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**ABET SELF-STUDY**

**QUESTIONNAIRE:**

**TEMPLATE FOR A
SELF-STUDY REPORT**

**INTEGRATED BACCALAUREATE-MASTER’S LEVEL PROGRAMS**

2024-2025 Review Cycle

**ENGINEERING ACCREDITATION COMMISSION**

**ABET**

415 N. Charles St.

Baltimore, MD 21201

Phone: 410-347-7700

E-mail: eac@abet.org

Website: <http://www.abet.org>

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# Introduction

This *Self-Study Questionnaire* is provided by the Engineering Accreditation Commission to assist **integrated baccalaureate-master’s level** programs in completing their Self-Study Reports. The Self-Study Report is expected to be a quantitative and qualitative assessment of the strengths and limitations of the **integrated baccalaureate-master’s** **level** program being submitted for review.

The Self-Study Report will provide information critical to a thorough on-site review of the program. Therefore, the Report will address the extent to which the program meets applicable ABET Criteria and policies. In so doing, it is necessary that the Report address all methods of instructional delivery used for the program, all possible paths that students may take to completion of the degree, and all remote offerings available to students in the program.

The questionnaire focuses on the information critical for evaluating only an **integrated baccalaureate-master’s level** program. **There is a separate self-study questionnaire to be used by stand-alone master’s level programs****.**

# Requirements and Preparation

The program name used on the cover of the Self-Study Report **must** be identical to that used in the institutional publications, on the ABET Request for Evaluation (RFE), and on the transcripts of graduates. This will ensure that the program is correctly identified in ABET records and that graduates can be correctly identified as graduating from an accredited program.

Normally, each program requires a Self-Study Report.

While the *Questionnaire* focuses primarily on accreditation criteria, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Questionnaire* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Self-Study Report.

A program may use terminology different from that used in the *Questionnaire*. If different terminology is used, it is important that the Self-Study Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Questionnaire*.

Tables in the *Questionnaire* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) being reviewed by a given Commission of ABET. For example, if a single program is being reviewed, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs being reviewed by that Commission. For example, if multiple programs are reviewed, the educational unit may be the college.

# Supplemental Materials

The following materials are to be supplied in addition to the Self-Study Report:

* The general institution catalog covering course details and other institutional information applicable at the time of the review.
* Promotional brochures or literature describing program offerings of the institution.
* Official records of academic work (transcripts) of recent graduates. The **official academic transcript** contains a listing of all the courses taken by a graduate, year/semester courses were taken, the grades earned, and degree(s) earned. The Team Chair will request a specific sampling size of transcripts for each program and will provide a timeframe in which they should be provided to program evaluators. Each academic transcript is to be accompanied by the program requirements for the graduate and by worksheets that the program uses to show how the graduate has fulfilled program requirements. It is not required to remove names and other personal identifying information from transcripts and associated student records before providing them to the Evaluation Team. However, if desired, personal identifying information may be replaced with a simple alphanumeric code by which the documents may be referred to during the evaluation.
* Evidence (e.g., reports) to show compliance with Criterion 5 (d) related to the culminating major engineering design experience. At least 45 days prior to the review visit, the program evaluator will select a representative sample of design experiences (see below Criterion MI5 A, item 7) for which evidence is to be provided. The evidence should be accompanied by rubrics or other tools used for evaluating the projects and should be available to the program evaluator on the electronic storage platform of the program’s choice at least 30 days prior to the review visit.

# Submission and Distribution of Self-Study Report

**NOTE: No email submission is permitted. No hard copy submission will be accepted. No submission on a data stick is permitted. The submission cannot be a combination of hard copy and electronic file.**

The Self-Study Report and Supplemental Material should be uploaded as **a single file option** as a pdf file on your institution’s page in the ABET Administration Management System.

Catalogs that are available only electronically must be submitted in a pdf format. The catalog must be the version available at the time the Self-Study Report is prepared. Web-based versions may not be submitted.

