

ASCE PEV Training

2026-2027 Accreditation Cycle

ASCE Committee on Advancing Accreditation

Updated July 2026



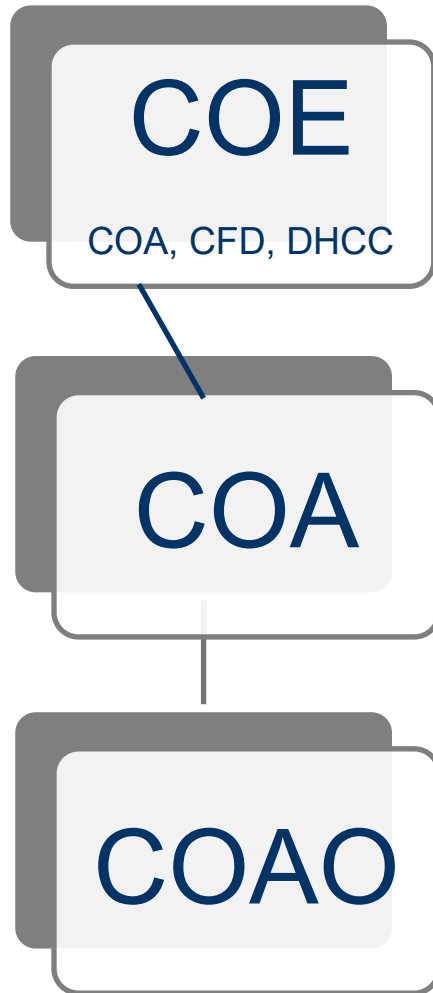
Supplement ABET PEV training by providing information related to

ASCE
reporting
structure

Best
practices in
completing
PEV forms

Program
specific
criteria

Review most
commonly
cited
shortcomings



■ COA

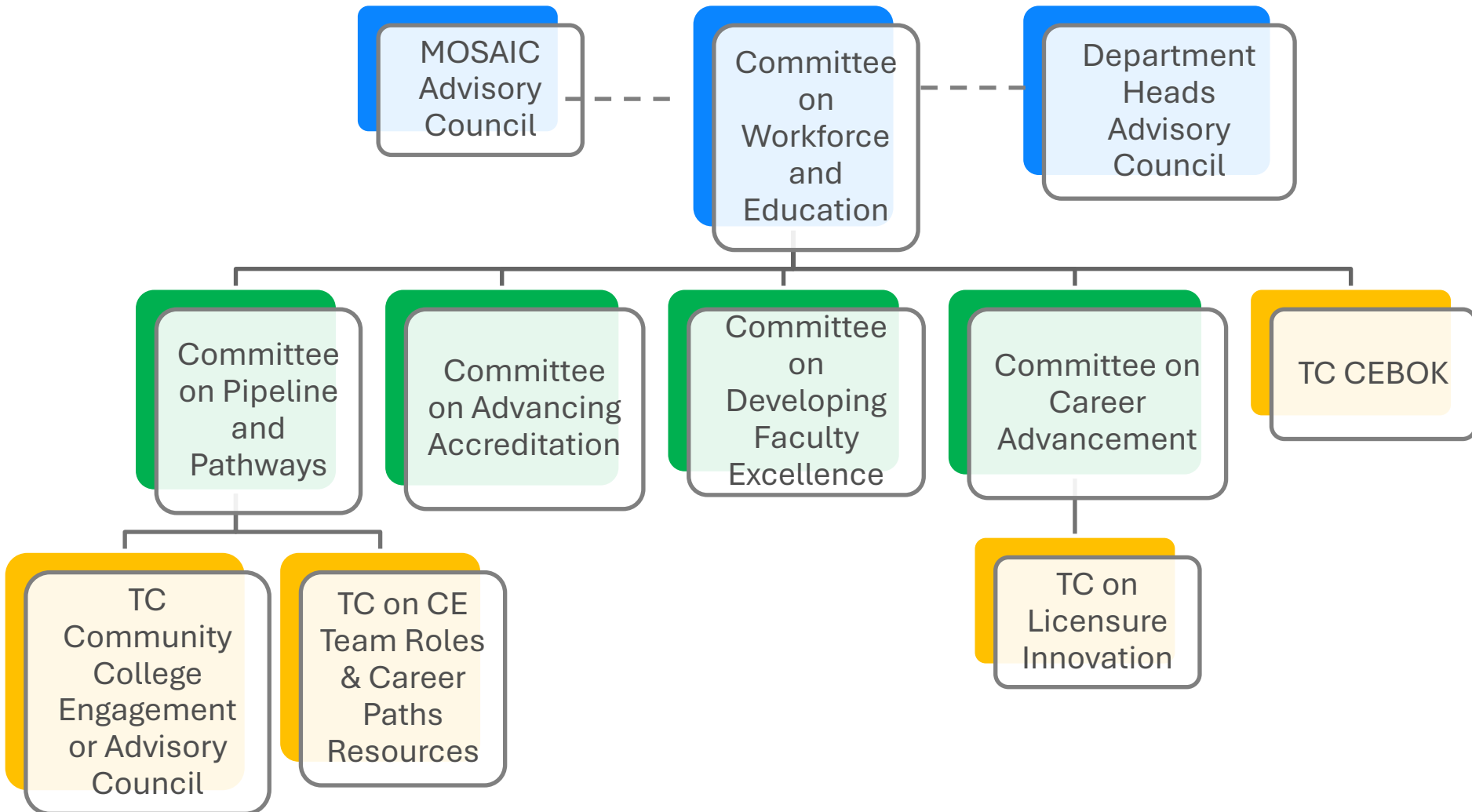
- Coordinate ASCE's participation in ABET governance and ABET's development of strategic accreditation priorities.
- In collaboration with the COAO, develop, update, and implement ASCE's policies and procedures for participation in ABET accreditation.

