Programmatic Accreditation and in the STEM Disciplines

The ABET Perspective

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Topics

- Why Accreditation Matters
- ABET Essentials
- ABET's Global Engagement
- Basics of ABET Accreditation
- Criteria
- Assessment
- Accreditation Process
- Training

Why ABET Accreditation?

- Accreditation *demonstrates*
  - o **Institutions** and their **programs**, are *committed* to improving the students' *educational experience*
  - o Collegiate programs meet *threshold standards* to produce graduates that are ready to enter "the profession"
- Provides *confidence*
  - • Students, institutions, faculty, global industry, public

Value of ABET accreditation to Institutions

- "Third party" confirmation of quality
- National and International recognition
- Recognition by "the profession" and by peers
- Means to implement formal quality improvement process
- Helps attract the strongest faculty <u>and</u> students
- Some funding depends on accreditation status

Value to Faculty

- Encourages "best practices" in education – all areas
- Structured mechanisms for self-improvement
- Institution is serious and committed to improving quality of students' educational experience
  - Focus on student outcomes
  - Facilities, financial resources, training, etc.

Value to Students and their Parents

Helps select quality programs

- Shows institution is committed to improving the educational experience
- Helps students prepare to enter "the profession"
- Enhances employment opportunities
- Requirement for professional licensure in many disciplines

Value to Industry

- Ensures requirements to enter "the profession" are met
- Provide direct influence on the educational process
  - Industrial Advisory Groups - what students learn, experience
  - Global educational perspective
- Aids industry in hiring/recruiting

Industry Partners

What's our Impact on Industry?
www.indeed.com, 21 Feb 2020 search "ABET": **6,617 jobs**

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*

Impact

We champion excellence worldwide. Our approach, the standards we set and the quality we guarantee, inspires confidence in those who aim to build a better world - one that is safer, more efficient, more comfortable and more sustainable.

Global Experts

Our 35 member societies provide the Experts who develop our criteria and participate in our reviews. Collectively, over 1.5 million individual members

Member Societies
Role in ABET

- Represent "the profession"

- Develop program criteria

- Governance: appoint ABET Board & Delegate representatives; committees

- Nominate accreditation commissioners (aka, Team Chairs)

- Recruit and assign program evaluators

Organizational Structure
Volunteer-Driven: 2,200+ "Volunteer Experts"

Strategic

Board of Directors
- Elected by Board of Delegates
- Provides strategic direction and plans
- Appeals process

Board of Delegates
- Nominated by & represent the member societies
- Decides policy and procedures
- Approves criteria

Operational

4 Commissions
- ANSAC, CAC, EAC, ETAC
- Commissioners lead review teams
- Final accreditation actions
- Implement accreditation policies
- Propose changes to criteria

Program Evaluators
- Review programs
- Team based
- Initial accreditation recommendations
- "Face of ABET"
- Largest pool of volunteers

100% of accreditation decisions are made by volunteers from ABET's professional technical societies

Who We Are: Program Evaluators (PEVs)

Professional society members from industry, academia and government dedicated to contributing to their professions.

- Evaluate program materials
- Interview faculty, staff, students
- Participate in accreditation decisions

They volunteer their time and effort to support global quality assurance activities. They are **not** paid a stipend

Distinguishing Characteristics

- 175,000+ students graduate from ABET accredited programs each year
  - Masters, Bachelors, Associates
- Peer review: practicing professionals from Academe and Industry
  - Members of ABET professional societies
  - Not financially compensated
- Accreditation tied to continuous improvement, self-assessment, evidence of learning outcome achievement
- ISO 9001:2018 Certified
- Founded in 1932 as the Engineers' Council for Professional Development (ECPD)

Accreditation Commissions

- Applied and Natural Science (ASAC), Computing (CAC), Engineering (EAC), Engineering Technology (ETAC)
- Commissioners act as "Team Chairs" during evaluations
  - Lead teams of Program Evaluators (PEVs)
- Make <u>all</u> final 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

- Baltimore, Maryland, USA
  - o Staff Offices, Meeting Space
  - o Global Training Center
- Support Operations
  - o Governance, Accreditation, Accounting, Travel, Information Management, Training, Human Resources, Facilities, Society Relations, Communications & Marketing
- 38 Full-time, 13 Part-time

GLOBAL IMPACT

LEBANON (53)
PALESTINE (11)
POLAND (2)
AUSTRIA (1)
SPAIN (30)
UNITED STATES (3271)
PORTUGAL (2)
TURKEY (62)
MEXICO (88)
JAMAICA (1)
MOROCCO (3)
COLOMBIA (35)
ECUADOR (8)
PERU (48)
CHILE (6)
SOUTH AFRICA (1)
EGYPT (24)

