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**ABET SELF-STUDY**

**QUESTIONNAIRE:**

**TEMPLATE FOR A   
SELF-STUDY REPORT**

**MASTERS LEVEL PROGRAM**

2019-2020 Review Cycle

**ENGINEERING ACCREDITATION COMMISSION**

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# INTRODUCTION

The Self-Study Report is expected to be a quantitative and qualitative assessment of the strengths and limitations of the **master’s level program** being submitted for review.

The Self-Study Report will provide information critical to a thorough on-site review of the master’s level program. Therefore, the Report will address the extent to which the program meets applicable ABET Criteria and policies. In so doing, it is necessary that the Report address all methods of instructional delivery used for the master’s level program, all possible paths that students may take to completion of the degree, and all remote offerings available to students in the program.

This *Self-Study Questionnaire* is provided by the Engineering Accreditation Commission to assist **master’s level programs** in completing their Self-Study Reports. The questionnaire focuses on the information critical for evaluating a stand-alone master’s level program, as well as critical information related to the Master’s Level Criteria for evaluation of an integrated baccalaureate-master’s program**. For integrated baccalaureate-master’s programs, this Self-Study Questionnaire is in addition to the Self-Study Questionnaire that focuses on the General Criteria for Baccalaureate Level Programs and the Program Criteria applicable to the program name. Any information that is requested in both questionnaires only needs to be supplied once.**

# REQUIREMENTS AND PREPARATION

The program name used on the cover of the Self-Study Report **must** be identical to that used in the institutional publications, on the ABET Request for Evaluation (RFE), and on the transcripts of graduates. This will insure that the program is correctly identified in ABET records and that graduates can be correctly identified as graduating from an accredited program.

Normally, each program requires a Self-Study Report.

While the *Questionnaire* focuses primarily on accreditation criteria for master’s level programs, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Questionnaire* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Self-Study Report.

A program may use terminology different from that used in the *Questionnaire*. If different terminology is used, it is important that the Self-Study Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Questionnaire*.

Tables in the *Questionnaire* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) being reviewed by a given Commission of ABET. For example, if a single program is being reviewed, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs being reviewed by that Commission. For example, if multiple programs are reviewed, the educational unit may be the college.

# SUPPLEMENTAL MATERIALS

The following materials are to be supplied in addition to the Self-Study Report:

* The general institution catalog covering course details and other institutional information applicable at the time of the review.
* Promotional brochures or literature describing master’s level 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(s) earned. The Team Chair will request a specific sampling of transcripts for each program and will provide a timeframe in which they should be provided to program evaluators. Each academic transcript for a master’s level degree is to be accompanied by the **program of study and educational goals developed for each of these graduates**, and by worksheets that the program uses to show how the graduate has fulfilled all program requirements. Master’s degree programs under review must also provide copies of the students’ undergraduate academic transcripts that were used to make an admission decision. It is not required to remove names and other personal identifying information from transcripts and associated student records before providing them to the Evaluation Team. However, a best practice is to replace personal identifying information with a simple alphanumeric code by which the documents may be referred to during the evaluation.

# SUBMISSION AND DISTRIBUTION OF SELF-STUDY REPORT

**NOTE: No e-mail submission is permitted. No hard copy submission will be accepted. No submission on a data stick is permitted. The submission cannot be a combination of hard copy and electronic file.**

The Self-Study Report and Supplemental Material should be uploaded as **pdf files on your institution’s ABET homepage.**

Specific instructions for how to upload your Self-Study Report and Supplemental Material to ABET Headquarters will be provided well in advance of the due date.

Catalogs that are available only electronically must be submitted in a pdf format. The catalog must be the version available at the time the Self-Study Report is prepared. Web-based versions may not be submitted.