Evidence to show compliance with Criterion 5 regarding the culminating design experience should be provided electronically on a storage platform of the program’s choosing.

* **To ABET Headquarters via upload by July 1** of the calendar year of the review:
	+ Upload **one** Self-Study Report section by section or as a single document upload option, including all appendices for **each** program
	+ Upload **one** set of the supplemental materials (**without the academic transcripts)**:
* The Team Chair and Program Evaluators will be able to access the Self-Study Report through the ABET Accreditation Management System. There will be no need to transmit these materials to the team.
* The institution’s primary contact will need to coordinate with the Team Chair to confirm where to send a set of transcripts for each program.
* Please send an e-mail to accreditation@abet.org if there are any questions.

# Confidentiality

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

# Template

The template for the Self-Study Report begins on the next page.

**ABET**

**Self-Study Report**

**for the**

**<Program Name>**

**at**

**<University Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Self-Study Report is for the confidential use of ABET and its authorized agents and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

**Program Self-Study Report**

**for
EAC of ABET
Accreditation or Reaccreditation**

# BACKGROUND INFORMATION

## Contact Information

List name, mailing address, telephone number, fax number, and e-mail address for the primary pre-visit contact person for the program.

## Program History

Include the year implemented and the date of the last general review. Summarize major program changes with an emphasis on changes occurring since the last general review.

## Options

List and describe any options, tracks, concentrations, etc. included in the program.

## Program Delivery Modes

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.

## Program Locations

Include all locations where the program or a portion of the program is regularly offered (this would also include dual degrees, international partnerships, etc.).

## Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs) and Student Outcomes (SOs) are posted or made accessible to the public. If this information is posted to the Web, please provide the URLs.

## Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

Summarize the Deficiencies, Weaknesses, or Concerns remaining from the most recent ABET Final Statement. Describe the actions taken to address them, including effective dates of actions, if applicable. If this is an initial accreditation, it should be so indicated.

**GENERAL CRITERIA**

# CRITERION MI1. STUDENTS

For the sections below, include any written policies that apply, either within the text or in an appendix.

*NOTE: "Post-secondary education and/or professional experiences" refers to intermediate and advanced academic and/or professional knowledge, skills and competencies leading to a first and/or second tertiary degree (such as a baccalaureate or master’s degree) or equivalent qualification.*

## Student Admissions

Summarize the requirements and process for accepting new students into the program.

## Evaluating Student Performance

Summarize the process by which student performance is evaluated and student progress is monitored. Include information on how the program ensures and documents that students are meeting prerequisites and how it handles and documents situations when a prerequisite has not been met.

## Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

## Advising and Career Guidance

Summarize the process for advising and providing career guidance to students. Include information on how often students are advised and who provides the advising (for example, program faculty member or program, departmental, college or university advisor).

## Work in Lieu of Courses

Summarize the requirements, process, and documentation for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc.

## Student Program of Study and Educational Goals

Summarize the procedure by which a program of study and education goals are developed for each master’s student, and how these will lead to a mastery of a specific field of study or area of professional practice (consistent with the program name) at an advanced (beyond baccalaureate) level.

## Graduation Requirements

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. If applicable, describe the process and documentation for how course deviations are handled to ensure that graduation requirements are met. State the name of the degree awarded (e.g., Master of Science in Safety Sciences, Master’s in Computer Science, Master of Electrical Engineering, etc.).

## Transcripts of Recent Graduates

The program will provide records of academic work (transcripts) that certify completion of all program requirements and include the name of the program (major, field of study) the degree awarded and the date the degree was awarded.

The program name and degree awarded must be shown in English exactly as they appear on the Request for Evaluation accepted by ABET. (See APPM, Section 1.C.2.b)

Transcripts must also provide at minimum the following:

1. The name and address of the institution
2. The name and other identification as appropriate of the student
3. A record of academic work pursued at the institution including identification of courses and/or credits attempted, academic years of each attempt, grade or other evaluation for each attempt, and an indication of all required work attempted, and
4. A list of required courses and/or credits for which academic work pursued at another institution(s) was accepted to meet the requirements of the program. (APPM, Section I.C.2.a.)

