Introduction to ABET Accreditation

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Desired Workshop Outcomes

At the end of this workshop, you will understand:

- Basic concepts of accreditation,
- The requirements of ABET’s accreditation process, and
- Basic understanding of assessment
Topics

• Accreditation Principles
• ABET Essentials
• ABET’s Global Engagement
• Basics of ABET Accreditation
• Criteria
• Assessment
• Accreditation Process
Accreditation Principles
Generally Accepted Accreditation Principles

- **Non-governmental** organization conducts review
- **Fair** and **impartial peer-review** process
  - Professional practitioners, educators on review teams
  - Uniform accreditation criteria, policies and procedures used for all reviews, regardless of location
- Single **program**, unit, or institution as a whole
- Accreditation is **voluntary**
- Requires **self-assessment** by the program or institution
Generally Accepted Accreditation Principles

- **Continuous** process (comprehensive reviews required at some specified interval)
- Failure to comply with a **single** standard results in loss of accreditation
  - Deficiency in one area CANNOT be compensated by strengths in other areas
- Accredited programs or institutions comply with the standards, but are **not ranked**
- Individual certification vs. **program accreditation**
ABET Essentials
ABET Core Purpose

With ABET accreditation, students, employers, and the society we serve can be confident that a program meets the quality standards that produce graduates prepared to enter a global workforce.
ABET’s 35 Member Societies
1.5 million+ practicing professionals
Industry Partners
Distinguishing Characteristics

• 100,000+ students graduate from ABET accredited programs each year
  o Masters, Bachelors, Associates

• Peer review: society members are evaluators
  o from Academe and Industry
  o Not financially compensated

• Accreditation tied to continuous improvement, self-assessment, evidence of learning outcome achievement

• ABET accreditation processes are ISO 9001:2008 Certified
ABET Organizational Structure

**BOARD OF DIRECTORS**
Elected by the Board of Delegates

**BOARD OF DELEGATES**
Societies appoint in proportion to # of programs with limits, and all member societies and associate member societies have at least 1 delegate.

**Area Delegation**
- Engineering Technology
- Engineering
- Computing
- Applied Sciences

**Commissions**
- ETAC
- EAC
- CAC
- ASAC

**Shared Committees and Councils Between Directors and Delegates**
- Finance Committee
- Audit Committee
- Accreditation Council
- Strategic Planning Committee
- Governance Committee
- Academic Advisory Council
- Industry Advisory Council
- Global Advisory Council

**Nominating Committee**

**Awards Committee**
Accreditation Commissions

- Applied and Natural Science (ASAC), Computing (CAC), Engineering (EAC), Engineering Technology (ETAC)
- Act as “Team Chairs” during evaluation visits
  - Lead teams of Program Evaluators (PEVs)
- Make all decisions on accreditation actions
- Recommend changes in the criteria, policies, processes
- Commissioners and PEVs are members of ABET’s professional and technical societies
ABET Staff

- Support Operations
  - Governance, Accreditation, Accounting, Travel, Information Management, Training, Human Resources, Facilities, Society Relations, Communications & Marketing
- 34 Full-time, 14 Part-time
- Baltimore, Maryland, USA
  - Staff Offices, Meeting Space
  - Global Training Center
Engineering (EAC) Program Areas

- Aerospace/Aeronautics/Astronautics
- Agricultural
- Architectural
- Bioengineering
- Ceramic
- Chemical
- Civil
- Computer
- Construction
- Electrical/Electronic
- Engineering Management
- Engineering Mechanics
- Engineering Physics, Engineering Sci
- Environmental
- Forest
- (General) Engineering
- Geological, Geophysical
- Industrial
- Manufacturing
- Materials
- Mechanical
- Metallurgical
- Mineral
- Mining
- Naval Architecture & Marine Engineering
- Nuclear
- Ocean
- Petroleum
- Software
- Surveying
- Systems
- Others
Engineering Technology (ETAC) Program Areas

