

## Engineering Technology Accreditation Commission of ABET

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). (As you can see, the checklist follows closely the information requested in the self-study template.)

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 SSR section is lacking information, you may wish to revise the SSR (before submission to ABET) 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	Attainment Rating	Comment
a. Policies for admission to the program exist and are enforced.		
b. Student performance is evaluated and student progress through curriculum is monitored. Prerequisites are enforced and any waivers documented.		
c. Policies exist and are enforced for accepting transfer students and transfer credit.		
d. Adequate procedures exist and are used for student advisement regarding curriculum and career matters.		
e. Policies exist, are documented, and enforced for awarding credit in lieu of courses [note that not granting such credit is an acceptable policy].		
f. Policies exist and are enforced for ensuring and documenting that each graduate meets all program graduation requirements.		
g. Review transcripts using the transcript analysis form on the next page and enter the overall compliance rating here.		

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TRANSCRIPT ANALYSIS

ETAC Curricular Category	Number of Credits*						
	ETAC Criteria Requirement	Credits Actually Earned by Student #					
		1	2	3	4	5	6
Mathematics and Science							
Discipline Specific Topics	$1/3 \leq 2/3$ total credits						
General							
Integration of Content (BS degrees)							
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 are documented? (PEV should flag any violations.)							
Degree audit information matches the program's published degree requirements?							

\* Computed as in curriculum analysis table 5.1.

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

**Criterion 2 - Program Educational Objectives**

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

Objective	Attainment Rating	Comment
a. There are published program educational objectives consistent with the mission of the institution, constituency needs, and ETAC Criteria (e.g., definitions).		
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 review process is documented, utilized and effective; involves stated program constituencies showing that 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	Attainment Rating	Comment
a. There is a documented and effective process for the periodic review and revision of Associate Degree student outcomes.		
b. The program has documented student outcomes that are clearly defined to encompass all elements listed in 3.A (1) - (5).		
(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.		
(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). 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.		
(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.		

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Associate Degree Student Outcomes	Attainment Rating	Comment
(5). An ability to function effectively as a member of a technical team.		

Baccalaureate Degree Student Outcomes	Attainment Rating	Comment
a. There is a documented and effective process for the periodic review and revision of Associate Degree student outcomes.		
b. The program has documented student outcomes that are clearly defined to encompass all elements listed in 3.B (1) - (5).		
(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.		
(2). An ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline.		
(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.		
(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.		

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<b>Baccalaureate Degree Student Outcomes</b>	<b>Attainment Rating</b>	<b>Comment</b>
(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 extent to which the program attains the following elements of Criterion 4.*

Element	Attainment Rating	Comment
a. There are documented processes for continuous improvement of the program.		
b. Appropriate assessment tools and metrics are used, especially on student academic work, yielding valid data related to student outcome attainment.		
c. Assessment data collection is performed on a regular basis, as scheduled in documentation.		
d. Evaluation of assessment data occurs in a regular basis and is documented.		
e. Evaluation results are systematically used as input for continuous program improvement decisions and actions.		
f. Continuous improvement actions are documented.		
g. Other available information may be used to <b>assist</b> continuous improvement of the program.		



**Criterion 5 - Curriculum**

**5. A. Performance:** *Evaluate the extent to which the program attains the following elements of Criterion 5.*

GENERAL	Attainment Rating	Comment
Curriculum specifies topics appropriate to engineering technology.		

CURRICULUM	Attainment Rating	Comment
<b>Mathematics</b> - The curriculum provides:		
a. For an Associate program, the application of algebra and trigonometry appropriate to the student outcomes and the discipline.		
b. 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.		
<b>Discipline Specific Content</b> - The curriculum must focus on the applied aspects of science and engineering and must:		
a. Represent at least one-third, but no more than two-thirds of the total credit hours for the curriculum.		
b. Include a technical core preparing students for increasingly complex technical specialties later in the curriculum.		
c. Develop student competency in the discipline.		

