AC 2010-757: ASEE'S ROLE IN THE ACCREDITATION REVIEW OF ABET EAC PROGRAMS IN ENGINEERING, ENGINEERING PHYSICS, AND ENGINEERING SCIENCE (ET AL.): A BRIEF HISTORY, THE CURRENT STATUS, AND A LOOK AHEAD

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ASEE's Role in Accreditation Review of ABET EAC Programs in Engineering, Engineering Phys., and Engineering Sci. (et al.): A Brief History, the Current Status, and a Look Ahead

Abstract

While not as numerous as Civil Engineering, Electrical Engineering, Mechanical Engineering, and other "common" engineering baccalaureate programs, there is a surprising number of engineering programs with a "more general" program title. And, while some might assume that these "more general" programs would largely be offered only by smaller, primarily private institutions, there are a considerable number of major state (and private) institutions that also offer these programs.

This paper presents a brief history and a more detailed look at the current status of the set of programs that the Accreditation Board for Engineering and Technology (ABET) now lists under the program heading of "Engineering, Engineering Physics, and Engineering Science" plus a few additional programs with similar names or with other variations outside of ABET's standard set of program titles that ABET has assigned to ASEE. This set of programs has been assigned to ASEE for purposes of providing program evaluators (PEVs) for accreditation visits.

Further, this paper provides a look ahead at the prospective accreditation review load for ASEE PEVs. This information is important in helping to estimate the number of ASEE PEV assignments that will be needed over the next several years. Perhaps surprisingly, that number is not easily estimated ahead, as only the years for the next scheduled general review (NGR) of programs already accredited can be determined from the ABET public website. Several other variables that lead to the final number can only be estimated. Nonetheless, a "forecast" is important for the planning of ASEE's PEV workload and therefore the anticipated number of ASEE PEVs needed each year. Further, the roster of multidisciplinary engineering programs itself is an important source of information about this set of engineering degree programs and the institutions that provide them.

Introduction

One of the significant distinctions of a substantial number of baccalaureate engineering programs is that they intentionally do not align naturally with the currently established major disciplines like civil engineering, electrical engineering, mechanical engineering, etc. Such programs were previously called "non-traditional" engineering programs, but, more recently, "multidisciplinary" engineering programs. Currently, ABET labels this set as "Engineering, Engineering Physics, & Engineering Science." The set includes programs called engineering, general engineering, engineering science, engineering physics, and a few other similar (non-disciplinary) program titles.

Interestingly, the first "official" accreditation of engineering programs began in 1936 through the Engineers Council for Professional Development (ECPD), the forerunner of ABET. Four of the initial set of accredited engineering programs are still functioning. Many others have been added,

as this paper documents. In most cases, ABET accreditation is sought by new programs as soon as they are developed and become eligible by graduating students through that program.

Included in this paper is a record of the currently accredited ABET EAC programs, together with additional information about each institution and program. At this writing, there are 69 accredited engineering programs at 68 different institutions that are classified by ABET in this multidisciplinary engineering category (one of the 68 institutions offers two distinct engineering programs associated with this ABET-assigned set). ASEE's membership in ABET and the accompanying ASEE role in program accreditation are also discussed. The corresponding ABET Technology Accreditation Commission (TAC) and its programs are not discussed here.

While it is hoped that this information will be of interest to a broad scope of ASEE members and leaders, it is likely to be of more interest to those who are involved in some way in the ABET accreditation of engineering programs. This could include the faculty and administration of institutions with multidisciplinary engineering programs, the ASEE's officers and members involved in the engineering program accreditation process, and, we hope, the leadership in corporate American companies that employ engineering graduates. Beyond the hiring of our graduates, ASEE appreciates those in corporate America who take an active interest and role in ASEE and the educational and accreditation processes from whose output they recruit.

Multidisciplinary Engineering Programs

The data presented in this paper are drawn from the current ABET website,[1] as accessed on March 2, 2010. That site maintains a list of all accredited engineering programs under a set of drop-down menu titles, one of which is "Engineering, Engineering Physics & Engineering Science." This list currently comprises programs with one of those three titles, plus General Engineering and a small number (three) of uniquely distinct titles that ABET has assigned to the ASEE set. The most recent roster assigned to ASEE for program accreditation includes 68 institutions offering 69 accredited multidisciplinary engineering programs. These numbers are subject to change annually as institutions present new programs for accreditation upon graduation of their first students(s) or anytime thereafter, or, on the other side, as an institution does not seek re-accreditation of a presently listed program or may in fact terminate the program.