RUSSIAN FDR. (1)
KAZAKHSTAN (3)
JORDAN (43)
KUWAIT (37)
BAHRAIN (11)
MONGOLIA (3)
QATAR (11)
CHINA (9)
PHILIPPINES (55)
VIETNAM (8)
INDONESIA (25)
INDIA (34)
U.A.E. (75)
OMAN (9)
SAUDI ARABIA (174)

BY COMMISSION

■ ANSAC ■ CAC ■ ETAC ■ EAC

PROGRAMS

Global
- 118 (3%)
- 553 (13%)
- 634 (15%)
- 2908 (69%)

U.S.
- 100 (3%)
- 428 (13%)
- 556 (17%)
- 2224 (67%)

Outside U.S.
- 18 (2%)
- 125 (13%)
- 78 (9%)
- 684 (76%)

INSTITUTIONS

Global
- 87 (6%)
- 409 (31%)
- 222 (18%)
- 588 (45%)

U.S.
- 77 (7%)
- 331 (31%)
- 203 (20%)
- 447 (42%)

Outside U.S.
- 11 (3%)
- 78 (32%)
- 19 (8%)
- 141 (57%)
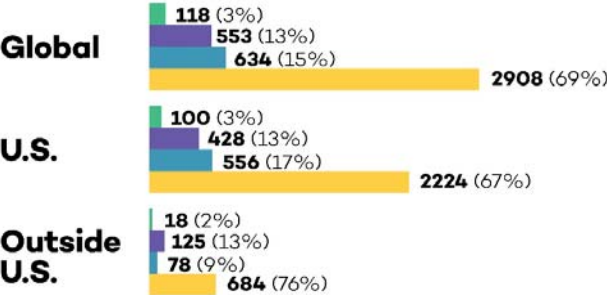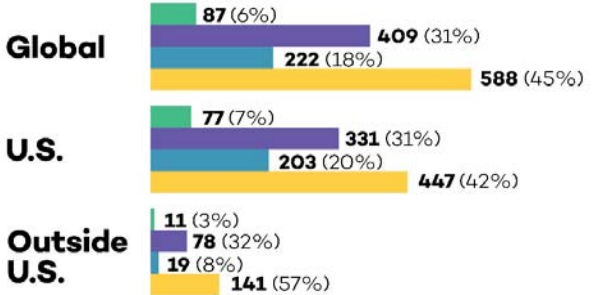
Accreditation Growth
New Areas

- Construction Management
- Facility Management
- Cybersecurity
- Geology
- Environmental Science

- Chemistry
- Physics
- Biology
- Microbiology
- Food Science
- Mathematics

Questions?

ABET's
Global Engagement

Why Global?

- Making the world a better place
  - Increasing the quality of STEM education
- Globalization of the economy, industry, education
- Increasing global influence of our member societies
  - Setting the standards for their disciplines
  - Expanding membership
  - Influence
- Globalizing our TCs and PEV
  - Learning from others

UN Sustainable Development Goals

www.un.org/sustainabledevelopment/

Are we Preparing Students to Succeed in a Global Economy?

Globalization
By Guille3691

INSPIRING
CHANGE.
EMPOWERING
PEOPLE.

ANNUAL
REPORT
2017

◆IEEE
*Advancing Technology
for Humanity*

MESSAGE FROM THE IEEE PRESIDENT

IEEE is a vibrant organization of professionals collectively using our diverse talents for the benefit of humanity. This is the force of technology – the life-changing impact that science and engineering can have on society.

IEEE serves our members working on global challenges – such as climate change and sustainable development – and on arising international issues related to technology including Internet governance and the ethical design of artificial intelligence and autonomous systems.

Proficient in convening, IEEE brings together experts who understand emerging technologies, policy makers who develop the regulatory environment and the public that has varying levels of interaction and acceptance of potentially disruptive innovations.

IEEE continues to expand worldwide. This globalization has led to valuable, cross-national agreements and the productive exchange of ideas as IEEE works to address differing needs at local levels. The opening of a new IEEE office in Vienna, Austria, provides support to the European technical community and allows increased engagement for influencing public policies important to it.

Success in building vibrant and sustainable groups of IEEE members in Africa continues through support of engineering education and workforce development. IEEE recognizes the opportunity to assist in collaborative endeavors across the African continent to cultivate greater engineering capacity for advancing technology, sparking innovation and increasing economic growth.

IEEE's Women in Engineering program – one of the world's largest – promotes women in science, technology, engineering and math. It also inspires girls around the globe to follow their interests into a technical career in industry, academia, government or civil society.

Efforts to better serve industry and practicing engineers have proceeded to create a permanent IEEE Industry Engagement Committee and to establish an IEEE Industry Advisory Board of executives and leaders from Africa, Asia, the United Kingdom and the United States.