■ COAO

- Recruitment, training, evaluation, and assignment of program evaluators for the accreditation of all EAC and ETAC programs for which ASCE is the lead society (architectural, civil, and construction), and
 - Commentary
 - Training



ASCE Workforce & Education Structure, 2026-



CAA Supports the professional development of PEVs

- CAA provides a number of resources for PEVs online:

<https://www.asce.org/career-growth/educators/accreditation-and-abet>

- Please visit this website and review:
 - PEV Instructions
 - Commentary on the current and past program criteria
 - This Webinar (recording, and slide deck)
 - Example Reports for EAC and ETAC programs



EAC and ETAC PEV Instructions



Timeline for PEV activities



Guidance on pre-visit preparation



Documentation and completion of forms during visit



Post visit communication and submission of PEV report

<https://www.asce.org/career-growth/educators/accreditation-and-abet>

- ETAC accredits baccalaureate and associate programs. These are distinctly different and should be assessed differently
- The most notable differences important to you on your upcoming visit are:
 - Differences in Criteria and how they are interpreted
 - Differences in forms used to complete the visit
 - Differences in visit procedures
- For a detailed explanations in the differences and best practices, review the Instructions for EAC and ETAC Program Evaluators document found at:

<https://www.asce.org/career-growth/educators/accreditation-and-abet>

Best Practices

	A	B	C	D	E	F
1	State University					
2	Program Name	Civil Engineering			PE /	John Doe
3	Team Chair	Jane Smith			Visit Dates	October 10-12, 2022
4	Enter "C" for concern, "W" for weakness, "D" for deficiency, and "R" if the issue has been resolved	Pre-visit	Day 0	Day 1	Exit Statement	Comments
5				X	X	Click for Video Tutorial Criterion met per SSR: Criterion I, section B Criterion met per SSR: Criterion I section B.1 & B.2 and Appx F Generally met per Criterion 1 section d & criterion 6 section 1 and 2. Confirm mandatory career/curricular advising takes place (comment sent in email to program on 7/26). Program Memo 7/31 provided additional detail on the mandatory advising, which occurs every term. Check during faculty/student interviews. From faculty and student interviews, mandatory advising is conducted with each student at least once per semester. Each faculty member advises approximately 90 students and has three hours a week devoted to meeting with six advisees per week on a scheduled basis. OK Generally met per SSR 1.F. However none of the six transcripts showed INTRO 101 was taken nor that
6	1. STUDENTS	R	C	R		
7	Evaluate student performance	✓				
8	Monitor student progress	✓				
9	Advise students regarding curricular and career matters	I	C	R		

