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 webinar is completed.

If we are unable to address all your questions due to time constraints, please follow up with us.

Our emails will be available on the last slide of the presentation or Tom Hall at thall@abet.org
Today’s Agenda

1. Introductions/ETAC Overview
2. Self-Study Questionnaire (Template)
3. Timeline
   Preparing Self-Study Report (SSR)
   Pre-visit activities
4. APPM Changes
5. Review Process
6. Resources Available
7. Q&A

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

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

Suggestions in this presentation are only guidance. ABET encourages flexibility as we prepare for individual reviews.
## Common Terms and Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
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<tr>
<td>ETAC</td>
<td>Engineering Technology Accreditation Commission of ABET</td>
</tr>
<tr>
<td>PEV</td>
<td>Program Evaluator</td>
</tr>
<tr>
<td>TC</td>
<td>Team Chair leading visit/review</td>
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<tr>
<td>RFE</td>
<td>Request for Evaluation</td>
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<tr>
<td>SSQ</td>
<td>Self-Study Questionnaire</td>
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<tr>
<td>SSR</td>
<td>Self-Study Report</td>
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<tr>
<td>SOs</td>
<td>Student Outcomes</td>
</tr>
<tr>
<td>PEOs</td>
<td>Program Educational Objectives</td>
</tr>
<tr>
<td>Ed 1, Ed 2</td>
<td>Editor 1 and Editor 2 assigned to each visit/review, who edit the Draft and Final Statements for consistency</td>
</tr>
<tr>
<td>Adjunct</td>
<td>ABET Adjunct Accreditation Director for ETAC</td>
</tr>
<tr>
<td>AMS</td>
<td>ABET’s Accreditation Management System</td>
</tr>
<tr>
<td>APPM</td>
<td>ABET’s Accreditation Policy and Procedure Manual</td>
</tr>
<tr>
<td>PAF</td>
<td>Program Audit Form</td>
</tr>
</tbody>
</table>
Overview

1. ETAC General Criteria
2. Program Specific Criteria
3. Accreditation Policy and Procedure Manual (APPM)

ABET/ETAC accredits PROGRAMS, not Institutions
ETAC accredits associate & bachelor degrees
ABET accredits thousands of programs in over 30 countries

Programs will undergo preliminary self-study review followed by site visit

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

Jan-Jun
Accreditation Request & Pre-Visit Activities
- Institution requests accreditation
- Prepare Self-Study Report
- Team Assigned
- Preparations

Aug-Nov
Prior to visit
- Evaluations
- Draft Statement Prepared
- 7-Day Response

Sept-Jan
Visit & Due Process
- Institution Due Process
- Prepare Statement for Commission

Oct-Mar
Draft Statements & Due Process
- ETAC meets to vote final action
- Institution notified

July
ETAC Commission Action

For in-person visits:
Recommended:
- Providing access to display materials prior to visit date

For virtual visits:
Required:
- Preparation of recorded facility tours
- Providing access to display materials
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) (continued)

- 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, the 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.
SSR Resources

Download key documents from https://www.abet.org/accreditation/accreditation-criteria/

Accreditation Policy and Procedure Manuals

- 2024-2025
- 2023-2024
- 2022-2023
- 2021-2022
- 2020-2021
- 2019-2020
- 2018-2019
- 2017-2018

Engineering Technology Accreditation Commission (ETAC)

- 2024-2025 Criteria
- 2023-2024 Criteria
- 2022-2023 Criteria
- 2021-2022 Criteria
- 2020-2021 Criteria
- 2019-2020 Criteria
- 2018-2019 Criteria
- 2017-2018 Criteria

- ETAC Program Evaluator Workbook
- Facilities — Sample Thermofluids Lab Tour and Live Walkthrough (Video)
- Facilities — Annotated Photos of Equipment in a Thermo-Fluids Lab
- Guidance on Materials
- ETAC Program Self-Evaluation Tool
- 2024-2025 Questionnaire Template for Interim Reports
SSR Resources (continued)

- **Self-Study Questionnaire or SSQ** (on the ABET website)
  
  https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

  Engineering Technology Accreditation Commission
  
  Self-Study Questionnaire: Template for the Engineering Technology Self-Study Report DOC
  
  - 2024-2025
  - 2023-2024
  - 2022-2023

  Self-Study Guidance for Joint Computing / Technology Evaluations
  Self-Study Guidance for 2+2 Engineering Technology Programs
  2024-2025 Questionnaire Template for Interim Reports
  2023-2024 Questionnaire Template for Interim Reports

- **Accreditation Criteria**
  
  http://www.abet.org/accreditation-criteria/

- **Accreditation Criteria Changes**
  
  Accreditation Criteria, Policy and Procedure Changes for the 2024-2025 Review Cycle
  
  https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/

  e-mail: accreditation@abet.org if you have additional 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 Request for Evaluation (ABET RFE) and on the transcripts of graduates
• The SSR focuses primarily on accreditation criteria
General SSR Requirements (continued)

• 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/2024 ETAC General Review) as pdf read-only files by July 1st.

  >> Recommend: pdf file not to be password protected to allow PEVs to electronically mark up.

• 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.

(AMS: Accreditation Management System)
General SSR Requirements (continued)

- Your approved Team Chair and PEVs will be able to access the Self-Study Report, its appendices or any supplemental materials via the ABET secure site (AMS).
- Large data files should not be posted to the AMS. Work with your Team Chair on a coordinated location.
- The institution’s primary contact must coordinate with the Team Chair to confirm the number, and distribution or access for the transcripts for each program.
- Transcripts should not be uploaded to the AMS. The Team Chair will provide guidance for providing transcripts.
General SSR Requirements (continued)

• 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 SSR Questionnaire is a guide to help focus the SSR content on those items that the evaluators (PEVs) need to review.