Students, young professionals and underserved communities are key to IEEE's future and are a focus of our strategic objectives in building the next generation of technical professionals and IEEE leaders.

Technology can overcome tough challenges. It always has. Yet, at no other point in history has IEEE had more opportunities to address problems facing humanity. As engineers, scientists and educators, we have the responsibility to help change our world for the better.

Sincerely,

Karen Bartleson

Karen Bartleson
2017 IEEE President and CEO

"As **engineers, scientists and educators,** we have the responsibility to help **change our world for the better.**"

Stephen Welby Named New IEEE Executive Director and Chief Operating Officer

In 2017, Dr. E. James "Jim" Prendergast announced his retirement as IEEE Executive Director and Chief Operating Officer after nearly nine years of service and commitment to the Institute. Stephen Welby assumed the role on 2 January 2018.

Welby, an IEEE Fellow, previously served as the U.S. Assistant Secretary of Defense for research and engineering. In his role of Chief Technology Officer for the U.S. Department of Defense, he led one of the largest research, development and engineering organizations in the world. His technical experience includes development of leading edge aeronautical and space systems, robotics, machine learning, high-performance software and sensor systems.

ABET's Commitment to Global Education

- Memoranda of Understanding (MOU)
  - 18 international accreditors
- Mutual Recognition Agreements
  - Washington Accord – Engineering (BS)
    - 20 Signatories/8 Provisional Members
  - Sydney Accord - Engineering Technology (BS); 11 Signatories/2 Provisional
  - Dublin Accord - Engineering Technician (AS); 9 Signatories
  - Seoul Accord - Computing (BS); 8 Signatories/6 Provisional
- Engagement with global education organizations
- Accredit programs

International Engineering Alliance (IEA)

International Collaboration

Accreditation: Global View

4,144 Programs at 812 institutions in 32 Countries
As of 1 Oct 2019
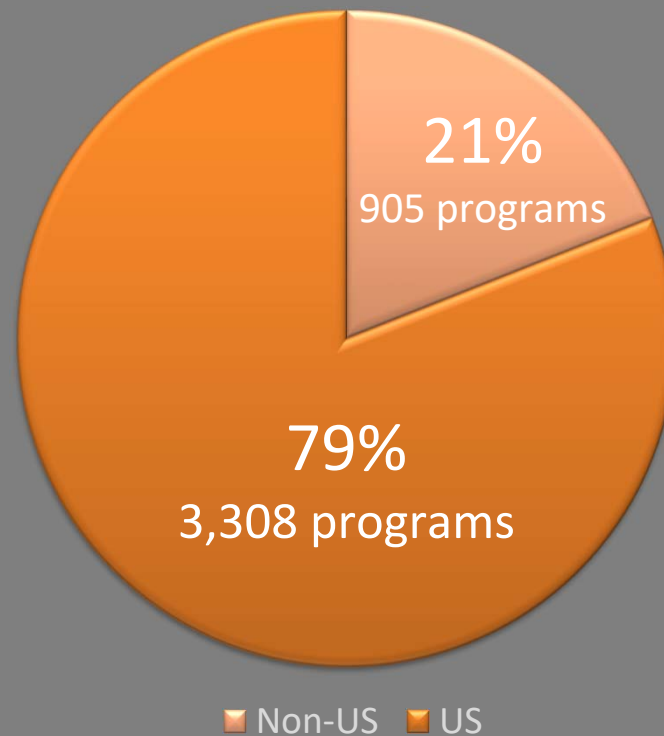
Questions?

Accreditation Principles
and
Objectives

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-evaluation** 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**

Holistic Approach to *Institutional* and *Program* Quality
CQI & Accreditation

Continuous Quality Improvement (CQI)

Set objectives
Involve constituents

Improve program content, structure, tools, etc.

Accreditation Process
- Review Self-study and evidence
- Evaluate compliance against criteria
- Engage constituents
  - Faculty, students, industry
- Provide direct feedback to institution and program administration

Conduct courses, etc.

Assess student learning

INSTITUTIONAL ACCREDITATION

ABET

Business   Architecture
Music   Nursing   Psychology

PROGRAMMATIC ACCREDITATION
AKA "specialized"or "professional"
accreditation

www.online.drexel.edu

ABET Basics

Applied and Natural Science Accreditation Commission

Computing Accreditation Commission

Engineering Accreditation Commission

Engineering Technology Accreditation Commission

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, programs define mission and objectives to meet needs of constituents
  - Outcomes: preparation for professional practice
  - New emphasis on professional skills
  - Programs demonstrate how criteria and educational objectives are met
  - Wide national & international acceptance
- Students, faculty, facilities, institutional support, and financial resource issues all 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: (EAC) ABET Student Outcomes

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

Outcomes Based Education
Examples: (EAC) ABET Student Outcomes

3. an ability to communicate effectively with a range of audiences

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Outcomes Based Education
Examples: (EAC) ABET Student Outcomes

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, and plan tasks

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Programs Must:

- Have graduates
  - To demonstrate students experience entire program
- Offered by institutions with appropriate institutional 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 complies 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 and processes 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 and evaluate 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)
  - Assessment and Evaluation (interpretation of facts)
  - Action (change, improvement)

Questions?

