

SELF-STUDY QUESTIONNAIRE

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General Instructions

A. Introduction

The ABET *Criteria for Accrediting Engineering Programs* is based upon what students learn in the course of their program of studies as opposed to what they are presented in a curriculum. Consequently, institutions are required to have educational objectives and to make use of outcomes assessment techniques to determine the degree to which program goals and objectives are being attained. The assessment, in turn, is used in an ongoing process of improving student learning through enhancements to the program.

B. Purpose of Self-Study Report

This Self-Study Questionnaire provides the basis for preparing the program's Self-Study Report. The Self-Study Report, in turn, provides essential input for the evaluation team as part of the overall accreditation process. The accreditation process followed by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) consists of the following steps:

1. Request by the institution for evaluation of its engineering program(s);
2. Institution submission of Self-Study Report;
3. On-site visit by a team of program evaluators;
4. Submission of a Program Audit Form prepared by the team to the dean at the conclusion of the on-site visit. The dean must note errors of fact or observation and respond to ABET within 14 days;
5. Submission of Draft Statement to the Institution, based on the team's findings and on the dean's response, for review and comment;
6. The dean must provide any comments and/or evidence that support the resolution of any shortcomings cited in the Draft Statement and respond to the Team Chair (with copies to ABET and the EAC Chair) within 30 days;
7. Revision of the Draft Statement by ABET in light of the institution's response;
8. Formal consideration by the Engineering Accreditation Commission resulting in a Final Statement to the Institution and an accreditation action.

C. Self-Study Requirement

ABET requires a Self-Study Report and an on-site review by a visiting team as part of the accrediting process. The Self-Study Report is expected to be a qualitative assessment of the strengths and limitations of the program, including the achievement of institutional and program objectives, and should involve broad and appropriate constituent groups in its preparation and process. The institution determines how it will conduct its self-study, and the accrediting body

specifies the items to be addressed in the report, i.e., this Self-Study Questionnaire.

Completion of the Self-Study Report satisfies the requirements of the EAC for initial information on the institution and its engineering programs prior to the on-site visit. In addressing certain sections of the Self-Study Report, particularly those relating to educational objectives, the EAC strongly recommends that input from constituencies such as industry advisory boards, alumni, and employers of the institution's engineering graduates be considered among the data obtained as measures of the achievement of the educational objectives of the educational programs. Outcomes assessment is largely an internal activity for which the criteria do not require the participation of external constituencies. The EAC expects the faculty to have the primary role in the assessment of program outcomes and for the internal constituencies, particularly the students, to play an integral role.

D. Content

The Self-Study Report provides information on the program and institution for both a qualitative and quantitative assessment by the EAC. As a minimum, the qualitative and quantitative data can be supplied by responding to the items identified in this document or in formats used by the institution. IF AN ALTERNATE FORMAT IS UTILIZED, AT LEAST ALL OF THE IDENTIFIED INFORMATION CONTAINED IN THIS DOCUMENT SHOULD BE INCLUDED.

Each program must submit a separate Self-Study Report. Each report contains three sections: (1) Main Body, (2) Appendix I (Program Data), and (3) Appendix II (Institutional Profile). Appendix II is common to all program self-study reports for an institution.

E. Supplemental Materials

The following additional materials are to be supplied:

1. A copy of the general catalog of the institution covering course details and other institutional information applicable at the time of the visit.
2. Copies of all promotional brochures or literature describing the engineering offerings of the institution and, if available, the institution's web site address.

F. Preparation

It is important that the program title appear on the cover of each Self-Study Report and that this title be given exactly as it is listed in your college catalog, on transcripts, on diplomas, and on your institution's Request for Evaluation. This title should also agree with the program title as listed in the ABET Accreditation Yearbook. State Boards of Registration consider the ABET list of engineering programs as the authoritative list. Individuals applying for governmental positions or for any position requiring graduation from an ABET accredited program, can find themselves in difficulty if the ABET listing of accredited programs is not consistent with the

program title (or degree) as identified by the institution.

DO NOT reproduce these instruction pages in the completed report. Also, DO NOT include the instructions for each question in the completed report.