- Aeronautical/Aerospace
- Air Conditioning
- Architectural
- Automotive
- Bioengineering (Biomedical)
- Ceramic
- Chemical
- Civil
- Computer
- Construction
- Drafting & Design
- Electrical/Electronic
- Electromechanical
- Engineering Management
- Engineering Technology (General)
- Environmental
- Fire Protection and Safety
- Industrial
- Information
- Instrumentation & Control Systems
- Manufacturing
- Marine
- Mechanical
- Mining
- Nuclear
- Plastics
- Surveying
- Telecommunications
- Textile and Apparel
- Welding
- Others
Applied & Natural Science (ANSAC); Computing (CAC)

**Program Areas**

**ANSAC**
- Industrial Hygiene, Health Physics, Environmental, Health, and Safety, Construction Management, Chemistry, Mathematics, Physics, others

**CAC**
- Computer Science
- Information Technology
- Information Science
- Cybersecurity
ABET Accreditation Statistics

As of 1 October 2017
3,852 Programs*, 776 Institutions in 31 countries

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* Total commission programs: totals may differ due to overlap of commission responsibility
Accreditation Growth

New Areas

- Construction Management
- Chemistry
- Physics
- Biology
- Geology
- Animal Sciences

- Microbiology
- Food Science
- Environmental Science
- Mathematics
- Facilities Management
ABET’s Commitment
Global Technical Education

• Memoranda of Understanding (MOU)
  • 18 international accreditors

• Mutual Recognition Agreements
  • Washington Accord – Engineering (BS)
  • Sydney Accord - Engineering Technology (BS)
  • Dublin Accord - Engineering Technician (AS)
  • Seoul Accord - Computing (BS)

• Engagement with global education organizations

• Accredit programs
Basics of ABET Accreditation
Objectives of ABET Accreditation

1) Ensure that graduates of an accredited program are adequately prepared to enter the profession.

2) Stimulate the improvement of technical education.

3) Encourage new and innovative approaches to technical education and its assessment.
Evolution of ABET Accreditation

- Philosophical Shift: “inputs” to “outcomes”
- Outcomes-based
  - Institutions and programs define mission and objectives to meet needs of their constituents
  - Outcomes: preparation for professional practice
  - Programs demonstrate how criteria and educational objectives are being met
  - Wide national & international acceptance
- Student, faculty, facilities, institutional support, and financial resource issues linked to Program Objectives
Outcomes Based Education

- Clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience (Mango, 2013)
- Start with a clear picture of what is important for students to be able to do, then organize the curriculum, instruction, and assessment to make sure this learning ultimately happens (Spady, 1994)
Outcomes Based Education

Examples: Student Outcomes

• an ability to design and conduct experiments, as well as to analyze and interpret data
• an ability to communicate effectively
• an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
• an ability to function on multidisciplinary teams
Programs Must:

• Have graduates
  • To demonstrate students experience entire program

• Be offered by institutions with appropriate accreditation or governmental approval
  • Outside the USA
    • Appropriate entity that authorizes/approves the offering of educational programs

• Clearly demonstrate that the program meets the criteria and is in compliance with ABET’s policies and procedures
Underlying Principle

- The process of accreditation is evidence-based and should drive decision-making to ensure excellence and enhance innovation in technical education.
- Evaluation centers on the evidence provided that supports achievement of each of the criterion.
- Majority of evidence collected through assessment of student learning.
Continuous Quality Improvement (CQI)

- ABET Criteria have been developed on the principles of Continuous Quality Improvement
- On-going process to improve quality of student’s educational experience
  - Systematic process: documented, repeatable
  - Assess performance against criteria
  - Take actions to improve program
- Accreditation is a part of CQI
  - Verification that program meets certain level of quality, and CQI is part of the quality process
What Does This Mean?