In this multidisciplinary engineering program analysis, the following five groups of accredited multidisciplinary engineering programs are identified from the ABET listing. As of the March 2, 2010 date, there are 35 programs called Engineering and 2 programs called General Engineering. There are also 10 programs with the title Engineering Science or Engineering Sciences, and 19 programs labeled Engineering Physics (including one labeled as Physics-Engineering Physics option). Three programs included in this ABET listing and grouped below as Other Multidisciplinary Engineering have the names: Engineering and Public Policy, Engineering–Course 2-A, and Integrated Engineering. In summary, the subsequent information in this paper relates to the following programs:

35	Engineering programs
19	Engineering Physics programs
10	Engineering Science(s) programs

2	General Engineering programs
3	Other Multidisciplinary Engineering programs
69	Total programs assigned to ASEE

While subject to change by ABET, these 69 programs are currently under the purview of ASEE accreditation review responsibility. These statistics can change from year to year, as institutions introduce and receive accreditation for new programs or they discontinue or merge current programs. For example, the current total, which is the same as last year, actually results from two opposite factors: 1) three new institutions received initial accreditation for new engineering programs (one each) in the latest listing, and 2) three programs (one each) at three other institutions were no longer listed. Such changes may first become known to the ASEE program evaluator (PEV) assignment process when ABET formally assigns each year's program accreditation visit responsibility to ASEE, before the time that PEV visit assignments are being formed about mid-year.

Further information about the 68 institutions and 69 programs is provided by the several Tables in the Appendix following this text. The data for those tables, which include only those institutions with one or more of the types of currently-accredited multidisciplinary engineering programs listed here, are from ABET data at the time of this writing. The alphabetical ordering of institutions used here is the same as that used by ABET. Because of the importance of the subject of program accreditation, the author has taken special care to be both precise and correct, hereby apologizes in the event of any errors, and welcomes the corrections of any incomplete or inaccurate information. Since the official responsibility for program accreditation and evaluator assignments is that of ABET, the information presented here may differ from future official data.

The engineering program accreditation record began in 1936, the first year that national professional accreditation was offered. At that time, accreditation was under the Engineers Council for Professional Development (ECPD), the forerunner to the current ABET. Table 1 displays the year of first accreditation for the 69 currently accredited multidisciplinary engineering programs. This and the following Tables and statistics include only those institutions and programs that are accredited at this time. The list of currently accredited programs includes 4 institutions that were first accredited in that initial year (1936). The next 2 currently accredited multidisciplinary engineering programs were first recognized in 1949 (13 years later). There are 2 more currently accredited programs that were first accredited in the decade of the 1950's, 6 in the 1960's, 6 in the 1970's, 10 in the 1980's, 16 in the 1990's, and 23 in the 2000's.

In 34 of these 68 institutions, the multidisciplinary engineering program is the only ABET-accredited engineering program offered (as noted previously, one institution offers two such programs). On the other hand, 25 of these institutions offer 4 or more additional accredited engineering programs in other areas.

The net growth in program number in recent years seems to be primarily at institutions that are broadening their degree program inventory to include a program in "engineering." These sites frequently begin with a B.S. in Engineering, Engineering Science, or Engineering Physics program, which they may consider the most cost effective way to launch an engineering program

presence. This hypothesis seems supported by the most recent program additions shown in Table 2, which provides an alphabetical list (based on the form of the institution name used by ABET) of the accredited multidisciplinary engineering programs currently offered. This list shows:

the names of the institutions,
the accredited multidisciplinary engineering programs offered,
the years of their first accreditation,
the numbers of other accredited engineering programs offered, and
the years of the next general accreditation review.

ASEE's Accreditation Role

A unique characteristic of these multidisciplinary engineering programs is that they do not have additional "program criteria" (additional discipline-specific program content initiated by the host technical society, e.g., ASME for ME programs) for accreditation that most other "traditional" engineering programs do. Indeed, the novelty, variety, and interdisciplinary nature of these "multidisciplinary" programs would not easily accommodate the type of additional program criteria that the traditional programs have.

