**2016-2017 PROGRAM EVALUATOR WORKSHEET**

(NOTE: Click on and type directly into shaded areas)

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| **Institution** |  | | |
| **Program Name** |  | **Program Evaluator(s)** |  |
| **Team Chair** |  | **Visit Dates** |  |

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| **Enter “C” for concern, “W” for weakness, and “D” for deficiency** | Pre-visit | Day 0 | Day 1 | Exit Statement |
| **If the program has no deficiencies or weaknesses,** c**heck this line.** |  |  |  |  |
| **1. STUDENTS** |  |  |  |  |
| Evaluate student performance |  |  |  |  |
| Monitor student progress |  |  |  |  |
| Advise students regarding curricular and career matters |  |  |  |  |
| Have and enforce policies for accepting both new and transfer students |  |  |  |  |
| Have and enforce policies for awarding academic credit for courses taken at other institutions |  |  |  |  |
| Have and enforce policies for awarding academic credit for work in lieu of courses taken at the institution |  |  |  |  |
| Have and enforce procedures to ensure and document that students who graduate meet all graduation requirements |  |  |  |  |
| **2. PROGRAM EDUCATIONAL OBJECTIVES** |  |  |  |  |
| Published and consistent with institution’s mission, the needs of the program’s constituencies, and these criteria |  |  |  |  |
| Documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of the program educational objectives |  |  |  |  |
| **3. STUDENT OUTCOMES** |  |  |  |  |
| Program has documented student outcomes that prepare graduates to attain the program educational objectives |  |  |  |  |
| (a) ability to apply knowledge of mathematics, science, and engineering |  |  |  |  |
| (b) ability to design and conduct experiments, as well as to analyze and interpret data |  |  |  |  |
| (c) ability to design system, component, or process to meet needs within realistic constraints |  |  |  |  |
| (d) ability to function on multidisciplinary teams |  |  |  |  |
| (e) ability to identify, formulate, and solve engineering problems |  |  |  |  |
| (f) understanding of professional and ethical responsibility |  |  |  |  |
| (g) ability to communicate effectively |  |  |  |  |
| (h) broad education necessary to understand the impact of engineering solutions |  |  |  |  |
| (i) recognition of the need for, and an ability to engage in life-long learning |  |  |  |  |
| (j) knowledge of contemporary issues |  |  |  |  |
| (k) ability to use techniques, skills, and modern engineering tools necessary for engineering practice |  |  |  |  |
| Additional outcomes articulated by the program |  |  |  |  |
| **4. CONTINUOUS IMPROVEMENT** |  |  |  |  |
| Regular use of appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained |  |  |  |  |
| Results of evaluations systematically utilized as input for the continuous improvement of the program |  |  |  |  |
| Other information, if available, used to assist in continuous improvement |  |  |  |  |