1. A. Performance: *Evaluate the extent to which the program attains the following elements of Criterion 1.*

Objective	Quality Rating	Comment
a. Policies for admission to the program exist and are enforced.	S	The university is a test optional school, requires <u>high</u> school GPA of 3.0 on a 4.0 scale and a B or better in Algebra II. Test ACT 21 or better with a <u>math</u> score of 20 or better.
b. Student performance is evaluated and student progress through curriculum is monitored. Prerequisites are enforced and any waivers documented.		Need to see transcripts. Lots of computer checks for monitoring academic standing.
c. Policies exist and are enforced for accepting transfer students and transfer credit.	C	Self-study does not address the minimum grade for a transfer course.
d. Adequate procedures exist and are used for student advisement regarding curriculum and career matters.	S	ADDSSs conduct all academic advising. CET apparently shares one dedicated person with a student load of 298:1. CET has one primary faculty contact for career and curriculum <u>advise</u> . Contributions of other faculty is not well established.
e. Policies exist, are documented, and enforced for awarding credit in lieu of courses [note that not granting such credit is an acceptable policy].	S	Yes, <u>pretty standard</u> for academic placement tests and credit for work experience.
f. Policies exist and are enforced for ensuring and documenting that each graduate meets all program graduation		Yes, computer based and checked by college AD and department ADDSS. Will verify with Transcript review.

Completely fill out the Comment portions of the form with information that will inform the reader as to why you made the Quality Rating that you did!

- This will:
 - help you to clarify your thinking
 - assist your team chair as they work with the program after the visit
 - aid the CAA in understanding your decision processes when assessing your work as a PEV

- In 2024 DEI language was incorporated into the general criteria as well as the CE Program Criteria.
- In February 2025 all reference to DEI was removed from all ABET criteria.
- 2025-26 Cycle Criterion 8 included a requirement to create and foster a “Respectful Environment” among students, faculty staff and administration.
- “Respectful Environment” is now included in the General Criteria definitions.

C3 and C5 Changes for the 2019-2020 Cycle and Beyond



SO1: Complex problems: programs need to demonstrate ability to solve; complexity defined



SO2: Engineering Design: list of factors that must be CONSIDERED-even if one or more factors do not influence design



SO3: Communication: each program must determine “range of audiences”



SO4: Responsibilities: judgements must consider impacts in **ALL**: global, economic, environmental and social



SO5: Teams: inclusiveness must be defined and project (task management) demonstrated



SO6: Experimentation: no requirement to design experiments but must show use of judgement in drawing conclusions



SO7: New Knowledge: broad; such as identifying needed information, reviewing literature & information, using appropriate sources, applying information

- Computer science: engineering topic NOT basic science***
- Basic science: now adds “other natural sciences including life, earth and space sciences”
- College-level math: pre-calculus and remedial math are not considered “college-level”
- Complex engineering problems: examples of characteristics of complexity listed in definition (at least 1)
- Engineering design: includes, iterative process, realistic constraints, use of codes and standards, consideration of risk
- Team: multiple members, requires diversity of skills, backgrounds or perspectives
- ETAC requires and defines “Natural Science”

*** Applies to Criterion 5a. See Commentary for definition of Computer Science for satisfying CEPC.

Most Common Shortcomings



For EAC and ETAC, undocumented prerequisite violations and course substitutions.



For EAC, the program's PEOs are stated as outcomes



For both EAC and ETAC, the process for establishing and confirming PEOs does not involve all constituencies identified in the self-study

Note: Criterion 2 is revised for this accreditation cycle. The word "all" is included in the wording of the criteria and "constituencies" is defined.



For ETAC, some elements of the specified learned capabilities are not found in the program's published student outcomes



For EAC, some of the specified outcomes are not found in the program's published student outcomes



Criterion 3 only requires that you can identify all of the required elements in the published criteria. There is no requirement for assessment of the outcomes for compliance with Criterion 3.



