ENGINEERING TECHNOLOGY
PROGRAM EVALUATION REPORT

Effective for evaluations during the 2013-2014 Accreditation Cycle

This form is to be used by each team member to record program data and information during the fact finding and evaluation process. Use the following quality ratings throughout the form:

E	Exceptional; strong, effective practice or condition
S	Satisfactory; fully meets the criterion
O	Observation; a suggestion offered to improve a program
C	Concern; criterion satisfied; however, the potential exists for the situation to change
W	Weakness; lacks strength and remedial action is required.
D	Deficient; fails to meet the criterion, and corrective action is required.
X	Not Applicable

Enter your quality rating next to each topic. A "Finding" is any topic rated other than S or X. For all findings rated C, W, or D enter explanatory comments and ratings for each of the four performance elements. Appropriate comments should be entered for ratings of E or O. Record all findings on Form T011.

Note: This document can be completed electronically using Microsoft Word. Place the cursor where you wish to type on forms. Place the cursor in the check boxes on page 3 and enter an "X" where needed. Tables work as usual.

At the conclusion of the visit, leave the original of this form with the team chair, who will use it to prepare the draft statement to the institution.

Contents

General

(Items in parenthesis refer to sections in the Accreditation Policy and Procedure Manual, e.g. PM-II.B.4).

Program Identification

Institution Institution name as it appears on Request for Evaluation (RFE)	Program Title (PM-II.E.4) Program name as it appears on the Request for Evaluation (RFE)
Evaluated By: Your name	Society Represented: The member society that assigned you to the visit.
Applicable Program Criteria: Name of program criteria as listed in the ABET TAC criteria, if applicable.	

Check one
Academic Term Semester ☐ Quarter ☐ Other ☐ _____

Check all that apply
Degree(s) Awarded Associate ☐ Baccalaureate ☐ Other ☐ _____

2 Yr ☐ 4 or 5 Yr ☐ 2 + 2 Yr ☐ Upper Division ☐ Closely-Related ☐ Other ☐ *Specify* _____

Offerings	Locations, Descriptions (as applicable)
Options (PM-II.E.4.c(3))	
Evening	
Remote Locations (PM-II.G.3)	
Alternate Delivery (PM-II.G.3)	
Cooperative Education (Criterion 5)	

Provide additional Information regarding program options, locations, delivery, etc. as applicable

Describe any unique aspects of the program:

Criterion 1 – Students

1. A <u>Performance</u> ***Evaluate the extent to which the program achieves the following elements.***

Objective	Quality Rating	Comment
a. Student performance is evaluated and student progress is monitored.	E, S, O, C, W, D, or X	Evidence used to determine quality rating. Include any evidence that students are not evaluated or monitored such as courses taken out of sequence, pre-requisites not met, etc. as found in the student transcripts.
b. Policies for accepting transfer students and for awarding credit in lieu of courses taken at the institution exist and are enforced.		
c. Student advisement regarding curriculum and career matters.		
d. Policies for admission to the program exist and are enforced.		
e. Policies for ensuring and documenting that each graduate meets all graduation requirements for the program.		

1.B. <u>Summary</u> ***Summarize the extent to which Criterion 1 is met***

Summary for Criterion 1	Quality Rating	Comment
Extent to which Criterion 1 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 2 – Program Educational Objectives

2. A Performance ***Evaluate the extent to which the program achieves the following elements.***

Objective	Quality Rating	Comment
a. Published program educational objectives that are consistent with the mission of the institution, constituency needs, and ETAC criteria.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
b. Documented process that is systematically utilized and effective, involving the program's constituents, for periodic review of the PEOs so that they remain consistent with the institution's mission, the constituents' needs, and the criteria.		

