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**ABET SELF-STUDY**

**QUESTIONNAIRE:**

**TEMPLATE FOR A**

**SELF-STUDY REPORT**

2025-2026 Review Cycle

**ENGINEERING TECHNOLOGY ACCREDITATION COMMISSION**

**ABET**

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# Introduction

The Self-Study Report is expected to be a quantitative and qualitative assessment of the strengths and limitations of the program being submitted for review. Each Commission of ABET provides a ***Self-Study Questionnaire*** (henceforth *Questionnaire)* to assist the program in completing the Self-Study Report.

The Self-Study Report will provide information critical to a thorough 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 the report address all methods of instructional delivery used for the program, all possible paths students may take to completion of the degree, and all remote offerings available to students in the program.

# 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 the program is correctly identified in ABET records and graduates can be correctly identified as graduating from an accredited program.

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). The most current version of the APPM and the accreditation criteria for programs under the Engineering Technology Accreditation Commission (ETAC) can be found on ABET’s Webpage (<https://www.abet.org/accreditation/accreditation-criteria/>).

While it is important 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 include notes explaining the terminology in the Self-Study Report and how it links to the terminology used in the *Questionnaire*.

Tables in the *Questionnaire* may be modified in format to present the information for the program more clearly. When this is done, it is suggested 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.

# Supplemental Materials

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

* A PDF file of the general catalog for the institution covering course details and other institutional information applicable at the time of the review. If multiple programs are being reviewed, then only one copy needs to be submitted.
* Promotional brochures or literature describing program offerings of the institution.
* Official academic 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 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 the program uses to show how the graduate has fulfilled program requirements.

# 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 (without the academic transcripts) should be uploaded section by section or by one single file, as **pdf files via your institution’s login access to the ABET website and its Accreditation Management System (AMS). The deadline for the upload is July 1 of the calendar year of the review.**
* The Self-Study Report and Supplemental Materials must be totally self-contained in the medium submitted and not include, nor rely upon, any external hyperlinks.
* **The institution’s primary contact will need to coordinate with the Team Chair on specifics of providing a set of transcripts for each program.**
* Please send an email 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**

**<Institution 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
ETAC of ABET
Accreditation or Reaccreditation**

# BACKGROUND INFORMATION

## A. Contact Information

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

## B. 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.

## C. Options

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

## D. 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, or web-based.

## E. Program Locations

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

## F. 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 (See 2025-2026 APPM, Section I.A.6.b). This information is typically posted on either the program’s or institution’s website, if this information is posted elsewhere, please provide the location and how it is accessed. Please provide all URLs if the information is posted on a website.

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

Summarize any Deficiencies, Weaknesses, or Concerns that remain unresolved 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, state it is an initial accreditation.

**GENERAL CRITERIA**

# CRITERION 1. STUDENTS

For the sections below, attach in supplemental information any written policies that apply.

## A. Student Admissions

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

## B. Evaluating Student Performance

Summarize the process by which overall student academic performance is evaluated and student progress towards graduation is monitored. Include information on how the program ensures and documents that students are meeting course prerequisites and how the situation is addressed when a prerequisite has not been met.

## C. 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.

## D. Advising and Career Guidance

Summarize the process for advising regarding curriculum and career matters. Include information on how often students are advised and who provides the advising (program faculty, departmental, college or university advisor).

## E. Work in Lieu of Courses

Summarize the requirements and process 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., but does not include internships taken for credit.

## F. Graduation Requirements

Summarize the basic graduation requirements for the program, e.g., total number of credits required, etc., and the administrative process for ensuring and documenting that each graduate completes all graduation requirements for the program. State the formal name of the degree awarded (e.g., Bachelor of Science in Electrical Engineering Technology, Associate of Science in Engineering Technology, Associate of Applied Science in Civil Engineering Technology).

## G. Records of Student Work/Transcripts

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 2025-2026 APPM, Section I.C.2.b)

Transcripts must also provide at minimum the following:

1. The name and address of the institution
2. Student personal information (names and ID numbers) should be redacted. Provide appropriate alternate identification in place of student name and ID.
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. (See 2025-2026 APPM, Section I.C.2.a.(4))

**The team chair will specify which transcripts to provide.** New programs requesting retroactive accreditation for two academic years prior to the review must provide transcripts from graduates for both academic years. Transcripts must be accompanied by copies of degree audits and/or other explanations for interpreting the transcripts. (See 2025-2026 APPM, Section I.E.3.a.)

# CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

## A. Mission Statement

Provide the institutional mission statement.

## B. Program Educational Objectives

List the program educational objectives and state where these can be found by the general public (See 2025-2026 APPM Section I.A.6.b.). *This is typically an easy to find web page clearly linked to the program’s website.*

## C. 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. *A table illustrating how the program educational objectives support the elements of the institutional mission can be used, in addition to a brief explanation.*

## D. Program Constituencies

List the key program constituencies involved in the review of the program educational objectives. Describe how the program educational objectives meet the needs of these constituencies.

## E. Process for Review of the Program Educational Objectives

Describe the process used to periodically review the program educational objectives including how the program’s key 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 these criteria.

*While not required, a table illustrating the following may be helpful to summarize the review process:*

*Key Constituents involved in the review of PEOs*

*Timetable for those constituent’s review of the PEOs (schedule and when last accomplished)*

*Manner of the Review (tool or process)*

*How review results are utilized*

*Also, it is helpful to provide information about how the processes described above are documented, evidence of which will be necessary in the ABET review process.*

# CRITERION 3. STUDENT OUTCOMES

## A. Process for the Establishment and Revision of the Student Outcomes

Describe the process used for establishing, reviewing, and revising student outcomes.

## B. Student Outcomes

List the student outcomes for the program. Indicate where the student outcomes are documented and made accessible to the public (for guidance, see 2025-2026 APPM Section I.A.6.a.). *These are typically listed on a web page that is clearly linked to the program’s website or in a publicly accessible publication.*

## C. Mapping of Student Outcomes to Criterion 3 Requirements for Student Outcomes

Describe if the student outcomes used by the program are stated differently than the required elements listed in Criterion 3 for an associate or baccalaureate degree. If so, provide the mapping of the program’s student outcomes indicating how they address all required Criterion 3 elements one (1) through five (5).

# CRITERION 4. CONTINUOUS IMPROVEMENT

Summarize the program’s processes for regularly assessing and evaluating the extent to which the student outcomes are being attained and how those results are used as input for the program’s continuous improvement actions. The terms assessment and evaluation have specific definitions, and those definitions can be found in the latest accreditation criteria documentation.

The program may report its processes as it chooses but must include the information requested in sections A – F. Alternatively, if the program has a well-established document that program faculty and staff regularly refer to for guidance in their regular continuous improvement processes and activities, and the document provides the information outlined in the below guide, that document could be provided in the appendix.

## A. Documentation of Processes

Provide an overview of the documented process for assessing and evaluating student outcome attainment and how the results of the evaluation process are systematically utilized to generate program continuous improvement actions. (Detailed documentation of processes may be included as an appendix.) In the sections below, briefly summarize key elements of that process. Include responsibilities and timetables in the documented process.

## B. Student Outcome Assessment and Methods

List the metric(s), measure(s) or performance indicator(s) (PI) used for the assessment of each student outcome. A PI identifies the *measurable* student performance/activity used to assess student attainment of the student outcome. Describe the process for collecting data or making assessments for each student outcome (tabular format recommended). Include examples of assessment instruments in the report, e.g., rubrics in an appendix. Present information for each student outcome individually (e.g., use a separate table, chart or paragraph, for each student outcome). It is expected there will be multiple assessment measures for each student outcome or to assess a student outcome using several performance indicators, e.g., written communication assessed in one assignment and verbal communication in another.

## C. Assessment Schedule and Frequency

Present the schedule and frequency for each type of assessment as well as points of accountability (tabular format is recommended). If student outcomes are assessed in different years, provide an overview of this via a table (student outcome versus year of assessment).

## D. Evaluation

Present the evaluation schedule, points of accountability, and expected level of attainment (if used) for each student outcome. Provide summaries of data collected and evaluation results for recent assessment and evaluation cycles for each student outcome, illustrating current attainment of each student outcome and trends in attainment over time (tabular or graphical presentation is recommended.) Describe how evaluation results are communicated and documented and provide one or more examples of these communicated evaluations in the report.  (Note that excessive averaging of data can negatively impact the evaluation process, e.g., “averaging the averages.”)