* **To ABET Headquarters via upload by July 1** of the calendar year of the review:
  + Upload **one** Self-Study Report including all appendices for **each** program
  + Upload **one** set of the supplemental materials (**without the academic transcripts)** :
* **The Team Chair and Program Evaluators will be able to access the Self Study through the ABET Accreditation Management System. There will be no need to transmit these materials to the team.**
* **The institution’s primary contact will need to coordinate with the Team Chair to confirm where to send a set of transcripts for each program.**
* Please send an e-mail to [accreditation@abet.org](mailto:accreditation@abet.org) if there are any questions.

# CONFIDENTIALITY

All information supplied is for the confidential use of ABET 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.

# TEMPLATE

The template for the Master’s Level Self-Study Report begins on the next page. **Sections or sub-sections with an (\*) after the section name are requesting information that is also requested in the** **Self-Study Questionnaire based on the General Criteria for Baccalaureate Level Programs. For integrated baccalaureate-master’s programs, this information does not need to be repeated in the Self-Study Report section focused on the General Criteria for Master’s Level Programs.**

**ABET**

**Self-Study Report**

**for the**

**<Program Name>**

**at**

**<Institution Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Self-Study 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.

**Master’s Level Program Self-Study Report**

**for  
EAC of ABET  
Accreditation or Reaccreditation**

# BACKGROUND INFORMATION (\*)

## Contact Information

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

## Program History

Include the year implemented and the date of the last general review. Summarize major program changes with an emphasis on changes occurring since the last general review.

## Options

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

## Program Delivery Modes

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.

## Program Locations

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

## Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs), Student Outcomes (SOs), 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.

## Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

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

**GENERAL CRITERIA FOR MASTER’S LEVEL PROGRAMS**

# STUDENTS AND CURRICULUM

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

*NOTE: "Post-secondary education and/or professional experiences" refers to intermediate and advanced academic and/or professional knowledge, skills and competencies leading to a first and/or second tertiary degree (such as a baccalaureate or master’s degree) or equivalent qualification.*

## Verification of Post-Secondary Education and Professional Experiences

Summarize the procedure that verifies that students in the program have had a post-secondary educational and/or professional experiences that

* supports that attainment of student outcomes as defined in the general criteria for baccalaureate programs, Criterion 3;
* includes at least one year of math and basic science, at least one-and-a-half years of engineering topics, and a major design experiences that meets the requirements in the general criteria for baccalaureate programs, Criterion 5;
* satisfies the curricular components of the baccalaureate level program criteria relevant to the master’s level program name.

## Student Program of Study and Educational Goals

Summarize the procedure by which a program of study and education goals are developed for each student, and how these will lead to a mastery of a specific field of study or area of professional practice (consistent with the program name) at an advanced (beyond baccalaureate) level. Describe how the procedure ensures that each student’s program of study at the master’s level includes one academic year of full-time study (equivalent to at least 30 semester hours) beyond the baccalaureate level program.

## Evaluating Student Performance

Summarize the process by which student performance is evaluated and student progress is monitored. Include information on how the mastery of an advanced field of study or area of professional practice is demonstrated by and evaluated for each student.

## Graduation Requirements

Summarize the graduation requirements for the master’s level 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 (Master of Science in Chemical Engineering, Master in Computer Science, Master of Engineering in Electrical Engineering, etc.)

## Transcripts of Recent Graduates

The program will provide transcripts from some of the most recent graduates to the visiting team along with any needed explanation of how the transcripts are to be interpreted. The program of study and educational goals for these graduates should accompany the transcripts. **These transcripts and accompanying material will be requested separately by the Team Chair**. State how the program and any program options are designated on the transcript. (See 2019-2020 APPM, Section I.E.4.a.).

# PROGRAM EDUCATIONAL OBJECTIVES AND STUDENT OUTCOMES

This section refers to the requirements found in Section I.A.6.a of the 2019-2020 Accreditation Policy and Procedure Manual.

## Program Educational Objectives

List the program educational objectives for the master’s level program and state where they may be found by the general public as required by APPM Section I.A.6.a.