**The team chair will specify which transcripts to provide.** New programs requesting retroactive accreditation for two academic years prior to the onsite review must provide transcripts from graduates for both academic years. Transcripts should be accompanied by copies of degree audits and/or other explanations for interpreting the transcripts. State how the program and any program options are designated on the transcript. (APPM, Section I.E.3.a.)

# CRITERION MI2. PROGRAM EDUCATIONAL OBJECTIVES

## Mission Statement

Provide the institutional mission statement.

## Program Educational Objectives

List the program educational objectives and state where they may be found by the general public as required by APPM Section I.A.6.a.

## Consistency of the Program Educational Objectives with the Mission of the Institution

Describe how the program educational objectives are consistent with the mission of the institution.

## Program Constituencies

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

Constituencies are defined by the program and should include those groups that have an interest in the program and are able to provide meaningful input regarding the program educational objectives. For illustrative purposes only, common constituencies include the program’s faculty, alumni, and employers of the program’s graduates.

## Process for Review of the Program Educational Objectives

Describe the process that periodically reviews the program educational objectives including how ALL of the program’s various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program’s educational objectives remain consistent with the institutional mission, the program constituents’ needs and the **Criteria for Integrated Baccalaureate-Master’s Programs**

# CRITERION MI3. STUDENT OUTCOMES

## Student Outcomes

List the student outcomes for both the undergraduate and graduate components of the program and state where they may be found by the general public as required by APPM Section I.A.6.a. If the student outcomes used by the program are stated differently than those listed in Criterion 3, provide a mapping of the program’s student outcomes to the student outcomes (1) through (7) listed in Criterion 3. In the event that a program has not stated any student outcome verbatim as cited in the Engineering Accreditation Criteria, all elements required by that outcome must be retained. Further, the program must not alter the intent or otherwise diminish the meaning of that outcome.

## Relationship of Student Outcomes to Program Educational Objectives

Describe how these student outcomes prepare graduates to attain the program educational objectives.

Describe how the student outcomes for the master’s level component of the program prepare graduates to attain a mastery of a specific field of study or area of professional practice consistent with the master’s program name.

# CRITERION MI4. CONTINUOUS IMPROVEMENT

This section of your Self-Study Report should document your processes for regularly assessing and evaluating the extent to which the student outcomes are being attained. This section should also document the extent to which the student outcomes are being attained and describe how the results of these processes are utilized to affect continuous improvement of the program. Each program must independently assess all student outcomes; when programs share courses, assessment data must be disaggregated by program in order to ensure the individual program’s outcomes are being independently assessed.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your Self-Study Report.

## Student Outcomes

It is recommended that this section include the following (a table may be used to present this information):

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.
2. The frequency with which these assessment processes are carried out.
3. The expected level of attainment for each of the student outcomes.
4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained .
5. How the results are documented and maintained.

## Continuous Improvement

Describe how the results of evaluation processes for the student outcomes and any other available information have been systematically used as input in the continuous improvement of the program. Describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.

## Additional Information

Copies of any of the assessment instruments or materials referenced in MI4A and MI4.B above must be available for review at the time of the visit. Other information, such as minutes from meetings where the assessment results were evaluated and where recommendations for action were made, could also be included.