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CURRICULUM	Attainment Rating	Comment
d. Include design; appropriate to the discipline 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.		
e. Combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development.		
<b>Other Content</b> - Include topics related to professional and ethical responsibilities, diversity and inclusion awareness, quality and continuous improvement.		
<b>Physical and Natural Science</b> - The program provides physical or natural science content of the curriculum appropriate to the discipline and includes laboratory experiences.		
<b>Integration of Content</b> - Baccalaureate degree programs must provide a capstone or other integrating experiences that develop student competencies in applying both technical and nontechnical skills in problem solving.		
<b>Cooperative Education</b> - 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.		
<b>Advisory Committee</b> - The committee, with representation from organizations served by the program graduates must:		

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CURRICULUM	Attainment Rating	Comment
a. Periodically review the program educational objectives and curriculum.		
b. 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 program attains the following elements of Criterion 6.*

Characteristic	Attainment Rating	Comment
a. Faculty teaching in program have expertise and educational background consistent with contributions expected of them.		
b. Individual faculty member demonstrate appropriate competence factors such as: <ul style="list-style-type: none"> <li>• Expertise and educational background</li> <li>• Professional credentials and certifications</li> <li>• Relevant industrial/professional experience</li> <li>• Teaching effectiveness</li> <li>• Ongoing professional development</li> <li>• Ability to communicate</li> <li>• Contributions to the discipline</li> </ul>		
c. Collectively, the faculty has breadth and depth adequate to cover all program curricular areas.		

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d. The size of the faculty is sufficient to maintain continuity, stability, oversight, and to provide student interaction and advising.		
e. The faculty have 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.		

**Criterion 7 - Facilities**

**7. A. Performance:** *Evaluate the extent to which the program attains the following elements of Criterion 7.*

Characteristic	Attainment Rating	Comment
a. Classrooms, offices, and laboratories are: <ul style="list-style-type: none"> <li>• Adequate to support attainment of student outcomes</li> <li>• Provide an atmosphere conducive to learning.</li> </ul>		
b. Modern tools, equipment, computing resources, and laboratories: <ul style="list-style-type: none"> <li>• Appropriate to the program and to support program needs</li> <li>• Available, accessible and systematically maintained and upgraded</li> <li>• Appropriate guidance for student usage is available</li> </ul>		

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<p>c. There are appropriate computing and information resources to support the scholarly activities of students and faculty, e.g.:</p> <ul style="list-style-type: none"> <li>• Library (physical or electronic holdings/resources)</li> <li>• Internet access</li> <li>• Professional technical publications</li> <li>• Other technical literature, e.g., handbooks, manuals of industrial processes, etc.</li> </ul>		
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**Criterion 8 - Institutional Support**

**8. A. Performance:** *Evaluate the extent to which program support attains the following elements of Criterion 8.*

Characteristic	Attainment Rating	Comment
a. Adequate institutional support and leadership to assure the quality and continuity of the program.		
b. Sufficient resources (institutional services, financial support, and staff—both administrative and technical) to meet program needs—see following items for specifics.		
c. Sufficient resources to attract, retain, and provide for the continued professional development of a qualified faculty.		
d. Sufficient resources to acquire, maintain, update, and operate infrastructure, facilities and equipment appropriate to the program.		

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e. Sufficient resources to provide an environment to which student outcomes can be attained.		
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**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.*

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*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	Attainment Rating	Comment

**Accreditation Policy and Procedure Manual (APPM)**

<b>APPM Requirements (by section)</b>	<b>In Compliance?</b>	<b>Comment</b>
I.A.4 Accredited program must have a name distinct from that of any non-accredited program.		
I.A.6 Accredited programs identified as “accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org.”		
I.A.6.a. Accredited programs must publicly state their program educational objectives and student outcomes.		
I.A.6.b. Accredited programs must publicly post annual enrollment and graduation data per program.		
I.C.4.b The program name must be shown consistently on the record of academic work of its graduates, in the institution’s electronic and print publications, and on the ABET 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[optional if a program concentration or option].		
I.E.1 All paths to completion of the program must satisfy the appropriate criteria.		
I.E.5.b. (1) Facilities used by program are adequate and safe for intended purposes.		
I.E.5.b. (2) Materials - Evaluators will review materials that are sufficient to demonstrate that the program is in compliance with the applicable criteria and policies. Much of this information should be incorporated into the Self –Study Report (see I.D.1.f); additional evidence of program		

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compliance may be made available to evaluators prior to and during the visit, using an on-line storage location. [See this section for additional details.]		
Other APPM requirements.		