G. Submission and Distribution

Submit one copy of the Self-Study Report for each program and one set of the supplemental material to ABET Headquarters. These should be sent to the following address by July 1 prior to the visit:

Engineering Accreditation Commission
Accreditation Board for Engineering and Technology
111 Market Place, Suite 1050
Baltimore, MD 21202-4012

The institution also submits one copy of the Self-Study Report for each program and one set of the supplemental material to the Team Chair.

Following instructions from the Team Chair, the institution submits one copy of the appropriate Self-Study Report and one set of supplemental material to each Program Evaluator and Observer.

If a chemical engineering program is to be evaluated, the following additional copies are required--three copies of the Self-Study Report for chemical engineering only, plus two copies of the additional material. These should be sent to the following address by July 1 prior to the visit:

American Institute of Chemical Engineers
Attn: Manager of Education Services
3 Park Avenue
New York, NY 10016-5991

When new or updated material becomes available between the time the Self-Study Report is assembled and the date of the visit, it should be provided to the team members in advance or on arrival at the campus, with a copy to ABET Headquarters in accordance with instructions from the Team Chair.

The 14-day response, following the visit, should be sent to the Team Chair, and copies forwarded to ABET Headquarters and the EAC Chair.

The 30-day response, following receipt of the Draft Statement, should be sent to the Team Chair, and copies forwarded to ABET and the EAC Chair.

H. Confidentiality

The information supplied in this 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.

I. Level of Implementation Form

Institutions should provide this information to ABET Headquarters prior to the campus visit. Team members provide this information to the Team Chair at the conclusion of the campus visit, and the Team Chair forwards the forms for all visited programs and the engineering unit to ABET Headquarters immediately thereafter.

The data gathered with this form will NOT be available to the Team Chair, the Program Evaluators, or the EAC during their decision making for accreditation during the current cycle. The Program Evaluators will complete the same form after the visit and the data for all visits during the current cycle will be accumulated for analysis after the current accreditation cycle is completed.

Table A-1: Level of Implementation

Institution _____
 Program _____
 Date Prepared _____

	Implementation Factor	Score (1-5)
a.	Educational Objectives	
b.	Constituents	
c.	Processes	
d.	Outcomes Assessment	
e.	Results	
f.	System	

Instructions:

Report implementation factors for the engineering unit as a whole and for each program being evaluated. Data in this table should reflect the current level of implementation. Refer to Figure A-1, *Matrix for Implementation Assessment*, for descriptions of implementation levels. Enter a numerical value that most accurately describes the extent to which:

- a. Program **Educational Objectives** have been established and maintained
- b. **Constituents** are involved in helping set program objectives and in evaluating the level to which they are being achieved
- c. The required **Processes** are operational
- d. **Outcomes Assessment** is being practiced
- e. **Results** of outcomes and the various processes are being used to improve programs and assure objectives are being achieved
- f. An overall **System** is in place to meet the accreditation requirement

	Educational Objectives	Constituents	Processes	Outcomes Assessment	Results	System
1	Not well defined	Informal contact	Few, if any processes defined and documented	Limited to ad hoc efforts	Anecdotal	None evident
2	Broadly defined and documented; clearly tied to mission; evidence of constituent input	Somewhat involved in defining objectives and desired outcomes, and assessment	Some major processes defined and documented; clearly tied to mission and program objectives	Some outcomes defined and improved in systematic manner; problems recognized and corrected	Satisfactory outcomes; some evidence of positive trends in areas deployed	Early stages; partial deployment within the program and college
3	Comprehensive; defined, documented and measurable; clearly tied to mission and constituent needs	Clearly involved in defining objectives and desired outcomes, and assessment; evidence of some sustained strategic partnerships	Processes for all major elements of criteria defined, documented, and controlled; clearly tied to mission, program objectives, and constituent needs	All major outcomes defined; systematic evaluation and process improvement in place; problems anticipated and prevented	Good outcomes; positive trends in several major areas; some evidence that results caused by systematic approach	In place; deployed throughout the program and college; driven by mission and objectives
4	Comprehensive; defined, documented and measurable; clearly tied to mission; responsive to constituent needs; systematically reviewed and updated	High degree of involvement in defining objectives and desired outcomes; evidence of many sustained strategic partnerships in all constituent groups	Processes for all elements of criteria are quantitatively understood and controlled; clearly tied to mission, program objectives, and constituent needs	All outcomes defined; systematic evaluation and process improvement in place; many support areas involved; sources of problems understood and eliminated	Excellent outcomes; positive trends in most areas; evidence that results caused by systematic approach	Integrated; deployed throughout the program, college, and support areas; driven by mission and objectives
5	Comprehensive; defined documented, measurable and flexible; clearly tied to mission; readily adaptable to meet constituent needs; systematically reviewed and updated	High degree of involvement in defining objectives and desired outcomes, assessment; and improvement cycles; sustained evidence of strategic partnership with all key constituents	Processes for all elements of criteria are quantitatively understood and controlled; clearly tied to mission, program objectives, and constituent needs; seen as benchmarks by other institutions	All outcomes defined; systematic evaluation and process improvement in place; all support areas involved; common sources of problems understood and eliminated	World-class outcomes; sustained results; results clearly caused by systematic approach	Sound, highly integrated system; deployed throughout the program, college, and institution; driven by mission and objectives