ABET Criteria

ABET Criteria

- Different for each commission
  - ANSAC – Applied & Natural Sciences
  - CAC – Computing
    - Outcomes map to Seoul Accord
  - EAC – Engineering
    - Outcomes map to Washington Accord
  - ETAC – Engineering Technology
    - Outcomes map to Sydney (BS) and Dublin (AS) Accords
- 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)

Definitions

- *Basic sciences*
- *College-level mathematics*
- *Complex engineering problems*
- *Engineering science*
- *Team*

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

Example PEOs

The Program Educational Objectives for the Civil Engineering major are to prepare our students to:

- *Achieve excellence in engineering decision-making and design,*
- *Attain leadership careers in engineering practice,*
- *Complete graduate professional engineering education,*
- *Pursue advanced study and research in engineering, and*
- *Engage in diverse, alternative career choices.*
- *Effectively lead, work, and communicate in cross-functional teams*
- *Serve their local communities*

Example of PEOs

ELECTRICAL & COMPUTER ENGINEERING

Search ECE [Search]

| ABOUT | ACCREDITATION | RESEARCH | UNDERGRAD | GRADUATE | FACULTY/STAFF |

UNM > Home > Undergraduate > ABET

Undergraduate

WELCOME

ABET

GRADUATION

ADVISEMENT

ADMISSION TO THE UNDERGRADUATE PROGRAM

DEPARTMENTAL HONORS

PROGRAMS

ABET Program Educational Objectives

The Electrical Engineering and the Computer Engineering programs are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The Objectives of the ECE undergraduate programs in Electrical and Computer Engineering are to educate students to become resourceful practitioners of engineering who:

1. Are capable of utilizing their engineering skills in industry, nonprofit organizations, and national laboratories, or in the pursuit of graduate education;
2. Are knowledgeable of the professional responsibilities and social context associated with being an engineer; can work in teams and effectively communicate the results of their work;
3. Will develop their knowledge and skills throughout their careers; and,
4. Function well in a diverse environment.

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 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 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)

- a broad education component that complements the technical content of the curriculum and is consistent with the program educational objectives.

- a culminating major engineering design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work.

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*

- The overall competence 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

Questions?

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:
  - Continuous Improvement Process
  - Self-Study Report
- Integral to determining how well your program is meeting objectives

Assessment Methods

Examples

- 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, lab exercise

- ## 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

Evaluation

- One or more processes for interpreting the data and evidence accumulated through assessment processes.

- Determines the extent to which student outcomes are being attained.

- Results in decisions and actions regarding program improvement.

Assessment

Observations

- Sustainability of the Assessment process
  - Collecting too much data
  - Careful design of the process
    - What do you want to know?
  - No faculty buy-in
    - Lack of appreciation for quality improvement
  - Use of data for improvements

Assessment
Observations

- We are professional educators
- We should *want* to know how well students are learning, and how we can improve!

ABET Assessment Education

www.abet.org

- Webinars* (no cost)
  - *PEOs, SOs, Curriculum Mapping, Methods, Reporting Results*
- 1-Day Workshops for faculty
  - *Fundamentals of Program Assessment*
  - *Advanced Program Assessment*
- *Institute for the Development of Excellence in Assessment Leadership (IDEAL)*
  - 4.5-day workshop
  - Focused on developing assessment *leaders*

*https://www.abet.org/assessment/assessment-planning-resources/webinars/

Questions?

The ABET
Accreditation Process

ABET Accreditation Process

What does it involve?