That distinction was at the root of an ASEE member initiative that can be traced back at least to 2001. It was believed by some involved with multidisciplinary engineering programs that there was a potential bias, possibly unintended or even subconscious, built into the accreditation of these programs through the program evaluation process. At that time, the majority of the program evaluators (PEVs) were likely themselves specialists through the doctoral level in a traditional disciplinary field. Many of them were teaching in a traditional disciplinary engineering educational program. Further, the PEV training provided to them at that time by the disciplinary organizations (ASCE, IEEE, ASME, etc.) was also often led by doctoral specialists from that field and for which their disciplinary programs had "program criteria."

At that time, all program evaluators, including those who visited multidisciplinary engineering programs, came through the same training process. It was felt by some leaders of multidisciplinary engineering programs at that time that this situation might present too strong a tendency to lead to a bias, even if consciously unintended, that every program should have a focus of "disciplinary" depth closely aligned to one of the recognized and well established fields of engineering.

Gradually, some multidisciplinary engineering program leaders began to form a coordinated effort to address their concerns. The early history and process through which ASEE has become involved with multidisciplinary engineering program accreditation for ABET are described in more detail elsewhere.[2-4] In a Prism article[5] while she was ASEE President, Sherra E. Kerns noted that "ASEE is a founding member society of ABET." And, finally, in 2005, after several years of groundwork, and by the initiative of ASEE members, the support of many other multidisciplinary engineering educators, and the cooperation of both ASEE and ABET leadership, ASEE became the lead society for the accreditation of multidisciplinary engineering

(and engineering technology) programs. Much of this progress was coordinated by ASEE's Multidisciplinary Engineering Division and its officers.

With ASEE's new role in the accreditation of multidisciplinary engineering programs, the schedule of the accreditation cycle and its accompanying need for program evaluators and related responsibilities became of immediate importance for the recruiting, training, and assigning of that initial set of evaluators from among ASEE members.

As a result of this new accreditation role and with leadership from Edwin C. Jones, Jr., and the support of many other ASEE leaders, ASEE adapted and strengthened its Accreditation Activities Committee (AAC) during 2005-06 to include this new role in its purview, in preparation for the 2006-07 accreditation cycle. The primary AAC meeting occurs at the ASEE Annual Conference each year. The current membership of AAC[6] and information about applying to become an ASEE program evaluator for multidisciplinary engineering programs[7] are given, respectively, at these ASEE websites. Finally, ASEE's Multidisciplinary Engineering Division's role in the accreditation process and other aspects of its history are documented.[8]

Multidisciplinary Engineering Program Accreditation

The roster of accredited multidisciplinary engineering programs and the number of ASEE program evaluators needed changes each year and with each accreditation cycle, as illustrated by the data in the tables presented here. For the currently accredited multidisciplinary engineering programs, Table 1 lists the number and type of currently accredited programs by the year of their first accreditation. Clearly, that number is growing quite steadily.

Expanding on the historical data in Table 1, Table 2 gives considerable data about each of the institutions: the institutional name used by ABET, the multidisciplinary engineering program(s) offered, the year of their first accreditation, the number of other ABET-accredited engineering programs at the institution, and the date of the next general accreditation review. Table 3 provides a numerical summary of the more detailed data in Table 2, highlighting the anticipated visit workload over the next six-year cycle that would be predicted from Table 2, by year and program area. Clearly, there is a wide variation reflected by those data in the anticipated workload from year to year, ranging from five programs at five institutions in 2008-09 to 20 programs at 20 institutions in 2011-12. Table 4 lists the names of the institutions by their anticipated visit years over the next six-year cycle.

The information in Tables 2-4, as available in January 2010, gives at least an initial indication of the anticipated institutions and programs, from which the anticipated annual PEV workload could be estimated for each year of the next six-year cycle. However, there are several other variables that impact significantly the actual number of visitors required for any specific year that are not reflected in either of these tables. For example, each visit requires the minimum of the team chair and an evaluator for each program being reviewed but, in the case of a visit for an institution with a single program review, a minimum of two evaluators is required. In this case, the two evaluators share the assignment responsibility and combine their assessments into a single accreditation draft report. Further, this current information in these tables about future

visits will likely change somewhat annually, as new programs are developed and seek accreditation while other programs may be terminated.

Variables that impact the number of ASEE PEVs that may not be known until spring or early summer each year include: new programs seeking initial accreditation, currently accredited programs that no longer seek accreditation, any of the several types of interim visits (or interim reports), and any other special ASEE PEV assignments as ABET seeks to fulfill their overall accreditation responsibilities. Therefore, the actual number of visitors needed each fall remains uncertain until the roster of program accreditation assignments is finalized by ABET shortly before the accreditation visit schedule is completed during the summer.