Figure A-1: Matrix for Implementation Assessment

Self-Study Report

for (name of program)

This section presents a complete outline of the material to be provided in each Self-Study Report. Each report should be formatted similar to this section, preferably with the same heading titles. DO NOT DUPLICATE THE DETAILED INSTRUCTIONS.

A. Background Information

Please provide the following background information.

1. Degree Titles

Give title(s) of all degrees awarded for the program under review, including options, etc., as specified in transcripts and/or diplomas, and describe as necessary.

2. Program Modes

Indicate the modes, e.g., day, co-op, off-campus, distance ed, in which this program is offered and describe any differences from the information given for the engineering unit as a whole in Appendix II.

3. Actions to Correct Previous Shortcomings

If specific program shortcomings were identified by the EAC during the previous evaluation, please refer to them and indicate the actions taken. Shortcomings that were addressed in the previous evaluation as being common to all programs, i.e., institutional shortcomings, should be addressed in each Self-Study Report.

4. Contact Information

Identify the primary pre-visit contact person, i.e., the program chair and his/her designee if applicable, for the Program Evaluator. Provide name, address, telephone number, and e-mail address.

B. Accreditation Summary

This section is the focus of the Self-Study Report. A complete description of how the program satisfies all of the requirements for each criterion must be presented. It is suggested that the information presented for each criterion be as complete as possible such that the Program Evaluator can determine if all of the requirements are being met without cross-referencing material provided under other criteria. This may require some duplication of material but it should aid the Program Evaluator. Reference to the material provided in Appendices I and II, and to other information provided by the institution should be made as needed.

1. Students

Describe how students are evaluated, advised, and monitored in a manner consistent with program objectives, as required by Criterion 1. Address each item individually.

Describe the processes and procedures used to enforce policies for the acceptance of transfer students and provide evidence that the processes and procedures are working.

Describe the procedures used to validate credit for courses taken elsewhere and provide evidence that the procedures are working.

2. Program Educational Objectives

Discuss in detail the educational objectives, the process by which these objectives are determined and evaluated, how the program ensures these objectives are achieved, and the system of ongoing evaluation that leads to continuous improvement of the program, as required by Criterion 2.

As a minimum:

List the Program Educational Objectives and show how they are consistent with the mission of the institution and the accreditation criteria.

Identify the significant constituencies of the program.

Describe the processes used to establish and review the Program Educational Objectives and the extent to which the program's various constituencies are involved in these processes. Provide documentation that demonstrates that the processes are working.

Describe how the program curriculum and your processes ensure achievement of the Program Educational Objectives.

Provide documentation that describes the ongoing evaluation of the level of achievement of these objectives, the results obtained by this periodic evaluation and evidence that the results are being used to improve the effectiveness of the program.

3. Program Outcomes and Assessment

Describe the assessment process, documented assessment results, evidence that results are applied to further development and improvement, and a demonstration of the achievement of each program outcome important to the mission of the institution and the objectives of the program, as required by Criterion 3.

As a minimum:

List the Program Outcomes that have been established based on the Program Educational Objectives and describe how these Program Outcomes relate to the Program Educational Objectives.

Describe how the Program Outcomes chosen by the program encompass and relate to the outcome requirements of Criterion 3.

Describe the processes used to produce and assess each of the program outcomes.

Provide metric goals for each outcome that illustrate the level of quality of outcomes achievement felt necessary to produce graduates that will ultimately achieve the Educational Objectives following their graduation

Provide qualitative and quantitative data gathered on a regular basis that are used to assess the quality of achievement of the outcomes and your analysis of those assessment results.