Criterion 4 requires assessment for the programs own published Student Outcomes, not explicitly the elements of Criterion 3.

Ineffective assessment data

- (grade based, not a representative sample, tools that don't provide useful information, no direct measures, co-mingled data, etc...)

The program does not "close the loop"

- The data are not evaluated
- Data-based decisions are not systematically used as input for program improvement actions.
- While good practice, closing the loop is not explicitly required.

Lack of
necessary
basic math
and science

- Counting an engineering science as basic science, counting math classes that do not require Cal I as a prerequisite, counting computer language course.

Culminating
Design

- Lack of constraints and/or codes and standards. Project is analysis or research intensive. Does not meet the definition of Design.

Improper Accreditation information

- Now required to cite what program criteria the program is accredited under.

Safety

- Classroom and lab environments.

Curriculum

- One or more elements of the required curricular coverage is not met or is weakly addressed

Faculty

- Faculty teaching design are not qualified by virtue of licensure, or by education + design experience



Program Criteria are provided on the ABET Website Under Accreditation



Commentary on the ASCE website is helpful for understanding and interpreting a Program's actions with respect to the program criteria

<https://www.asce.org/career-growth/educators/accreditation-and-abet>

- EAC – Revised criteria effective 2024-2025 Cycle
 - Architectural Engineering
 - Civil Engineering
 - Construction Engineering
 - Ecological Engineering, 2025-2026, (ASCE is a Co-Lead)
- ETAC – Revised criteria effective 2026-2027 Cycle
 - Architectural Engineering Technology
 - Civil Engineering Technology
 - Construction Engineering Technology

1) Curriculum

The curriculum must include:

- a) Application of:
 - i) mathematics through differential equations, probability and statistics, calculus-based physics, chemistry, and either computer science, data science or an additional area of basic science
 - ii) engineering mechanics, materials science, and numerical methods relevant to civil engineering
 - iii) principles of sustainability, risk, and resilience, to civil engineering problems
 - iv) the engineering design process in at least two civil engineering contexts
 - v) an engineering code of ethics to ethical dilemmas
- b) Solution of complex engineering problems in at least four specialty areas appropriate to civil engineering
- c) Conduct of experiments in at least two civil engineering contexts and reporting of results
- d) Explanation of:
 - i) concepts and principles in project management and engineering economics
 - ii) professional attitudes and responsibilities of a civil engineer, including licensure and safety.

Two levels of coverage and 20 elements to be checked

Associate Level

- utilization of principles, hardware, and software that are appropriate to produce drawings, reports, quantity estimates, and other documents related to civil engineering, including considerations of project management and safety;
- performance of standardized field and laboratory tests related to civil engineering;
- utilization of surveying methods appropriate to civil engineering; and
- application of fundamental computational methods and analytical techniques in sub-disciplines related to civil engineering.



ETAC CE Program Criteria (CEPC) Effective for 2026-27 Review Cycle

Baccalaureate Level

- utilization of principles, hardware, and software that are appropriate to produce drawings, reports, quantity estimates, and other documents related to civil engineering, including considerations of project management and safety;
- performance of standardized field and laboratory tests related to civil engineering;
- utilization of surveying methods appropriate to civil engineering;
- application of fundamental computational methods and analytical techniques in sub-disciplines related to civil engineering;
- planning and preparation of documents appropriate for design and construction;
- performance of economic analyses and cost estimates related to design, construction, operations and maintenance of systems associated with civil engineering;
- selection of appropriate engineering materials and practices;
- performance of analysis and design in at least three sub-disciplines related to civil engineering;
- application of current codes, standards, and ethics appropriate to civil engineering; and
- application of principles of sustainability, risk, and resilience, to civil engineering problems.