• CQI should involve a clear understanding of:
  • Mission
  • Constituents
  • Objectives (what one is trying to achieve vis a vis graduates)
  • Outcomes (learning that takes place to meet objectives)
  • Processes (internal practices to achieve the outcome)
  • Facts (data collection)
  • Evaluation (interpretation of facts)
  • Action (change, improvement)
ABET Criteria

• Different for each commission
  • ANSAC – Applied & Natural Sciences
  • CAC – Computing
  • EAC – Engineering
  • ETAC – Engineering Technology

• Annual revisions typical
  • Normally minor changes
  • Changes subjected to public review and comment
ABET Criteria

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

Program Criteria (if any specified)
ABET Criteria

- Criteria 1, 2, 4, 7, and 8 are “harmonized”
  - Same words used for all four Commissions
  - Same questions asked in the Self-Study Questionnaire Template
- Criteria 3, 5, 6 and Program Criteria (if any) are Commission-specific
Criterion 1  Students

- Evaluate student performance
- Monitor student progress through program
- Advise students
- Admissions/transfer policies
- awarding academic credit
- Graduation requirements
Criterion 2 *Program Educational Objectives*

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 2  *Program Educational Objectives*

- Must be published and be consistent with:
  - Institutional mission
  - Constituents’ needs
  - ABET Criteria

- Must be periodically reviewed
  - Appropriate, up-to-date
  - Documented
  - Systematically utilized
  - Effective
Criterion 2  PEOs

Example

Our engineering program graduates will:

• Effectively lead, work, and communicate in cross-functional teams
• Be effective in the design of engineering solutions and the practical applications of engineering principles
• Serve their local communities
• Be successfully employed in an engineering or related field or accepted into graduate programs.
Criterion 3  Student Outcomes

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviors that students acquire as they progress through the program.
Criterion 3  **Student Outcomes**  
(EAC)

(a) an ability to apply knowledge of mathematics, science, and engineering  
(b) an ability to design and conduct experiments, as well as to analyze and interpret data  
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability  
(d) an ability to function on multidisciplinary teams  
(e) an ability to identify and solve engineering problems
Criterion 3  **Student Outcomes (EAC)**

(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for and an ability to engage in life-long learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
Criterion 4  *Continuous Improvement*

- Assessment and evaluation processes for verifying the extent of outcomes’ attainment
  - Regularly used
  - Appropriate
  - Documented
- Results systemically utilized as input for continuous improvement to the program
- Other available information may also be used to assist in the continuous improvement of the program
Criterion 5  *Curriculum*

Commission-specific requirements for the content of an accredited program
Criterion 5  Curriculum (EAC)

• The curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The faculty must ensure that the program curriculum devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution.

• The professional component must include:
  a. One year of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical, and physical sciences.
Criterion 5  *Curriculum*  
(EAC)

b. One and a half years of engineering topics, consisting of engineering sciences and engineering design appropriate to the student’s field of study.

c. a general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.
Criterion 5: Curriculum (EAC)

• Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints.

• One year is the lesser of 32 semester hours (or equivalent) or one-fourth of the total credits required for graduation.
Criterion 6  *Faculty*

Commission-specific requirements concerning the overall make-up of an accredited program’s faculty
Criterion 6  Faculty

- Sufficient number and competent to cover all curricular areas of program
- Sufficient number to accommodate
  - Student faculty interaction, advising and counseling
  - University service activities and professional development
  - Interactions with industrial and professional practitioners/employers of students.
Criterion 6  *Faculty*

- Appropriate qualifications and sufficient authority
  - To ensure proper guidance of program
  and
  - To develop and implement processes for the evaluation, assessment, and continuing improvement of the program
Criterion 6  

Faculty

• The overall competence of the faculty may be judged by such factors as:
  • Education
  • Diversity of backgrounds
  • Engineering experience
  • Teaching effectiveness and experience
  • Ability to communicate
  • Enthusiasm for developing more effective programs
  • Level of scholarship
  • Participation in professional societies
  • Licensure as Professional Engineers
Criterion 7  *Facilities*