## E. Using Results of Assessment and Evaluation for Continuous Improvement Actions

Describe how the results of assessment and evaluation of the attainment of student outcomes (from sections C and D above) are systematically used as input for the program’s continuous improvement actions. Present points of accountability, schedule, and frequency. Summarize and provide evidence of deliberations, decisions, and actions which have been implemented because of the evaluation of student attainment of the student outcomes. Evidence might include evaluation reports, agendas, faculty meeting minutes, or memos. (Note that it is not expected or required that each student outcome be subject to continuous improvement action after each assessment and evaluation cycle.)

## F. Using Other Input for Continuous Improvement

If other input is also used for continuous improvement of the program, describe it here.

*The following table is an example of one way to provide the information requested above.* ***IT IS NOT REQUIRED TO USE THIS TYPE OF TABLE.*** *The program may choose to use or adapt this sample table. Note that all elements in the sample table below are not required but are provided to assist the program for their continuous improvement processes.*

*Using one table per outcome organizes the information requested above by student outcome. However, the various elements of the table could be used as desired by the program. Note any information included in the table below does not have to be duplicated in another part of the Criterion 4 section of the Self-Study Report, but appropriate referencing would help the program evaluator.*

**Student Outcome:** *\_\_\_<Program Level SO as listed in Criterion 3 Section B above--use one table per SO.>\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators (PI) for this outcome  | Courses contributing to a student’s ability to achieve the PI (use a simple list) | Course(s) or activity where the PI’s assessment data are collected  | Indicate how the PI is assessed (exam question, report evaluated with rubric, etc.) | State how Often the PI is Assessed | Year & Semester Data are Collected | Performance Target for PI (if used) |
| 1.  |  |  |  |  |  |  |
| 2.  |  |  |  |  |  |  |
| Etc. |  |  |  |  |  |  |
| **Assessment and Evaluation of Data:***Assessment data from each PI associated with the SO must be included in the table. Explain the extent to which the student outcome is being attained based on the assessment and evaluation results.*  |
| **Actions for Continuous Improvement:***List and describe program improvement actions related to this student outcome resulting from the evaluation processes described above. Provide a brief rationale for each of these improvement actions. Alternatively, such information could be provided in report section E above.* |
| **Results of Actions for Improvement**:*Briefly describe the results of any changes (whether or not effective) in those cases where reassessment of the results has been completed. Details can be provided here or in the Self-Study Report section above as a separate discussion.* |
| **Assessment Instruments:***Describe how the assessment and evaluation results are documented and maintained. Include example copies of the assessment instruments or materials referenced in your table. Samples of assessed student work may be included in the appendix. Samples of assessed student work for the performance indicators shown at the top of the table and other continuous improvement materials must be available for the program evaluator.* |

# CRITERION 5. CURRICULUM

## A. Program Curriculum

The applicable program criteria could include statements adding specificity to the general curricular requirements found in Criterion 5 to differentiate the discipline designated by the program’s title. These should be included in the program’s coursework. Contact ABET at etac@abet.org if you have questions about the program criteria that apply to your program.

1. Complete Table 5-1 describing the 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 average section enrollments for all courses in the program over the two years immediately preceding the review. State whether the program is based on a quarter system or a semester system and complete a separate table for each option in the program.
2. Briefly describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.
3. Attach a flowchart or worksheet illustrating the prerequisite structure of the program’s required courses. If there are differences between the current curriculum and the one in effect for the graduate’s transcripts to be sent to the evaluators, please provide prerequisite structure for both sets of requirements.
4. Describe how your program meets the specific requirements for each curricular area (Mathematics, Discipline Specific Content, Other Content, Physical and Natural Sciences, etc.) specifically addressed by either the general criteria or the specific program criteria, which should be shown in Table 5-1. Describe how the application of algebra and trigonometry (for A.S. programs) or integral and differential calculus or other mathematics above the level of algebra and trigonometry (for B.S. programs) is accomplished.
5. Describe how industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society are addressed in the curriculum.
6. Describe how professional and ethical responsibilities, diversity, equity, and inclusion awareness, and quality and continuous improvement are addressed in the curriculum.

For definitions of the terms “diversity, equity, and inclusion” as used by ABET, please refer to the [definitions as approved by the ABET Board of Directors](https://www.abet.org/about-abet/idea-inclusion-diversity-equity-accessibility/).