# CRITERION MI5. CURRICULUM

## Undergraduate Program Curriculum

1. Complete Table 5-1 that describes the undergraduate plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with maximum section enrollments for all courses in the program for the last two terms the course was taught. If there is more than one curricular path or option for a program, a separate Table 5-1 should be provided for each path or option.State whether the institution operates on quarters or semesters.
2. Describe how the curriculum aligns with the program educational objectives.
3. Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.
4. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program’s required courses.
5. Describe how the program meets the requirements in terms of hours and depth of study for each subject area (Math and Basic Sciences, Engineering Topics) specifically addressed by either the general criteria or the program criteria.
6. Describe the broad education component and how it complements the technical content of the curriculum and how it is consistent with the program educational objectives.
7. Provide evidence of curriculum content that ensures awareness of diversity, equity, and inclusion and ensures that students are prepared to enter the practice of engineering. In evaluating evidence of compliance, ABET will use the following definitions:

• **Inclusion** is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.

• **Diversity** is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: *race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.*

• **Equity** is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.

1. Describe the major design experience that prepares students for engineering practice. Describe how this experience is based upon the knowledge and skills acquired in earlier coursework and incorporates appropriate engineering standards and multiple design constraints. Provide the titles of all culminating design projects from the most recent graduating class. If multiple teams work on projects with the same title, provide a way to distinguish the projects. New programs requesting two-year retroactive accreditation should provide titles of all projects for the graduating classes from the two most recent years.
2. If the program allows cooperative education to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.
3. Describe the materials that will be available for review during and/or prior to the visit to demonstrate achievement related to this criterion. (See APPM Section I.E.5.b.(2))

## Master’s Program Curriculum

Describe how the program provides adequate content for each curricular component, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to enter the practice of engineering and includes:

1. A minimum of 30 semester credit hours (or equivalent) beyond the baccalaureate level.
2. Topics of a specific field of study or area of professional practice consistent with the program name and at a level beyond baccalaureate-level programs.

## Course Syllabi

In Appendix A-1 of the Self-Study Report, include a syllabus for each course used to satisfy the undergraduate mathematics, science, and discipline-specific requirements required by Criterion 5 or by any applicable program criteria. In Appendix A-2 of the Self-Study Report, include a syllabus for each course in the master’s portion of the program.

## Theses and Directed Research Projects

Please describe any requisite or optional requirements for a master’s level theses and/or directed research projects in Appendix A-3.

## Table 5-1 Undergraduate Curriculum

**Name of Program**

|  |  | Subject Area (Credit Hours) |  |  |
| --- | --- | --- | --- | --- |
| Course(Department, Number, Title)List all courses in the program by term starting with first term of the first year and ending with the last term of the final year. | Indicate whether course is Required, Elective or a Selected Elective by an R, an E or an SE.[[1]](#footnote-1) | Math & Basic Sciences | Engineering Topics;Check if Contains Significant Design (√) | Other | Last Two Terms the Course was Offered:Year and Semester (or Quarter) | Maximum Section Enrollment for the Last Two Terms the Course was Offered[[2]](#footnote-2) |
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|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
| Totals (in terms of semester credit hours) | - |  |  |  | **-** | **-** |
| - |  | - | - | **-** |  |  |
| Minimum Semester Credit Hours | - | 30 hours | 45 hours |  | **-** | **-** |
| Total must satisfy minimum credit hours | **-** |  |  |  | **-** | **-** |

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the campus visit.

# CRITERION MI6. FACULTY

## Faculty Qualifications

Describe the qualifications of the faculty teaching in the undergraduate portion of the program and how they are adequate to cover all the undergraduate curricular areas of the program and also meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

Describe the qualifications of the faculty teaching in the master’s program, demonstrating appropriate education and/or experience to teach master’s level courses. Describe how they are adequate to cover all the curricular areas of the master’s level program. This description should include the composition, size, credentials, and experience of the faculty. Also include these faculty in Table 6.1. Also include faculty resumes in Appendix B.

## Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

## Faculty Size

Discuss the adequacy of the size of the undergraduate faculty and describe the extent and quality of faculty involvement in interactions with students, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

Discuss the adequacy of the size of the faculty teaching in the master’s program and describe the extent and quality of faculty involvement in interactions with students in the master’s level program, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

## Professional Development

Provide detailed descriptions of professional development activities for each faculty member.