- Apply for ABET program review
  - Coordinated with national authority/accrediting agency
  - Meets all initial requirements
- 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

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

December - February
Draft statements edited and sent to institutions

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

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

July
Commission meets to take final action

August
Institutions notified of final action

October
Accreditation status publically released

Year 1 ---- **Year 2**

* 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 <u>before</u> arriving on campus
- Self-study questionnaire template: *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)
- Appendices

Overview of Decision-Making Process

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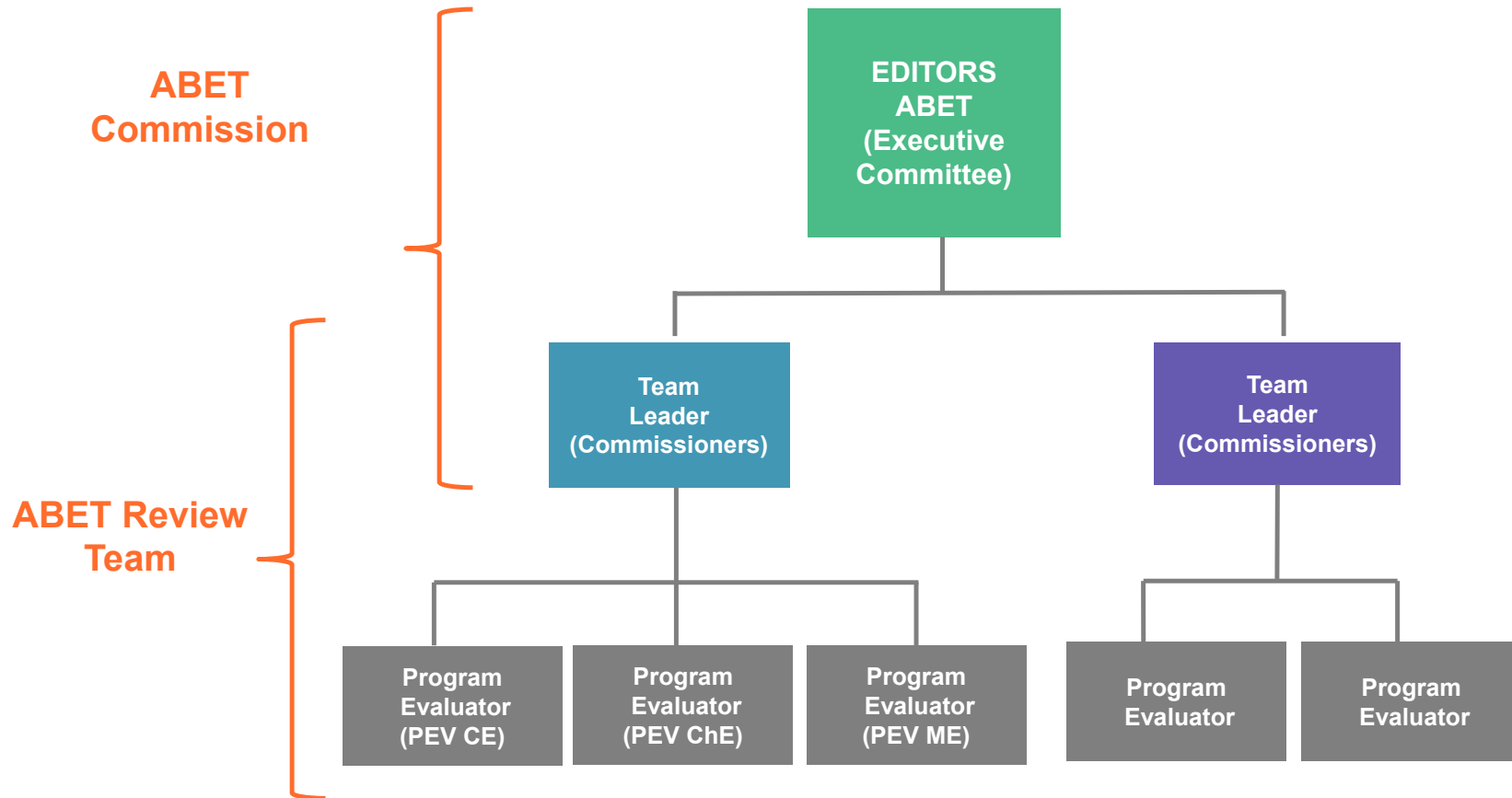- Decision-making process (July Commission Meeting)
- Appeal

Campus Visit

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

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

December - February
Draft statements edited and sent to institutions

August
Institutions notified of final action

January
Institution requests review of programs (RFE)

← - - - - - - - - - **Year 1** - - - - - - - - - - → | ← - - - - - - - - **Year 2** - - - - - - - - - →

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

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

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

July
Commission meets to take final action

| Sunday team meeting | Initial meeting with Inst. Rep | Interviews, tours material review | Team consensus meeting | Team prepares draft statement | Exit interview |

← - - - - - - - - - - - - - - - **Timeline of Site Visit Process** - - - - - - - - - - - - - - - →

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)

Team Leader (Commissioners)

Program Evaluator (PEV CE)

Program Evaluator (PEV ChE)

Program Evaluator (PEV ME)

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

  Terms Indicating Shortcomings
  - Observation – "friendly advice"

Definitions: Levels of Compliance

- **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.

- **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.

Definitions: Levels of Compliance

- **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.

