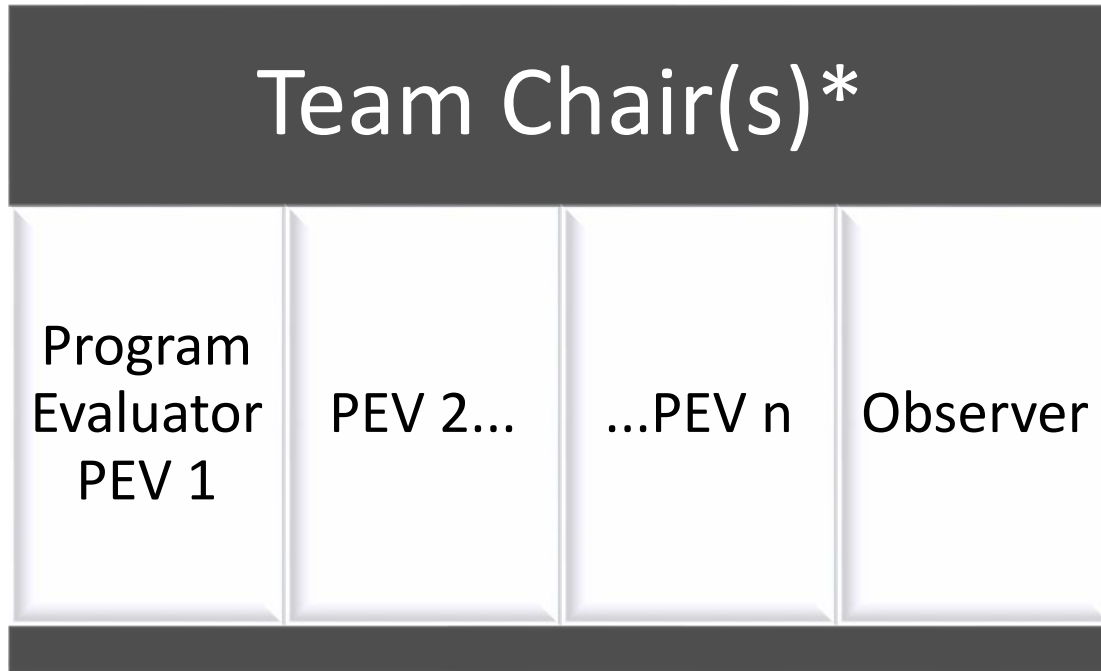
SSR and Materials Submission

- SSR and Supplemental Materials must be submitted via the ABET Accreditation Management System (AMS)
  - No email
  - No hardcopy
  - No data stick
- Separate submission for each program
- Visit team accesses material via AMS

Pre-visit Planning and Preparations

Visit Team Composition

Team Chair(s)*			
Program Evaluator PEV 1	PEV 2...	...PEV n	Observer

*If you have simultaneous or joint visits by more than one commission, you will have a Team Chair and team for each commission.

Team chairs (TCs)

- Experienced program evaluators
  - Nominated by ABET Member Societies
  - Recommended by the EAC
  - Approved by ABET Engineering Area Delegation
- Institutions review the TC for any conflict of interest

Program Evaluators (PEVs)

- Assigned by relevant member society
- Trained by ABET and member society
- Institution/program reviews PEV for conflict of interest

Please approve TC and PEV nominations in a timely manner

Observers

- Sources:
  - Member societies may assign for training purposes
  - Local and state boards may assign
  - International groups may request
- Observers do not vote on recommended accreditation action
- Institution may decline observers

ABET Competencies

Technically Current	Effective Communication
Professional	Interpersonally Skilled
Team-oriented	Organized

Tips for a Successful Visit

- Good communication with TC
- Review COI requests quickly
- Provide requested info in a timely manner
- Let TC know of any issues
- Finalize interview and review schedules prior to visit
- Discuss delivery method for additional materials (discussed shortly)

Supporting Materials

- Materials beyond SSR upload
- Provided to demonstrate compliance with criteria and APPM
- If institutional LMS/cloud storage is used
  - Ensure team has appropriate access
  - Provide team with necessary training
- English translation/translators must be provided for non-English materials (APPM I.D.1.g)

Materials – Transcripts

- Requested by TC
- Provide worksheets/audit forms to assist PEV with transcript review
- Redacting names is optional
- Should not be uploaded to AMS
  - Coordinate delivery method with TC

Materials – Criteria 1-3

- **Criterion 1 – Students**
  - Transcripts, graduation audit forms, prerequisite waiver documentation, etc…

- **Criterion 2 – Program Educational Objectives**
  - Meeting minutes and/or survey results where constituents discuss PEOs

- **Criterion 3 – Student Outcomes**
  - Already provided in SSR and website

Materials – Criterion 4

- **Criterion 4 – Continuous Improvement**

  Evidence demonstrating your CI process

  - **Data collection**
    - Samples of assessed student work
  - **Assessment**
    - Instruments used, assessment criteria (e.g., rubrics), assessment results
  - **Evaluation** – documentation of evaluation
  - **Use of results** as input for the program's continuous improvement actions
    - Meeting minutes, specific actions, results of improvements

Materials – Criterion 5

- **Criterion 5 – Curriculum**
  - **Math/Science and Engineering Requirement**
    - evidence demonstrating compliance credit hour requirements
  - **Major engineering design experience**
    - Should include **evidence** (e.g., student work, final design project reports, syllabi) that the design projects:
      - Incorporate applicable engineering standards & multiple constraints
      - Based on knowledge and skills acquired in earlier course work
      - Complies with ABET definition of *"engineering design"* (not a research project)
      - Use of rubrics or other tools for evaluation

TIMELINE - Review of Major Design Experience	
With SSR	**List of design projects provided**
45 days before visit	**PEV identifies titles for which evidence is to be provided**
30 days before visit	**All evidence of compliance made available to PEV on an electronic storage platform**

ABET

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Materials – Other criteria

- **Program Criteria** (if applicable) – evidence of coverage of required curriculum topics
  - E.g., sample assignments, samples of graded student work, sample lecture materials, etc.…

- Additional documentation for **Criterion 6 Faculty, Criterion 7 Facilities,** and **Criterion 8 Institutional Support** may be requested by the PEV.