Describe the process by which the assessment results are applied to further develop and improve the program.

Document changes that have been implemented to further develop and improve the program. Provide qualitative and quantitative data used to support these changes.

Describe the materials, including student work and other tangible materials, that will be available for review during the visit to demonstrate achievement of the Program Outcomes and Assessment. The programs are encouraged to organize these materials on the basis of outcomes, rather than on a course-by-course basis.

4. Professional Component

Describe how the engineering faculty assures that the curriculum devotes adequate attention and time to each curricular component area and describe how students are prepared for engineering practice as required by Criterion 4.

Note that instructional material and student work verifying the proper classification of course content must be provided for the evaluation team at the time of the visit. These materials may include all or part of the documentation used to demonstrate Program Outcomes and Assessment.

As a minimum:

Describe how students are prepared for engineering practice through the curriculum, which culminates in a major design experience.

Describe how the engineering experience incorporates engineering standards and realistic constraints as described in Criterion 4.

Describe how the program curriculum devotes adequate attention and time to the professional component, which includes mathematics and basic sciences, engineering topics, and general education. Note that transcript analyses for a sampling of recent graduates will be requested by the team chair prior to the visit.

The information contained in Appendix I presents supporting documentation and will be useful to the evaluation process.

Complete Table I-1, *Basic-Level Curriculum*. List the courses in the order in which they are given in the curriculum and classified in the appropriate categories to clearly indicate how the program meets the Professional Component (Criterion 4) as well as Program Criteria (Criterion 8).

Complete Table I-2, *Course and Section Size Summary*.

In Appendix I.B., *Course Syllabi*, provide standard descriptions for courses used to satisfy the mathematics and basic sciences, and engineering topics required by Criterion 4. The format should be consistent for each course, must not exceed two pages per course, and, at a minimum, contain the information listed below:

- Department, number, and title of course
- Designation as a 'Required' or 'Elective' course
- Course (catalog) description
- Prerequisite(s)
- Textbook(s) and/or other required material
- Course objectives
- Topics covered
- Class/laboratory schedule, i.e., number of sessions each week and duration of each session
- Contribution of course to meeting the professional component
- Relationship of course to program outcomes
- Person(s) who prepared this description and date of preparation

5. Faculty

Demonstrate that the faculty has the competencies to cover all of the curricular areas of the program and show that the faculty is of sufficient number to accommodate student-faculty interaction, advising and counseling, service activities, professional development, and interaction with practitioners and employers, as required by Criterion 5.

As a minimum:

Discuss the adequacy of the size of the faculty and draw conclusions in that regard.

In support of those conclusions, describe the extent and quality of faculty involvement in interactions with students, in advising, in service, in professional development, and in interactions with industry.

Discuss the competence of the faculty members to cover all of the curricular areas of the program and draw conclusions in that regard.

In support of those conclusions, describe the education, diversity of backgrounds, engineering experience, teaching experience, ability to communicate, enthusiasm for developing a more effective program, level of scholarship, participation in professional societies, and registration/licensure as Professional Engineers of the faculty members.

The information contained in Appendix I presents supporting documentation and will be useful to the evaluation process.

Complete Table I-3, *Faculty Workload Summary*, and summarize the course load and other activity for each faculty member for the full academic year in which the Self-Study Report is being written. An updated report for the current year is to be provided at the time of the visit.

Complete Table I-4, Faculty Analysis, which summarizes information about each faculty member.

In Appendix I.C., provide current summary curriculum vitae for all faculty members with the

rank of instructor and above who have primary responsibilities for course work associated with the program. Include part-time and adjunct faculty members. The format should be consistent for each curriculum vita, must not exceed two pages per person, and, at a minimum, contain the information listed below:

Name and Academic Rank

Degrees with fields, institution, and date

Number of years of service on this faculty, including date of original appointment and dates of advancement in rank

Other related experience--teaching, industrial, etc.

Consulting, patents, etc.

State(s) in which registered

Principal publications of last five years

Scientific and professional societies of which a member

Honors and awards

Institutional and professional service in the last five years

Professional development activities in the last five years

6. Facilities

Describe classrooms, laboratory facilities, equipment, and infrastructure and discuss the adequacy of these facilities to accomplish program objectives, as required by Criterion 6.

