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**TEMPLATE FOR A
READINESS REVIEW REPORT**

**2020-2021 Readiness Review Cycle**

*Extracted from 2019-20 EAC Self-Study Questionnaire for* ***Masters Level*** *Program*

**ENGINEERING ACCREDITATION COMMISSION**

**ABET**

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# INTRODUCTION

This Readiness Review Report Template is largely extracted from the Self-Study Report Template that is used to prepare a Self-Study for an ABET evaluation. This 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 Report will provide information critical to a Readiness 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 *Readiness Review Report Template* is provided by the Engineering Accreditation Commission to assist **master’s level programs** in completing their Reports. The template 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 *Readiness Review Report Template*** **is in addition to the *Readiness Review Report Template*** **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 templates only needs to be supplied once.**

# REQUIREMENTS AND PREPARATION

The program name used on the cover of the Readiness Review Report **must** be identical to the name used in all institutional publications, on the ABET Request for Readiness Review (RREv), and on the transcripts of graduates/students. This will ensure that the program is correctly identified in ABET records.

A Readiness Review for one of ABET’s Commissions must be completed by a program if the program would fall in the scope of that Commission and the institution does not have previously ABET-accredited programs by that Commission.

While the *Template* focuses primarily on accreditation criteria, 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 *Template* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Readiness Review Report.

A program may use terminology different from that used in the *Template*. If different terminology is used, it is important that the Readiness Review Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Template*.

Tables in the *Template* 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) undergoing a Readiness Review relative to a given Commission of ABET. For example, if a single program is being preparing for a readiness review, 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 undergoing a Readiness Review relative to that Commission.

# SUPPLEMENTAL MATERIALS

Do **not** submit supplemental materials for a Readiness Review.

# SUBMISSION AND DISTRIBUTION OF SELF-STUDY REPORT

**The Readiness Review Report and transcript information must be submitted through the ABET-provided link by October 1. Access to this link along with submission instructions will be provided once a Request for Readiness Review (RREv) is accepted. No email, data stick, or paper submission will be accepted.**

See Section V under “Students and Curriculum” below for information concerning transcripts that must be submitted for a Readiness Review.

If you have any questions, please send an email to ReadinessReview@abet.org.

# 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 program begins on the next page.

**NOTE: In the places where it identifies a section and then directs that you not complete it for the Readiness Review, the purpose is to highlight the sections of the Self-Study Template that are not applicable/required for a Readiness Review.**

**NOTE:** **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.**

**EAC of ABET**

**Master’s Level Program**

**Readiness Review Report**

**for the**

**<Program Name>**

**at**

**<Institution Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Readiness Review 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.

# 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

This section is **not** applicable for Readiness Review.

**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

For a Readiness Review, the program must include one graduate’s *official* transcript from the most recent graduating class at the time of the submission. If the program does not have any graduates by the time of the Readiness Review submission, please include a transcript of one student who is currently in the next graduating class or in the last year of the program study. Feel free to keep the graduate/student’s name anonymous. The transcript must be provided through the ABET-provided link as mentioned under Page 3 “Submission and Distribution of Readiness Review Report.”

If there are multiple options/tracks under the program, please include one copy for each option/track.

If your program is located outside the U.S. and the degree conferred information is typically not available on transcripts of your graduates, please include a copy of the graduation certificate/diploma/completion document/etc. that contains information concerning the degree conferred for the same student graduate. All information should be provided in English or come with an English translation.

Questions? Contact ReadinessReview@abet.org.

Please note that there are considerable changes in the **Accreditation Policy and Procedure Manual (APPM)** and **Criteria** that have become effective in the 2019-20 Review Cycle.  See <https://www.abet.org/accreditation/accreditation-criteria/> and <https://www.abet.org/accreditation/accreditation-criteria/accreditation-changes/> for details.  Special attention should be paid to APPM Section I.C.2. (particularly I.C.2.b.) and I.C.4.b. regarding the transcript-related requirements.

#  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 these can 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 these can 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 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

Additional information is **NOT** needed for a Readiness Review.

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 Appointment2T, TT, NTT | FT or PT3 | Years of Experience | Professional Registration/ Certification | Level of Activity4H, 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: TT = Tenure Track T = Tenured 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 Devotedto 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 Readiness Review 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

Do **not** submit this section for the Readiness Review.

**INSTITUTIONAL SUPPORT**

Do **not** submit this section for the Readiness Review.

**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, ex. 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 (ex. 2002-2007), full time or part time
4. Non-academic experience – company or entity, title, brief description of position, when (ex. 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

Do **not** submit for Readiness Review.

# 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 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 the Readiness Review.

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

**Name of the Program**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Academic Year | Enrollment Year | TotalUndergrad | **Total****Master’s**  | TotalDoctorate | Degrees Awarded |
|  | 1st | 2nd | 3rd | 4th | 5th | Associates | Bachelors | **Masters** | Doctorates |
| Current |  | FT |  |  |  |  |  |  |  |  |  |  |  |  |
| Year | PT |  |  |  |  |  |  |  |  |  |  |  |

For Readiness Review, give the official fall term enrollment figures (head count) and undergraduate and graduate degrees conferred for the current year. The *current* year for a Readiness Review means the academic year preceding the Readiness Review submission.

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 for readiness.

1. Data submitted for the Readiness Review should be for the academic term at the time of the submission.
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.

## Signature Attesting to Compliance

Do **not** submit for Readiness Review.