2.B. Summary ***Summarize the extent to which Criterion 2 is met***

Summary for Criterion 2	Quality Rating	Comment
Extent to which Criterion 2 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 3 – Student Outcomes

3.A Performance ***Evaluate the extent to which the baccalaureate or associate program student outcomes encompass the following:***

Baccalaureate Degree Student Outcomes	Quality Rating	Comment
a. The program has student outcomes that are documented, clearly defined, and adequate in breadth and depth to encompass the learned capabilities in 3a – 3k. Comment on each.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
3a. An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities,		
3b. An ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures or methodologies,		
3c. An ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes,		
3d. An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives,		
3e. An ability to function effectively as a member or leader on a technical team,		
3f. An ability to identify, analyze, and solve broadly-defined engineering technology problems,		

Baccalaureate Degree Student Outcomes	Quality Rating	Comment
3g. An ability to apply written, oral, and graphical communication in both technical and nontechnical environments; and an ability to use appropriate technical literature,		
3h. An understanding of the need for and an ability to engage in self-directed continuing professional development,		
3i. An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity,		
3j. A knowledge of the impact of engineering technology solutions in a societal and global context; and		
3k. A commitment to quality, timeliness, and continuous improvement.		
b. There is a documented and effective process for the periodic review and revision of Baccalaureate Degree student outcomes.		

Associate Degree Student Outcomes	Quality Rating	Comment
a. The program has student outcomes that are documented, clearly defined, and adequate in breadth and depth to encompass the learned capabilities in 3a – 3i. Comment on each.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
3a. An ability to apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly-defined engineering technology activities,		

Associate Degree Student Outcomes	Quality Rating	Comment
3b. An ability to apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge,		
3c. An ability to conduct standard tests and measurements, and to conduct, analyze, and interpret experiments,		
3d. An ability to function effectively as a member of a technical team		
3e. An ability to identify, analyze, and solve narrowly-defined engineering technology problems,		
3f. An ability to apply written, oral, and graphical communication in both technical and nontechnical environments; and the ability to use appropriate technical literature.		
3g. An understanding of the need for and an ability to engage in self-directed continuing professional development,		
3h. An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity; and		
3i. A commitment to quality, timeliness, and continuous improvement.		
b. There is a documented and effective process for the periodic review and revision of Associate Degree student outcomes.		

3.B. Summary ***Summarize the extent to which Criterion 3 is met***

Summary for Criterion 3	Quality Rating	Comment
Extent to which Criterion 3 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 4 – Continuous Improvement

4.A. Performance *Evaluate the assessment, evaluation, and improvement processes for the program.*

Element	Quality Rating	Comment
a. A documented and appropriate student outcome assessment and evaluation process in place and functioning on a regular basis.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
b. A documented and appropriate continuous improvement plan in place that includes or references information such as: • the assessment tool(s) to include the student outcomes to be assessed and measures/metrics to be used • a timetable of implementation • who is responsible in the assessment process, • who is responsible for the evaluation of assessment data, • who is involved in making decisions on how to respond to the evaluation.		
d. Assessment measures used to determine the extent that student outcomes are being attained.		
e. Student outcome evaluation results are used as input for continuous improvement of the program.		

4.B. Summary *Summarize the extent to which Criterion 4 is met*

Summary for Criterion 4	Quality Rating	Comment
Extent to which Criterion 4 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 5 -- Curriculum

5.A Performance *Evaluate the extent to which the program demonstrates the following characteristics.*

GENERAL	Quality Rating	Comment
Curriculum effectively develops subject areas in support of student outcomes and program educational objectives.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

CURRICULUM	Quality Rating	Comment
Mathematics – The curriculum provides:		
a. Algebra and trigonometry appropriate to the student outcomes and program educational objectives for an associate degree program	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
b. Baccalaureate program includes integral and differential calculus or other mathematics appropriate to the student outcomes and program educational objectives		
Technical Content - The program must focus on the applied aspects of science and engineering and must:		
a. Represent at least 1/3, but no more than 2/3 of the total credit hours		
b. Include a technical core that prepares students for increasingly complex technical specialties of the program.		
c. Develop student competency in the use of equipment and tools common to the discipline.		
Physical & Natural Sciences – The program provides physical or natural science laboratory experiences appropriate to the discipline.		