Summary of Pre-Visit Planning

- Communicate early and often with TC
  - Avoid misunderstandings
  - Reduce surprises
  - Provide time to address issues
- ABET Adjuncts, HQ staff, and IT team available to help
- We are all in this together. Reach out to your TC with any questions

The Visit

Objectives of Visit

- Validate the SSR

- Tour lab and facilities

- Interview administration, faculty, staff, students, and advisory board

- Review support materials not provided electronically before the visit

- Provide institution with preliminary assessment of program compliance

- Assist programs in quality improvement efforts

Typical Visit Schedule

Day 0 (Sunday)	Lab & facility tours
	PEVs meet program chairs/TC meet dean
	PEVs review course materials as needed
	ABET team review Day 0 findings

Day 1 (Monday)	Dean's presentation
	PEVs brief program chairs
	PEVs conduct interviews with faculty and students
	PEVs meet with alumni/advisory boards & support departments
	TC brief dean and meets with institution officials
	ABET team review Day 1 findings

Day 2 (Tuesday)	Meetings with faculty & staff, as needed
	Team finalizes findings
	PEVs brief program chairs/TC briefs dean
	Team draft exit statements & forms
	Exit meeting

Exit Meeting

- **Purpose:**

  Report team findings to institution's CEO and other institution representatives

- TC will leave copy of team's initial findings

- No recording or transcribing allowed

- CEO or leader of institution required to attend

- All other attendees are at the discretion of institution
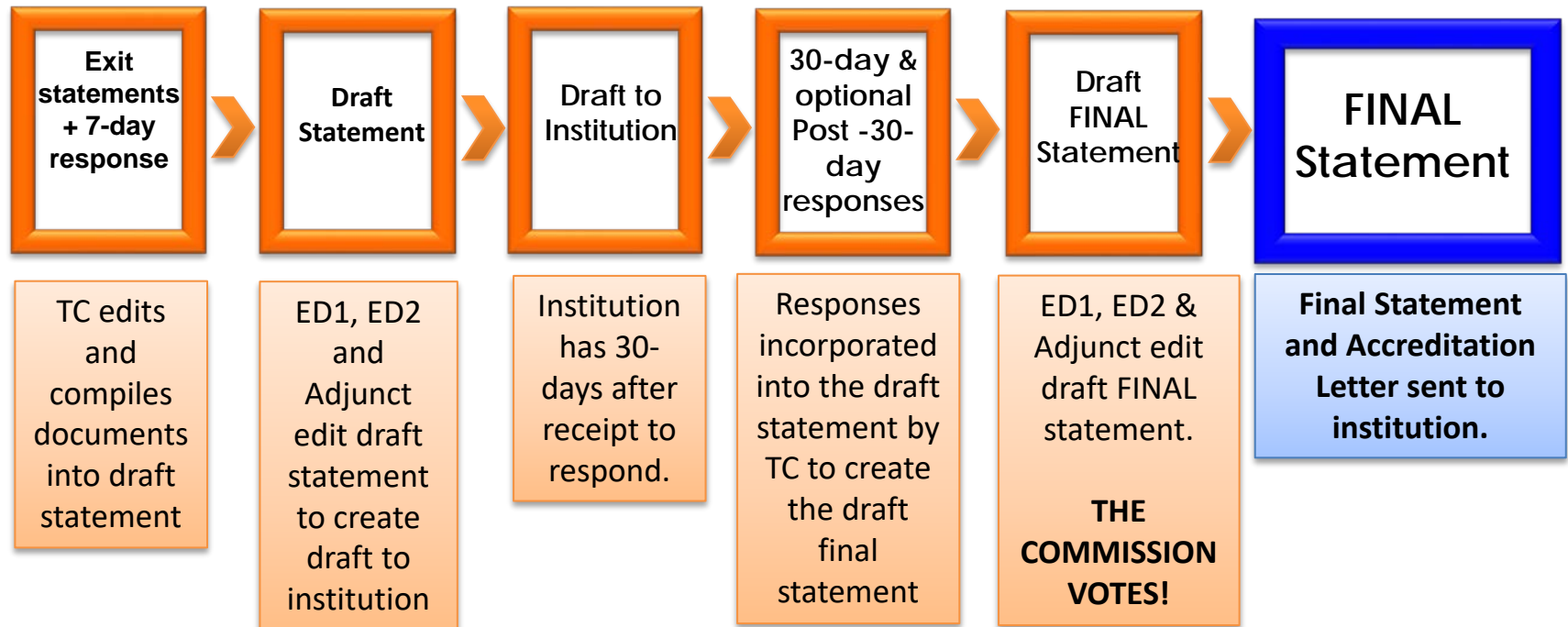
Post-Visit Feedback

- Key to our continuous improvement
  - Institutions
    - Dean (or designee) evaluates team chair(s)
    - Program chairs evaluate PEVs
  - Team chairs evaluate PEVs
  - PEVs evaluate TC and other PEVs
  - No influence on accreditation outcomes

The Post-Review Process

It's not over until the commission votes

Post-Review Process

Exit statements + 7-day response	Draft Statement	Draft to Institution	30-day & optional Post -30-day responses	Draft FINAL Statement	FINAL Statement
TC edits and compiles documents into draft statement	ED1, ED2 and Adjunct edit draft statement to create draft to institution	Institution has 30-days after receipt to respond.	Responses incorporated into the draft statement by TC to create the draft final statement	ED1, ED2 & Adjunct edit draft FINAL statement. **THE COMMISSION VOTES!**	**Final Statement and Accreditation Letter sent to institution.**