- Classrooms, offices, laboratories, equipment
  - Adequate to support outcomes’ attainment
  - Provide atmosphere conducive to learning
  - Modern and systematically maintained and upgraded
- Library services/computing & information infrastructure adequate for scholarly and professional activities
Criterion 8 Institutional Support

• Support and leadership adequate to ensure:
  • Program quality
  • Program continuity

• Resources available sufficient to:
  • Attract, retain, professionally develop qualified faculty
  • Infrastructure, facilities, equipment acquired, maintained, operated
  • Provide an environment in which outcomes can be attained
Criterion 8  Institutional Support

- Institutional support and leadership must be adequate to ensure the quality and continuity of the program
- Resources adequate to meet program’s needs
  - Institutional services, financial support, administrative and technical staff
- Sufficient to attract, retain, and provide for continued professional development of faculty
- Sufficient to acquire, maintain, and operate facilities and equipment appropriate for the program
  - Safe learning environment
Program Criteria

• Complement or enhance elements of the general criteria

• For engineering, address curriculum and faculty only
Program Criteria

• Each program must satisfy applicable Program Criteria, if any
  • Curricular topics
  • Faculty qualifications
• Must satisfy all Program Criteria implied by title of program and program name on transcript
• Overlapping requirements need be satisfied only once
Program Criteria

Example

PROGRAM CRITERIA FOR MECHANICAL AND SIMILARLY NAMED ENGINEERING PROGRAMS

Lead Society: American Society of Mechanical Engineers

• These program criteria apply to engineering programs that include “mechanical” or similar modifiers in their titles
Program Criteria

Example

1. Curriculum
The curriculum must require students to apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations), to model, analyze, design and realize physical systems, components, or processes, and prepare students to work professionally in either thermal or mechanical systems, while requiring topics in each area.

2. Faculty
The program must demonstrate that faculty members responsible for the upper-level professional program are maintaining currency in their specialty area.
Assessment
Assessment of Adult Learning

• One or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes.

• Evidence collected through assessment used in:
  • Self-Study Report
  • Continuous Improvement Process

• Integral to determining how well your program is meeting objectives
Assessment Methods

- Direct vs Indirect
- Formative vs Summative
- Objective vs Subjective
- Embedded vs Add-on
- Quantitative vs Qualitative
Assessment Methods

Examples

• Direct Evidence
  o Students completed some work or product that demonstrates they have achieved the learning outcome. Examples: project, paper, performance

• Indirect Evidence
  o A proxy measure used, such as participation in a learning activity, students’ opinions about what was learned, student satisfaction, etc. Examples: teaching evaluations, surveys asking students how much they think they learned, course grades
Assessment Methods

Examples

• Formative assessment
  • Monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

• Summative assessment
  • Midterm exam, final project, paper
ABET Assessment Education

www.abet.org

• Fundamentals of Program Assessment
  o 1 day workshop; faculty

• Advanced Program Assessment
  o 1 day workshop; faculty

• Institute for the Development of Excellence in Assessment Leadership (IDEAL)
  o 4.5 day workshop
  o Focused on developing assessment leaders
Evaluation

Evaluation is one or more processes for interpreting the data and evidence accumulated through assessment processes. Evaluation determines the extent to which student outcomes are being attained. Evaluation results in decisions and actions regarding program improvement.
Assessment Exercise
Criterion 1 Students

• The quality and performance of students and graduates is an important success factor
• To determine success, the program must evaluate, advise, and monitor students
• Policies and procedures must be in place and enforced for acceptance of transfer students and validation of courses taken elsewhere
• Ensure that all students meet all program graduation requirements
Exercise: The PEV’s Perspective

**Step 1: Silent Brainstorming**

If you were the Program Evaluator what would you look for to convince you that the program is in compliance with Criterion 1?