CURRICULUM	Quality Rating	Comment
Capstone or other integrating experiences – Baccalaureate degree programs provide a capstone or other integrating experiences that develop student competencies in applying both technical and nontechnical problem-solving skills.		
Cooperative Education – When used to satisfy prescribed elements of these criteria**,** cooperative internships or similar experiences must include an appropriate academic component evaluated by the program faculty.		
Advisory Committee – The committee, with representation from organizations served by the program graduates must:		
a. Periodically review the curriculum		
b. Advise the program on establishment, review, and revision of program educational objectives		
c. Provide advisement on current and future aspects of the technical fields for which the graduates are being prepared		

5.B. Summary *Summarize the extent to which Criterion 5 is met*

Summary for Criterion 5	Quality Rating	Comment
Extent to which Criterion 5 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 6 -- Faculty

6.A. Performance ***Evaluate the extent to which the faculty demonstrate the following characteristics.***

Characteristic	Quality Rating	Comment
a. Individual faculty member competence factors such as: • Appropriate expertise and educational background • Professional credentials and certifications • Relevant industrial/professional experience • Teaching effectiveness • Ongoing professional development • Ability to communicate • Contributions to the discipline	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
b. Collectively, faculty provide breadth and depth to cover all program curricular areas.		
c. Size of the faculty sufficient to maintain continuity, stability, oversight, and to provide student interaction and advising.		
d. Faculty has adequate responsibility and authority to define, and revise program educational objectives and student outcomes as well as implementation of a program of study that fosters attainment of student outcomes.		

6.B. Summary *Summarize the extent to which Criterion 6 is met*

Summary for Criterion 6	Quality Rating	Comment
Extent to which Criterion 6 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 7 – Facilities

7.A. Performance ***Evaluate the following characteristics related to the engineering technology facilities.***

Characteristic	Quality Rating	Comment
a. Classrooms, offices, and laboratories: • Suitable to support attainment of student outcomes and to provide an atmosphere conducive to learning.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
b. Modern tools, equipment, computing resources, and laboratories: • appropriate to the program and to support program needs • available, and systematically maintained and upgraded • with appropriate guidance for student usage		
c. Information resources to support the scholarly activities of students and faculty: • Library • Internet access • Equipment catalogs • Professional technical publications • Manuals of industrial processes		

7.B. Summary ***Summarize the extent to which Criterion 7 is met***

Summary for Criterion 7	Quality Rating	Comment
Extent to which Criterion 7 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Criterion 8 – Institutional Support

8.A. <u>Performance</u> E*valuate the support and financial resources for the program by the institution and employers .*

Characteristic	Quality Rating	Comment
a. Adequate institutional support and leadership to assure the quality and continuity of the program.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.
b. Sufficient resources (institutional services, financial support, and staff) to provide an environment to which student outcomes can be attained.		
c. Sufficient resources (institutional services, financial support, and staff) to attract, retain, and provide for the continued professional development of a qualified faculty.		
d. Sufficient resources (institutional services, financial support, and human resources staff) to acquire, maintain, update, and operate infrastructure, facilities and equipment appropriate to the program.		
e. Sufficient resources (institutional services, financial support, and staff) to meet program needs.		

8.B. Summary ***Summarize the extent to which Criterion 8 is met***

Summary for Criterion 8	Quality Rating	Comment
Extent to which Criterion 8 is met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Program Criteria

Performance: ***If specific program criteria apply to this program, enter the title(s) and date of the criteria. If needed, reproduce this entire section for each set of program-specific criteria that apply.***

_____

Criteria title ***Date of last review***

For each element of these criteria, enter a brief description and record appropriate quality ratings for each. Add rows as needed.

Element	Quality Rating	Comment
	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Summary: ***Summarize the extent to which program specific criteria are met. If applicable, provide comments for the appropriate professional society to consider regarding potential improvements to the program criteria.***

Summary for Program-Specific Criteria	Quality Rating	Comment
Extent to which program-specific criteria are met.	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Comments for improving the program-specific criteria

Accreditation Policy and Procedures Findings

Accreditation Policy and Procedure Items	Quality Rating	Comment
	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

Corrective Action on Previous ETAC of ABET Findings

List the unresolved findings from the most recent ETAC Final Statement for this program and briefly describe the corrective action given in the self study. Describe findings not yet resolved.