## Student Outcomes

List the student outcomes for the master’s level program and state where they may be found by the general public as required by APPM Section I.A.6.a. (For integrated baccalaureate-master’s programs, these will be in addition to the student outcomes defined in Criterion 3 of the baccalaureate level criteria.)

* It is suggested that one of the student outcomes reflect the requirement stated in the Students and Curriculum section of the master’s level program criteria: *The master’s level engineering program must require each student to demonstrate a mastery of a specific field of study or area of professional practice consistent with the master’s program name and at a level beyond the minimum requirements of baccalaureate level programs.*
* A second student outcome can be related to students meeting their specific educational goals.
* Any other student outcomes defined by the program can be included.

# PROGRAM QUALITY

This section of your Self-Study Report should document your processes for regularly assessing, maintaining, and enhancing the quality of the program. Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation.

## Assessment Processes

Provide a description of the assessment processes used to gather the data upon which the evaluation of the program quality is based; include the frequency with which these assessment processes are carried out.

## Maintenance and Enhancement of the Program

Describe how the results of assessment processes are used to maintain and enhance the program. Describe any changes that have been made for the purpose of enhancing the program and the results of those changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program improvement plans based upon recent assessments. Provide a brief rationale for each of these planned changes.

## Additional Information

Copies of any of the assessment instruments or materials referenced in I. and II. 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.

# FACULTY

## Faculty Qualifications

Describe the qualifications of the faculty, demonstrating appropriate education and/or experience to teach master’s level courses. Describe how they are adequate to cover all the curricular areas of the master’s level program. This description should include the composition, size, credentials, and experience of the faculty. Complete Table M-1 (\*). Include faculty resumes in Appendix B.

## Faculty Workload (\*)

Complete Table M-2 (\*), Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

## Faculty Size

Discuss the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students in the master’s level program, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

## Professional Development (\*)

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

## Authority and Responsibility of Faculty

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the assessment, maintenance, and enhancement of the master’s level program. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

## Table M-1. Faculty Qualifications (\*)

**Name of Program**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Highest Degree Earned- Field and Year | Rank 1 | Type of Academic Appointment2  T, TT, NTT | 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/summer work in industry |
|  |  |  |  |  |  |  |  |  |  |  |  |
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Instructions: 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 ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other

2. Code: T = Tenured TT = Tenure Track NTT = Non-Tenure Track

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 year prior to the visit plus the two previous years.

## Table M-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-Study 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.

FACILITIES1

## Student Communication and Learning

Describe the system in place to allow effective communication with students in the master’s level program to provide an atmosphere conducive to learning and support student success in the program. This could include classroom and office facilities, remote learning systems, or other interactive resources.

## Laboratories

Describe the laboratory facilities available to support student success in the program. This can include remote access or virtual laboratories. Provide an assessment of these facilities in how they are representative of current professional practice.

## Computing Resources

Describe any computing resources (workstations, servers, storage, networks including software) which are used by the students in the master’s level program to achieve their educational goals. Assess the availability and adequacy of these facilities to support the scholarly and professional activities of the students and faculty in the program.

## Guidance

Describe how students in the master’s level program are provided with appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories.

## 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 master’s level program.

## Library Services

Describe and evaluate the capability of the library (or libraries) to serve the master’s level 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 add physical and/or remotely accessible books, subscriptions, databases, and other resources; the library’s on-line search and retrieval system; and any other library services relevant to the needs of the program and faculty scholarship and professional development.

## Overall Comments on Facilities

Describe how the program ensures the facilities, tools, and equipment used in the program are safe for their intended purposes (See the 2019-2020 APPM I.E.5.b.(1)).

Include information concerning facilities at all sites where program courses are delivered.

**INSTITUTIONAL SUPPORT**

## Leadership

Describe the leadership of the master’s level 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.