In order to develop some indication of the likely variations of PEV workload from year to year, Table 5 documents ASEE's actual experiences for the initial four years of accreditation responsibility and illustrates the variability of each year's need. Before the actual information is available from ABET for the ASEE PEV visit assignment responsibility each year, ASEE has only the historical data from the first three rows (and summed in the fourth row) of Table 5. Nonetheless, the fully detailed annual history given in Table 5 provides some very useful historical perspective for ASEE planning for the number (and its variability) for the ASEE PEVs that may actually be needed for future years.

PEV Assignments

Accreditation teams are carefully selected and are based on many variables. Significant factors that must be considered in the cadre of PEVs that ASEE needs to maintain for campus visits include: conflicts of interest (prior associations, even proximate geographic location), appropriate experience, schedule conflicts between visit dates and PEV commitments, acceptance by the team chair and the institution being visited, and overall team balance. Thus, to fulfill its role effectively, ASEE must maintain the current PEV number well in excess of the anticipated number actually required for the annual visit assignments. On the other hand, approved PEVs have been prepared because they desire to serve in this important role and may be disappointed if they are rarely used. Accordingly, those involved in coordinating the PEV assignment process seek to balance all of these variables. With the natural attrition that is likely inevitable among current PEVs and the uncertain visit requirements for PEVs each year, ASEE generally accepts some new PEVs each year. The remarkable fact, in light of all of this complexity, is that the process works very well.

Summary

The background and responsibilities related to a relatively new and significant ASEE engineering program accreditation role have been reviewed, together with a focus on the institutions and their engineering programs for which ASEE is the lead society in the ABET engineering accreditation process. Further, based on the first four years of experience, the process of estimating the number of ASEE's program evaluators required for future years of ABET accreditation visits has been reviewed and illustrated for those first four years. Together with the data from the several Tables and accompanying text presented here, one of the important conclusions to be drawn from this summary of ASEE's first four years of ABET

accreditation visit responsibility is that, due to the variability of the future schedule (as known at the present time), the number of trained evaluators needs to be kept well in excess of the number that could be determined from past visit history alone.

Appended Tables

Due to the number and length of the five detailed tables noted throughout the text, they have been placed in the appendix that follows.

TABLE 1. Year of First Accreditation of Current Multidisciplinary Engineering Programs
TABLE 2. Multidisciplinary and Other Engineering Programs
TABLE 3. Multidisciplinary Engineering Program Accreditation Schedule
TABLE 4. Date of Next General Review for Continuing Accreditation
TABLE 5. Components of ASEE PEV Historical Workload: First Four Years

Acknowledgment

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6. http://www.asee.org/about/committees.cfm#Accreditation
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8. Jim Farison, "A history of the ASEE Multidisciplinary Engineering Division: The first decade (2000-2010), ASEE Annual Conference and Exhibition Proceedings (CD-ROM, 14 pages), Louisville, Kentucky, June 20-24, 2010.

Appendix

TABLE 1. Year of First Accreditation of Current Multidisciplinary Engineering Programs

Year of Accreditation	Engineering	General Engineering	Engineering Science	Engineering Physics	Other Multidisc. Engineering
1936	3	1	-	-	-
1949	-	-	-	2	-
1953	-	-	-	1	-
1959	-	-	1	-	-
1962	1	-	1	-	-
1965	-	-	1	1	-
1969	-	-	2	-	-
1971	1	-	1	1	-
1975	1	-	-	-	-
1977	1	-	-	1	-
1981	1	1	-	-	-
1983	1	-	-	-	-
1985	-	-	1	-	-
1986	-	-	-	1	-
1987	2	-	-	-	-
1988	1	-	-	-	-
1989	1	-	-	-	1
1990	2	-	-	-	-
1991	1	-	1	-	-
1993	-	-	-	1	-
1994	3	-	-	1	-
1995	1	-	1	-	-
1997	2	-	-	-	-
1998	-	-	-	2	-
1999	1	-	-	-	-
2000	3	-	-	-	-
2001	-	-	-	2	-
2002	-	-	-	-	1
2003	2	-	1	1	1
2004	2	-	-	2	-
2005	1	-	-	1	-
2006	1	-	-	-	-
2007	3	-	-	2	-
Total - 69	**35**	**2**	**10**	**19**	**3**

