WHAT'S NEW IN ABET ACCREDITATION

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#ABET

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Assuring Quality • Stimulating Innovation

- ➢ Goal

    To bring participants up-to-date on the activities of ABET's Accreditation Council and upcoming changes that affect program accreditation.

- ➢ Expected Outcome

    Attendees will understand recent and upcoming changes, and will be prepared to provide relevant feedback to their own program, to minimize adverse consequences and to enable appropriate preparation for forthcoming evaluations.

Today's Topics

- The ABET Accreditation Council
- ABET Accreditation Statistics
- Harmonization
- Other Activities and Updates
  - Accreditation Policies and Procedures Manual
  - Commission Work Load
  - Training
  - Alternate Program Delivery Modes
- Q&A

The Accreditation Council

➢ Purpose (ABET By-Laws, Section 13)

▪ The Accreditation Council (AC) shall formulate and recommend to the Board policies and procedures regarding the Accreditation processes of ABET. Particular emphasis shall be placed upon process improvement and process uniformity across the Commissions. However, the emphasis on process uniformity shall not preclude the pursuit of improved best practices or the variation of practices among the Commissions where the activities of the Commissions appropriately differ.

The Accreditation Council

➤ Membership (ABET By-Laws and Rules of Procedure)

- AC Chair appointed by ABET President
- Leadership of each of the four commissions (Chair, Chair-Elect, and Past Chair)
- Global Council Chair (NV)

➤ Other Participants

- Training Committee Chair (NV)
- HQ senior staff/adjuncts in accreditation area (NV)

Accreditation Statistics

➢ Accredited programs by commission:
   ASAC: 71   CAC: 364
   EAC: 2141   ETAC: 630

➢ 2012 Profile:

Commission	Domestic		Non-Domestic	
	Programs	**Institutions**	**Programs**	**Institutions**
ASAC	70	53	1	1
CAC	338	275	26	15
EAC	1917	396	224	46
ETAC	611	212	19	4

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2010-11 Accreditation Cycle

	Institutions	Programs
ASAC	16	24
CAC	88	109
non-US*	12	17
EAC	136	498
non-US*	21	87
ETAC	76	209
non-US*	3	5

* Numbers included in commission total

2011-12 Accreditation Cycle

	Institutions	Programs
ASAC	11	17
non-US*	1	1
CAC	94	120
non-US*	8	10
EAC	158	558
non-US*	20	54
ETAC	60	165
non-US*	3	5

* Numbers included in commission total

Harmonization

Harmonization Background

➤ Purpose

To foster common processes across ABET's four commissions, where practical [but not when differences are necessary and intentional].

➤ Why?

- Reduce confusion
- Reduce opportunities for inconsistent evaluations
- Simplify processes

Criteria Harmonization

➢ Objective: Use same wording when intent is the same across commissions

➢ Identical wording in 5 of 8 general criteria:

- Criterion 1 – Students
- Criterion 2 – Program Educational Objectives
- Criterion 4 – Continuous Improvement
- Criterion 7 – Facilities
- Criterion 8 – Institutional Support

➢ In effect for 2011-12 accreditation cycle (General Reviews)

Harmonization Example

Facilities (Criterion 7)

Prior Versions

ASAC & EAC: Classrooms, laboratories, and associated equipment must be adequate to **safely*** accomplish the program objectives and provide an atmosphere conducive to learning. Appropriate facilities must be available to foster faculty-student interaction and to create a climate that encourages professional development and professional activities. Programs must provide opportunities for students to learn the use of modern engineering tools. Computing and information infrastructures must be in place to support the scholarly activities of the students and faculty and the educational objectives of the program and institution.

* explicit reference to "safely" appeared only in the EAC criteria

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CAC: Institutional facilities including the library, other electronic information retrieval systems, computer networks, classrooms, and offices are adequate to support the educational objectives and outcomes of the program. Computing resources are available, accessible, systematically maintained and upgraded, and otherwise adequately supported to enable students to achieve the program's outcomes and to support faculty teaching needs and scholarly activities. Students and faculty members receive appropriate guidance regarding the computing resources and laboratories available to the program.