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| **5. CURRICULUM** |  |  |  |  |
| Devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution |  |  |  |  |
| One year of college level mathematics and basic (biological, chemical, and physical sciences; some with experimental experience) sciences |  |  |  |  |
| One and one-half years of engineering topics appropriate to the field of study (see criterion statement) |  |  |  |  |
| General education component that complements the technical content and is consistent with program and institution objectives |  |  |  |  |
| Culminates in a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints |  |  |  |  |
| **6. FACULTY** |  |  |  |  |
| Sufficient number and competencies to cover all curricular areas |  |  |  |  |
| Adequate levels of student-faculty interaction |  |  |  |  |
| Adequate levels of student advising and counseling |  |  |  |  |
| Adequate levels of university service activities |  |  |  |  |
| Adequate levels of professional development |  |  |  |  |
| Adequate levels of interaction with practitioners and employers |  |  |  |  |
| Appropriate qualifications |  |  |  |  |
| Sufficient authority for program guidance and implementation of processes for evaluation, assessment, and continuous improvement |  |  |  |  |
| Overall competence (see criterion statement) |  |  |  |  |
| **7. FACILITIES** |  |  |  |  |
| Adequate to support attainment of student outcomes and provide an atmosphere conducive to learning: classrooms, offices, laboratories, associated equipment |  |  |  |  |
| Modern tools, equipment , computing resources, and laboratories are available, accessible, and systematically maintained and upgraded |  |  |  |  |
| Students provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories |  |  |  |  |
| Adequate library services and computing and information infrastructure |  |  |  |  |
| **8. INSTITUTIONAL SUPPORT** |  |  |  |  |
| Institutional support and leadership adequate to ensure the quality and continuity of the program |  |  |  |  |
| Institutional services, financial support, and staff adequate to meet program needs |  |  |  |  |
| Sufficient to attract and retain, and provide for the continued professional development of a qualified faculty |  |  |  |  |
| Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment |  |  |  |  |
| Sufficient to provide an environment to attain student outcomes |  |  |  |  |
| **PROGRAM CRITERIA** |  |  |  |  |
| Curricular topics (if any) |  |  |  |  |
| Faculty qualifications (if any) |  |  |  |  |
| Other (if any): |  |  |  |  |
| **ACCREDITATION PolicY And Procedure MANUAL** |  |  |  |  |
| II.A. Public release of information by the institution or program |  |  |  |  |
| II.E.4 Program names must meet ABET requirements |  |  |  |  |
| II.G.6.b.(1) Facilities adequate and safe for the intended purpose |  |  |  |  |
| **MASTERS level** |  |  |  |  |
|  |  |  |  |  |

**2016-2017 PROGRAM EVALUATOR WORKSHEET**

**For each Deficiency (D), Weakness (W) and/or Concern (C) shown on the preceding program evaluator worksheet, please summarize the basis for your conclusion in the appropriate box. If a potential shortcoming changes in level or is resolved during the campus visit, provide an explanation for how it was resolved or changed.**

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| **Institution** |  | | |
| **Program Name** |  | **Program Evaluator(s)** |  |

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| **Criterion** | **Comments** |
| **1. STUDENTS** |  |
| Evaluate student performance |  |
| Monitor student progress |  |
| Advise students regarding curricular and career matters |  |
| Have and enforce policies for accepting both new and transfer students |  |
| Have and enforce policies for awarding academic credit for courses taken at other institutions |  |
| Have and enforce policies for awarding academic credit for work in lieu of courses taken at the institution |  |
| Have and enforce procedures to ensure and document that students who graduate meet all graduation requirements |  |
| **2. PROGRAM EDUCATIONAL OBJECTIVES** |  |
| Published and consistent with institution’s mission, the needs of the program’s constituencies, and these criteria |  |
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| **3. STUDENT OUTCOMES** |  |
| Program has documented student outcomes that prepare graduates to attain the program educational objectives |  |
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| (b) ability to design and conduct experiments, as well as to analyze and interpret data |  |
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| (h) broad education necessary to understand the impact of engineering solutions |  |
| (i) recognition of the need for, and an ability to engage in life-long learning |  |
| (j) knowledge of contemporary issues |  |
| (k) ability to use techniques, skills, and modern engineering tools necessary for engineering practice |  |
| Additional outcomes articulated by the program |  |

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| **4. CONTINUOUS IMPROVEMENT** |  |
| Regular use of appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained |  |
| Results of evaluations systematically utilized as input for the continuous improvement of the program |  |
| Other information, if available, used to assist in continuous improvement |  |
| **5. CURRICULUM** |  |
| Devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution |  |
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| Adequate levels of university service activities |  |
| Adequate levels of professional development |  |
| Adequate levels of interaction with practitioners and employers |  |
| Appropriate qualifications |  |
| Sufficient authority for program guidance and implementation of processes for evaluation, assessment, and continuous improvement |  |
| Overall competence (see criterion statement) |  |
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| Sufficient to attract and retain, and provide for the continued professional development of a qualified faculty |  |
| Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment |  |
| Sufficient to provide an environment to attain student outcomes |  |

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