Key	
TC	Team Chair
ED1, ED2	Editor, Member of EAC Executive Committee
Adjunct	Experienced ABET Staff Editor

INSTITUTIONAL RESPONSES

7- day response

30- day due process response

POST 30- day due process response

Correct errors of fact **ONLY**

For example,
graduation data,
enrollment data,
number of faculty members

Hold **ALL** other material until the 30-day due process response

Provide evidence to address shortcoming(s) identified in the visit

DON'T WAIT!
After the visit, begin drafting this response

At sole discretion of TC

Must submit 30-day due response

Provide evidence that was **NOT** available at the time of the 30-day due process response

Post-Review Process Notes

- Communicate with Team Chair throughout the process
- Upload institutional documents and responses to AMS
- Address and resolve shortcomings quickly. *Resolution of shortcomings is the desired result!*

TARGET DATES	
Draft Statement *(uploaded)*	January
Commission Votes	July
Final Statement *(uploaded)*	August

Accreditation actions FINAL only when the Commission votes!

(Note: Only "Not to Accredit" actions can be appealed.)

Accreditation Evaluation and Actions

What words might I hear?
What do they mean?

Shortcoming Definitions

Deficiency	*A criterion, policy, or procedure is <u>not</u> satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.*
Weakness	*A program <u>lacks the strength of compliance</u> with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next evaluation.*
Concern	*A program currently satisfies a criterion, policy, or procedure; however, <u>the potential exists</u> for the situation to change such that the criterion, policy, or procedure may not be satisfied.*

Other findings

Strength	*Exceptionally strong, effective practice or condition. A statement that describes what was observed, what makes it stand above the norm, and how it impacts the program positively.*
Observation	*A comment or suggestion which does not relate directly to the accreditation action but is offered to assist the institution in its continuing efforts to improve its programs (i.e. friendly advice).*

Accreditation Actions

TYPE OF REVIEW		D and W Shortcomings (duration)		
		No W's, No D's	W, No D's	D
GENERAL REVIEW	existing programs	NGR (6 years)	IR or IV (2 years)	SCR or SCV (2 years)
	new programs	NGR (6 years)	IR or IV (2 years)	NA
	following SCR or SCV	NGR (6 years)	IR or IV (2 years)	SCR or SCV (2 years) or NA[1]
INTERIM REVIEW	following IR or IV	RE or VE (2 or 4 years)	IR or IV (2 years)[2]	SCR or SCV (2 years)[2]
	following SCR or SCV	SE (2 or 4 years)	IR or IV (2 years)[2]	SCR or SCV (2 years)[2] or NA[1]

|	
NGR	Next General Review
IR	Interim Report
IV	Interim Visit
SCR	Show Cause Report
SCV	Show Cause Visit
RE	Report Extended[3]
VE	Visit Extended[3]
SE	Show Cause Extended[3]
NA	Not to Accredit
T	Terminate[4]

[1] *NA—Accreditation action for programs that have not resolved a Deficiency(D) within two years following an SCR or SCV.*

[2] *When the accreditation action is a second consecutive interim review, the remaining shortcomings will be scrutinized during the next general review visit.*

[3] *Interim evaluations only.*

[4] *Initiated by institutions for programs being discontinued or for which accreditation is no longer being maintained.*

Resolving Shortcomings
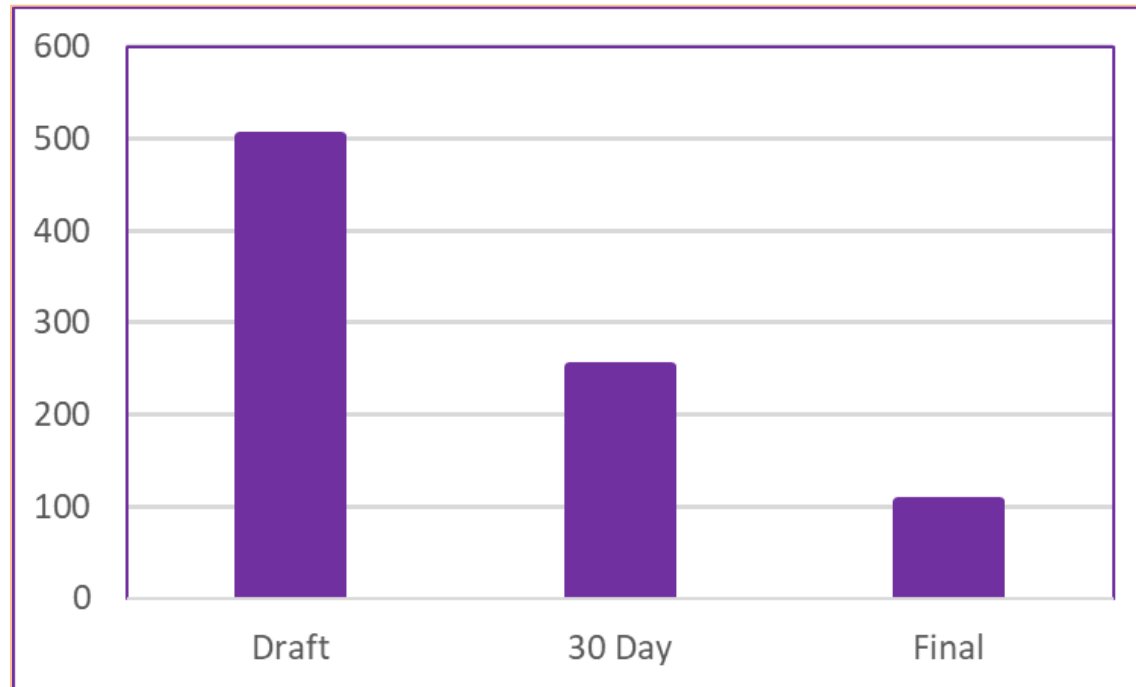
Number of Weaknesses and Deficiencies During Due-Process