Unresolved Findings from Previous Accreditation Cycle and brief corrective actions reported in the self study.	New Quality Rating	Details of Findings Not Yet Resolved
	E, S, O, C, W, D, or X	Evidence used to determine quality rating.

General Comments:

Baccalaureate Degree Program Review Worksheet

Institution: Name of institution as appears on Request for Evaluation (RFE)	Program: Name of program as it appears on Request for Evaluation (RFE)
Evaluated By: Your name	

Enter the appropriate quality rating for each topic for each of the days indicated

Criteria	Previsit Complete prior to arriving on site	Day 1 Complete end of day 1	Day 2 Complete end of day 2	Comment
1. Students	E, S, O,C, W, D or X			Evidence used to determine quality rating
2. Program Educational Objectives				
3. Student Outcomes				
a. Knowledge and skills				
b. Apply knowledge, and adapt to emerging applications				
c. Conduct, analyze, and interpret experiments, and apply results				
d. Design creativeness				
e. Teamwork				
f. Technical problem solving				
g. Communications				
h. Continuing professional development				
i. Professional and ethical responsibilities and diversity				
j. Engineering technology solutions in societal and global context				
k. Commitment to quality, timeliness, and continuous improvement				
4. Continuous Improvement				
5. Curriculum				
6. Faculty				
7. Facilities				
8. Institutional Support				
Program Criteria				
Accreditation Policy and Procedures				
Corrective Actions on Previous Unresolved ETAC of ABET Findings				

Associate Degree Program Review Worksheet

Institution: Name of institution as appears on Request for Evaluation (RFE)	Program: Name of program as it appears on Request for Evaluation (RFE)
Evaluated By: Your name	

Enter the appropriate quality rating for each topic for each of the days indicated

Criteria	Previsit Complete prior to arriving on site	Day 1 Complete end of day 1	Day 2 Complete end of day 2	Comment
1. Students	E, S, O,C, W, Dor X			Evidence used to determine quality rating
2. Program Educational Objectives				
3. Student Outcomes				
a. Knowledge and skills				
b. Apply knowledge, and adapt to applications needing extensive practical knowledge				
c. Conduct, analyze, and interpret experiments				
d. Teamwork				
e. Technical problem solving				
f. Communications				
g. Continuing professional development				
h. Professional and ethical responsibilities and diversity				
i. Commitment to quality, timeliness, and continuous improvement				
4. Continuous Improvement				
5. Curriculum				
6. Faculty				
7. Facilities				
8. Institutional Support				
Program Criteria				
Accreditation Policy and Procedures				
Corrective Actions on Previous Unresolved ETAC of ABET Findings				

RECOMMENDED ACCREDITATION ACTION FORM

Institution _____ **Program** _____
(as shown on the Request for Evaluation (RFE)) (as shown on the RFE)

Evaluator Your Name

Choose One Action

___ **NGR** This action indicates that the program has no Deficiencies or Weaknesses. This action is taken only after a Comprehensive General Review and has a typical duration of six years.

___ **RE** This action indicates that satisfactory remedial action has been taken by the institution with respect to Weaknesses identified in the prior IR action. This action is taken only after an IR review. This action extends accreditation to the next General Review and has a typical duration of either two or four years.

___ **VE** This action indicates that satisfactory remedial action has been taken by the institution with respect to Weaknesses identified in the prior IV action. This action is taken only after an IV review. This action extends accreditation to the next General Review and has a typical duration of either two or four years.

___ **SE** This action indicates that satisfactory remedial action has been taken by the institution with respect to all Deficiencies and Weaknesses identified in the prior SC action. This action is taken only after either a SCR or SCV review. This action typically extends accreditation to the next General Review and has a typical duration of either two or four years.

___ **IR** This action indicates that the program has no Deficiencies but has one or more Weaknesses. The Weaknesses are such that a progress report will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years.

___ **IV** This action indicates that the program has no Deficiencies but has one or more Weaknesses. The Weaknesses are such that an on-site review will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years.

