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| **وزارة التعليم العالي والبحث العلمي**  **Ministry of Higher Education & Scientific Research**  **جهاز الاشراف والتقويم العلمي**  **Apparatus of Supervision & Scientific Evaluation** | | |

**Template of**

**the Self-Assessment Report**

**for BSc in Engineering Programs**

**(2018-2019 Review Cycle)**

**المجلس العراقي لاعتماد التعليم الهندسي**

**Iraqi Council of Accreditation**

**for Engineering Education**

**Rabie II, 1440 December, 2018**

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**GENERAL NOTES**

**Introduction**

The Self-Assessment Report should present a quantitative and qualitative assessment of the strengths and limitations of the program being submitted for review. The Report should provide information needed for a thorough on-site review of the program. The Report should address the extent to which the program meets the **National Criteria and Policies**.

**Requirements and Preparation**

Each program requires a Self-Assessment Report. The program name used on the cover of the Report must be identical to that used in the institutional publications, on the transcripts of graduates and on the Request for Evaluation. This will ensure that the program is correctly identified in the **National Council** records and that graduates can be correctly identified as graduating from an accredited program. If different terminology is used in the program, the Report should provide explanation to clearly link the terminology in the Report to the terminology used in the Template. Tables' format in the Template can be modified to more clearly present the information of the program. This should be accompanied with a brief explanatory table footnote. The educational unit is the administrative unit having academic responsibility for the program being reviewed. If a single program is being reviewed, the educational unit may be the department.

**Supplemental Materials**

The following materials should be supplied in addition to the Self-Assessment 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 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 earned.

**Submission and Distribution**

The Self-Assessment Report and Supplemental Materials should be submitted as pdf read-only files. Hard copy submission will not be accepted even as a supplementary to an electronic file.

**Confidentiality**

All information supplied is for the confidential use of the **National Council** 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.

**SELF-ASSESSMENT REPORT COVER**

|  |  |
| --- | --- |
| **University and**  **College Logos** | **Ministry of Higher Education**  **& Scientific Research**  **University Name**  **College of Engineering**  **Dept. of …………… Engineering** |

**CONFIDENTIAL**

**Self-Assessment Report**

**for the B.Sc. in**

**………………… Engineering Program**

**at the**

**Department of ……………… Engineering,**

**College of Engineering, University Name**

**Province Name, IRAQ**

**Hijri Month, 1441 A.D. Month, 2019**

**E-mail:**

**Website:**

**SAR TABLE OF CONTENTS**

**1. BACKGROUND INFORMATION**

**1.1 Contact Information**

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

**1.2 Program History**

Include the year implemented and the date of the last general review (if applicable). Summarize major program changes with an emphasis on changes occurring since the last general review. If this is an initial accreditation, it should be so indicated.

**1.3 Options**

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

**1.4 Program Delivery Modes**

Describe the delivery modes used by this program, e.g., days, evenings, traditional lecture/laboratory, distance education, etc.

**1.5 Program Locations**

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

**1.6 Public Disclosure**

Provide information concerning all the places where the Program Education Objectives (PEOs), Graduate Outcomes (GOs), annual student enrollment and graduation data is posted or made accessible to the public. If this information is posted to the Web, please provide the URLs.

**1.7 Previous Evaluations and the Actions Taken (if applicable)**

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

**2. ACCREDIATION CRITERIA**

**2.1 Criterion 1: Program Educational Objectives**

**2.1.1 Strategic Planning**

Provide the institutional vision, mission, values and strategic objectives.

**2.1.2 Statement of PEOs**

List the program educational objectives and state where these can be found by the general public.

**2.1.3 PEOs Consistency with the Mission Statement**

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

**2.1.4 Program Constituencies**

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

**2.1.5 PEOs Review Process**

Describe the process that periodically reviews the program educational objectives including how 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 National Accreditation Criteria.

**2.2 Criterion 2: Graduate outcomes**

**2.2.1 Adopted Graduate Outcomes**

List the graduate outcomes for the program and indicate where they are documented. If the graduate outcomes are stated differently than those listed in Criterion 2, provide a mapping of the program’s graduate outcomes to the Graduate Outcomes (i) through (vii) listed in Criterion 2 of the National Accreditation Criteria.

**2.2.2 Relating GOs to PEOs**

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

**2.3 Criterion 3: Curriculum**

**2.3.1 Program Structure and Content**

**2.3.1.1 Study Plan**

Complete Table (3.1) that describes 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 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 should be provided for each path or option. State whether the institution operates on semesters or quarters.

**2.3.1.2 Alignment with PEOs**

Describe how the curriculum aligns with the program educational objectives.