Accreditation Action Statistics for General Reviews 2021-22 Cycle

Action	Programs	Percent of Programs
Next General Review*	639	84.0
Interim Report	78	10.3
Interim Visit	0	0.0
Not To Accredit	2	0.3
Show Cause Report	3	0.4
Show Cause Visit	0	0.0
Termination *(Action by Institution)*	12	1.6
Withdrawn *(Action by Institution)*	27	3.6
TOTAL	**761**	100

* Includes Extended Reports

Historical Statistics on Accreditation Action
Number of Programs(%)
Onsite vs Virtual vs Both

Action	Onsite		Virtual	Both
	2019	2020	2021	2022
Next General Review	89	82	87	84
Interim Report	10	15	7	10
Interim Visit	0	2	<1	0
Show Cause Report/Visit	<1	<1	<1	<1
Not To Accredit	<1	0	<1	<1

Consistency
in the Accreditation Evaluation

Consistency

- Each institutional context is unique
- Consistency is a top priority
- **Goal:** *Programs with similar observed shortcomings accorded the same accreditation action*
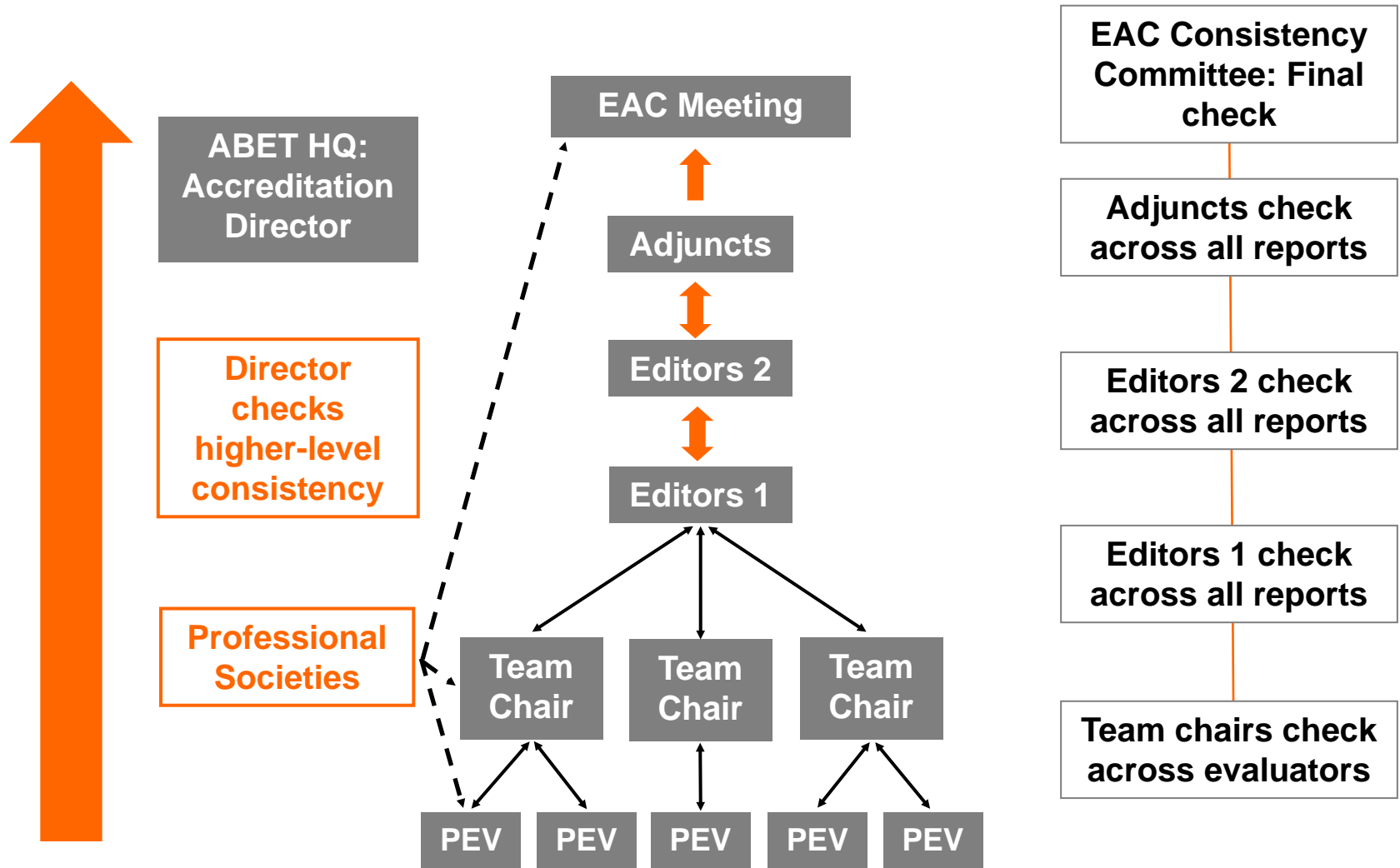
Consistency – Team