## Authority and Responsibility of Faculty

Describe the role played by faculty members with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives and student outcomes, and their role in the attainment of the student outcomes at both the undergraduate and master’s level. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

## Table 6-1. Faculty Qualifications

**Name of Program**

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary. Updated information is to be provided at the time of the visit.

|  |  |  |  |  | Years of Experience |  | Level of Activity[[3]](#footnote-3)H, M, or L |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Highest Degree Earned:Field and Year | Rank[[4]](#footnote-4) | Type of Academic Appointment[[5]](#footnote-5)T, TT, or NTT | FT or PT[[6]](#footnote-6) | Govt./Ind. Practice | Teaching | This Institution | Professional Registration / Certification | Professional Organizations | Professional Development | Consulting/Summer Work in Industry |
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## Table 6-2. Faculty Workload Summary

**Name of Program**

|  |  |  | Program Activity Distribution[[7]](#footnote-7) |  |
| --- | --- | --- | --- | --- |
| Faculty Member (Name) | PT or FT[[8]](#footnote-8) | Classes Taught (Course No./Credit Hrs.) Term and Year[[9]](#footnote-9) | Teaching | Research or Scholarship | Other[[10]](#footnote-10) | % of Time Devoted to the Program[[11]](#footnote-11) |
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# CRITERION MI7. FACILITIES[[12]](#footnote-12)

## A. Offices, Classrooms and Laboratories

Summarize each of the program’s facilities in terms of their ability to support the attainment of both the undergraduate and master’s level student outcomes and to provide an atmosphere conducive to learning.

1. Offices(such asadministrative,faculty, clerical, and teaching assistants) and any associated equipment that is typically available there.
2. Classrooms and associated equipment that are typically available where the program courses are taught.
3. Laboratory facilities including those containing computers (describe available hardware and software) and the associated tools and equipment that support instruction. Include those facilities used by students in the program even if they are not dedicated to the program and state the times they are available to students. Complete Appendix C containing a listing of the major pieces of equipment used by the program in support of instruction.
4. Provide an assessment of these facilities and describe how they are representative of current professional practice.

## B. Computing Resources

Describe any computing resources (workstations, servers, storage, networks including software), in addition to those described in the laboratories in Part A, which are used by the students in the program. Include a discussion of the accessibility of university-wide computing resources available to all students via various locations such as student housing, library, student union, off-campus, etc. State the hours the various computing facilities are open to students. Assess the adequacy of these facilities to support the scholarly and professional activities of the students and faculty in the program.

Where applicable, describe any computing resources (workstations, servers, storage, networks including software) which are used by the students in the master’s level program to achieve their educational goals. Assess the availability and adequacy of these facilities to support the scholarly and professional activities of the students and faculty in the program.

## C. Guidance

Describe how students in the program are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories.

## D. Maintenance and Upgrading of Facilities

Describe the policies and procedures for maintaining and upgrading the tools, equipment, computing resources, and laboratories used by students and faculty in both the undergraduate and master’s program.

## E. Student Communication and Learning

Describe how the program’s means of communication with students and the availability of access to laboratories and other facilities adequately supports student success and provides an atmosphere conducive to learning. This could include classroom and office facilities, remote learning systems, or other interactive resources.

## Library Services

Describe and evaluate the capability of the library (or libraries) to serve the integrated undergraduate and master’s level program including the adequacy of the library’s technical collection relative to the needs of the program and the faculty; the adequacy of the process by which faculty may request the library to add physical and/or remotely accessible books, subscriptions, databases, and other resources; the library’s on-line search and retrieval system; and any other library services relevant to the needs of the program and faculty scholarship and professional development.

# CRITERION MI8. INSTITUTIONAL SUPPORT

## Leadership

Describe the leadership of the program and discuss its adequacy to ensure the quality and continuity of the program and how the leadership is involved in decisions that affect the program.