Multiple levels of coverage and 20 elements to check



ASCE E331 for 2026-2027 Cycle

1	2	A	B	C	D	E	F
1							
2		Program Name				PEV	
3		Team Chair				Visit Dates	
4		Enter "C" for concern, "W" for weakness, "D" for deficiency, and "R" if the issue has been resolved among the program's students, faculty, staff, and administrators (hover to see definition of a respectful	Pre-visit	Day 0	Day 1	Exit Statement	Comments
62		Sufficient to provide an environment to attain student outcomes					
63							
64		PROGRAM CRITERIA					
65		Curricular topics (if any)					
66		Math Through Differential Equations					
67		Probability and Statistics					
68		Calculus Based Physics					
69		Chemistry					
70		One additional area of data science or basic Science					
71		Engineering mechanics (Relative to Civil Eng)					
72		Material science (Relative to Civil Eng)					
73		Numerical methods (Relative to Civil Eng)					
74		Principles of sustainability, risk, & resilience to civil engineering problems					
75		Engineering design process in at least 2 CE contexts					
76		Engineering code of ethics & ethical delimmas					
77		Complex problems in 4 areas of CE					
78		Conduct experiments in 2 CE contexts and report results					
79		Concepts and principles in project management and engineering economics					
80		Professional attitudes and responsibilities of a civil engineer, including licensure and safety					
81							
82		Faculty qualifications (if any)					
83		Qualified to teach design					
84		ACCREDITATION POLICY AND PROCEDURE MANUAL					
85		I.A.2 Length or period of accreditation period not published or implied					
86		I.A.4 Accreditation status represented unambiguously					

2) Faculty

The program must demonstrate that faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience.

Similar for Architectural Engineering (added same language for architectural design.)

Similar for Construction Engineering (added requirement for one faculty member have full-time experience with decision making responsibility in the construction industry).

Commentary for civil and construction engineering program criteria and all things ABET can be downloaded from ASCE's [website](https://www.asce.org/career-growth/educators/accreditation-and-abet)



Commentary on the ABET Program Criteria for Civil and Similarly Named Programs

Effective for 2024-2025 Accreditation Cycle

Initial Issue (Rev. 0), January 2024

By the ASCE Civil Engineering Program Criteria Task Committee

Subsequent revisions

By the ASCE Committee on Accreditation Operations

3

<https://www.asce.org/career-growth/educators/accreditation-and-abet>

The Visit



First sentence of introduction must begin with the official name of the program as shown on the RFE



Describe the program as factually as possible. Include program's administrative location within the institution. Only provide information listed in E402



Information may be obtained from the materials provided, from the previous review, or from the program's website. Be sure to check the currency of the information with the program chair.



At a minimum, give:

The current number of students enrolled

The current number of faculty members

The number of graduates in the academic year prior to the visit



For a new program include the formal start date, and year of its initial graduates.

Each shortcoming should have three components:

- Applicable part of the criterion, using the exact language from the Criteria or APPM where possible. Each shortcoming should start with the phrase “This criterion requires the program to.....”
- Observed facts that document lack of compliance with the stated criterion or APPM element
- Negative impact on the program resulting from the lack of compliance.

- Criterion 3. Student Outcomes *This criterion requires the the program to have documented student outcomes that prepare graduates to attain the program educational objectives. The engineering accreditation criteria define student outcomes as outcomes (1) through (7) plus any additional outcomes that may be articulated by the program.*
It is not evident from the list of the program's self-selected student outcomes that all components of Student Outcomes (1) through (7), required by this criterion, are included in the program-defined outcomes. If all elements of ABET Student Outcomes (1) through (7) are not specifically addressed in the programs selected outcomes, it is not possible to determine of all Student Outcomes required by this criteria are being met.
Thus, the program is not in compliance with this criterion.



Read ASCE PEV Instructions

- Submit your work according the timeline and checklist found in the PEV instructions or as directed by your team chair.
- Submit your final documents to Dion Coward at:

bit.ly/ascesubmitpevreport

within 2 weeks of the visit.

■ For EAC Visits

- E331 Workbook, which includes:
 - Curriculum Analysis
 - Transcript Analysis
 - Interview List
 - Shortcoming Tracking
- PAF from AMS (Include Recommended Accreditation Action)

■ For ETAC Visits

- The T351 Report Form, which includes:
 - General Information Sheet, Criteria Evaluation, Transcript Analysis
 - Program Review Worksheet
- Signed PEV Program Summary Form with Recommended Accreditation Action (Last page of the T351)
- PAF from AMS, Including the program introduction section in accordance with the T422.