Consistency across all programs

- Consistent depth and evaluation completeness
- Consistent use of shortcoming terminology
- Consistent interim recommendation (IR vs IV)
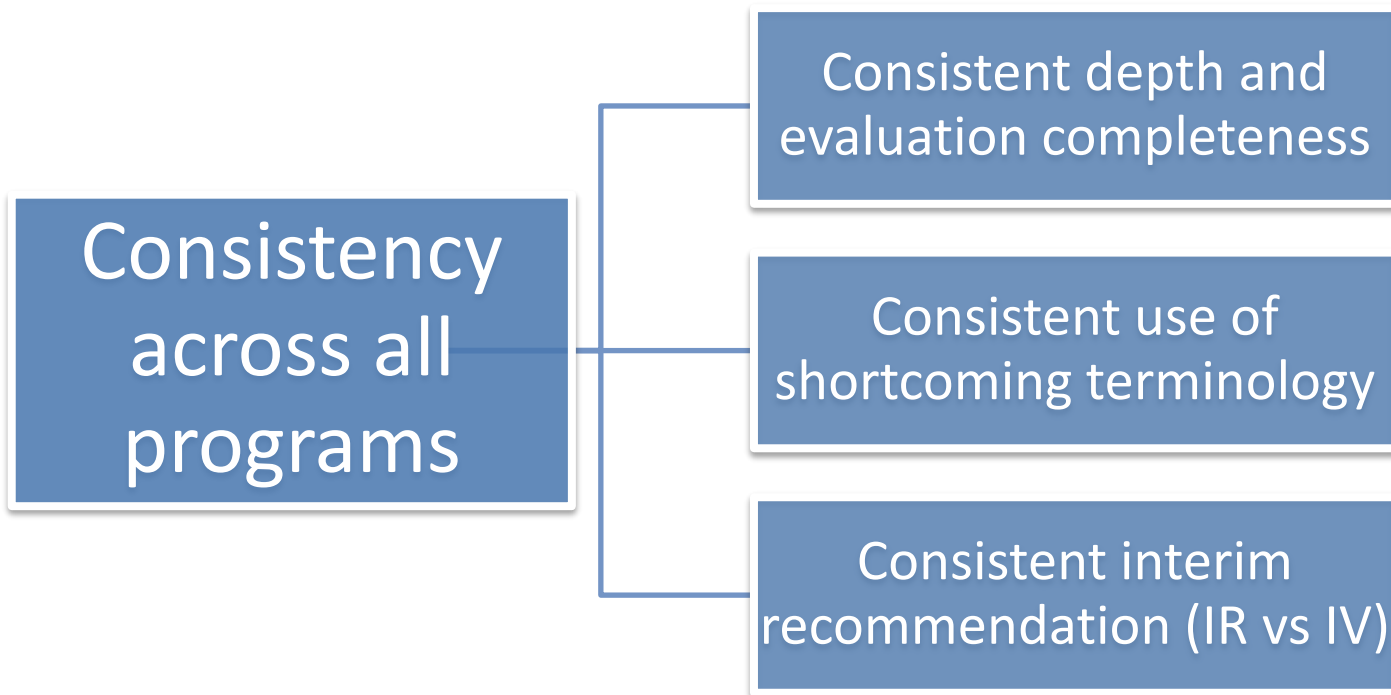
Consistency – Commission

Commission strives for consistency

- Consistent **across all programs** and **across all institutions**

- Consistent with those given for other programs with **similar shortcomings** (weaknesses, deficiencies).

- Consistency is **checked at multiple levels**
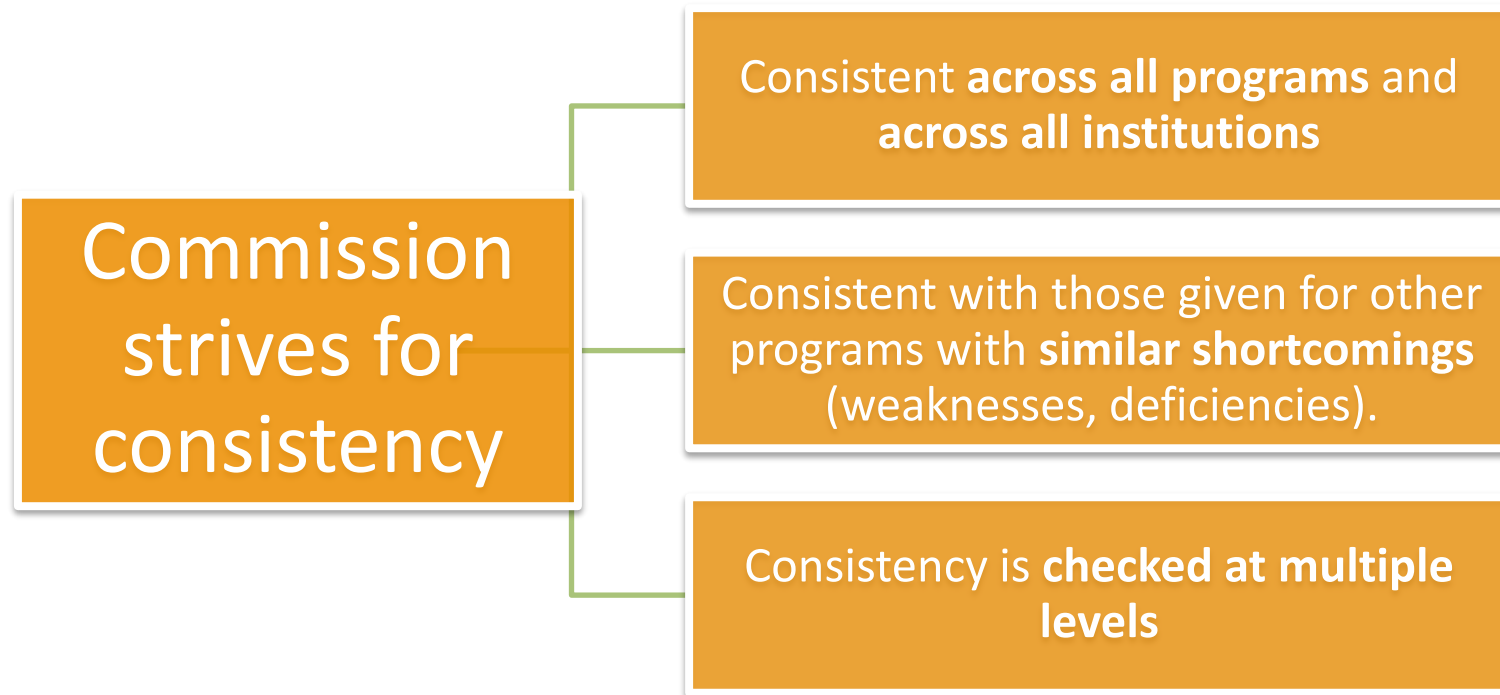
Consistency Checks

