ABET SELF-STUDY QUESTIONNAIRE: TEMPLATE FOR A SELF-STUDY REPORT
2011-2012 Review Cycle

A Presentation to EECS Faculty by Gursel Serpen, PhD
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ENGINEERING ACCREDITATION COMMISSION

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CAC/EAC Joint Evaluations

Additional Guidance for CAC/EAC Joint Evaluations

When a program name requires joint review by both the CAC and the EAC, the program should follow the EAC Self-Study Questionnaire.

In addition, the program should: Describe the process used for establishing and revising any student outcomes that the program has defined other than (a) through (k) from EAC's Criterion 3, and

• Complete a second Table 5.1, as specified in the CAC Self-Study Questionnaire.
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Preparing a Self-Study Report for a Joint Commission Review

A joint commission review occurs when a single program is reviewed for accreditation by more than one Commission of ABET. The program must meet all applicable Criteria and policies for every commission involved.

The following Criteria are interpreted and applied similarly by all Commissions and the Self-Study Report for a joint review of a given program does not require separate responses for each Commission.

Criterion 1: Students
Criterion 2: Program Educational Objectives
Criterion 4: Continuous Improvement
Criterion 7: Facilities
Criterion 8: Institutional Support

The following Criteria differ for each of the four Commissions and the Self-Study Report for a joint review of a given program will require Commission-specific responses.

Criterion 3: Student Outcomes
Criterion 5: Curriculum
Criterion 6: Faculty
CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

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

Consistency of the Program Educational Objectives with the Mission of the Institution
Describe how the program educational objectives are consistent with the mission of the institution.

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

Process for Revision of the Program Educational Objectives
Describe the process that periodically reviews and revises, as necessary, the program educational objectives including how the program’s various constituencies are involved in this process. Include the results of this process and provide a description of any changes that were made to the program educational objectives and the timeline associated with those changes since the last general review.
CRITERION 3. STUDENT OUTCOMES

Student Outcomes
List the student outcomes for the program and indicate where the student outcomes are documented. If the student outcomes are stated differently than those listed in Criterion 3, provide a mapping to the (a) through (k) Student Outcomes.

Relationship of Student Outcomes to Program Educational Objectives
Describe how the student outcomes prepare graduates to attain the program educational objectives.
Criterion 4. Continuous Improvement

• This section of your self-study report should document your processes for regularly assessing and evaluating the extent to which the program educational objectives and student outcomes are being attained.

• This section should also document the extent to which the program educational objectives and student outcomes are being attained.

• It should also describe how the results of these processes are being utilized to effect continuous improvement of the program.
Criterion 4. Continuous Improvement

• Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation.

• Evaluation is defined as one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the program educational objectives and student outcomes are being attained.
Criterion 4. Continuous Improvement

A. Program Education Objectives

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

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each the program educational objective is based. Examples of data collection processes may include, but are not limited to, employer surveys, graduate surveys, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.

2. The frequency with which these assessment processes are carried out

3. The expected level of attainment for each of the program educational objectives

4. Summaries of the results of the evaluation processes and an analysis illustrating the extent to which each of the program educational objectives is being attained

5. How the results are documented and maintained
Criterion 4. Continuous Improvement

B. Student Outcomes

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

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.

2. The frequency with which these assessment processes are carried out

3. The expected level of attainment for each of the student outcomes

4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained

5. How the results are documented and maintained
Criterion 4. Continuous Improvement

C. Continuous Improvement

• Describe how the results of evaluation processes for the program educational objectives and the student outcomes and any other available information have been used as input in the continuous improvement of the program.

• Indicate any significant future program improvement plans based upon recent evaluations.
  – Provide a brief rationale for each of these planned changes.
Criterion 4. Continuous Improvement

D. Additional Information

• Copies of any of the assessment instruments or materials referenced in 4.A, 4.B, or 4.C must be available for review at the time of the visit.

• Other information such as minutes from meetings where the assessment results were evaluated and where recommendations for action were made could also be included.
CRITERION 5. CURRICULUM

A. Program Curriculum

• Complete Table 5-1 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 average section enrollments for all courses in the program over the two years immediately preceding the visit.
  – State whether you are on quarters or semesters and complete a separate table for each option in the program.

• Describe how the curriculum aligns with the program educational objectives.

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

• Attach a flowchart or worksheet that illustrates the prerequisite structure of the program’s required courses.
CRITERION 5. CURRICULUM

A. Program Curriculum

- For each curricular area specifically addressed by either the general criteria or the program criteria as shown in Table 5-1, describe how your program meets the specific requirements for this program area in terms of hours and depth of study.

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

- If your program allows cooperative education to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.

- Describe the materials (course syllabi, textbooks, sample student work, etc.), that will be available for review during the visit to demonstrate achievement related to this criterion. (See the 2011-2012 APPM Section II.G.6.b.(2) regarding display materials.)
Appendix A – Course Syllabi

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
   a. other supplemental materials
5. Specific course information
   a. brief description of the content of the course (catalog description)
   b. prerequisites or co-requisites
   c. indicate whether a required, elective, or selected elective (as per Table 5-1) course in the program
6. Specific goals for the course
   a. specific outcomes of instruction, ex. The student will be able to explain the significance of current research about a particular topic.
   b. explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course.
7. Brief list of topics to be covered
ABET – Upcoming Major Activities

• EAC and CAC Criterion 3 Outcomes a-k assessments for AY 2009-10 by respective committees
• Outcome assessment by EE and CSE UG Program Faculty
• Criterion 2 (Program Educational Objectives) assessment by IAB and EECS Faculty
• Self Study Preparation for ABET Visit in Fall 2011