Input

PEV Report Submissions
PEV Performance Evaluations (360
Reviews)
EAC Executive Committee



Decisions

Approved for future visits
Visit with Visit Team Chair and Resolve
Problems
Assign Training
Remove from ASCE Active List

Basis for Team Chair & Commissioner
nomination
Service on CAA



EAC/ETAC PEV Review

CONFIDENTIAL EAC PROGRAM EVALUATOR REVIEW

American Society of Civil Engineers - Committee on Accreditation Operations

EVALUATOR:											
INSTITUTION:											
PROGRAM:											
LEVEL:	☐ Baccalaureate	☐ Masters	☐ Senior PEV								
VISIT TYPE:	☐ General	☐ Focus									
QUALITY OF DISCUSSION ON PEV WORKSHEET		Inadequate 1	Marginal 2	Adequate 3	Good 4	Excellent 5					
Students											
Program Educational Objectives											
Student Outcomes											
Continuous Improvement											
Curriculum											
Faculty											
Facilities											
Institutional Support											
ASCE Program Criteria											
APPM											
PROPOSED STATEMENT TO THE INSTITUTION		Inadequate 1	Marginal 2	Good 3	Not Submitted						
ARE THESE FORMS COMPLETED SATISFACTORILY?											
		Yes	No	Not Submitted				Yes	No	Not Submitted	
PEV Report Form (E 351)					PEV Worksheet (E 341)						
Curriculum Analysis					Program Audit Form (E 301)						
Transcript Analyses											
CLARITY OF WRITING:		Good	Adequate	Minor Improvements Needed	Considerable Improvements Needed						
RECOMMENDED ACCREDITATION ACTION:		NGR	IR	RE	IV	VE	SC	SC-E	NA		
Is the above recommendation:											
☐		Consistent with the report?									
☐		Somewhat inconsistent with evidence presented?									
☐		Inconsistent with evidence presented in the report?									
If the recommendation was for less than full term accreditation, did the statement to the institution clearly state what must be corrected?								Yes	No		
<i>see next page for additional comments</i>											



Review of E331/T351

CONFIDENTIAL EAC PROGRAM EVALUATOR REVIEW

American Society of Civil Engineers - Committee on Accreditation Operations

EVALUATOR:						
INSTITUTION:						
PROGRAM:						
LEVEL:	☐ Baccalaureate	☐ Masters	☐ Senior PEV			
VISIT TYPE:	☐ General	☐ Focus				
QUALITY OF DISCUSSION ON PEV WORKSHEET	Inadequate 1	Marginal 2	Adequate 3	Good 4	Excellent 5	
Students						
Program Educational Objectives						
Student Outcomes						
Continuous Improvement						
Curriculum						
Faculty						
Facilities						
Institutional Support						
ASCE Program Criteria						
APPM						



Completion of Report

PROPOSED STATEMENT TO THE INSTITUTION				Inadequate 1	Marginal 2	Good 3	Not Submitted

ARE THESE FORMS COMPLETED SATISFACTORILY?							
Interview List Curriculum Analysis Transcript Analyses	Yes	No	Not Submitted	PEV Workshee E331 Program Audit Forr AMS	Yes	No	Not Submitted

CLARITY OF WRITING:	Good	Adequate	Minor Improvements Needed	Considerable Improvements Needed

ASCE Program Evaluator Performance Evaluation Rubric

Review of PEV Worksheet (form 341)

	Inadequate	Marginal	Adequate	Good	Excellent
Quality of Discussion on PEV Worksheet	No comments in any worksheet comment boxes	Minimal comments (e.g. N/A, yes, no) in some of the comment boxes	Detailed comments provided for only topics identified as potential shortcomings	Detailed comments in all boxes relevant to all the criteria provided	All comment boxes filled with references to the SSR, criterion and tracking of status

Overall assessment of PEV worksheet: Inadequate Marginal Good

*To indicate E 341 is satisfactorily completed, the PEV must have received a rating of good or excellent on all elements listed under the section titled **Quality of Discussion on PEV Worksheet**