## Program Budget and Financial Support

1. Describe the process used to establish the program’s budget and provide evidence of continuity of institutional support for the program. Include the sources of financial support including both permanent (recurring) and temporary (one-time) funds.
2. Describe how teaching is supported by the institution in terms of graders, teaching assistants, teaching workshops, etc.
3. To the extent not described above, describe how resources are provided to acquire, maintain, and upgrade the infrastructures, facilities, and equipment used in the program.
4. Assess the adequacy of the resources described in this section with respect to the students in the program being able to attain the student outcomes.

## Staffing

Describe the adequacy of the staff (administrative, instructional, and technical) and institutional services provided to the program. Discuss methods used to retain and train staff.

## Faculty Hiring and Retention

1. Describe the process for hiring of new faculty.
2. Describe strategies used to retain current qualified faculty.

## Support of Faculty Professional Development

Describe the adequacy of support for faculty professional development, how such activities such as sabbaticals, travel, workshops, seminars, etc., are planned and supported.

**F. Respectful Environment**

Describe mechanisms such as policies, activities, and services that create and foster a respectful environment among the program’s students, faculty, staff, and administrators such that student outcomes can be attained.

# PROGRAM CRITERIA

Describe how the program satisfies the applicable Program Criteria (if any). If the program, by virtue of its title is subject to two or more sets of Program Criteria then describe how the program satisfies each set of Program Criteria recognizing that overlapping requirements need to be satisfied only once.

# Accreditation policies and procedures manual

Describe how instructional and learning environments used by the program (including facilities, tools, and equipment) are safe for their intended purposes. (See APPM section I.E.5.b. (1).) Examples of information may include efforts to keep laboratories clean and free of hazards, student training, personal protective equipment used by students, safety policies and procedures, enforcement of safety policies, and routine safety inspections.

**APPENDICES**

# Appendix A-1 – Undergraduate Course Syllabi

The following is a suggested format for course syllabi. A different format may be used if all identified content areas are included in a format that is consistent for all syllabi within the Self-Study Report. Maximum length is two pages per syllabus.

Syllabi must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Course number and name

Credits, contact hours

Name(s) of instructor(s) or course coordinator(s)

Instructional Materials

Specific course information

brief description of the content of the course (catalog description)

prerequisites or corequisites

Educational objectives for the course (e.g. The student will be able to explain the significance of current research about a particular topic.)

Brief list of topics to be covered

# Appendix A-2 – Course Syllabi for master’s level courses

The following is a suggested format for course syllabi.

Course number and name

Credits, contact hours

Name(s) of instructor(s) or course coordinator(s)

Instructional Materials

Specific course information

brief description of the content of the course (catalog description)

prerequisites or corequisites

Educational objectives for the course (e.g. The student will be able to explain the significance of current research about a particular topic.)

Brief list of topics to be covered

# Appendix A-3 – Theses and Directed Research Projects

Please describe any requisite or optional requirements for a master’s level theses and/or directed research project.

# Appendix B – Faculty Vitae

The following is a suggested format for the faculty vitae. A different format may be used if all identified content areas are included in a format that is consistent for all vitae within the Self-Study Report. Maximum length is three pages per vita.

Vitae must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Name

Education – degree, discipline, institution, year

Academic and Professional Experience – institution or entity, rank (if relevant), title, when (e.g., 2002-2007), full-time or part-time

Professional credentials, certifications, or licensing

Professional development activities

Contributions to the discipline (e.g., service, publications or presentations)

# Appendix C – Equipment

Please list the major pieces of equipment used by the program in support of instruction.

# Appendix D – Institutional Summary

Programs are requested to provide the following information.

## The Institution

1. Name and address of the institution
2. Name and title of the chief executive officer of the institution
3. Name and title of the person submitting the Self-Study Report.
4. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

## Type of Control

Description of the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.

## Educational Unit

Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included. The educational unit is the administrative unit having academic responsibility for the program(s) being reviewed by a given Commission of ABET.