**2.3.1.3 Attainment of GOs**

Describe how the curriculum and its associated prerequisite structure support the attainment of the graduate outcomes.

**2.3.1.4 Prerequisite Structure**

Attach a flowchart or worksheet that illustrates the prerequisite structure of the program’s required courses

**2.3.1.5 Subject Areas Requirements**

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, and General Education) specifically addressed by the National Accreditation Criteria.

**2.3.1.6 Major Design Experience**

Describe the major design experience that prepares students for engineering practice and how this experience is based upon the knowledge and skills acquired in earlier coursework showing how it incorporate appropriate engineering standards and multiple design constraints.

**2.3.1.7 Teaching and Learning Strategies**

Describe the teaching, learning and assessment strategies used to guarantee that the students acquire the graduate outcomes. Describe the materials (course syllabi, textbooks, sample student work, etc.), that will be available for review during the campus visit to demonstrate achievement related to this criterion.

**2.3.2 Relating Courses Learning Outcomes to GOs**

Describe how the courses learning outcomes actually lead to the achievement of the graduate outcomes showing the relationships of courses to GOs. A “Course Portfolio” for each course should be presented during the campus visit.

**Table 3.1: Curriculum**

**Name of Program**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **List all courses in the program by term starting with the 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** | **Subject Area (Credit Hours)** | | | | **Last Two Terms the Course was Offered:**  **Year and**  **Semester or**  **Quarter** | **Maximum Section Enrollment**  **for the Last Two Terms the Course was Offered2** |
| **Course** | | | | **Math & Basic Sciences** | **Engineering Topics.**  **Check if Contains Significant Design (√)** | **General Education** | **Other** |
| **Dept.** | **Code** | **Title** | |
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| **Add rows as needed to show all courses in the curriculum.** | | | |  |  |  |  |  |  |  |
| **TOTALS BASIC-LEVEL REQUIREMENTS** | | | | |  |  |  |  |  |  |
| **OVERALL TOTAL CREDIT HOURS FOR COMPLETION OF THE PROGRAM** | | | |  |  |  |  |  |  |  |
| **PERCENT OF TOTAL** | | | | |  |  |  |  |  |  |
| **Total must satisfy either credit hours or percentage** | | | **Minimum Semester Credit Hours** | | **32**  **Hours** | **48**  **Hours** |  |  |  |  |
| **Minimum Percentage of Total Credits Required for Graduation** | | **25%** | **37.5%** |  |  |  |  |

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.
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.

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

**2.4 Criterion 4: Continuous Improvement**

Show the extent to which the graduate outcomes are being attained and describe the processes for regularly assessing and evaluating the extent to which they are being attained and how the results of these processes are utilized to affect continuous improvement of the program. It is recommended that this section include the followings (a table may be used to present this information):

**2.4.1 Achievement of Graduate outcomes**

**2.4.1.1 Assessment Processes**

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 (if any), oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.

**2.4.1.2 Frequency of Assessment Processes**

Describe the frequency with which these assessment processes are carried out.

**2.4.1.3 Expected Level of Attainment**

Describe the expected level of attainment for each of the student outcomes.

**2.4.1.4 Results of Evaluation and Analysis**

Summarize the results of the evaluation process showing an analysis illustrating the extent to which each of the graduate outcomes is being attained.

**2.4.1.5 Documentation**

Describe how the assessment processes and results are being documented and maintained.

**2.4.2 Actions for Continuous Improvement**

**2.4.2.1 Systematic Data Utilization in Continuous Improvement**

Describe how the results of evaluation processes for the graduate outcomes and any other available information are systematically used as input in the continuous improvement of the program.

**2.4.2.2 Re-assessment of Changes Results**

Describe how the results of any changes are subjected to re-assessment to find whether effective or not.

**2.4.2.3 Future Plans**

Indicate any significant future program improvement plans based upon recent evaluations.

**2.4.2.4 Brief Rationale of Planned Changes**

Provide a brief rationale for each of the planned changes.

**2.4.2.5 Quality Management System Documentation**

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

**2.5 Criterion 5: Students**

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

**2.5.1 Student Admission**

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

**2.5.2 Student Performance and Progress**

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 the situation when a prerequisite has not been met.

**2.5.3 Students Transfer**

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

**2.5.4 Students' Advising and Extracurricular Activities**

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

**2.5.5 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. State the name of the degree awarded. Provide transcripts of some of the most recent graduates showing how any program options are designated on the transcript.

**2.6 Criterion 6: Faculty**

**2.6.1 Faculty Qualification**

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas and to meet the program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table (6.1) and include faculty resumes in Appendix B.