TABLE 2. Multidisciplinary and Other Engineering Programs

College / University	Multidisciplinary Engineering Areas					Other Information		
	Engineering	General Engineering	Engineering Science(s)	Engineering Physics	Other Multidisc. Engineering	Year Program Accredited	Other ABET ENG Programs	Date of Next Review
Andrews University	√					2006	0	2013-14
Arkansas State University	√					1987	0	2010-11
Baylor University	√					1989	2	2012-13
Calvin College	√					1987	0	2013-14
Carnegie Mellon University					√	1989	5	2012-13
Case Western Reserve University				√		2007	10	2012-13
University of Central Oklahoma				√		2008	1	2013-14
The College of New Jersey			√			1995	4	2012-13
Colorado School of Mines	√			√		1983 | 1977	6	2012-13
Colorado State University			√			1969	5	2013-14
Colorado State University – Pueblo						2007	1	2011-12
Dartmouth College	√					1936	0	2009-10
Dordt College	√					1991	0	2011-12
East Carolina University						2007	0	2014-15
Elizabethtown College						2007	0	2014-15
Embry-Riddle Aeronautical University - Daytona Beach				√		1993	5	2013-14
Fort Lewis College				√		2003	0	2009-10
Geneva College	√					1995	0	2012-13
George Fox University	√					2003	0	2010-11
Grand Valley State University	√					1990	3	2010-11
Harvard University			√			1962	0	2009-10
Harvey Mudd College	√					1962	0	2009-10
Hofstra University			√			1971	2	2011-12

TABLE 2. (Continued). Multidisciplinary and Other Engineering Programs

	Multidisciplinary Engineering Areas					Other Information		
College / University	Engineering	General Engineering	Engineering Science(s)	Engineering Physics	Other Multidisc. Engineering	Year Program Accredited	Other ABET ENG Programs	Date of Next Review
Hope College	√					2000	0	2011-12
University of Illinois at Urbana-Champaign		√				1936	11	2013-14
John Brown University	√					1997	0	2014-15
The University of Kansas				√		1949	8	2012-13
LeTourneau University	√					1988	0	2014-15
Loyola College in Maryland			√			1991	0	2011-12
University of Maine				√		1949	7	2012-13
Massachusetts Institute of Technology					√	2002	13	2013-14
McNeese State University	√					1981	0	2009-10
Mercer University	√					1990	0	2013-14
Messiah College	√					1994	0	2011-12
Michigan Technological University	√					1975	9	2010-11
Montana Tech of the University of Montana		√				1981	8	2010-11
Murray State University				√		1998	0	2009-10
New Mexico State University				√		2005	6	2012-13
City University of New York, College of Staten Island			√			1985	0	2014-15
The University of Oklahoma				√		1953	10	2011-12
Franklin W. Olin College of Engineering	√					2005	2	2012-13
Olivet Nazarene University	√					2000	0	2011-12
Oral Roberts University	√					1994	0	2011-12
University of the Pacific				√		1986	5	2012-13
Pennsylvania State University			√			1959	15	2014-15
University of Pittsburgh				√		1994	8	2011-12

TABLE 2. (Continued). Multidisciplinary and Other Engineering Programs

	Multidisciplinary Engineering Areas					Other Information		
College / University	Engineering	General Engineering	Engineering Science(s)	Engineering Physics	Other Multidisc. Engineering	Year Program Accredited	Other ABET ENG Programs	Date of Next Review
Robert Morris University	√					2004	1	2009-10
Roger Williams University	√					2000	0	2011-12
Smith College			√			2003	0	2010-11
Southeast Missouri State University				√		2001	0	2012-13
University of Southern Indiana	√					2004	0	2012-13
Southern Utah University					√	2003	0	2010-11
Stevens Institute of Technology	√					1936-89; 1992	7	2009-10
Stony Brook University			√			1965	5	2011-12
Swarthmore College	√					1936	0	2010-11
Tarleton State University				√		2004	1	2011-12
Taylor University				√		2007	1	2013-14
University of Tennessee at Chattanooga	√					1977	6	2009-10
University of Tennessee at Martin	√					1999	0	2010-11
Texas Christian University	√					1997	0	2008-09
Texas Tech University				√		1965	8	2011-12
Trinity College	√					1994	0	2011-12
Trinity University			√			1969	0	2011-12
The University of Tulsa				√		1971	4	2012-13
Union University	√					2004	0	2011-12
Walla Walla University	√					1971	0	2013-14
University of Wisconsin-Platteville				√		2001	6	2012-13
Wright State University				√		1988	6	2011-12
Total Schools with Program	**35**	**2**	**10**	**19**	**3**			

