ENGINEERING TECHNOLOGY

PROGRAM SELF-EVALUATION CHECKLIST

*Effective for evaluations during the 2025-2026 Accreditation Cycle*

Instructions

Dear Program Representatives,

As a tool to help you prepare for an upcoming Engineering Technology Accreditation Commission (ETAC) review, a simplified version of the checklist used by ETAC Program Evaluators (PEVs) to evaluate your program is below.

We invite you to use this checklist as a self-evaluation tool to judge your compliance with the ETAC criteria. Usually, the PEV will do an initial evaluation based on the contents of the program’s Self-Study Report (SSR). The checklist follows closely the information requested in the Self-Study Questionnaire (Template for the Engineering Technology SSR), document number, T002.

As a self-evaluation, please review your SSR and judge whether its content clearly provides the necessary information needed by the PEV to judge compliance with criteria and the ABET Accreditation Policy and Procedures Manual (APPM). If a section in the SSR is lacking information, you may wish to revise the SSR (before submission to ABET via the Accreditation Management System, AMS 2.0 system on the website) or prepare additional materials to provide to the evaluation team before or during the review.

The ETAC hopes this tool will help you attain a more positive review. Please remember our mutual goal- a successful accreditation review of your program!

Regards,

The Engineering Technology Accreditation Commission

# Criterion 1 - Students

**1. A. Performance: *Evaluate the extent to which the program attains the following elements of Criterion 1.***

|  |  |  |
| --- | --- | --- |
| Objective | Quality Rating | Comment |
| 1. Policies for admission to the program exist and are enforced. |  |  |
| 1. Student performance is evaluated and student progress through curriculum is monitored. Prerequisites are enforced and any waivers documented. |  |  |
| Policies exist and are enforced for accepting transfer students and transfer credit. |  |  |
| Adequate procedures exist and are used for student advisement regarding curriculum and career matters. |  |  |
| Policies exist, are documented, and enforced for awarding credit in lieu of courses [note that not granting such credit is an acceptable policy]. |  |  |
| Policies exist and are enforced for ensuring and documenting that each graduate meets all program graduation requirements. |  |  |
| Use the transcript analysis form on the next page. Make entries above (a. – f.), as appropriate based on transcript analysis. |  |  |

TRANSCRIPT ANALYSIS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ABET  Curricular  Category | Number of Credits\* | | | | | | |
| ABET Criteria  Requirement | Credits Actually Earned by Student # | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Mathematics and Basic Sciences |  |  |  |  |  |  |  |
| Discipline Specific Topics |  |  |  |  |  |  |  |
| General Education |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |
|  | | | | | | | |
| Other Transcript Analysis Questions | | Is this requirement met?  YES or NO | | | | | |
| Transcript demonstrates the student meets all program graduation requirements. | |  |  |  |  |  |  |
| Transcript demonstrates the student follows all prerequisite requirements and any waivers documented. | |  |  |  |  |  |  |
| Degree audit information matches the program’s published criteria. | |  |  |  |  |  |  |
| Prerequisite violations are justified by documented prerequisite waivers. | |  |  |  |  |  |  |
|  | | | | | | | |

\* Computed as in curriculum analysis table 5.1.

In the space below, document specific course prerequisite concerns/violations for each transcript as needed.

**Note:** Remember that the program evaluator will be using the latest curriculum degree requirements to assess the attainment of all graduation requirements. When providing transcripts, you should provide the degree requirements for prior years in those cases where the program’s required courses were changed.

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# Criterion 2 - Program Educational Objectives

**2. A. Performance: *Evaluate the extent to which the program attains the following elements of Criterion 2.***

|  |  |  |
| --- | --- | --- |
| Objective | Quality Rating | Comment |
| a. There are published program educational objectives consistent with the mission of the institution, constituency needs, and ETAC Criteria. |  |  |
| b. The key constituencies served by the program are stated. |  |  |
| c. There is a documented process for periodic review of the PEOs by the key constituencies as stated by the program. |  |  |
| d. The documented process is systematically utilized and effective; involves stated program constituencies so that the PEOs remain consistent with the mission of the institution, the needs of the program’s constituencies, and the ETAC Criteria. |  |  |