1. Without talking to the others at your table (silent), write as many items that you can think of that would demonstrate compliance as you can within 5 minutes for Criterion 1.

2. **ONLY ONE Per Post-It** (if you write five items of information, you will have 5 post-its.)
Exercise: The PEV’s Perspective

Step 2: Affinity Process (15 minutes)

1. Place all your post-it notes on the flip chart paper.

2. As a group, move the post-it notes around, grouping all the notes with similar CONTENT together.
   - Each grouping should represent one item that demonstrates compliance of a element of Criterion 1.

3. One person should record the group’s final list of items on a sheet of flip chart paper.
Questions?
Accreditation Process
ABET Accreditation Process
What does it involve?

• Apply for ABET program review
  • Coordinated with national authority/accrediting agency

• Programs prepare Self-Study
  • Documents how the program meets criteria
  • Prepared for Program Evaluator and Team Chair

• Program review conducted by team of experts
  • Review the Self-Study and conduct the site visit

• Follow-on activities
  • Respond to findings, if necessary
Accreditation Timeline
18-21* month process

November*
Readiness Review
(if required)

January
Institution requests
review of programs

February - May
Institution prepares
self-evaluation
(Program Self-Study)

March - June
Team members
assigned, dates
set, Self-Study
submitted

December - February
Visits take place, draft
statements written and
finalized following
7-day response period

December - February
Draft statements edited
and sent to institutions

May - June
Necessary changes
to statement, if any, are made

August
Institutions notified
of final action

September - December
Institutions respond
to draft statement
and return to ABET

October
Commission meets
to take final action

November
Accreditation status
publically released

* If Readiness Review required
Accreditation Process

Governing Documents

• **ABET Criteria for Accrediting Programs in ____**
  • Program Management
  • Assessment
  • Curriculum
  • Resources and Support

• **ABET Accreditation Policy and Procedure Manual**
  (referred to as the ‘**APPM**’)
  • Eligibility for Accreditation
  • Conduct of Evaluations
  • Public Release of Information
  • Appeals
Program Names Will Determine

- Which ABET Commission is responsible
  - ASAC, CAC, EAC, ETAC
- Which professional society is responsible
  - Appropriate program evaluators
- Which criteria are applicable
  - “General Criteria” for all programs
  - “Program Criteria” for certain disciplines
  - Program name must appear on transcript
Self-Study Basics and Context

• Presents the program to the evaluation team
• Informs the visiting team of elements of the program as they relate to the criteria
  • PEV will form an opinion before arriving on campus based on your Self-Study
  • **FIRST IMPRESSION** of the extent to which the program meets the criteria
• Self-study questionnaire template: [www.abet.org](http://www.abet.org)
• Supplemental materials
  • Transcripts, institution catalogue, promotional materials
Self-Study Contents

• Background Information
• Criterion 1. Students
• Criterion 2. Program Educational Objectives
• Criterion 3. Student Outcomes
• Criterion 4. Continuous Improvement
• Criterion 5. Curriculum
• Criterion 6. Faculty
• Criterion 7. Facilities
• Criterion 8. Support
• Program Criteria (if any)
Exercise: Writing the Self-Study Report

Step 1: Silent Brainstorming

Regarding the Self-Study Report and the ABET Criteria, what information would you include to demonstrate your program complies with Criterion 3 outcomes a & b

- Without talking to the others at your table (silent), write as many items as you can within 5 minutes.
- **ONLY ONE Per Post-It** (if you write five items, you will have 5 post-its.)
Criterion 3 Student Outcomes

The program must have documented student outcomes that prepare graduates to attain the program educational objectives.