1. Describe how the curriculum provides physical or natural science content and laboratory experiences appropriate to the discipline and the laboratory experiences of the students.
2. Describe how the curriculum accomplishes a capstone or integrating experience (required by either the general criteria for baccalaureate programs or program criteria) and describe how this experience develops student competencies in applying both technical and non-technical skills in solving problems.
3. If your program allows cooperative education or internships 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 program.
4. Describe by example how the evaluation team will be able to relate the course materials (course syllabi, course material, and sample student work, etc.), to compliance with Criterion 5 or specific Program Criteria. (See the 2025-2026 APPM Section I.E.5.b.(2) regarding Materials.)
	1. Evaluators will review samples of course materials including course syllabi, example assignments and exams, and representative examples of graded student work, typically ranging from excellent through poor. Specifically, materials will include:
		1. illustration of topic coverage required in Criterion 5 or specific Program Criteria requirements,
		2. work samples demonstrating student progression in increasingly complex technical specialties, and
		3. when applicable, example of capstone projects or integrating experiences.
	2. At the program’s discretion, other materials illustrating novel, unusual or creative efforts to enrich the curriculum and/or attainment of student outcomes may be provided.

## B. Course Syllabi

In Appendix A of the Self-Study Report, include a syllabus for each course used for the degree using the recommended format guidelines found there.

## C. Advisory Committee

Describe the composition of the program’s advisory committee (for example: individuals, company/organization, and job title) and describe how it is representative of organizations served by the program’s graduates. Describe activities of the advisory committee, provide evidence (i.e., minutes of meetings) that it periodically reviews the program’s curriculum and program educational objectives, and advises the program of the current and future aspects of the technical fields for which the graduates are being prepared.

## Table 5-1 Curriculum

**Program Name**

|  |  | 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-2) | Math and Physical / Natural Sciences | Discipline Specific Content | General Education / General Studies[[2]](#footnote-3) | Other | Last Two Terms the Course was Offered:Year and Semester (or Quarter) | Average Section Enrollment for the Last Two Terms the Course was Offered[[3]](#footnote-4) |
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|  |  |  |  |  |  |  |  |
| Overall Total Credit Hours for the Degree | **-** |  |  |  |  | **-** | **-** |
| Percent of Total | **-** |  |  |  |  | **-** | **-** |

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

# CRITERION 6. FACULTY

## A. Faculty Qualifications

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty curriculum vitae in Appendix B, using the recommended format guidelines found there.

## B. Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of institutional workload expectations or requirements for the current academic year.

## C. Faculty Size

Discuss the adequacy of the size of the faculty in maintaining continuity, stability, and oversight of the program, and describe the extent and quality of faculty involvement in interactions with students and advising.

## D. Professional Development

Provide a description of program professional development support for faculty and a general description of how faculty avail themselves of these opportunities to maintain competency and contribute to their discipline (specific recent activities for each faculty member should be noted in their CV in Appendix B).

## E. Authority and Responsibility of Faculty

Describe the role played by the faculty 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. 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 a row 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[[4]](#footnote-5)H, M, or L |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Highest Degree Earned:Field and Year | Rank[[5]](#footnote-6) | Type of Academic Appointment[[6]](#footnote-7)T, TT, or NTT | FT or PT[[7]](#footnote-8) | 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[[8]](#footnote-9) |  |
| --- | --- | --- | --- | --- |
| Faculty Member (Name) | PT or FT[[9]](#footnote-10) | Classes Taught (Course No./Credit Hrs.) Term and Year[[10]](#footnote-11) | Teaching | Research or Scholarship | Other[[11]](#footnote-12) | % of Time Devoted to the Program[[12]](#footnote-13) |
|  |  |  |  |  |  |  |
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Do not include faculty in units teaching service courses, e.g., math or science.

# CRITERION 7. FACILITIES[[13]](#footnote-14)

## A. Offices, Classrooms and Laboratories

Summarize each of the program’s facilities, at each location where the program is offered, in terms of their ability to support the attainment of the student outcomes and ability to provide an atmosphere conducive to learning.

1. Offices(such asadministrative,faculty, clerical, and teaching assistants) and any associated equipment typically available there.

2. Classrooms and associated equipment typically available where the program courses are taught.

3. Laboratory facilities including modern tools and equipment supporting 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 by listing the major pieces of equipment used by the program in support of instruction. Programs with multiple offering sites should list the equipment and designate its location.

## B. Computing Resources

Describe any computing resources (workstations, servers, storage, networks including software) used by the students in the program, at each location where the program is offered, whether in program laboratories or other parts of the institution (e.g., college). Include a discussion of the accessibility of institution-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.