Common Shortcomings

EAC Shortcoming Statistics 2021-22
Criteria 1-4

Shortcoming Level		D	W	C	Total
Criterion 1: Students	Draft	1	28	23	52
	30-Day	1	4	12	17
	Final	0	3	9	**12**
Criterion 2: PEOs	Draft	0	108	7	115
	30-Day	0	27	4	31
	Final	0	8	3	**11**
Criterion 3: Student Outcomes	Draft	0	4	0	4
	30-Day	0	1	0	1
	Final	0	0	0	**0**
Criterion 4: Continuous Improvement	Draft	10	142	36	188
	30-Day	6	82	20	108
	Final	1	45	15	**61**

EAC Shortcoming Statistics 2021-22
Criteria 5-8

Shortcoming Level		D	W	C	Total
Criterion 5: Curriculum	Draft	22	87	17	126
	30-Day	10	67	10	87
	Final	2	23	10	**35**
Criterion 6: Faculty	Draft	1	24	79	104
	30-Day	1	16	67	84
	Final	0	8	64	**72**
Criterion 7: Facilities	Draft	0	13	35	48
	30-Day	0	6	28	34
	Final	0	6	28	**34**
Criterion 8: Institutional Support	Draft	0	10	63	73
	30-Day	0	3	44	47
	Final	0	3	17	**20**

EAC Shortcoming Statistics 2021-22
Program, APPM and Master's

Shortcoming Level		D	W	C	Total
Program Criteria	Draft	3	36	13	52
	30-Day	2	21	9	32
	Final	1	7	9	**17**
APPM (Accreditation Policy and Procedure Manual)	Draft	2	12	13	27
	30-Day	0	5	11	16
	Final	0	1	11	**12**
Master's Level	Draft	1	1	3	5
	30-Day	1	1	2	4
	Final	1	0	2	3

Criterion 1: Students

- All students who graduate must meet graduation requirements
  - Provide worksheets that you use to verify that students have met graduation requirements
  - Explain any unusual occurrences in transcripts provided
  - Documentation is necessary for course substitutions and prerequisite waivers
- Students must be advised on careers and curricular issues
  - Professional staff may advise on curricular matters
  - Career services can advise on careers

Criterion 2: Program Educational Objectives

- PEOs must be consistent with ABET's definition*

- Requires a systematically, utilized and effective process, involving ALL program constituencies
  - Incomplete process, or
  - PEO review process not followed

- You specify your constituencies – if they are specified, you must involve them in the periodic review

*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.

Criterion 3: Student Outcomes

- Most programs adopt Student Outcomes 1-7 verbatim

- Explain how Student Outcomes support your Program Educational Objectives and Mission

Criterion 4: Continuous Improvement

- Process not clear
  - Must show results for your program – not combined programs (e.g., EE and CpE)
  - Where do you assess?
  - How often do you assess?
  - What instruments do you use to assess?
  - Who does the assessment?
  - What is your evaluation of the extent to which the student outcomes are being attained?
- Assessment results not used as input for continuous program improvement

Criterion 5: Curriculum

- Carefully review the assignment of courses into categories (math/basic science, engineering topics)
  - Computer Science is NOT a basic science
  - If a course is part science and part engineering, be prepared to explain the allocation using homework problems, tests, syllabi, etc.
- Ensure that you meet
  - 30 semester credit hours of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program.
  - a minimum of 45 semester credit hours (or equivalent) of engineering topics appropriate to the program, consisting of engineering and computer sciences and engineering design, and utilizing modern engineering tools.
- Culminating major engineering design experience:
  - Incorporates appropriate engineering standards and multiple constraints
  - Based on knowledge and skills in acquired in earlier course work
  - Utilizes aspects of design process (not research)

Criteria 6-8

C6: Faculty
- Adequate number / lack of professional development
- Sufficient authority
- Competence in all required program areas

C7: Facilities
- Issues with maintenance or technical support of labs
- Consider computing, classrooms, and offices

C8: Institutional support
- Inadequate support for labs
- High turnover or unfilled positions with faculty or staff
- Inadequate resources to create an environment in which the student outcomes can be attained

APPM (Accreditation Policy and Procedure Manual)

- Incorrect accreditation citations
- Required data not published – PEOs, SOs, annual student enrollment and graduation data specific to the program
- Inconsistent references to program names
  - Transcripts, degrees, accreditation request, publications
- Facilities and student lab work safety
  - Team does not perform safety inspections and does not certify compliance
  - Major safety rules are posted
  - Ensure that you are following your program's safety rules.

Concluding Thoughts

Preparing for Successful Review

- Commitment and involvement of college leadership
- Open and timely communication with visit team
- Organized, accessible supporting materials
- Timely due process responses

What if…

- Program thinks PEV does not understand or is overly picky?