As a minimum:

Discuss the adequacy of facilities and draw conclusions in that regard.

In support of these conclusions, provide information concerning facilities such as classrooms, laboratories, and computing and information infrastructures that engineering students and faculty are expected to use in meeting the requirements of the program.

Identify the opportunities students have to learn the use of modern engineering tools, including identification of the important tools and the depth of the student experience.

7. Institutional Support and Financial Resources

Describe the level and adequacy of institutional support, financial resources, and constructive leadership to achieve program objectives and assure continuity of the program, as required by Criterion 7.

As a minimum:

Discuss the adequacy of institutional support, financial resources, and constructive leadership necessary to achieve program objectives and draw conclusions in these regards.

Describe the processes used to determine the budget for the program.

Describe the adequacy of faculty professional development and how it is planned and funded.

Describe a plan and sufficiency of resources to acquire, maintain, and operate facilities and

equipment required to achieve program objectives.

Discuss the adequacy of support personnel and institutional services necessary to achieve program objectives.

The information contained in Appendix I presents supporting documentation and will be useful to the evaluation process.

Complete Table I-5, *Support Expenditures*. Report the expenditures for support of the engineering program being evaluated. The information is to be supplied for each of the three most recent fiscal years.

8. Program Criteria

Describe how the requirements of the applicable program criteria are met, as required by Criterion 8.

9. General Advanced-Level Program

If accreditation of an advanced-level program is being sought, advanced-level accreditation requires that all graduates also satisfy basic-level criteria. Therefore, describe the procedure used to ensure that all graduates satisfy both basic-level and advanced level criteria, as required by Criterion II. Use Table I-1, *Basic-Level Curriculum*, to list the course requirements of the advanced-level curriculum.

Appendix I - Additional Program Information

A. Tabular Data for Program

- Table I-1. Basic level Curriculum
- Table I-2. Course and Section Size Summary
- Table I-3. Faculty Workload Summary
- Table I-4. Faculty Analysis
- Table I-5. Support Expenditures

B. Course Syllabi

C. Faculty Curriculum Vitae

It is suggested that the information be provided in the given formats in Appendix I and attached to the Self-Study Report using tables with the same number and order presented in this appendix.

**Table I-3. Faculty Workload Summary
(Name of Program)**

Faculty Member (Name)	FT or PT (%)	Classes Taught (Course No./Credit Hrs.) Term and Year1	Total Activity Distribution ²		
			Teaching	Research	Other ³

1. Indicate Term and Year for which data apply.
2. Activity distribution should be in percent of effort. Faculty member's activities should total 100%.
3. Indicate sabbatical leave, etc., under "Other."

Table I-5. Support Expenditures

(Name of Program)

Fiscal Year	1	2	3	4
	(prior to previous year)	(previous year)	(current year)	(year of visit)
Expenditure Category				
Operations ¹ (not including staff)				
Travel ²				
Equipment ³				
Institutional Funds				
Grants and Gifts ⁴				
Graduate Teaching Assistants				
Part-time Assistance ⁵ (other than teaching)				

Instructions:

Report data for the engineering program being evaluated. Updated tables are to be provided at the time of the visit.

Column 1: Provide the statistics from the audited account for the fiscal year completed 2 years prior to the current fiscal year.

Column 2: Provide the statistics from the audited account for the fiscal year completed prior to your current fiscal year.

Column 3: This is your **current fiscal year** (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.

Column 4: Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.

Notes:

1. General operating expenses to be included here.
2. Institutionally sponsored, excluding special program grants.
3. Major equipment, excluding equipment primarily used for research. Note that the expenditures under "Equipment" should total the expenditures for Equipment. If they don't, please explain.
4. Including special (not part of institution's annual appropriation) non-recurring equipment purchase programs.
5. Do not include graduate teaching and research assistant or permanent part-time personnel.

Appendix I

(continued)

B. Course Syllabi

INSERT TEXT HERE

See Instructions under Item B.4., page 11

C. Faculty Resumes

INSERT TEXT HERE

See Instructions under Item B.5., page 12

Appendix II - Institutional Profile

{Program Evaluators will require some information about the institution and the engineering unit. Therefore, information about the institution and the engineering unit should be supplied as Appendix II, which should be attached to each Self-Study Report or supplied as a separate document.