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

Post-Visit Process

- 7-day response from institution after the visit
  - Corrects errors of fact only
- 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
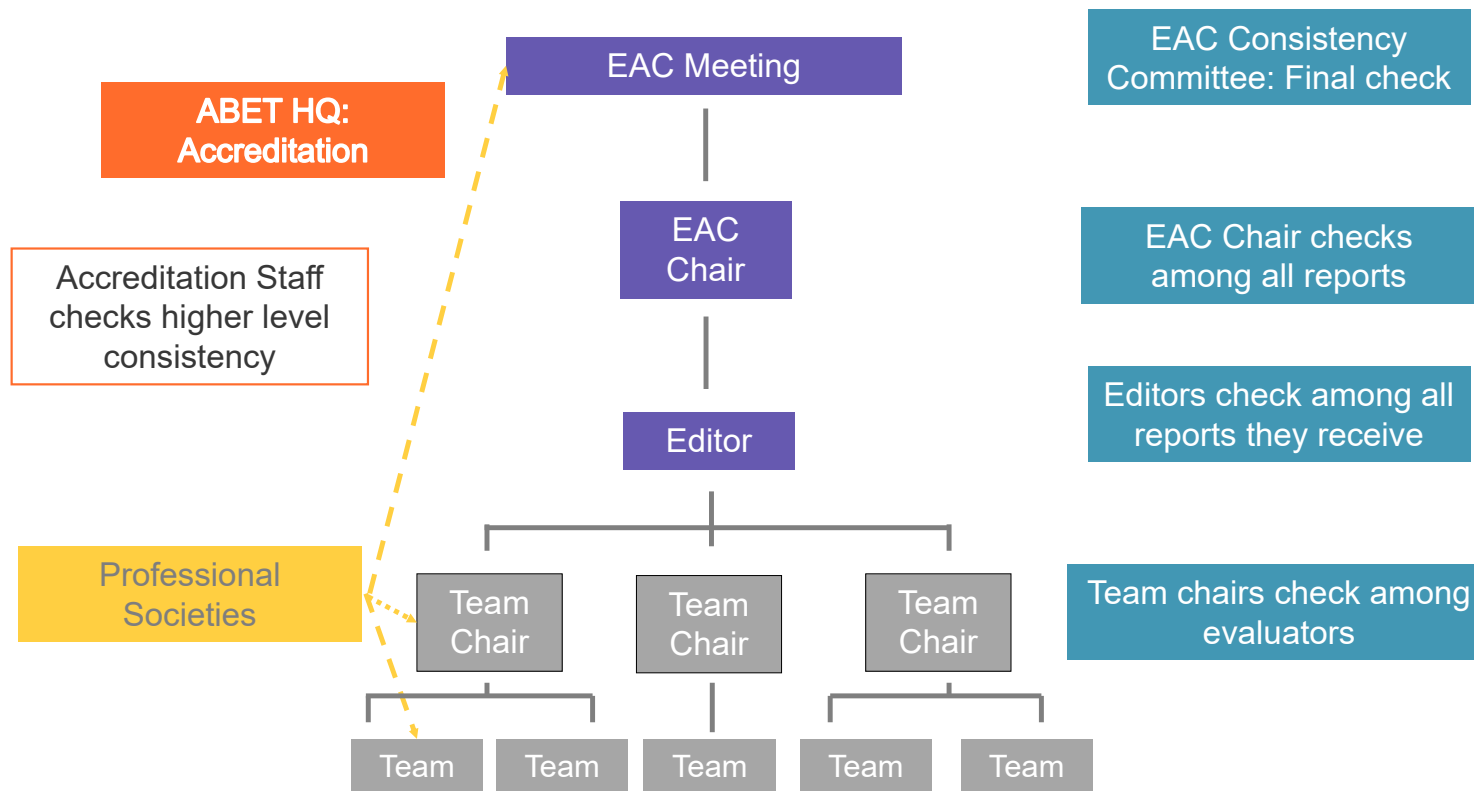
Post-Visit Process (cont.)

- 30-day due process response from institution
  - 30 days after the draft statement is received
- Editing cycle
  - Team chair prepares final statement
  - Review by two executive committee members
- Final accreditation action at July commission meeting
- ABET sends final statement and accreditation letter to institution in August-September

Accreditation Decisions are Not Always Simple!