TABLE 3. Multidisciplinary Engineering Program Accreditation Schedule (ABET data)

Date of Next Review	Number of Universities	Engineering	General Engineering	Engineering Science	Engineering Physics	Other Multidisc. Eng.
2009-10	9	6	0	1	2	0
2010-11	9	6	1	1	0	1
2011-12	18	9	0	4	5	0
2012-13	15	5	0	1	9	1
2013-14	10	4	1	1	3	1
2014-15	7	5	0	2	0	0
Total	**68**	**35**	**2**	**10**	**19**	**3**

TABLE 4. Dates of Next General Review for Continuing Programs

Date of Next Review: 2009-10

1. Dartmouth College
2. Fort Lewis College
3. Harvard University
4. Harvey Mudd College
5. McNeese State University
6. Murray State University
7. Robert Morris University
8. Stevens Institute of Technology
9. University of Tennessee at Chattanooga

Date of Next Review: 2010-11

1. Arkansas State University
2. George Fox University
3. Grand Valley State University
4. Michigan Technological University
5. Montana Tech of the University of Montana
6. Smith College
7. Southern Utah University
8. Swarthmore College
9. University of Tennessee at Martin

Date of Next Review: 2011-12

1. Colorado State University-Pueblo
2. Dordt College
3. Hofstra University
4. Hope College
5. Loyola College in Maryland
6. Messiah College
7. Olivet Nazarene University
8. Oral Roberts University
9. Roger Williams University

10. Stony Brook University
11. Tarleton State University
12. Texas Tech University
13. The University of Oklahoma
14. Trinity College
15. Trinity University
16. Union University
17. University of Pittsburgh
18. Wright State University

Date of Next Review: 2012-13

1. Baylor University
2. Carnegie Mellon University
3. Case Western Reserve University
4. Colorado School of Mines (2)
5. Geneva College
6. The University of Kansas
7. University of Maine
8. The College of New Jersey
9. New Mexico State University
10. Franklin W. Olin College of Engineering
11. University of the Pacific
12. Southeast Missouri State University
13. University of Southern Indiana
14. The University of Tulsa
15. University of Wisconsin-Platteville

Date of Next Review: 2013-14

1. Andrews University
2. Calvin College
3. University of Central Oklahoma
4. Colorado State University
5. Embry-Riddle Aeronautical University – Daytona Beach
6. University of Illinois at Urbana-Champaign
7. Massachusetts Institute of Technology
8. Mercer University
9. Taylor University
10. Walla Walla College

Date of Next Review: 2014-15

1. John Brown University
2. City University of New York, College of Staten Island
3. East Carolina University
4. Elizabethtown College
5. LeTourneau University
6. Pennsylvania State University (University Park, PA)
7. Texas Christian University

TABLE 5. Components of ASEE PEV Historical Workload: First Four Years.

Sources of ASEE PEV Assignments Needed	Fall 2006 Experience	Fall 2007 Experience	Fall 2008 Experience	Fall 2009 Experience
Institutions with a program requiring an ASEE PEV listed for accreditation visits by ABET	13	12	5	9
Institutions with multiple ASEE programs requiring another ASEE PEV	+1			
Institutions with a single accredited program (each requiring an additional ASEE PEV)	+2	+3	+4	+6
ABET number of ASEE PEVs	16	15	9	15
Institutions requesting an initial accreditation visit requiring an ASEE PEV	+3	+1	+2	+4
Institutions requesting an initial accreditation visit with a single program (requiring second ASEE PEV)		+1	+1	+3
Institutions not seeking a visit for an accredited program (that would have required an ASEE PEV)	-1	-2		
Institutions with a program having an interim visit requiring an ASEE PEV	+1	+3	+1	
Institutions with a program having an interim visit requiring an additional ASEE PEV		+1	+1	
Institutions not listed by ABET but added later (e.g., international institution)		+1		
ABET request for an ASEE PEV for a program not normally an ASEE PEV assignment		+1		
Final number of ASEE PEVs	19	21	14	22
Final number of programs for ASEE PEVs	17	16	8	13
Final number of institutions with ASEE PEVs	16	16	8	13