**2.6.2 Faculty Workload**

Complete Table (6.2) showing the faculty workload summary and describe this information in terms of workload expectations or requirements.

**2.6.3 Faculty Size**

Describe the adequacy of the faculty size and 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.

**2.6.4 Faculty Development**

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

**2.6.5 Faculty Authority and Responsibility**

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 graduate outcomes, and their role in the attainment of the graduate outcomes. Describe the roles of others on campus, e.g., Dean and University President, with respect to these areas.

**Table 6.1: Faculty Qualifications**

**Name of Program**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty Member Name** | **Highest Degree Earned, Field and Year** | **Scientific Rank 1** | **Type of Academic Appointment2 PS or TS2** | **FT or PT3** | **Years of Experience** | | | **Professional Registration/ Certification** | **Level of Activity4**  **H, M, or L** | | |
| **Govt./Ind. Practice** | **Teaching** | **This Institution** | **Professional Organizations** | **Professional Development** | **Consulting/**  **work in industry** |
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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.

1. Code: P = Professor, ASP = Assistant Professor, L = Lecturer, ASL = Assistant Lecturer and O = Other.
2. Code: PS = Permanent Staff, TS = Temporary Staff.
3. FT = Full Time Faculty or PT = Part Time Faculty, at the institution.
4. The level of activity, high, medium or low, should reflect an average over the three years prior to the Campus visit.

**Table 6.2: Faculty Workload Summary**

**Name of Program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Member Name** | **PT or FT1** | **Classes Taught (Course No./ Credit Hrs.) Term and Year2** | **Program Activity Distribution3** | | | **% of Time Devoted**  **to the Program5** |
| **Teaching** | **Research or Scholarship** | **Other4** |
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1. FT = Full Time Faculty or PT = Part Time Faculty, at the institution.
2. For the academic year for which the Self-Assessment Report is being prepared.
3. Program activity distribution should be in percent of effort in the program and should total 100%.
4. Indicate sabbatical leave, etc., under "Other."
5. Out of the total time employed at the institution.

**2.7 Criterion 7: Administrative Support**

Assess the adequacy of the resources described in this section with respect to the students in the program being able to attain the graduate outcomes

**2.7.1 Leadership and Administrative Services**

Describe the leadership and administrative services 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. Describe how teaching is supported by the institution in terms of teaching assistants, teaching workshops, etc.

**2.7.2 Faculty Support**

Describe the process of hiring new faculty, the strategies used to retain and promote current qualified faculty and the adequacy of support for faculty professional development (how such activities such as sabbaticals, travel, workshops, seminars, etc., are planned and supported).

**2.7.3 Technical and Administrative Staff Support**

Describe the adequacy of administrative, instructional, and technical staff concerning size, qualification and methods used to recruit, retain, promote, and develop them.

**2.8 Criterion 8: Financial Support**

Assess the adequacy of the resources described in this section with respect to the students in the program being able to attain the graduate outcomes

**2.8.1 Funding Resources**

Describe the process used to establish the program’s budget and provide evidence of continuity of financial support for the program including the sources of financial support of both permanent (recurring) and temporary (one-time) funds.

**2.8.2 Program Budget:**

Describe how resources are provided to acquire, maintain and upgrade the facilities, faculty, staff and teaching and learning processes of the program.

**2.9 Criterion 9: Facilities**

**2.9.1 Built Spaces and Associated Equipment**

Summarize each of the program’s facilities in terms of their ability to support the attainment of the graduate outcomes and to provide an atmosphere conducive to learning including:

**2.9.1.1** Offices (administrative, faculty, clerical, and others) and any associated equipment that is typically available there.

**2.9.1.2** Classrooms and associated equipment that are typically available where the program courses are taught.

**2.9.1.3** Laboratory facilities including computers ones (including hardware and software) and the associated tools and equipment that support instruction. Facilities used by students which are not dedicated to the program and their availability are included. Complete Appendix C containing a listing of the major pieces of equipment used by the program.

**2.9.1.4** Campus infrastructure and supportive facilities (hostels, sport centers, recreation centers, health centers, land scape and transportation means) and any major pieces of equipment that is typically available there.

**2.9.2 Computing Assets**

Describe any computing resources (workstations, servers, storage, networks including software) in addition to those described in the laboratories section, which are used by the students in the program. Discuss 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.

**2.9.3 Students Direction and Safety Precautions**

Describe how students in the program are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories and how the program ensures the facilities, tools, and equipment used in the program are safe for their intended purposes.