## Program Budget and Financial Support

1. Describe the process used to establish the program’s budget and provide evidence of continuity of institutional support for the master’s level program. Include the sources of financial support including both permanent (recurring) and temporary (one-time) funds.
2. To the extent not described above, describe how resources are provided to acquire, maintain, and upgrade the infrastructures, facilities, and equipment used in the master’s level program.
3. Assess the adequacy of the resources described in this section with respect to the students in the program being able to attain their educational goals.

## Staffing

Describe the adequacy of the staff (administrative, instructional, and technical) and institutional services provided to the master’s level program. Discuss methods used to retain and train staff.

## Faculty Hiring and Retention (\*)

1. Describe the process for hiring of new faculty.
2. Describe strategies used to retain current qualified faculty.

## Support of Faculty Professional Development (\*)

Describe the adequacy of support for faculty professional development, how such activities such as sabbaticals, travel, workshops, seminars, etc., are planned and supported.

**APPENDICES**

# Appendix A-1 – Course Syllabi for Master’s Level Courses

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 master’s level program
6. Specific goals for the course
   1. specific outcomes of instruction, e.g., The student will be able to explain the significance of current research about a particular topic.
7. Brief list of topics to be covered

# Appendix A-2 – Theses and Directed Research Projects

Please describe any requisite or optional requirements for a master’s level theses and/or directed research project.

# 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 (e.g., 2002-2007), full time or part time
4. Non-academic experience – company or entity, title, brief description of position, when (e.g., 2008-2012), 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 master’s level program in support of instruction and attainment of educational goals.

# Appendix D – Institutional Summary (\*)

Programs are requested to provide the following information.

## The Institution

1. Name and address of the institution
2. Name and title of the chief executive officer of the institution
3. Name and title of the person submitting the Self-Study Report.
4. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

## Type of Control

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

## 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 chief executive officer of the institution. Include names and titles. An organization chart may be included.

## Academic Support Units

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.

## 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.

## Credit Unit

It is assumed that one semester or quarter credit 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 for this program, the differences should be indicated.

## Tables

Complete the following tables for the program undergoing evaluation.

## Table D-1b. Program Enrollment and Degree Data (for Master’s Level Program)

**Name of the Program**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Academic Year | | Enrollment Year | | | | | Total  Undergrad | **Total**  **Master’s** | Total  Doctorate | Degrees Awarded | | | |
|  | 1st | 2nd | 3rd | 4th | 5th | Associates | Bachelors | **Masters** | Doctorates |
| Current |  | FT |  |  |  |  |  |  |  |  |  |  |  |  |
| Year | PT |  |  |  |  |  |  |  |  |  |  |  |
| 1 year prior to current year |  | FT |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 2 year prior to current year |  | FT |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 3 year prior to current year |  | FT |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PT |  |  |  |  |  |  |  |  |  |  |  |
| 4 year prior to current year |  | FT |  |  |  |  |  |  |  |  |  |  |  |  |
|  | PT |  |  |  |  |  |  |  |  |  |  |  |

Give official fall term enrollment figures (head count) 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: \_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | HEAD COUNT | | FTE2 |
| FT | PT |
| Administrative2 |  |  |  | |
| Faculty (tenure-track)3 |  |  |  | |
| Other Faculty (excluding student Assistants) |  |  |  | |
| Student Teaching Assistants4 |  |  |  | |
| Technicians/Specialists |  |  |  | |
| Office/Clerical Employees |  |  |  | |
| Others5 |  |  |  | |

Report data for the program being evaluated.

1. Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.
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).
5. Specify any other category considered appropriate, or leave blank.

## Submission Attesting to Compliance

Only the Dean or the Dean’s Delegate can electronically submit the Self-study Report.

ABET considers the on-line submission as equivalent to that of an electronic signature of compliance attesting to the fact that the program has conducted an honest assessment of compliance and has provided a complete and accurate disclosure of timely information regarding compliance with ABET’s *Criteria for Accrediting Engineering Programs* to include the General Criteria and any applicable Program Criteria, and the ABET *Accreditation Policy and Procedure Manual.*