The institution may employ any means it chooses to represent itself to ABET and the visiting team. Consequently, the references to specific tables in the following are for guidance only. The information may be presented in any reasonable manner the institution chooses.}

A. Background Information Relative to the Institution

1. General Information

- a. Give the name and address of the institution.
- b. Give the name and title of the chief executive officer of the institution and, if different, of the campus president, chancellor, etc.
- c. Give the name and official position of the person submitting the completed questionnaire.

2. Type of Control

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

3. Regional or Institutional Accreditation

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

4. Faculty and Students

For the entire institution, provide faculty and student counts for the fall term immediately preceding the visit. (See Table II-1)

5. Mission

Provide a copy of the institution's mission statement and goals or objectives.

6. Institutional Support Units

Provide information about institutional support units, such as the library and computing center, that are requisite to achieving the objectives of the program.

B. Background Information Relative to the Engineering Unit

1. Engineering Educational Unit

Provide an organizational chart showing the position of the engineering unit within the

institution, listing each official by title, e.g., academic vice president, dean of college of engineering, etc., and label as Table II-2, *Organizational Chart*.

Describe the engineering educational unit, listing those departments, divisions, programs, etc., which teach engineering subjects, conduct engineering research, or perform other engineering educational activities.

Give the name and title of the administrative head of the principal education unit and other administrative unit(s).

If all engineering programs do not come under a single administrative head, describe the other administrative unit(s) offering programs leading to a degree in engineering, and provide separate data where applicable. Include other units in Table II-2, *Organizational Chart*.

Provide a copy of the engineering education unit mission statement.

2. Programs Offered and Degrees Granted

List the full titles of all degrees in engineering--undergraduate, graduate, and professional--granted by the institution. If there are differences in the degrees awarded for completion of co-op programs, these should be clearly indicated. (see Table II-3 (Parts 1 and 2))

3. Information Regarding Administrators

Furnish current summary *curriculum vitae* for the administrative head of the engineering educational unit(s) and any associates or assistants who have faculty status or are in responsible charge of a major service unit such as student counseling center, co-op coordination, etc. The summary *curriculum vitae* may be provided in any format but must be limited to one page.

4. Supporting Academic Departments

Provide information about supporting academic departments for all academic-supporting units that provide any required portion of the instruction for engineering students in the programs being evaluated. (see Table II-4)

5. Engineering Finances

Provide information about the support expenditures of the engineering unit, report the expenditures for support functions of the engineering educational unit(s) as a whole. The information is to be supplied for each of the three most current fiscal years. For the fiscal year of the visit, provide the budgeted amounts. If it is not possible to provide final budget figures in the report, they should be provided before or at the time of the visit. (see Table II-5)

6. Engineering Personnel and Policies

a. Personnel

Provide the number of personnel, both full-time and part-time, for the entire engineering unit and for each program being evaluated. (see Table II-6)

b. Faculty Salaries, Benefits, and Other Policies

Briefly summarize the promotion and tenure system and the processes used to determine faculty salaries. Faculty salary data may be provided at the option of the institution. (see Table II-7)

c. Faculty Workload

Describe the faculty workload policy for the engineering unit. Define what constitutes a full-time load.

d. Supervision of Part-time Faculty

Describe the policy for the supervision and evaluation of part-time faculty personnel.

7. Engineering Enrollment and Degree Data

Provide enrollment and degree statistics for the engineering educational unit as a whole and for each program being evaluated for the current and preceding five (5) academic years. (see Table II-8)

8. Definition of Credit Unit

The EAC assumes that one semester or quarter credit hour 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 by this institution, the differences should be indicated.

9. Admission and Graduation Requirements, Basic Programs

Data and information presented in this section should apply to all programs listed under “Programs Offered and Degrees Granted” as being part of the engineering educational unit. If there are exceptions for any of the programs being submitted for evaluation, note them here and describe each one specifically in the Self-Study Report under “Program Modes” for the program in question.

A. Admission of Students

1. Describe the general criteria and procedures for admitting students to engineering programs.
2. Provide a history of admission standards for freshmen showing admission standards for students enrolled in engineering programs directly from high school for the current and last five academic years. (see Table II-9)
3. Describe how advanced placement course credits are evaluated from programs not accredited by the EAC either at this institution or elsewhere.
4. Describe special admission requirements for entry into the upper division or professional programs in the engineering educational unit.

