

SELF-STUDY QUESTIONNAIRE

Applied Science Accreditation Commission

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General Instructions

Introduction

The *Applied Science Accreditation Criteria* focuses on what students learn during and as a result of their program of study as opposed to only what they are presented in a curriculum. Consequently, institutions are required to have program goals and educational objectives and to establish and use outcome-competency based assessment techniques to determine the extent they are being attained. The assessment, in turn, is used in an ongoing process of improving student learning through enhancements to the program.

Overview of Accreditation Process

The Self-Study Report provides essential input for the evaluation team as part of the overall accreditation process. The Applied Science Accreditation Commission (ASAC) of ABET's accreditation process consists of the following steps:

- Request by the institution for evaluation of its program(s);
- Institution (Program) completion and submission of a Self-Study Report;
- On-site visit by a team of program evaluators;
- Submission of a Program Audit Form prepared by the team to the dean and program director at the conclusion of the on-site visit. The institution (dean or program director) may respond to team's finding and/or note errors of fact or findings and respond to ABET within 14 days;
- Submission of Preliminary Statement to the Institution, based on the team's findings and on the institution's (dean or program director) response, for review and comment;
- Revision of the Preliminary Statement by ABET in light of the institution's response;
- Formal consideration by the Applied Science Accreditation Commission resulting in a Final Statement to the Institution and an accreditation action.

Self-Study Requirement

As part of the accrediting process, ASAC includes a Self-Study Report and an on-site review by a visiting team. The Self-Study Report is expected to be a qualitative and quantitative assessment of the strengths and limitations of the institution or program. That assessment should include the achievement of institutional and program educational objectives and assessment of outcome-competencies, and should involve broad and appropriate constituent groups in its preparation and process. The institution determines how it will conduct its Self-Study, and the accrediting body specifies the items to be addressed in the report, i.e., this Self-Study Questionnaire. The document based upon this Self-Study Questionnaire, when completed, is referred to as the Self-Study Report.

Completion and on-time submission of the Self-Study Report satisfies the requirements of the ASAC for initial information on the institution and its programs prior to the on-site visit. In addressing certain sections of the Self-Study Report, particularly those relating to objectives and processes, the ASAC strongly recommends that input from constituencies such as industry

advisory boards, students, alumni, and employers of the institution's graduates be considered among the data obtained as measures of the outcome of the educational programs.

Content

The Self-Study Report provides information on the program and institution for both a qualitative and quantitative assessment by the ASAC. As a minimum, the qualitative and quantitative data can be supplied by responding to the items identified in this document or in formats used by the institution. **IF AN ALTERNATE FORMAT IS UTILIZED, AT LEAST ALL OF THE INFORMATION REQUESTED IN THIS SELF-STUDY QUESTIONNAIRE MUST BE INCLUDED.**

Each program must submit a separate Self-Study Report. Each report contains TWO sections: (1) Main Body and (2) Appendix D (Institutional Profile). Appendix D is common to all program self-study reports for an institution.

Supplemental Materials

The following additional materials are to be supplied:

1. A copy of the general catalog of the institution covering course details and other institutional information applicable at the time of the visit.
2. A copy of all promotional brochures or literature describing the program offerings of the institution and, if available, the institution's website address.

Preparation

It is important that the program title appear on the cover of each Self-Study Report and that this title be given exactly as it is listed in the college catalog, in the institution's Request for Evaluation and on transcripts of graduates. State Boards of Registration consider the ABET list of programs as the authoritative list. Individuals applying for governmental positions, or for any position requiring graduation from an ABET accredited program, can find themselves in difficulty if the ABET listing of accredited programs is not consistent with the program title (or degree) as identified by the institution.

DO NOT reproduce these instruction pages in the completed report. Also, DO NOT include the instructions for each question in the completed report.

Submission and Distribution

Submit one copy of the Self-Study Report for each program and one set of the supplemental material to ABET Headquarters on or before July 1 of the self-study year. Send to:

Applied Science Accreditation Commission
ABET
111 Market Place, Suite 1050
Baltimore, MD 21202-4012

Also, submit one copy of the Self-Study Report for each program and one set of the supplemental material to the Team Chair. Following instructions from the Team Chair, submit

one copy of the appropriate Self-Study Report and one set of supplemental material to each Program Evaluator and Observer.

When new or updated material becomes available between the time the Self-Study Report is assembled and the date of the visit, it should be provided to the team members in advance or on arrival at the campus, with a copy to ABET Headquarters in accordance with instructions from the Team Chair.

Confidentiality

The information supplied in the submitted 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.