- Each institutional context is unique
- Outcomes approach requires Judgement
- ABET strives to ensure consistency
  - All programs, all institutions
  - Similar findings, similar accreditation actions
  - Five levels of consistency checks
- The overriding goal is to achieve an end result in which programs with similar observed shortcomings are accorded the same actions

Consistency Checks
EAC Example

ABET HQ: Accreditation

Accreditation Staff checks higher level consistency

Professional Societies

EAC Meeting

EAC Chair

Editor

Team Chair — Team Chair — Team Chair

Team — Team — Team — Team — Team

EAC Consistency Committee: Final check

EAC Chair checks among all reports

Editors check among all reports they receive

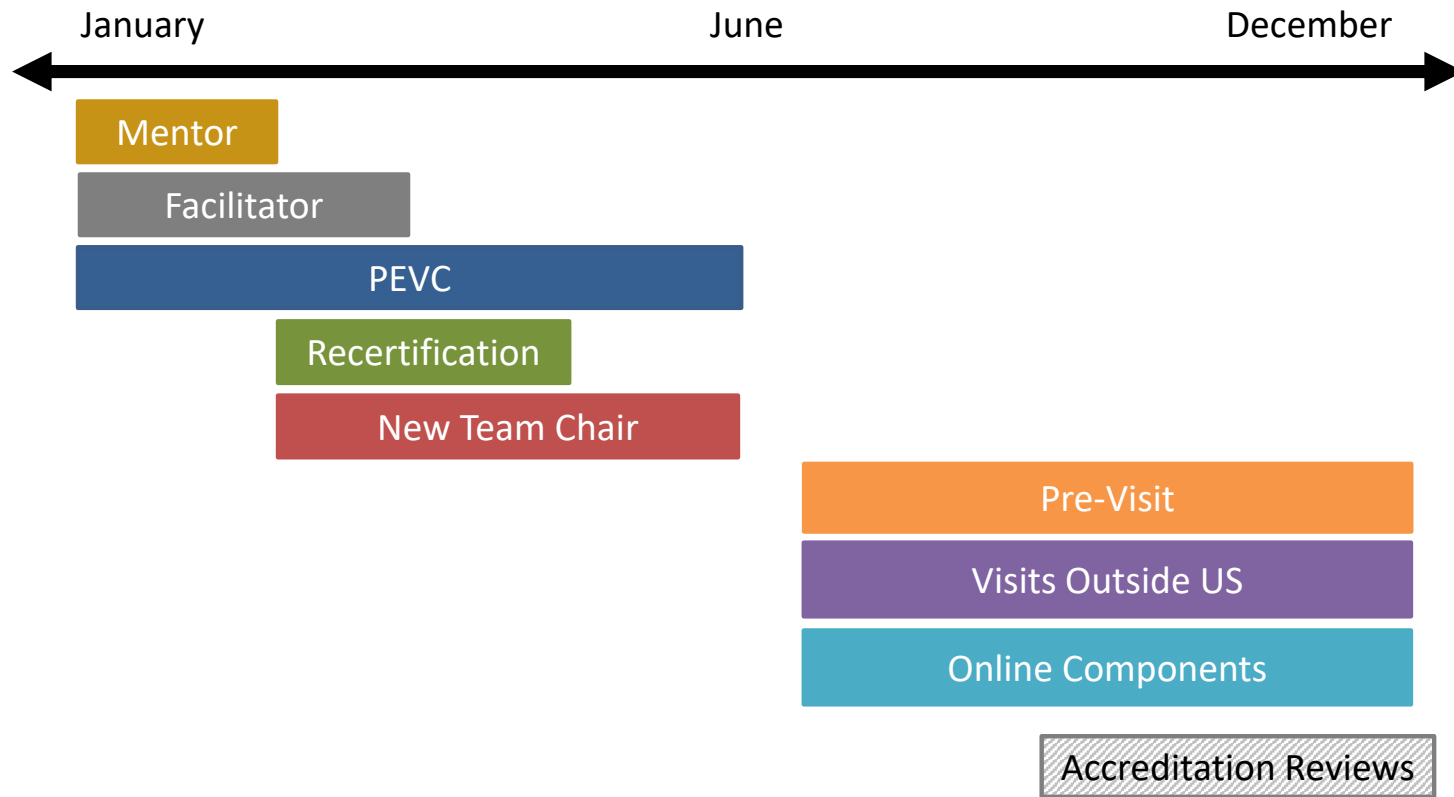Team chairs check among evaluators

Questions?