## C. Guidance

Describe how students in the program are provided appropriate guidance, including safety, regarding the use of modern 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 the program.

## E. Library Services

Describe and evaluate the capability of the library (or libraries) to serve the program, at all locations where the program is offered, 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 order books or subscriptions, the library’s systems for locating and obtaining electronic information, and any other library services relevant to the needs of the program. Describe how the library supports the scholarly and professional activities of the students and faculty.

## F. Overall Comments on Facilities

Describe how the program ensures the facilities, tools, and equipment used in the program are safe for their intended purposes. (See the 2025-2026 APPM section I.E.5.b.(1).)

# CRITERION 8. INSTITUTIONAL SUPPORT

## A. 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.

## B. 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., or technology.

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 students in the program attaining the student outcomes.

## C. 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.

## D. Faculty Hiring and Retention

1. Describe the process for hiring of new faculty.

2. Describe strategies used to retain current qualified faculty.

## E. 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 any applicable program criteria. If already covered elsewhere in the Self-Study Report, provide appropriate references.

[NOTE: It can be useful to list the program criteria requirements and then include a description or reference for how the program satisfies each of those requirements. The applicable program criteria could also include statements that add specificity to the curricular and faculty requirements found in Criteria 5 and 6. These should be included in the program’s required coursework.]

*This section can consist of the listing of required topics and indicating which courses contain that content. The program should expect to provide examples of student work in each topic area to validate the students are doing work related to each topic.*

**APPENDICES**

# Appendix A – 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 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 in support of the program instruction at all locations where the program is offered. Include location and purpose of the equipment.

# Appendix D – Institutional Summary

Programs are requested to provide the following information.

## 1. The Institution

a. Name and address of the institution.

b. Name and title of the chief executive officer of the institution.

c. Name and title of the person submitting the Self-Study Report.

d. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

## 2. 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.

## 3. 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.

## 4. Academic Support Units

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

## 5. 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.

## 6. Credit Unit

It is assumed 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.

## 7. 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[[14]](#footnote-15): \_\_\_\_\_\_\_\_\_

|  | HEAD COUNT |  |
| --- | --- | --- |
| Employment Category | FT | PT | FTE[[15]](#footnote-16) |
| Administrative2 |  |  |  |
| Faculty (tenure-track)[[16]](#footnote-17) |  |  |  |
| Other Faculty (excluding student assistants) |  |  |  |
| Student Teaching Assistants[[17]](#footnote-18) |  |  |  |
| Technicians/Specialists |  |  |  |
| Office/Clerical Employees |  |  |  |
| Others[[18]](#footnote-19) |  |  |  |

Report data for the program being evaluated.

# Submission Attesting to Compliance

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

ABET considers the on-line submission as equivalent to an electronic signature of compliance attesting to the fact that the program 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 Technology 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 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-2)
2. General Education or General Studies are required core courses outside of the major (e.g. art, history, social sciences, etc.) [↑](#footnote-ref-3)
3. For courses including multiple elements (lecture, laboratory, recitation, etc.), indicate the average enrollment in each element. [↑](#footnote-ref-4)
4. The level of activity, high, medium or low, should reflect an average over the year prior to the visit plus the two previous years. [↑](#footnote-ref-5)
5. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other [↑](#footnote-ref-6)
6. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track [↑](#footnote-ref-7)
7. At the institution. [↑](#footnote-ref-8)
8. Program activity distribution should be in percent of effort in the program and should total 100%. [↑](#footnote-ref-9)
9. FT = Full Time Faculty or PT = Part Time Faculty, at the institution. [↑](#footnote-ref-10)
10. For the academic year for which the Self-Study Report is being prepared. [↑](#footnote-ref-11)
11. Indicate sabbatical leave, etc., under "Other." [↑](#footnote-ref-12)
12. Out of the total time employed at the institution. If a faculty member teaches for more than one program or is an administrator, indicate level of effort for only specific program activities (teaching, etc.). [↑](#footnote-ref-13)
13. Include information concerning facilities at all sites where program courses are delivered. [↑](#footnote-ref-14)
14. 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-15)
15. 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-16)
16. For faculty members, 1 FTE equals what your institution defines as a full-time load. [↑](#footnote-ref-17)
17. 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-18)
18. Specify any other category considered appropriate, or leave blank. [↑](#footnote-ref-19)