TAC: Adequate facilities and financial support must be provided for each program in the form of:

a. suitable classrooms, laboratories, and associated equipment necessary to accomplish the program educational objectives in an atmosphere conducive to learning

b. laboratory equipment characteristic of that encountered in the industry and practice served by the program

c. modern computing equipment and software, characteristic of that encountered in the industry and professional practice served by the program

d. Internet and information infrastructures, including electronic information repositories, equipment catalogs, professional technical publications, and manuals of industrial processes and practices adequate to support the educational objectives of the program and related scholarly activities of students and faculty

Facilities (Criterion 7)

Harmonized Version (all commissions)

Classrooms, offices, laboratories and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

Self-Study Harmonization

➤ Objectives:
  ▪ Consistency with revised criteria
  ▪ Elimination of elements that are not necessary to evaluate if criteria are met
  ▪ Consistency/uniformity across commissions
➤ Identical questions for 5 harmonized criteria
➤ Several identical questions in non-harmonized criteria
➤ Identical format for syllabi and faculty vitae
➤ In place for 2011-2012 Self Study preparation

Forms Harmonization

- ➢ Objectives
    - ▪ Make forms consistent with harmonized criteria and self-study
    - ▪ Achieve appropriate additional commonality
- ➢ In place for 2011-2012 General Reviews
    - ▪ Program Audit Form (only form impacting programs)
    - ▪ Other PEV forms

Harmonization – Year 1

- ➤ Cycle not complete but no major issues surfaced
- ➤ PEV Training to Harmonized Criteria largely successful
- ➤ No criteria changes driven by harmonization issues
- ➤ Minor edits and changes to evaluation forms and processes required based on lessons learned
- ➤ Some shift in shortcoming citations across criteria
- ➤ Preparation for multiple commission visits reduced??

The EAC Experience

2010-11 Cycle (all programs)

	Criterion					
	2		**3**		**4**	
	Before	After	Before	After	Before	After
Deficiency	2	1	7	3	1	1
Weakness	147	54	81	43	6	3
Concern	76	83	87	76	18	16
% Deficiency	0.4%	0.2%	1.5%	0.6%	0.2%	0.2%
% Weakness	30.6%	11.3%	16.9%	9.0%	1.3%	0.6%
% Concern	15.8%	17.3%	18.1%	15.8%	3.8%	3.3%
Fraction with shortcomings	46.9%	28.8%	36.5%	25.4%	5.2%	4.2%

The EAC Experience

2011-12 Cycle (General Reviews only)*

	Criterion					
	2		**3**		**4**	
	Before	After	Before	After	Before	After
Deficiency	2		1		4	
Weakness	4		4		60	
Concern	30		15		50	
% Deficiency	0.9%		0.5%		1.8%	
% Weakness	1.8%		1.8%		27.4%	
% Concern	13.7%		6.8%		22.8%	
Fraction with shortcomings	16.4%		9.1%		52.1%	

* 219 Programs evaluated under harmonized criteria

Other Activities
And
Updates

Accreditation Policies and Procedures Manual (APPM)

- 2011-2012 APPM resulted from first major update in a long time
  - No major policy changes; Clarification of policies
  - Reorganization of various elements for more logical flow
  - Sensitivity to non-traditional and international accreditation
  - SCR and SCV actions
- 2012-2013 APPM addresses additional clarifications
  - Accreditation time lines and effective dates
  - Team size for single program re-accreditation
- Items in work include:
  - Clarification of termination process
  - Policy on public release of information

Commission Work Load

- ➤ Multiple efforts to address accreditation work load
  - Board approved revised formula for both commission and Excom sizes
    - Addresses complexity of visits that are either large or non-domestic
  - Approved reduced team size for specific situations
  - Investigating "readiness" process for selected new programs

Training

➢ ABET, *through the Accreditation Council*, will provide training for all Program Evaluators with respect to the general criteria, policies, and procedures. (ABET Rules of Procedure)

➢ Training Committee is the only Council standing committee

➢ Addresses population of over 1100 PEV's
- New PEV training, refresher training, visit preparation training

➢ Current focus is on consistency and continuous improvement of PEV training that supports harmonized criteria evaluations

Alternative Delivery

➢ ABET continues to discuss how we evaluate programs having:

- No physical site for delivery (program entirely on-line)
- Very large numbers of physical sites for delivery
- World-wide evaluations

➢ Processes must be robust to allow reasonable inferences from what is observed and evaluated with no inherent bias in process based on delivery method

➢ Multiple pilots conducted over several years generating lessons learned and revised processes

Questions?

Thank you for your participation!

Harmonized Criteria Backup

Criterion 1. Students

- ➢ Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.

- ➢ The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

Criterion 2. Program Educational Objectives

➢ The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria.

➢ There must be a documented and effective process, involving program constituencies, for the periodic review and revision of these program educational objectives.

Criterion 4. Continuous Improvement

➢ The program must regularly use appropriate, documented processes for evaluating the extent to which both the program educational objectives and the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 7. Facilities

➤ Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

➤ The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

Criterion 8. Institutional Support

➤ Institutional support and leadership must be adequate to ensure the quality and continuity of the program.

➤ Resources including institutional services, financial support, and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain, and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate for the program, and to provide an environment in which student outcomes can be attained.