Training

Training Overview

- Goal
  - Ensure the Team Chairs (TCs) and Program Evaluators (PEVs) are prepared to provide a **fair**, **effective**, **non-biased** reviews that provide **value to the program and its constituents**

- Web-based and face-to-face
  - New TCs and PEVs
  - Annual training
  - Situation specific (online programs, remote visits, etc.)
  - D2L learning platform (web-based instruction)

Training Oversight & Management

- HQ Staff (3)
  - Manager, Coordinator, Part-time support (Adjunct Director)
- Training Committees
  - Accreditation Council: oversight of all training processes
  - Commissions: Commission specific (ANSAC, EAC, EAC, ETAC)
  - Subcommittees
    - Team Chair: New TC and Recertification
    - Online/Hybrid Visit
    - Non-US Visit
    - Program Evaluator (PEV): Candidate (PEVC) and Recertification
    - PEVC Facilitator and PEVC Mentor
- ABET Member Societies: program (discipline) specific criteria

Training Timeline

January   June   December

- Mentor
- Facilitator
- PEVC
- Recertification
- New Team Chair
- Pre-Visit
- Visits Outside US
- Online Components
- Accreditation Reviews

Program Evaluator Candidate (PEVC) Training

- Simulates the actual ABET program review process

  - Learn by doing

- PEVC Training process consists of three separate steps:

  1. Web-based learning experience

  2. Face-to-face facilitated instruction

  3. Society-specific training (if applicable)

- Online portion of PEVC Training

  - 20-25 hours

  - Requires written work

  - Requires completion of three end-of-module proficiency assessments

PEVC Training Facilitator & Mentor Training

- Facilitator (act as Team Chairs during training)
  - Webinars covering roles, responsibilities, and recent changes to training material and procedures
- Mentor
  - Assigned by PEV's professional society
  - Webinars covering roles, responsibilities, and recent changes to training material and procedures

PEV Training

Recertification

- Online course for PEVs who have been inactive for more than two years or who have not completed formal training in the past five years.
- Helps ensure consistency in the review process
- Reconnects PEVs with the accreditation process

Pre-Visit

- Online training course for PEVs assigned to evaluate a program.
- Provides critical updates on commission-specific changes that will affect the review process, as well as updates to policy, procedures and campus visit logistics.

PEV Training

Visits Outside US

- Online primer for Team Chairs and PEVs participating in accreditation visits outside the United States
- Team Chairs attend additional face-to-face information sessions during ABET's July Commission meeting

Online Components

- Online webinar and modules providing tools and strategies for PEVs as they prepare for a visit with online components

Team Chair Training

- Team Chair Training
  - Web-based
  - Face-to-face, provided during July Commission meetings
  - Update on recent changes to criteria and/or processes
- New TCs
  - PEVs promoted into leadership roles as Team Chairs.
  - Web-based
  - Face-to-face, provided during July Commission meetings
  - Includes proficiency assessments and editing exercise that simulates the process they will complete after the visit

Additional Training

- Commission-specific Criteria Updates (online modules)
- Non-US Visit Chair Trainings (face-to-face, webinar)
- Cultural Awareness Training (online modules)
- Software training (online modules & resources)
- Other training as needed

Training

- Crucial to ensuring consistent, fair, non-biased and effective accreditation reviews

How We Can Help
Training & Resources

ABET Website: _www.abet.org_

ABET Symposium

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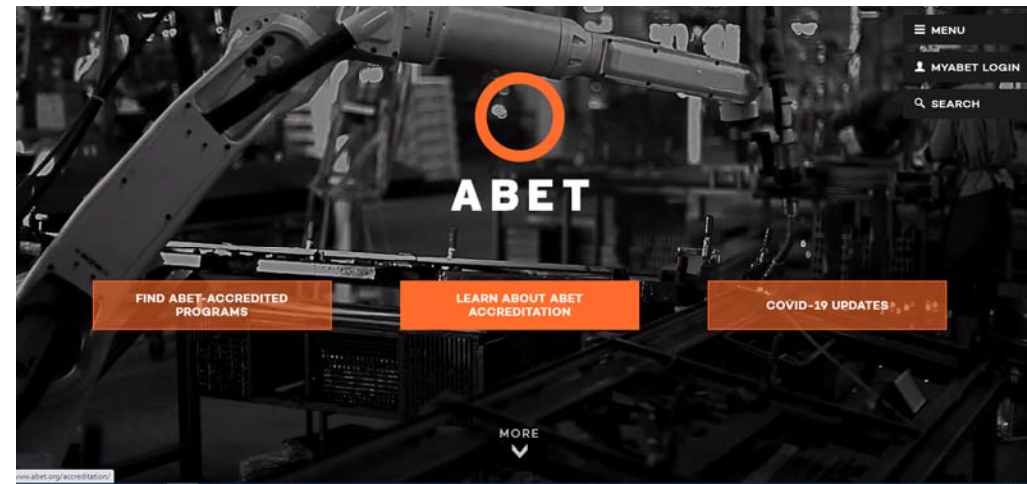- Resource Room – Sample Self-Study Reports

Assessment Workshops

- Intensive, Interactive 1-day Workshops
- Offered multiple times & locations per year

Institute for the Development of Excellence in Assessment Leadership (IDEAL)

ABET Webinars

- Various topics
- Multiple offerings