Review of Exit statement

	Inadequate	Marginal	Good
Format of the proposed statement to the institution	Lacking three-part construct	Contains three-part construct but statement lacks clarity and completeness	Uses three-part construct effectively with clear and complete explanation of the shortcoming
Consistency between statement and worksheet	Statement and worksheet content inconsistent	Statement minimally consistent with criterion and/or worksheet	Statement consistent with the worksheet
Quality of the proposed statement	Shortcoming statement not consistent with the criterion or level of findings; strengths are not strengths	Shortcoming statement not consistent with the level of findings; connection to evidence weak; implications to the program are not fully formed	Statement and evidence clearly support shortcoming level and provides a clear implication to the program

Overall assessment of exit statement: Inadequate Marginal Good

In Closing



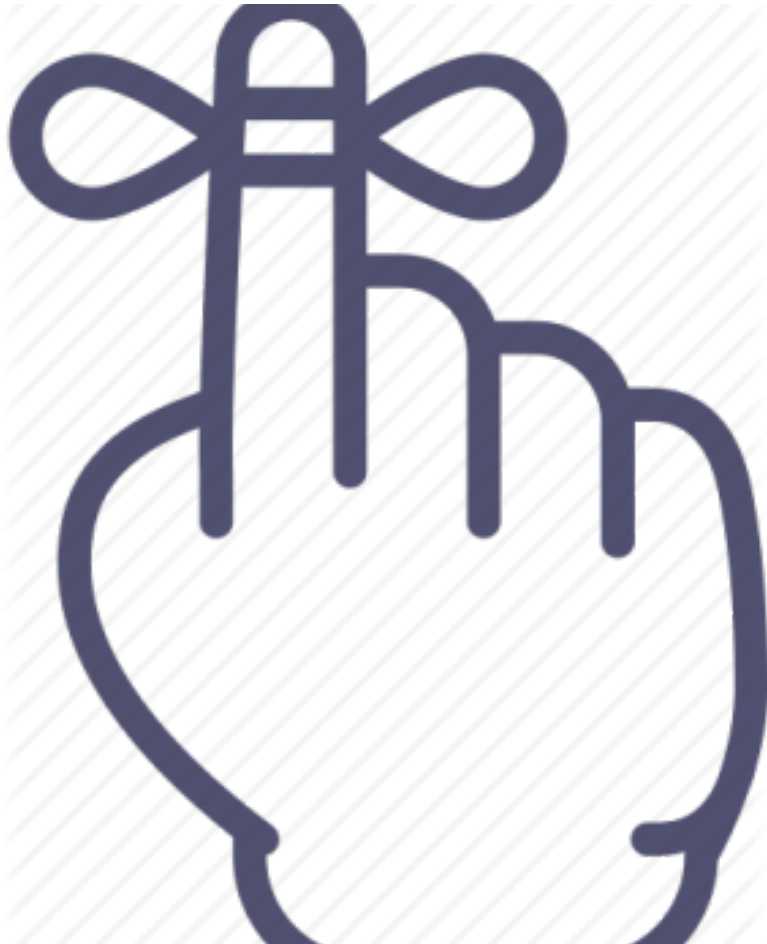
Be open to innovative ways of meeting the criteria



Programs don't have to do things the way that you would



You may not want to adopt their practices, but if they satisfy the criteria, then they are okay



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- Please be sure to complete your training in Brightspace
 - Pre-visit PEV training
 - Virtual Review training
 - Visits outside the US training
- Don't forget your Team Chair is a resource, and they want to see you be successful!
- Don't forget:
 - to submit your travel waiver (slennon@abet.org) and book travel early.
 - Get your expense report into Concur
 - Submit your report to Dion via Cognito forms within two weeks after your visit.

bit.ly/ascesubmitpevreport

- Incoming Chair CAA
- Ellen Stevens
- ellen@ellenphdpe.com
- Dion Coward-Senior Manager Educational Activities, ASCE
- dcoward@asce.org



Norman Dennis ndennis@uark.edu

Questions?