# Criterion 3 - Student Outcomes

**3. A. Performance: *Evaluate the extent to which the associate or baccalaureate program student outcomes encompass the following elements of Criterion 3 (a mapping may be used by programs):***

| Associate Degree Student Outcomes | Quality Rating | Comment |
| --- | --- | --- |
| a. There is a documented and effective process for the periodic review and revision of program’s student outcomes. |  |  |
| b. The program has documented student outcomes that are clearly defined to encompass all elements of the Associate Degree as listed in 3(1) - 3(5). |  |  |
| 3(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline. |  |  |
| 3(2). An ability to design solutions for well-defined technical problems and assist with engineering design of systems, components, or processes appropriate to the discipline. |  |  |
| 3(3). An ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature. |  |  |
| 3(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results. |  |  |
| 3(5). An ability to function effectively as a member of a technical team. |  |  |

| Baccalaureate Degree Student Outcomes | Quality Rating | Comment |
| --- | --- | --- |
| a. There is a documented and effective process for the periodic review and revision of the program’s student outcomes. |  |  |
| b. The program has student outcomes that are documented and clearly defined to encompass all elements of the Baccalaureate Degree as listed in 3(1) - 3(5). |  |  |
| 3(1). An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline. |  |  |
| 3(2). An ability to design systems, components, or processes meeting specified needs for broadly defined engineering problems appropriate to the discipline. |  |  |
| 3(3). An ability to apply written, oral, and graphical communication in broadly defined technical and non-technical environments; and an ability to identify and use appropriate technical literature. |  |  |
| 3(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes. |  |  |
| 3(5). An ability to function effectively as a member as well as a leader on technical teams. |  |  |

# Criterion 4 - Continuous Improvement

**4. A. Performance: *Evaluate the assessment, evaluation, and continuous improvement processes for the program with regard to the following Criterion 4 requirements.***

| Element | **Quality Rating** | **Comment** |
| --- | --- | --- |
| a. There is an appropriate, documented process for continuous improvement of the program that includes assessment of student outcome attainment, evaluation of the assessment results, and use of these evaluations as input for continuous improvement actions. |  |  |
| b. Appropriate assessment tools and metrics are used, yielding valid data for evaluating the extent to which student outcomes are attained. |  |  |
| c. Assessment data collection is performed on a regular basis, as scheduled in documentation. |  |  |
| d. Evaluation of assessment data to determine the extent to which the student outcomes are being attained is performed on a regular basis, as scheduled in the documentation. |  |  |
| e. Evaluation results are used as input for continuous program improvement decisions and actions. |  |  |
| f. Continuous improvement actions are documented. |  |  |
| g. Other available information may be used to  assist continuous improvement of the program. |  |  |

# Criterion 5 - Curriculum

**5. A. Performance: *Evaluate the extent to which the program demonstrates the following characteristics required by the Criterion.***

|  |  |  |
| --- | --- | --- |
| GENERAL | Quality Rating | Comment |
| Curriculum specifies topics appropriate to engineering technology. |  |  |

| CURRICULUM | Quality Rating | Comment |
| --- | --- | --- |
| **Mathematics -** The curriculum provides: |  |  |
| 1. For an Associate program, the application of algebra and trigonometry at a level appropriate to the student outcomes and the discipline. |  |  |
| 1. For a Baccalaureate program, the application of integral and differential calculus or other mathematics above the level of algebra and trigonometry appropriate to the student outcomes and the discipline. |  |  |
| **Discipline Specific Content -** The curriculum must focus on the applied aspects of science and engineering and must: |  |  |
| 1. Represent at least one-third, but no more than two-thirds of the total credit hours for the curriculum. |  |  |
| 1. Include a technical core preparing students for increasingly complex technical specialties later in the curriculum. |  |  |
| 1. Develop student competency in the discipline. |  |  |
| 1. Include design considerations appropriate to the discipline and degree level such as: industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society. |  |  |
| 1. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development. |  |  |
| **Other Content** - Include topics related to professional and ethical responsibilities, quality and continuous improvement. |  |  |
| **Physical and Natural Science -** The physical or natural science content of the curriculum must be appropriate to the discipline and must include laboratory experiences. |  |  |
| **Integration of Content -** Baccalaureate degree curricula must provide a capstone or integrating experience that develops student competencies in applying both technical and nontechnical skills in solving problems. |  |  |
| **Cooperative Education -** When used to satisfy degree requirements**,** credits based upon cooperative internships or similar experiences must include an appropriate academic component evaluated by a member of the program faculty. |  |  |
| **Advisory Committee -** The committee, with representation from organizations being served by the program graduates must: |  |  |
| 1. Periodically review the program’s educational objectives and curriculum. |  |  |
| 1. Provide advisement on current and future aspects of the technical fields for which the graduates are being prepared. |  |  |

# Criterion 6 - Faculty

**6. A. Performance: Evaluate *the extent to which the faculty member demonstrates the following characteristics required by the Criterion.***

|  |  |  |
| --- | --- | --- |
| Characteristic | Quality Rating | Comment |
| a. Faculty teaching in program have expertise and educational background consistent with the contributions to the program expected of them. |  |  |
| b. Individual faculty members demonstrate appropriate competence factors such as:   * Educational background * Professional credentials and certifications * Professional experience * Ongoing professional development * Contributions to the discipline * Teaching effectiveness * Communication skills * Other factors important to the program |  |  |
| c. Collectively, the faculty has breadth and depth to cover all program curricular areas. |  |  |
| d. The size of the faculty is sufficient to maintain continuity, stability, oversight, and to provide student interaction and advising. |  |  |
| e. The faculty has sufficient responsibility and authority to improve the program through definition and revision of program educational objectives, student outcomes, and implementation of a program of study fostering attainment of student outcomes. |  |  |