• The evaluators (PEVs) will use the PEV worksheet to review the various elements associated with each of the criteria and the APPM requirements.
Common Issues Found in SSRs (by Criterion)
ETAC Criteria

**General Criteria**

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

**Program Criteria**

Program criteria limited to curriculum and faculty

**Accreditation Policy and Procedure Manual (APPM)**

Procedural requirements, web postings, etc.
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

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

Transcript Analysis

<table>
<thead>
<tr>
<th>ETAC Curricular Category</th>
<th>ETAC Criteria Requirement</th>
<th>Number of Credits*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Science</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Discipline Specific Topics</td>
<td>1/3 ≤ 2/3 total credits</td>
<td>2</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Integration of Content (BS degrees)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Transcript Analysis Questions</th>
<th>Is this requirement met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript demonstrates the student meets all program graduation requirements?</td>
<td>YES or NO</td>
</tr>
<tr>
<td>Transcript demonstrates the student follows all prerequisite requirements and any waivers are documented? (PEV should flag any violations.)</td>
<td>YES or NO</td>
</tr>
<tr>
<td>Degree audit information matches the program’s published degree requirements?</td>
<td>YES or NO</td>
</tr>
</tbody>
</table>
Criterion 2. Program Educational Objectives

Common issues:

- Constituents’ involvement in the review and revision process:
  - Not all identified constituents have been involved in the review process.
    
    **Note**: For ETAC, the advisory committee must be a key constituent.
  - 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

• SOs changed during the evaluation cycle, but the old SOs were not mapped to the new SOs.
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 (continued)

- 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 (continued)

- 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, and career guidance

• Faculty size currently adequate but factors such as program growth and faculty attrition could jeopardize the adequacy of faculty size

• Faculty lack professional development activity or involvement with industry
Criterion 7. Facilities

Common issues:

• Lack of adequate equipment upgrade, repair, or maintenance may lead to insufficient student exposure to modern equipment compatible with industry.

• Program lacks planning for staff allocation or other resources related to maintenance or upgrades.

• Students do not have access to appropriate modern equipment or tools used in industry.

• Space and equipment currently adequate, but anticipated 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 connection 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.
NEW for 2024 – 2025:

• I.A.6.a. In at least one location readily accessible by the public (such as program home page or institution catalog), written media referring to accreditation must provide the following details for each specific ABET-accredited program: “accredited by the ________ Accreditation Commission of ABET, https://www.abet.org, under the commission’s General Criteria and Program Criteria for ________.” If the program was evaluated under more than one set of program criteria, each Program Criteria must be listed.

• If the program was accredited under General Criteria only, the program must be identified as “accredited by the ________ Accreditation Commission of ABET, https://www.abet.org, under the commission’s General Criteria with no applicable program criteria.” If the program was accredited by more than one commission, the accreditation details must be provided for each commission.
Accreditation Policies and Procedures

• **New for 2024 – 2025:**

• I.A.6.b. Each ABET-accredited program must publicly state its Program Educational Objectives (PEOs) and Student Outcomes (SOs) as defined in the glossary appended to this APPM and as utilized by accreditation General Criteria 2 and 3.

Note that it is no longer required to publicly post annual student enrollment and graduation data specific to the program
Self-Study Report Tips

- ABET offers self-study workshops (which have a fee).
  - Self-Study Development and Assessment Workshops:
    - April 3 and April 6, 2024 in Tampa, FL
      https://symposium.abet.org/workshops/
  - ABET Symposium: April 4-5, 2024 in Tampa, FL
    https://www.abet.org/events/abet-symposium/

- 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 program evaluation report (T351) used by PEV but with the program in mind.

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 and trained 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.

- Technically competent
- Trained & Evaluated by ABET
- Professional
- Team Oriented
- Interpersonally Skilled
- Refresher training
- Organized
Approval of Team Chair by Institution

• Institutions must approve the team chair via AMS (AMS: Accreditation Management System)

• If the institution has a conflict of interest with the assigned team chair, they can select “not approve” and ETAC will assign a new team chair.

• Programs must also approve the PEV(s).

• If there is a conflict of interest with the assigned PEV, they can select “not approve” and reason, the society will assign another PEV.
Tasks to complete before July 2024

- **April - May**
  - Team Chair Approval

- **May - June**
  - 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
Before the Visit - after Team Approved

Transcripts
- Samples from each program
- Document all paths to graduation

Logistics
- Decision about review modality (virtual or F2F)
- Watch for ABET announcement

Additional information & supplemental materials
- Clarification of self-study report
- Additional materials

Follow-up with Team Chair on Communication Protocol

Watch for the webinar on the Visit (in August)
Resources

- General and Program Specific Criteria (by Commission) and APPM
- Institutional Representative Training webinars and slides
- Program Evaluator Workbooks
  https://www.abet.org/accreditation/accreditation-criteria/

- Self-Study Questionnaire Templates and Templates from Interim Reports
  https://www.abet.org/accreditation/accreditation-criteria/self-study-templates/

- Accreditation Criteria Changes
  https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/

Follow-up with Team Chair on Communication Protocol
Thank you!
Any questions?

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Gary Clark: gac@ksu.edu
Ilya Grinberg: grinbeiy@buffalostate.edu
Stephen Carr: s-carr@northwestern.edu

Please provide us your feedback on this session
https://app.meet.ps/attendee/yib8yjt6

- 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