5. Describe the policies regarding admission of transfer students from other institutions to the engineering programs and how these policies are enforced. List such special requirements as minimum grade-point average and course requirements. Describe any general articulation agreements with other institutions. If the transfer of "D" grades is permitted, explain the circumstances in which this occurs.
6. Provide a history of transfer engineering student statistics. (see Table II-10)

B. Requirements for Graduation

1. Describe the process used at the college and/or university levels to certify that graduation requirements complying with EAC criteria have been met by each graduate. Provide a sample of any work sheet or check-off sheet used for this purpose.
2. If modes other than traditional on-campus instruction are employed in any programs, the additional modes of instruction should be listed and described in relation to the applicable programs. The institutional and/or engineering unit policies under which the alternate modes are offered should be summarized.
3. Indicate the grade-point average required for graduation. If there are differences in requirements among the regular and alternative program modes, please explain.

10. Non-academic Support Units

Provide information about units that support only the engineering academic programs.

Appendix II

C. Tabular Data for Engineering Unit

Program evaluators will require some information about the institution and the engineering unit.

The forms that follow are simply a guide and are not required in the Self-Study Report. All are optional.

The institution is encouraged to employ any reasonable means it chooses to represent itself to ABET and the visiting team.

Table II-1. Faculty and Student Count for Institution
School Year: _____

	HEAD COUNT		FTE (see Note 2)	TOTAL STUDENT CREDIT HOURS
	FT	PT		
Tenure Track Faculty				
Other Teaching Faculty (excluding student assistants)				
Student Teaching Assistants				
Undergraduate Students				
Graduate Students				
Professional Degree Students				

1. Data should be provided here for the fall term immediately preceding the visit.
2. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 credit-hours per term of institutional course work, meaning all courses--engineering, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.

Table II-3 (Part 1). Engineering Programs Offered

Program Title ¹	Modes Offered ²				Nominal Years to Complete	Administrative Head	Administrative Unit or Units (e.g. Dept.) Exercising Budgetary Control	Submitted for Evaluation ³		Offered, Not Submitted for Evaluation ⁴	
	Day	Co-op	Off Campus	Alternative Mode				Now Accred.	Not Now Accred.	Now Accred.	Not Now Accred.
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											

Instructions for Table II-3 (Part 1)

Complete the table for all programs offered by the engineering education unit as follows:

1. Give program title as officially published in catalog.
2. Indicate all modes in which the program is offered. If separate accreditation is requested for an alternative mode, list on a separate line. Describe "Other" by footnote.
3. Only those programs being submitted at this time for reaccreditation (now accredited) or initial accreditation (not now accredited) should be checked in this column.
4. Programs not submitted for evaluation at this time should be checked in this column.

Complete the table for all programs listed in Table II-3 (Part 2), as follows:

1. Give the program title as officially published in catalog.
2. Indicate all modes in which the program is offered. Describe “Alternative Mode ” by a footnote.
3. List degree awarded for each mode offered. If different degrees are awarded, list on separate lines.
4. Indicate how the program is listed on transcript for each mode offered. If different designations are used, list on separate lines.

**Table II-5. Support Expenditures
(Name of Engineering Unit)**

Fiscal Year	1	2	3	4
	(prior to previous year)	(previous year)	(current year)	(year of visit)
Expenditure Category				
Operations ¹ (not including staff)				
Travel ²				
Equipment ³				
Institutional Funds				
Grants and Gifts ⁴				
Graduate Teaching Assistants				
Part-time Assistance ⁵ (other than teaching)				

Instructions:

Report data for the engineering unit as a whole. Updated tables are to be provided at the time of the visit.

Column 1: Provide the statistics from the audited account for the fiscal year completed 2 years prior to the current fiscal year.

Column 2: Provide the statistics from the audited account for the fiscal year completed prior to your current fiscal year.

Column 3: This is your **current fiscal year** (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.

Column 4: Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.

Notes:

1. General operating expenses to be included here.
2. Institutionally sponsored, excluding special program grants.
3. Major equipment, excluding equipment primarily used for research. Note that the expenditures under "Equipment" should total the expenditures for Equipment. If they don't, please explain.
4. Including special (not part of institution's annual appropriation) non-recurring equipment purchase programs.
5. Do not include graduate teaching and research assistant or permanent part-time personnel.