# Criterion 7 - Facilities

**7. A. Performance: Evaluate *the following characteristics related to the engineering technology facilities that are required by this Criterion.***

|  |  |  |
| --- | --- | --- |
| Characteristic | Quality Rating | Comment |
| a. Classrooms, offices, laboratories, and associated equipment:   * Adequate to support attainment of student outcomes * Provide an atmosphere conducive to learning |  |  |
| b. Modern tools, equipment, computing resources, and laboratories:   * Appropriate to the program and to support program needs * Available, and systematically maintained and upgraded * Appropriate guidance provided to students on usage |  |  |
| c. There are adequate information resources to support the scholarly and professional activities of students and faculty, e.g.:   * Library services * physical or electronic holdings/resources * professional technical publications * other technical literature (e.g., handbooks, manuals of industrial processes) * Computing and information infrastructure |  |  |

# Criterion 8 - Institutional Support

**8. A. Performance: Evaluate *the support and financial resources for the program by the institution and employers as required by this Criterion.***

|  |  |  |
| --- | --- | --- |
| Characteristic | Quality Rating | Comment |
| **Institutional support and leadership** |  |  |
| a. Adequate to assure the quality and continuity of the program. |  |  |
| **Resources** (institutional services, financial support, administrative staff, and technical staff) |  |  |
| a. Adequate resources to meet program needs. |  |  |
| b. Sufficient resources available to attract, retain, and provide for the continued professional development of a qualified faculty. |  |  |
| c. Sufficient resources available to acquire, maintain, and operate infrastructures, facilities, and equipment appropriate to the program. |  |  |
| d. Sufficient resources available to provide an environment in which student outcomes can be attained. |  |  |

# Program Criteria

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

***Criteria title***

***For each element of these criteria, enter a brief description and record of how the element is satisfied. Add rows as needed.*** ***Indicate how each required curriculum topic is addressed or how any specific faculty requirements are met.***

|  |  |  |
| --- | --- | --- |
| Element | **Quality Rating** | **Comment** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Accreditation Policy and Procedure Manual (APPM)

|  |  |  |
| --- | --- | --- |
| **APPM Requirements** | **In Compliance? (Yes/No)** | **Comment** |
| I.A.4a Accredited program must have a name that is distinct from that of any non-accredited program. |  |  |
| I.A.6.a In at least one location readily accessible by the public (such as program home page or institution catalog) accredited programs are identified as “accredited by the Engineering Technology Accreditation Commission of ABET, <https://www.abet.org>, under the commission’s General Criteria and Program Specific Criteria for \_\_\_\_\_\_\_.”  If the program was evaluated under more than one set of program criteria, each Program Criteria must be listed. If the program was accredited under General Criteria only, the program must be identified as “accredited by the Engineering Technology Accreditation Commission of ABET, https://www.abet.org, under the commission’s General Criteria with no applicable program criteria.”  If the program was accredited by more than one commission, the accreditation details must be provided for each commission.  The text “ABET” in written electronic media referring to accreditation must link to ABET’s homepage. |  |  |
| I.A.6.a. Accredited programs must publicly state their Program Educational Objectives (PEOs) and Student Outcomes (SOs). |  |  |
| I.C.4.b Program name must be shown consistently on the record of academic work (transcripts), all electronic and print publications, and the Request for Evaluation (RFE). |  |  |
| I.C.4.c. (2) If a program name implies specialization(s) for which Program Criteria have been developed, the program must satisfy all applicable Program Criteria. |  |  |
| I.D.1.g. For programs where the language of instruction is not English   * Self-Study Report in English. * Official records of academic work may be provided in the language of instruction with English translation. * Supporting materials may be in the language of instruction, but an English translator must be provided by the program and be available to the visit team to assist in understanding the supporting materials. * Team may request written translation of selected supporting materials to verify compliance with criteria. |  |  |
| I.E.1 All paths to completion of the program must satisfy the appropriate criteria. |  |  |
| I.E.5.b. (1) Facilities - Program’s instructional and learning environments are adequate and safe for intended purposes. |  |  |
| I.E.5.b. (2) Materials - The program provides materials to the visit team, including examples of graded student work, materials addressing issues arising from review of Self-Study Report or on-line instructional materials, documentation to substantiate the Self-Study Report, and demonstration of compliance with criteria and policies. |  |  |
| Other APPM requirements. |  |  |

# 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 or provided during the visit. Describe findings not yet resolved.**

|  |  |  |
| --- | --- | --- |
| **Unresolved findings from previous accreditation actions and brief statement of corrective actions reported in the self-study or provided during the site visit.** | **Resolved (Yes/No)** | **Findings not yet resolved (details of which should be listed in the appropriate criterion section above)** |
|  |  |  |