

October 1, 2018

FAQs for EAC C3 & C5 Criteria Changes

ABET will update these FAQs periodically and as necessary

6. We have already implemented the changes in our assessment process, but are being evaluated in 2018-2019. Can we be evaluated by the new criteria?

Programs evaluated during the 2018-2019 cycle will be evaluated against the criteria that are in effect during that cycle. For the 2019-2020 review cycle, Criterion 3 cites Student Outcomes (a)-(k).

7. If our program is being visited in 2019-2020 or 2020-2021 and we have only one year or less of data from the new outcomes and older data from the (a)-(k) outcomes, how can we aggregate the results? It is not necessary to aggregate data from student outcomes (a) and (1)-(7), UNLESS THE PROGRAM FINDS THE AGGREGATION USEFUL. Presumably, each program has followed its continuous improvement process for the five prior years and has evidence of the degree to which outcomes (a)-(k) were obtained during that period and how that assessment data was used as input to the program's continuous improvement process. PEVs will expect to see the plans for assessing and evaluating attainment of student outcomes (1)-(7) and implementation of these plans as much as practical including the assessment data collected for (1)-(7), the degree to which (1)-(7) have been obtained, and the manner in which evaluations of the assessment data have been used as input to the continuous improvement process.

8. Can we add our own student outcomes?

Yes, programs have always had the ability to incorporate additional outcomes. If they do, these additional outcomes must be assessed and evaluated as required by Criterion 4.

9. What are the impacts of these changes on Master's programs?

For students who graduate from an EAC of ABET accredited baccalaureate program, we presume that they have demonstrated the Student Outcomes. We will track whether they graduated under (a)-(k) or (1)-(7).

Students who do not graduate from an accredited program will have to demonstrate attainment of the student outcomes that are in effect at the time of the review. This would be Student Outcomes (1)-(7) for reviews in the 2019-2020 review cycle and beyond. An excerpt from the criteria is shown below.

The master's program must have and enforce procedures for verifying that each student has completed a set of post-secondary educational and professional experiences that:

(a) Supports the attainment of student outcomes of Criterion 3 of the general criteria for baccalaureate level engineering programs, and ...

If the student has graduated from an EAC of ABET accredited baccalaureate program, the presumption is that items (a) and (b) above have been satisfied.

For more information see this link:

Basic Science Computer Science is NOT a basic science. It is equivalent to engineering science and therefore an engineering topic.

College Level Mathematics Precalculus and remedial math do not count as college mathematics.

Complex Engineering Problems It is important to pay attention to the complexity of problems used to demonstrate the ability to solve problems.

Engineering Design Consideration of risk has been added to the definition. The phrase, "for illustrative purposes only" is to give examples and is mandatory nor comprehensive. It is expected that the

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Student Outcome #7 requires that students be able to acquire and apply new knowledge as needed, using appropriate learning strategies. The ABET Industrial Advisory Council indicated that it is important for students to take responsibility for their own learning. There are many ways a student can demonstrate this ability. For example, students could engage in such activities as identifying needed information for a project, examining sources for the information, determining an appropriate source and applying the information.

11. What is the general guidance for the following activities? (10)(l)-53(i)-15(ax 1.272 0 Td ()Tj 3.042 ()-1.217 TtM g)-8.v ()2(18)]8.9((he)-1.2>>

- d. Use of web-based peer evaluations such as CATME or TEAMMATES. The peer evaluations include specific questions about collaboration and inclusiveness.
 - e. Verbal feedback from course TAs or instructors about a team's collaboration and inclusiveness. Students take notes and use evidence to support or refute the feedback.
- Programs are expected to develop assessment methodologies that are meaningful for their students.

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is not related (e.g. an industrial set of data), and draw conclusions in another homework problem using data that isn't even connected to the first two)?

Programs have the ability to organize the demonstration of outcomes to maximize student learning. The components of Outcome 6 do not have to be addressed in series, and the outcome may be satisfied in the context of more than one system.

As previously indicated, ABET will update these FAQs periodically and as necessary. If you would like to see other questions answered or would like to provide feedback on these FAQs, please email the Engineering Accreditation Commission at accreditation@abet.org