	Educational Objectives	Constituents	Processes	Outcomes Assessment	Results	System
1	Not well defined	Informal contact	Few, if any processes defined and documented	Limited to ad hoc efforts	Anecdotal	None evident
2	Broadly defined and documented; clearly tied to mission; evidence of constituent input	Somewhat involved in defining objectives and desired outcomes, and assessment	Some major processes defined and documented; clearly tied to mission and program objectives	Some outcomes defined and improved in systematic manner; problems recognized and corrected	Satisfactory outcomes; some evidence of positive trends in areas deployed	Early stages; partial deployment within the program and college
3	Comprehensive; defined, documented and measurable; clearly tied to mission and constituent needs	Clearly involved in defining objectives and desired outcomes, and assessment; evidence of some sustained strategic partnerships	Processes for all major elements of criteria defined, documented, and controlled; clearly tied to mission, program objectives, and constituent needs	All major outcomes defined; systematic evaluation and process improvement in place; problems anticipated and prevented	Good outcomes; positive trends in several major areas; some evidence that results caused by systematic approach	In place; deployed throughout the program and college; driven by mission and objectives
4	Comprehensive; defined, documented and measurable; clearly tied to mission; responsive to constituent needs; systematically reviewed and updated	High degree of involvement in defining objectives and desired outcomes; evidence of many sustained strategic partnerships in all constituent groups	Processes for all elements of criteria are quantitatively understood and controlled; clearly tied to mission, program objectives, and constituent needs	All outcomes defined; systematic evaluation and process improvement in place; many support areas involved; sources of problems understood and eliminated	Excellent outcomes; positive trends in most areas; evidence that results caused by systematic approach	Integrated; deployed throughout the program, college, and support areas; driven by mission and objectives
5	Comprehensive; defined documented, measurable and flexible; clearly tied to mission; readily adaptable to meet constituent needs; systematically reviewed and updated	High degree of involvement in defining objectives and desired outcomes, assessment; and improvement cycles; sustained evidence of strategic partnership with all key constituents	Processes for all elements of criteria are quantitatively understood and controlled; clearly tied to mission, program objectives, and constituent needs; seen as benchmarks by other institutions	All outcomes defined; systematic evaluation and process improvement in place; all support areas involved; common sources of problems understood and eliminated	World-class outcomes; sustained results; results clearly caused by systematic approach	Sound, highly integrated system; deployed throughout the program, college, and institution; driven by mission and objectives

Figure 1: Matrix for Implementation Assessment

Program Self-Study Report

for

ASAC of ABET

Accreditation or Reaccreditation

BACKGROUND INFORMATION

- **List of Titles of Degree(s) and Program(s) Under ASAC-ABET Review** (*as they now appear in the official catalog and promotional materials and on graduates' transcripts*):
 - Title(s) of Degree(s):
 - Title(s) of Programs(s):
- **Name, Mailing Address, Telephone Number, and E-Mail Address of the Primary Pre-Visit Contact Person, (i.e., Dean, Department Chair, Program Director) :**
 - Name:
 - Mailing Address:
 - Telephone Number:
 - E-Mail Address:
- **Summary of Program History:**
 - Year implemented:
 - Major changes and corresponding years:
- **Summary of Organizational Structure** (*use text and/or show individually or collectively using organizational charts*):
 - Program structure:
 - Administrative unit structure:
 - Administrative unit within the Institutional structure:
- **Summary of Program Delivery Modes** (*e.g., days, evenings, weekends, co-op, off-campus, distance ed*) :
- **Summary of Deficiencies, Weaknesses or Concerns Documented in the Final Report from the Previous Review(s) and the Action(s) taken to Address them. Include effective dates of actions** (*if applicable*):
- **Summary of Overall Program Assessment Process:**
 - Timeline (Schedule) of Assessments
 - What, How and From Whom Data are Collected
 - How Assessment Results are Used and By Whom to Document Successes and Shortcomings
 - How Action Plans are Established to Address Shortcomings

CRITERION 1. STUDENTS

- **Summary of Requirements and Process for Admission of Students (Complete Table 1-1.a for undergraduate programs or 1-1.b for graduate programs):**
- **Summary of Requirements and Process for Accepting of Transfer Students and Transfer Courses (Table 1-2):**
- **Summary of Administrative and Faculty Advisement and Guidance of Students:**
- **Summary of Requirements for Retention and Graduation of Students:**
- **Summary of Enrollment and Graduation Trends for Past Five Years (Table 1-3):**
- **Summary of Program Graduates since last General Review or past five years, which ever is longer (Table 1-4): [Note: This table is optional but the institution is encouraged to use this or other appropriate mechanism.]**
- **Description of the Specific Process and Timeline for Ongoing Evaluation of Student Admission, Retention and Graduation Requirements, Processes and Rates:**
 - Timeline (Schedule) of Assessments
 - What, How and From Whom Data are Collected
 - How Assessment Results are Used and By Whom to Document Successes and Shortcomings
 - How Action Plans are Established to Address Shortcomings

Table 1-1.a History of Admissions Standards for Freshmen (Undergraduates) - Last 25 admissions or past five years, which ever is less

Academic Year	Composite ACT		Composite SAT		Percentile Rank in High School		Number of New Students Enrolled
	MIN.	AVG.	MIN.	AVG.	MIN.	AVG.	