- PEV chooses a disgruntled faculty member to interview

- Something unusual happens during the visit

Talk to your TC

More Information

- Webinar recording

- Copy of these slides

- Accreditation Policy and Procedures Manual (APPM)

- 2023-24 Criteria for Accrediting Engineering Program

See here:

www.abet.org/accreditation/accreditation-criteria/

Comments and Questions

Question	Answer
During the Visit, can advisory board members meet virtually with PEVs or do some (or all?) advisory board members	They may participat virtually. Only a representative number of advisory board members are expected.
For the alumni/advisory board - can that be virtual or should we try to get those groups on campus in person?	Ideally in person. But we understand that sometimes the industry/advisory board members are not available. Usually it is only a representative number of
If one of our constituents is "employers", is it sufficient to say that they are represented by the members of our Industrial Advisory Board or should we rephrase our constituent to be "the Industrial Advisory Board"?	That can be a sufficient way to obtain feedback from employers. What the program needs to do is demonstrate that it is in compliance with the criterion. Specifically, the program will need to ensure that the feedback received through the IAB is sufficient to
If the PEOs have not been reviewed for some reasons. Is this considered a defficiency?	That would likely be a weakness or a deficiency, depending on the circumstances; however, this is something that could potentially be addressed prior to
Should the advisory board be present in person or on-line?	Ideally, present at lunch. It does not need to be all of them — but a few. If none are available, then online
Are the Student Outcomes the same for undergraduate and master programs?	No. This is what it says: Criterion MS3. Student Outcomes The program must have documented student outcomes that support the program educational objectives. These outcomes prepare graduates to attain a mastery of a specific field of study or area of professional practice consistent with the master's program name. See this link: https://www.abet.org/accreditation/accreditation-
Can the programs adopt new SOs as of now?	As long as SO 1-7 are included, the program may adopt additional SOs. But these must be evaluated under
We are teaching males and females separately in saudi arabai. Do we have to prepare a different SOs evaluation	If the students are separated, the SOs may be different. The program needs to demonstrate that all the criteria
We assess 5 SO's on the capstone project and two junior	Annual assessment would usually be considered
We have small number of graduates in the EE & CPE programs (in the same department) We have a couple of	The program needs to determine how to separate the students.
At one point I was told by two different folks with ABET that it was OK to include only student samples for items used for assessment. From one of the responses here it sounds like	To address C4 continuous improvement, the PEV only needs student work directly related to the assessment. However, student work might be necessary to satisfy
Criteria 4: What is a good way to summarize all assessment results for the different student outcomes? Should this be reported as simply attained or not attained or should it be an averaged number (say 1-4 or %)? Should assessments be summarized for the period since the last visit or listed by year for every course assessed?	The criterion does not require a specific way of doing this. I would recommend considering different options and selecting ways that the program finds most useful for identifying ways to improve the program. The whole goal of the criterion is to identify ways to improve student attainment of the student outcomes. How you organize the data is also up to the program. Of course, it would be
how may years of data is to be submitted	For the C4, you will want to demonstrate that the assessment is conducted in accordance with the plan established by the program. Assessment may not be done every year — which would mean that the data would

Question	Answer
Under continuous improvement how do you address where the program interprets the SO achievement at a freshman or sophomore level but the PEV interprets the level of achievement at a junior or senior level. The SOs are at the time of graduation, but there are variuos interpretations of	The criterion requires the program to be able to assess and evaluate the extent to which the student outcomes are being attained. It does not require that all outcomes are being attained at a specific level. It does require that those results are systematically utilized as input for the
What if there are team projects/ grade including students from multiple majors? How should we seperate the results?	It is up to the program to determine how they can evaluate the program - whether that class is not utilized for the assessment or whether the program evaluates
Are you going to choose senior projects to review from all	All projects names should be provided. The PEVs will
Do we need science and math students assessment results to demonstrate compliance with with maths and science requirements	The transcripts should provide sufficient information to demonstrate compliance with the math and science requirements. But other information may be necessary
For list of design projects with SSR, this is only a listing (ie titles etc. that is required) and actual reports can be made	The list of projects — with titles. The PEV will select which ones they want to look at.
There is a requirement to have 30 hours of math and science. Can these include courses that are taught by	The math and science requirement must be math and science topics even if they are taught by engineering
Wha is the criteria to differentiate between an engineering project and scientific project.	An engineering project should include multiple constraints and utilize standards. Please review ABET
Can you confirm if the resumes for faculty are needed for current faculty only, or also the faculty in previous	Current faculty CVs are needed for engineering classes.
Do we need to have the CV's for math and science faculty or just the faculty that are teaching the program specific courses, e.g. engineering?	M&S faculty CVs are not generally submitted in the SSR unless they teach engineering classes. If the PEV needs to ensure compliance with a criterion, they might request
How important is PE licensure to teach design engineering courses in civil or environmental engineering programs over	There is no requirement in the general criteria. The program criteria may have additional requirements such
What is the correct way to count faculty supporting a program? Should faculty from support porgrams (especially	Generally it does not include math and science faculty. So yes — the engineering faculty.
What should our faculty expect during the faculty interview with the PEVs?	Generally, the PEV will ask questions to tease out information related to compliance with the criteria.
Do institutions still need to provide Lab Videos, if the visit is	The visit are exptected to be in person - so no lab videos
Is the safety section mentioned in the presentation (and in the APPM) an independent section ? Or is it a part of the	Safety is generally considered under APPM. It is mostly considered during the site visit while touring labs.
When visiting the labs, is it required to have all equipment operating at the moment?	Generally, lab visits occur on Sunday. The technician should be available. If equipment is broken, this could be an issue. But if it not being utilized for the semester, it
can institutions still opt in to the DEI pilot?	Not anymore.
I hope that there are some programs in states such as TN	A diverse sampling of institutions is included.
Programs participating in the DEI pilot were assigned? Or how do I know if I have to adress that section in the SSR?	Institutions were given the option to volunteer to participate in the DEI pilot. If your institution did not
According to the template, supplemental materials also is to include evidence for Crit 5. But this looks to be provided to the reviewers at least 30 days out. Is this the 'student	Student work is now being called support materials. Only the design reports are asked to be provided 30 days prior to the visit. The remaining student work may be provided
According to the template, supplemental materials also is to include evidence for Crit 5. But this looks to be provided to the reviewers at least 30 days out. Is this the 'student	The list of design projects should be included with the SSR. Other student work as necessary to show compliance should be included with supplemental
Are the samples to be displayed are for one academic year	It depends. Sufficient material to demonstrate