(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data
Exercise: Writing the Self-Study Report

Step 2: Affinity Process (15 minutes)
1. Place all your post-it notes on the flip chart.
2. As a group, move the post-it notes around, grouping all the notes with similar CONTENT together.
   - Each grouping should represent one item.
3. One person should record the group’s final list of questions on a sheet of flip chart paper.
Readiness Review

• Required of all programs anticipating an initial review
• Draft Self-Study for each program submitted by Nov. 1 prior to requesting initial review
• Three possible recommendations:
  • Proceed with initial request
  • Postpone initial request due to issues needing attention
  • Do not submit as program does not meet Criteria or policy
Accreditation Timeline
18-21* month process

**November***
Readiness Review (if required)

**January**
Institution requests review of programs (RFE)

**February - May**
Institution prepares self-evaluation (Program Self-Study)

**March - June**
Team members assigned, dates set, Self-Study submitted

**December - February**
Visits take place, draft statements written and finalized following 7-day response period

**February - April**
Institutions respond to draft statement and return to ABET

**May - June**
Necessary changes to statement, if any, are made

**August**
Institutions notified of final action

**July**
Commission meets to take final action

**October**
Accreditation status publicly released

* If Readiness Review required
Request for Evaluation (RFE)

- Must be submitted by January 31
- Must be signed by institution’s chief executive officer
- Official transcript (in English) must accompany the RFE
- Translate of program’s name in English
Overview of Decision-Making Process

• Visit process
• Due process
• Decision-making process (July Commission Meeting)
• Appeal
Campus Visit

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Timeline of Site Visit Process
On-Site Campus Visit

• Complements the Self-Study Report
  o Provides direct, observable evidence that cannot be obtained from the Self-Study Report

• Direct observations by Program Evaluators (PEVs)
  o Tour program facilities; Review student work & materials
  o Interview faculty, students, administrators, and other professional supporting personnel
  o Assist the institution and its programs in quality improvement efforts

• Provide the institution with a preliminary assessment of its strengths and shortcomings
Campus Visit Activities

Day 0 (Usually Sunday)

- Team meeting for review of preliminary findings
- Tour of facilities: laboratories, computer rooms, classrooms, etc.
  - PEVs with program chairs
  - Team Chair (TC) meets with dean or program chair
- Team visits programs to evaluate materials
  - Course materials
  - Assessment data and analysis
  - Minutes of meetings etc. for review of assessment data
- Team meeting (to review findings) and dinner
Campus Visit Activities
Day 1 (Usually Monday)

8:00 AM - 9:00 AM
• Team meets with engineering admin.

9:00 AM - 9:30 AM
• PEVs meet with program heads, TC with dean

9:30 AM - 12:00 N
• PEVs meet with faculty, students, and staff. TC meets with institutional/college officials: associate dean, president, provost, registrar, finance, admissions, assessment, etc.

12:00 N - 1:30 PM
• Optional institutional luncheon for team - often with members of advisory boards, alumni, etc.
Campus Visit Activities
Day 1 (Usually Monday)

1:30 PM - 2:30 PM
• Team members meet with representatives of support departments.

2:30 PM - 4:45 PM
• Team members continue interviews (TC with college/institutional officials and PEVs with program faculty, etc.), and review of materials.

5:00 PM - ?
• ABET team meeting and dinner
Campus Visit Activities
Day 2 (Usually Tuesday)

• Follow-up meetings with faculty & staff
• Private team meeting to finalize findings
• TC briefs dean; PEVs brief program chairs
• Private team meeting (working lunch)
  • Team finalizes documents
• Team conducts exit meeting
  • The institution CEO should be present
  • Institution CEO (or dean) determines what other institutional personnel are present
Exit Meeting

• **Purpose:** Report team findings to the institution CEO and other institution representatives.

• Team chair makes introductory remarks and invites PEVs to read their exit statements.

• Statements include strengths, deficiencies, weaknesses, concerns, and observations (suggestions for improvement).