___ **SCR** This action indicates that a currently accredited program has one or more Deficiencies. The Deficiencies are such that a progress report will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years. This action cannot follow a previous SC action for the same Deficiency(s).

___ **SCV** This action indicates that a currently accredited program has one or more Deficiencies. The Deficiencies are such that an on-site review will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years. This action cannot follow a previous SC action for the same Deficiency(s).

___ **NA** This action indicates that the program has Deficiencies such that the program is not in compliance with the applicable criteria. This action is usually taken only after a SCR or SCV review, or the review of a previously unaccredited program. Accreditation is not extended as a result of this action.

If this is a new program, indicate the date at which accreditation is to begin. Normally accreditation applies to all students who graduated after October 1 of the year preceding the on-site review (see section II.G.7 of the Accreditation Policy and Procedures Manual) _____

PROGRAM SUMMARY

Summarize findings using the ratings E, S, O, C, W, D, or X. Multiple ratings can be entered for an item

Institution: Name of institution as it appears on the Request for Evaluation **Visit Dates:** Dates of visit

Program Title: Name of program as it appears on the Request for Evaluation

Program Criteria Title and Date: Name of applicable program criteria as listed in ABET TAC Criteria

Accreditation: **Initial** ☐ **Or Reaccreditation** ☐ **Degree:** Check one

Program Evaluator Print & Sign: Your name **Society:** Member society that assigned your visit

Team Chair Print & Sign: Team Chair Name

Recommended Action

NGR Choose One E NA

NGR IR IV SC VE SE NA

Program Arrangement: **2yr.** ☐ **4 or 5 yr.** ☐ **2 + 2** ☐ **Upper Division** ☐ **Closely-Related** ☐

Multiple Campuses ☐ **Distance Education** ☐ **Other Alternative Learning** ☐

If applicable, enter the date of initial accreditation from the previous page: _____

Evaluation Summary

CRITERION	QUALITY RATING	T011 FINDING NUMBERS	COMMENTS
1. Students	E, S, O, C, W, D or X	# from T11	Evidence used to determine quality rating
2. Program Educational Objectives			
3. Student Outcomes			
4. Continuous Improvement			
5. Curriculum			
6. Faculty			
7. Facilities			
8. Institutional Support			
Program Criteria			
Accreditation Policy and Procedures			
Corrective Action on Previous ETAC of ABET Findings			

EXIT STATEMENT TO THE INSTITUTION

INSTRUCTIONS (NOT to be read at exit meeting)

This statement should include the Program Evaluator's findings relative to the applicable General Criteria, Program Criteria, and Accreditation Policy and Procedures Manual (APPM). The general format for the statement should be as follows: 1) General Description of the Program, 2) Shortcomings and 3) Observations.

The General Description of the Program normally includes information about the program's administrative location at the institution, its enrollment and faculty size, and number of recent graduates.

The Shortcomings sections should be in order of 1) Deficiencies, 2) Weaknesses and 3) Concerns, and a section should exist only if one or more Criteria or APPM elements have that type of shortcoming. *[Commission specific language can be inserted here to explain, for example, how to deal with multiple shortcomings relative to a single criterion.]*

Please ensure that any shortcoming relates directly to the Criteria or APPM. Each shortcoming should have three components: a) the applicable part of the criterion, using the exact language from the Criteria or APPM where possible, b) the observed facts that are inconsistent or potentially inconsistent with the stated criterion or APPM element, and c) the negative impact on the program of the inconsistencies or potential inconsistencies. It is essential that all deficiencies and/or weaknesses identified on the Program Audit Form, which could lead to an action different than NGR, be discussed in this statement exactly as they are discussed in the Program Audit Form.

[To save time during the Exit Meeting, the Team Chair may read the citations for any of shortcomings common to all of the programs that were evaluated, first explaining that they were common to all programs. However, the shortcoming will be cited in each program section in the Draft and Final Statements as applicable.]

Observations do not relate to findings relative to the Criteria or APPM. They may include suggestions based on the Program Evaluator's experience, and are provided in the interest of general program improvement. They must not appear prescriptive, and have no consequence relative to accreditation if ignored by the institution.