Question	Answer
Are the samples to be displayed are for one academic year or more? or one semester materials are sufficient as samples?	You will want to provide samples the completely cover your assessment cycle. If you assess all of your student outcomes every semester, it may be possible to include samples for only one semester.If not, you should include
Are we expected to make textbooks available for the PEV?	Only if requested by PEV. The PEV might want to review
Are we expected to make textbooks available for the PEV?	The PEV may request access to textbooks. This should be coordinated with them directly.
As we are gathering syllabi from all of our required courses, we are only indicating "which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course" for courses that are taught within our college (i.e., ABET-accredited programs), and leaving that section	If the assessment utilizes courses outside the program, that information should be included.
Can sample transcripts requested for more detailed review	They will need to be electronic. But not uploaded. Work
Can you point to a place on the ABET website where supplementary materials guidance is listed?	Please refer to the self study template. See this link to access it: https://www.abet.org/accreditation/accreditation-
Can you point to a place on the ABET website where supplementary materials guidance is listed?	You may also find the APPM (section I.E.5.b.(2)) helpful. https://www.abet.org/accreditation/accreditation-criteria/accreditation-policy-and-procedure-manual-
For compiling course "binders" for review, our understanding is a PEV may want to look at any required	Binders are reviewed for all criteria — not just assessment. The PEV may be looking for confirmation for
For evidence of student work, how many yeras you need	Usually it is for the most recent year. If a required course is not offered during that cycle, it might be expected that the program will need to go back to when it was offered. In addition, if the assessment cycle goes over multiple years, it would be expected that the information utilized
How about redacting names for student work such as homework, tests, projects, etc, is it necessary?	Redacting the names is not required. But it should be in accordance with institution's policies for protecting
One question from earlier regarding supporting documents (course materials, etc.). Does ABET now require those to be	Some materials may be put on display on campus, especially if the institution has not moved to virtual.
Previously, physical "binders" for courses were prepared, with representative assignments and student work, for review by PEVs during an in-person visit. What is now the	Generally virtual is preferred. Physical binders are less common nowadays.
Some materials will be uploaded to AMS. We will be requested to upload additional materials to a cloud or LMS and give ABET access. The remaining materials for the site visit can then be in the cloud or LMS OR hard copy. Is this	Yes, the program can decide to make the remaining materials for the site visit available electronically or as hard copies. If it is made available electronically, it can be useful to provide it prior to the visit since navigating
Supplemental materials - the catalog - should we include	The current catalog should be submitted
We had our SSR report reviewed by an external evaluator through ABET Bridge and it seemed to be suggested that we don't include a lot of support material as links to a Google	Ideally the SSR is self-contained. But links may be included for some materials.
What if your institution is now using curriculog and is not using a pdf version of the catalog? Can we provide a link for you?	This needs to be provided as a moment in time. A link is not acceptable. The institution should determine how the catalog can be made available as a document.
when do display materials need to be made available to the team? Does that include course and Outcome documetnation?	This is an excellent question to address with your team chair. If you plan to make the materials available electronically, I think 30 days prior to the visit is a good

We had our SSR report reviewed by an external evaluator through ABET Bridge and it seemed to be suggested that we don't include a lot of support material as links to a Google	Appendices are preferred so that the document is self contained and a static snapshot. Content on links can change, which can cause communication challenges.
Are we still required to travel to the summer meeting in July	No. There will not be an in-person meeting in July.
Does people that evaluate a program come from the society that is related to that program? for exmaple evaluators of industrial Engineering come from IISE? what is the role of society in th eevluation process	That is correct. The program evaluators (PEV) are qualified to review the programs. Some programs might have multiple societies that can provide PEVs — but those PEVs are qualified to review. The Team Chairs (TC)
For program names, what is the correct terminology? Is it the degree, e.g. Bachelor of Science in Mechanical	The institution determines program names. It was submitted with the RFE.
How is the date for the meeting selected? Who decides?	Suggested by institution. Confirmed with TC.
If a program chair is not available during the visit, will that be an issue?	The program chair is critical to the program, so it would be highly preferrable for the chair to be available. While it may be possible to work around it, I would recommend considering changing the visit dates so that the program
If in the process of writing our self-study, we identify a weakness in curriculum, practices, or improvement processes AND we develop a plan to resolve it, how should we (1) document that in our self-study and (2) how will PEVs treat that in their review?	It is important to be in compliance and not just have a plan to be in compliance. It is great to have a plan and to get started on implementing it, but if it hasn't been implemented at the time of the visit, as Anne mentioned, any appropriate shortcoming will be documented on the exit statement. Ideally the program will have sufficient time to implement the changes by the time they submit their 30-day due-process response. It is worth noting that
If in the process of writing our self-study, we identify a weakness in curriculum, practices, or improvement processes AND we develop a plan to resolve it, how should we (1) document that in our self-study and (2) how will PEVs treat that in their review?	The PEVs usually review the SSR and may have identified some shortcomings. Following up with the program, they might find that the shortcomings have been addressed or resolved. This might also occur during the visit. If, however, the shortcoming is not resolved by the time the visit has concluded, then the shortcoming will be noted
Is there a estimated time at which fall visit dates will be announced?	Suggested dates should be uploaded to AMS. An attempt will be made to assign a TC that can meet the suggested
Is there going to be a meeting that ABET usually setsup for the team chair and dean to meet?	The TC should reach out to the institution once assigned. If they do not, the Dean should reach out to the TC. They can arrange a meeting at their own convenience.
We have three careers taking accreditation (Chile , South America).	On-site is the plan unless something happens.
Will ABET have on-site visit for international program	The plan is for all visits to be in person.