• Program Audit Form (PAF) that documents the team findings is left with the dean.
An Accreditation Team

ABET Commission

ABET Review Team

EDITORS ABET (Executive Committee)

Team Leader (Commissioners)

Program Evaluator (PEV CE)
Program Evaluator (PEV ChE)
Program Evaluator (PEV ME)

Team Leader (Commissioners)

Program Evaluator
Program Evaluator
Keywords of Importance

- The review is focused on programs, so the applicable terms are applied in the context of programs
- There are four keywords:
  - Deficiency
  - Weakness
  - Concern
  - Observation – “friendly advice”

Terms Indicating Shortcomings
Definitions: Levels of Compliance

- **Deficiency** – A criterion, policy, or procedure is **NOT** satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

- **Weakness** – A program lacks the strength of compliance 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.
Definitions: Levels of Compliance

• **Concern** – A program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

• **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.
Post-Visit Process

• 7-day response from institution after the visit
  • Corrects errors of fact only
  • Extensive responses will be not be considered until due process
• Editing cycle
  • Team chair prepares draft statement
  • Two levels of editing by executive committee members
• Draft statement prepared and sent to institution, typically beginning in January
Post-Visit Process (cont.)

• 30-day due process response from institution
  • 30 days after the draft statement is received
  • But don’t wait for the draft to start working!

• Editing cycle
  • Team chair prepares final statement after receipt of the due process response.
  • Review by two executive committee members

• Final accreditation action at summer meeting
• ABET sends final statement and accreditation letter to institution
## Accreditation Actions

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<td>Show Cause – Report</td>
</tr>
<tr>
<td>RE</td>
<td>Report Extended</td>
</tr>
<tr>
<td>VE</td>
<td>Visit Extended</td>
</tr>
<tr>
<td>SE</td>
<td>Show Cause Extended</td>
</tr>
<tr>
<td>NA</td>
<td>Not to Accredit</td>
</tr>
</tbody>
</table>

*Interim evaluation only*
## Linking Actions to Terms

### General Review Visits

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Results of Evaluations</th>
<th>Possible Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weakness</td>
<td>No</td>
<td>NGR</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>IR</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>SC</td>
</tr>
<tr>
<td>Deficiency</td>
<td>No</td>
<td>NGR</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>IR</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>SC or NA</td>
</tr>
</tbody>
</table>

**Type of Review**

- General (Comprehensive)
- Following a SC
# Duration of Accreditation Actions

## General Review Visits

<table>
<thead>
<tr>
<th>Weakness?</th>
<th>Deficiency?</th>
<th>Action</th>
<th>Duration (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>NGR Next General Review</td>
<td>6</td>
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<tr>
<td>Yes</td>
<td>No</td>
<td>IR Interim Report</td>
<td>2</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>IV Interim Visit</td>
<td>2</td>
</tr>
<tr>
<td>—</td>
<td>Yes</td>
<td>SC Show Cause</td>
<td>2</td>
</tr>
</tbody>
</table>
Accreditation Decisions are Not Always Simple!

• Each institutional context is unique
• ABET strives to ensure consistency
• The overriding goal is to achieve an end result in which programs with similar observed shortcomings are accorded the same actions
Consistency Checks

• Accreditation actions must be consistent across all institutions and across all programs

• Accreditation actions must be consistent with those given for other programs with similar shortcomings (weaknesses, deficiencies)

• Consistency is checked at five levels to various degrees of detail
Consistency Checks
EAC Example

ABET HQ: Accreditation

Accreditation Staff checks higher level consistency

Professional Societies

EAC Meeting

EAC Chair checks among all reports

Editors check among all reports they receive

Team chairs check among evaluators

Team Chair

Team Chair

Team Chair

Team

Team

Team

Team

Team
How We Can Help
Training & Resources

ABET Symposium
• April of each year
• Four educational tracks
• Peer sharing of best practices
• Resource Room – Sample Self-Study Reports

Program Assessment Workshop
• Intensive, Interactive 1-day Workshop
• Offered multiple times & locations per year

ABET Webinars
• Various topics
• Multiple offerings

ABET Website: www.abet.org
Questions?
ABET
BE CONFIDENT