**Table II-6. Personnel and Students
(Name of Engineering Unit)**

Year¹: _____

	HEAD COUNT		FTE ²	RATIO TO FACULTY ³
	FT	PT		
Administrative ⁴				
Faculty (tenure-track)				
Other Faculty (excluding student Assistants)				
Student Teaching Assistants				
Student Research Assistants				
Technicians/Specialists				
Office/Clerical Employees				
Others ⁵				
Undergraduate Student Enrollment ⁶				
Graduate Student Enrollment				

Instructions: Report data for the engineering unit(s) as defined in Section II. A. 2. And for each engineering program being evaluated. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.

Notes:

1. Data on this table should be for the fall term immediately preceding the visit.
2. 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 or quarter credit hours per term of institutional course work, meaning all courses--engineering, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.
3. Divide FTE in each category by total FTE Faculty. **Do not** include administrative FTE.
4. 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.
5. Specify any other category considered appropriate, or leave blank.
6. Specify whether this includes freshman and/or sophomores.

Table II-7. Faculty Salary Data

(Optional Table)

Academic Year _____

1. For the Institution as a Whole

	Professor	Associate	Assistant	Instructor
Number				
High				
Mean				
Low				

2. For the Engineering Educational Unit as a Whole

	Professor	Associate	Assistant	Instructor
Number				
High				
Mean				
Low				

3. Average Percent Salary Raises Given to Continuing Faculty Members for the Past Six (6) Years.

Unit	Year	Year	Year	Year	Year	Year
Institution as a Whole						
Engineering Education Unit as a Whole						

Report data for the academic year immediately preceding the visit. Include deans and department heads holding academic rank. These need not be specifically identified. Give number of persons receiving salary on an annual basis, whether working full-time or not. All salaries should be reported on an annual basis before any deductions, and normalized for a nine-month academic year. Give high, low, and mean of actual salaries being received by the individuals making up the number reported; if part-time, report full-time equivalent.

TABLE II-7 (Continued)

4. For Each Program Submitted for Evaluation

Program		Professor	Associate	Assistant	Instructor
	Number				
	High				
	Mean				
	Low				
	Number				
	High				
	Mean				
	Low				
	Number				
	High				
	Mean				
	Low				
	Number				
	High				
	Mean				
	Low				
	Number				
	High				
	Mean				
	Low				
	Number				
	High				
	Mean				
	Low				
	Number				
	High				
	Mean				
	Low				

Table II-8. Engineering Enrollment and Degree Data

Engineering education unit as a whole:

Year	AY	FT/ PT	Enrollment Year					Total UG	Total Grad	Degrees Conferred			
			1st	2nd	3rd	4th	5th			BS	MS	PhD	Other
Current		FT											
		PT											
1		FT											
		PT											
2		FT											
		PT											
3		FT											
		PT											
4		FT											
		PT											
5		FT											
		PT											

Program:

Year	AY	FT/ PT	Enrollment Year					Total UG	Total Grad	Degrees Conferred			
			1st	2nd	3rd	4th	5th			BS	MS	PhD	Other
Current		FT											
		PT											
1		FT											
		PT											
2		FT											
		PT											
3		FT											
		PT											
4		FT											
		PT											
5		FT											
		PT											

Instructions for Table II-8

Give official fall term enrollment figures (head count) for the current and preceding five academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the fall visit. Provide data in the first left-hand block of spaces for the entire engineering educational unit and in separate blocks thereafter for each program being submitted for evaluation.

Copy and paste sufficient copies of the program table to accommodate the number of programs being reported.

Table II-9. History of Admissions Standards for Freshmen

Academic Year	Composite ACT		Composite SAT		Percentile Rank in High School		Number of New Students Enrolled
	MIN	AVG	MIN	AVG	MIN	AVG	

Instructions: Give minimum and average test scores and/or high school standing for the last six academic years. Use either ACT or SAT as appropriate. The number of students enrolled should be for all programs in the engineering education unit. If standards differ for some engineering programs, either fill out additional table(s) or explain in the text. If formal admission to engineering programs is not made in the freshman year, give freshman figures for the overall institution and so indicate, and use the format of Table II-10, *History of Transfer Engineering Students*, to report standards for admission to engineering programs.

Table II-10. History of Transfer Engineering Students

Academic Year	Number of Transfer Students Enrolled

Instructions: Complete table for the last six years.