## Academic Support Units

List the names and titles of the individuals responsible for each of the support units that teach courses required by the program being evaluated, e.g., mathematics, physics, etc.

## Non-academic Support Units

List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated, e.g., library, computing facilities, placement, tutoring, etc.

## Credit Unit

It is assumed that one semester or quarter credit normally represents one class hour or three laboratory hours per week. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

## Tables

Complete the following tables for the program undergoing evaluation.

## Table D-1. Program Enrollment and Degree Data

**Name of the Program**

|  | Academic Year | Enrollment Status | Enrollment Year | Total Undergrad | Total Grad | Degrees Awarded |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | 1st | 2nd | 3rd | 4th | 5th |  |  | Associates | Bachelors | Masters | Doctorates |
| Current Year |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| Current Year |  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| 1 |  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  | PT |  |  |  |  |  |  |  |  |  |  |  |

Give official fall term enrollment figures (head count) for the current and preceding four academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the on-site visit.

FT--full time

PT--part time

## Table D-2. Personnel

**Name of the Program**

Year[[13]](#footnote-13): \_\_\_\_\_\_\_\_\_

|  | HEAD COUNT |  |
| --- | --- | --- |
| Employment Category | FT | PT | FTE[[14]](#footnote-14) |
| Administrative2 |  |  |  |
| Faculty (tenure-track)[[15]](#footnote-15) |  |  |  |
| Other Faculty (excluding student assistants) |  |  |  |
| Student Teaching Assistants[[16]](#footnote-16) |  |  |  |
| Technicians/Specialists |  |  |  |
| Office/Clerical Employees |  |  |  |
| Others[[17]](#footnote-17) |  |  |  |

Report data for the program being evaluated.

## SUBMISSION ATTESTING TO COMPLIANCE

Only the Dean or the Dean’s Delegate can electronically submit the Self-Study Report.

ABET considers the on-line submission as equivalent to that of an electronic signature of compliance attesting to the fact that the program has conducted an honest assessment of compliance and has provided a complete and accurate disclosure of timely information regarding compliance with ABET’s *Criteria for Accrediting Engineering Programs* to include the General Criteria and any applicable Program Criteria, and the ABET *Accreditation Policy and Procedure Manual.*

1. **Required** courses are required of all students in the program, **Elective** courses (often referred to as open or free electives) are optional for students, and **Selected Elective** courses are those for which students must take one or more courses from a specified group. [↑](#footnote-ref-1)
2. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the maximum enrollment in each element. For Selected Elective courses, indicate the maximum enrollment for each option. [↑](#footnote-ref-2)
3. The level of activity (high, medium or low) should reflect an average over the three years prior to the visit. [↑](#footnote-ref-3)
4. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other [↑](#footnote-ref-4)
5. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track [↑](#footnote-ref-5)
6. Code: FT = Full-Time Faculty PT = Part-Time Faculty [↑](#footnote-ref-6)
7. Program activity distribution should be in percent of effort in the program and should total 100%. [↑](#footnote-ref-7)
8. FT = Full Time Faculty or PT = Part Time Faculty, at the institution. [↑](#footnote-ref-8)
9. For the academic year for which the Self-Study Report is being prepared. [↑](#footnote-ref-9)
10. Indicate sabbatical leave, etc., under "Other." [↑](#footnote-ref-10)
11. Out of the total time employed at the institution. [↑](#footnote-ref-11)
12. Include information concerning facilities at all sites where program courses are delivered. [↑](#footnote-ref-12)
13. Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive. [↑](#footnote-ref-13)
14. Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category. [↑](#footnote-ref-14)
15. For faculty members, 1 FTE equals what your institution defines as a full-time load. [↑](#footnote-ref-15)
16. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. [↑](#footnote-ref-16)
17. Specify any other category considered appropriate, or leave blank. [↑](#footnote-ref-17)