**2.9.4 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.

**2.9.5 Library Services**

Describe and evaluate the capability of the library (or libraries) to serve the 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 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.

**2.10 Specific Program Criteria**

Describe how the program satisfies any applicable program criteria. If already covered elsewhere in the self-assessment report, provide appropriate references.

**APPENDICES**

**Appendix A: Course Syllabi**

Please use the following format for the course syllabi (2 pages maximum in Times New Roman 12 point font):

1. Course number and name.
2. Credits and contact hours.
3. Instructor’s or course coordinator’s name.
4. Text book, title, author, and year.
   1. other supplemental materials.
5. Specific course information:
   1. brief description of the content of the course (catalog description).
   2. prerequisites or co-requisites.
   3. indicate whether a required, elective, or selected elective course in the program (as per Table 3.1).
6. Specific goals for the course:
   1. specific outcomes of instruction, ex. The student will be able to explain the significance of current research about a particular topic.
   2. explicitly indicate which of the student outcomes listed in Criterion 2 or any other outcomes are addressed by the course.
7. Brief list of topics to be covered.

**Appendix B: Faculty Vitae**

Please use the following format for the faculty vitae (2 pages maximum in Times New Roman 12 point type):

1. Name.
2. Education: degree, discipline, institution, year.
3. Academic experience: institution, rank, title (chair, coordinator, etc. if appropriate), when (ex. 2015-2017), full time or part time.
4. Non-academic experience: company or entity, title, brief description of position, when (ex. 2005-2007), full time or part time.
5. Certifications or professional registrations.
6. Current membership in professional organizations.
7. Honors and awards.
8. Service activities (within and outside of the institution).
9. Briefly list the most important publications and presentations from the past five years: title, co-authors (if any), where published and/or presented, date of publication or presentation.
10. Briefly list the most recent professional development activities.

**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:

1. **The Institution**
2. Name and address of the institution.
3. Name and title of the (Chief Executive Officer) CEO of the institution.
4. Name and title of the person submitting the Self-Assessment Report.
5. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations (if any).
6. **Type of Control**

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

1. **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 CEO of the institution. Include names and titles. An organization chart may be included.

1. **Academic Support Units (if any)**

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.

1. **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.

1. **Credit Unit**

It is assumed that one semester or quarter credit normally represents one class hour or (2-3) laboratory hours per week. One academic year normally represents at least 30 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

1. **Tables**

Complete the following tables for the program undergoing evaluation.

**Table D-1: Program Enrollment**

**Name of the Program**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic Year** | **Type** | **Enrollment Year** | | | | | **Total for**  **Undergrad** | **Total for**  **Graduate** | **Degrees Awarded** | | |
|  | **1st** | **2nd** | **3rd** | **4th** | **5th** | **Bachelors** | **Masters** | **Doctorates** |
| **Current**  **Year** |  | **FT** |  |  |  |  |  |  |  |  |  |  |
| **PT** |  |  |  |  |  |  |  |
| **1** |  | **FT** |  |  |  |  |  |  |  |  |  |  |
| **PT** |  |  |  |  |  |  |  |
| **2** |  | **FT** |  |  |  |  |  |  |  |  |  |  |
| **PT** |  |  |  |  |  |  |  |
| **3** |  | **FT** |  |  |  |  |  |  |  |  |  |  |
| **PT** |  |  |  |  |  |  |  |
| **4** |  | **FT** |  |  |  |  |  |  |  |  |  |  |
| **PT** |  |  |  |  |  |  |  |

Give official last term enrollment figures (numbers) 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**

**Year1:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number** | | **Full Time Equivalent FTE2** |
| **FT** | **PT** |
| **Administrative2** |  |  |  |
| **Faculty (permanent staff)3** |  |  |  |
| **Other Faculty (excluding student Assistants)** |  |  |  |
| **Student Teaching Assistants4** |  |  |  |
| **Technical Staff** |  |  |  |
| **Administrative Staff** |  |  |  |
| **Others5** |  |  |  |

* + - 1. Data on this table should be for the term immediately preceding the visit.
      2. 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.
      3. For faculty members, 1 FTE equals what your institution defines as a full-time load.
      4. 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.
      5. Specify any other category considered appropriate, or leave blank.

**Attesting Signature**

By signing below, I attest to the following:

That *Name of the program(s)* has conducted an honest assessment of compliance and has provided a complete and accurate disclosure of timely information regarding compliance with the *National Criteria for Accrediting Engineering Programs* to include the General Criteria and any applicable Program Criteria, and the *National Council Accreditation Policies and Procedures.*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dean’s Name**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature Date**