Guidance on Materials

From the 2023-2024 APPM:

I.E.5. Comprehensive Review – The review team will examine all program aspects to judge compliance with criteria and policies. …

I.E.5.b. Examine the following: …

I.E.5.b.(2) Materials – Evaluators will review materials that are sufficient to demonstrate that the program is in compliance with the applicable criteria and policies. Much of this information should be incorporated into the Self-Study Report (see I.D.1.f); additional evidence of program compliance may be made available to evaluators prior to and during the visit, using an on-line storage location. The program should make the following on-site materials available to the team during the visit, without duplicating materials provided in the Self-Study Report.

- *Materials addressing issues arising from the team's review of the Self-Study Report or on-line instructional materials*
- *Documentation of actions taken by the program after submission of Self- Study Report as being available for review during the visit*
- *Materials necessary for the program to demonstrate compliance with the criteria and policies*
- *Representative examples of graded student work including, when applicable, major design or capstone projects*

I.E.5.b.(3) Evidence that the program educational objectives (PEOs) stated for each program are based on the needs of the stated program constituencies.

I.E.5.b.(4) Evidence of a documented, systematically utilized, and effective process, involving constituents, for periodic review of the PEOs stated for each program.

I.E.5.b.(5) Evidence of the assessment, evaluation, and attainment of student outcomes (SOs) for each program.

I.E.5.b.(6) Evidence of actions taken to improve the program.

I.E.5.b.(7) Evidence of curricular topic coverage as specified in general and applicable program criteria.

I.E.5.b.(8) Student support services to confirm adequacy of services appropriate to the institution's mission and the PEOs and SOs.

I.E.5.b.(9) The process for certifying completion of the program and awarding of the degree, including visits with persons responsible to ascertain that the process works as reported.

and

I.E.6.b. Records of academic work and sample student work for both academic years prior to that of the initial review.

The ABET Glossary adds clarification to I.E.5.b.(7) (APPM 2023-2024):

Materials necessary for the program to demonstrate compliance with the criteria and policies. These could include but are not limited to representative examples of graded student work including, when applicable, major design or capstone projects.

And

Student Work Examples
Actual student work, such as completed homework assignments, tests, quizzes, lab reports, or group projects, that have been graded. The work examples should span the grade range from excellent to poor.

Guidance: What a team might request from a program (what a program should be able to provide)

Introduction:

As per the APPM, it is the program's responsibility to demonstrate compliance with all applicable criteria, policies and procedures. These are materials that the team may request as evidence of compliance, if not previously provided as part of the Self-Study Report.

Criterion	Materials

1: Students
(APPM Sections I.E.5.b.(8) & I.E.5.b.(9))
	• Any additional transcripts requested by the team along with backup cover memos, graduation check sheets, degree audit reports.
	• Backup documentation for course substitutions or prerequisite waivers.
	• For each provided transcript:
	  • Include the approved curriculum for the student that graduated. Some students graduate under different versions of approved curricula.
	  • Provide documentation for any required courses or prerequisite courses that were waived or substituted.
	• Any documents related to specific articulation/transfer agreements that may be associated with specific classes

2: Program Educational Objectives (APPM Sections I.E.5.b.(3) & I.E.5.b.(4))	• Instruments used to involve constituencies in the PEO review process. • Representative data from constituency review instruments and their analyses. • Minutes of meetings or other evidence where PEO's are reviewed, approved.
3: Student Outcomes	• Minutes of meetings or other evidence where student outcomes have undergone periodic review and/or revision.
4: Continuous Improvement (APPM Sections I.E.5.b.(5) & I.E.5.b.(6))	• Representative examples of student work used for assessment and the assessment tool (rubric, grading checklist, etc.) used to assess that student work • When applicable, major design, capstone, or comprehensive project examples and related assessment tool (rubric, etc.) as related to program student outcomes. It is recommended to

	- organize assessment materials and related items by assessed student outcome and associated performance indicator(s). - Student outcome attainment data, related evaluation instruments, and summaries of evaluation analyses. - Results of student outcome attainment evaluation used as input for continuous improvement actions of the program. - Documentation of faculty consideration of possible program improvements resulting from evaluation of student outcome attainment. - Program improvement actions from sources other than assessment and evaluation.
5: Curriculum (APPM Section *I.E.5.b.(7))*	- Evidence, e.g., sampling of student work, that demonstrates the breadth and depth of topic coverage and verifies the coverage of curricular elements specifically listed in Criterion 5 of the General Criteria and in any applicable Program Criteria. - It is recommended to organize and clearly identify student work, course elements, etc., that are associated with specific curricular requirements such as topics related to professional and ethical responsibilities, diversity and inclusion awareness, quality and continuous improvement; and any specific program requirements (e.g., lecture notes, homework/exam problems.). - Representative examples of major design/capstone project/comprehensive project reports, as applicable. - Documentation demonstrating ETAC-criterion required input by program's advisory committee.
6: Faculty	Only if there are changes to the faculty or their loads after the Self-Study Report was submitted.
7: Facilities	- As applicable, SDS and MSDS, laboratory safety procedures and instructions, and inspection reports. - Annotated photographs and short videos of classrooms, laboratories and other facilities used for curricular activities; photographs of laboratory equipment, modern tools, safety elements may be provided in advance. Videos should be short, clearly labeled and narrated, and recorded with minimal camera motion. It is recommended videos are recorded by two people: one person recording and another person narrating.
8: Institutional Support	Only if there are changes in Institutional Support that occurred after the Self-Study Report was submitted.

Program Criteria (if applicable)	• Materials for evidence of inclusion of curricular topics cited by the applicable program criteria. • Faculty qualifications if stated in the Program Criteria.

- Materials addressing any issues arising from the team's review of the Self-Study Report or on-line instructional materials.
- Documentation of actions taken by the program after submission of the Self-Study Report.
- Documentation referenced in the Self-Study Report as being available to the team for review during the visit.

Notes:

- ABET does not prescribe nor provide recommendations for the platform that a program should use to create its electronic materials repository. Whatever platform is used should provide for team access using commonly available information technology.

- Programs are advised to contact the team chair early to share the access process and organization of the electronic repository. It is generally recommended that materials be organized in a manner that facilitates demonstrating to the PEV compliance with the requirements of each criterion. Regular communication and coordination with the team chair will ease the access and review process for all involved.

- For programs where the language of instruction is not English, official records of academic work may be provided in the language of instruction with English translation; supporting materials may be in the language of instruction, but an English translator must be provided by the program and be available to the visit team to assist in understanding the supporting materials; and team may request written translation of selected supporting materials to verify compliance with criteria.