Table 1-1.b History of Admissions Standards for Graduate Students - Last 25 admissions or past five years, which ever is less

Academic Year	Composite GRE		Composite Undergraduate GPA		Percentile Rank in Undergraduate		Number of New Students Enrolled
	MIN.	AVG.	MIN.	AVG.	MIN.	AVG.	

Table 1-2. Transfer Students for Past Five Academic Years

Academic Year	Number of Transfer Students Enrolled

Table 1-3. Enrollment Trends for Past Five Academic Years

	Year (Current-4)	Year (Current-3)	Year (Current-2)	Year (Current-1)	Year (Current)
Full-time Students					
Part-time Students					
Student FTE¹					
Graduates					

¹FTE = Full-time Equivalent

Table 1-4. Program Graduates (table optional)
 (For Past Five Years or since Last General Review, whichever is longer)

Numerical Identifier	Year Matriculated	Year Graduated	Prior Degree(s) if Master Student	Certification/ Licensure (If Applicable)	Initial or Current Employment/ Job Title/ Other Placement
1					
2					
3					
4					
n					

(NOTE: ABET recognizes that current information may not be available for all students)

CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVE(S)

NOTE: ABET defines “Educational Objectives” as what all program graduates will be qualified to practice at the time of graduation and what most graduates will be able to achieve (e.g. certification; advanced degree; job promotion) a few years after graduation.

- **Summary of Applicable Mission Statement(s) (i.e. Institution; Administrative Unit):**
- **List of Program Educational Objective(s):**
- **Explanation of how the Educational Objectives are Consistent with the Mission of the Institution:**
- **List and Description of Program Constituencies:**
- **Description of Process for Establishing Educational Objectives:**
- **Description of the Specific Process and Timeline for Ongoing Evaluation of Educational Objectives:**
 - Timeline (Schedule) of Assessments
 - What, How and From Whom Data are Collected
 - How Assessment Results are Used and By Whom to Document Successes and Shortcomings
 - How Action Plans are Established to Address Shortcomings

CRITERION 3. PROGRAM OUTCOMES

NOTE: ABET defines “Outcomes” as what a given curriculum will prepare graduates to know and do (competencies). Competencies must reflect an action (e.g., conduct; prepare; etc) and be measurable.

- List of **General** Program Outcomes (relative to ASAC-ABET items a-k):
- List of **Specific** Program Outcomes (relative to applicable ASAC-ABET Program-Specific Criteria):
- Matrix (or Table) Relating Each Course in the Curriculum to the General and Specific Program Outcomes (Table 3-1 and 3-2). NOTE: These tables are optional, but institution is encouraged to use these tables or other appropriate mechanisms to correlate objectives to outcomes.
- Description of Process for Establishing and Revising Outcomes:
- Summary and Description of Process to Assure Student Outcome-Competencies:
- List of Materials (i.e. Student Work; Handbooks; etc.) Available for Review During the Site Visit to Demonstrate Achievement of the General and Specific Program Outcomes:
- Description of Process and Timeline for Ongoing Assessment of Outcomes including:
 - Timeline (Schedule) of Assessments
 - What, How and From Whom Data are Collected
 - How Assessment Results are Used and By Whom to Document Successes and Shortcomings
 - How Action Plans are Established to Address Shortcomings

Table 3-1. Comparison of Course Learning Objectives to General Program Outcomes (table optional)

Course Name: Credits: Instructor:

Course Learning Objectives	General Program Criteria										
	a	b	c	d	e	f	g	h	i	j	k

Table 3-2. Comparison of Course Learning Objectives to Specific Program Outcomes (table optional)

Course Name: Credits: Instructor:

Course Learning Objectives	Program-Specific Criteria (if applicable)													

CRITERION 4. CONTINUOUS IMPROVEMENT

- Document your process of incorporating relevant data to regularly assess your program educational objectives and outcomes and to evaluate the extent to which they are being met in order to effect continuous improvement of the program through a documented plan.

- **Description of Process and Timeline for Ongoing Assessment of Program Curriculum:**
 - Timeline (Schedule) of Assessments
 - What, How and From Whom Data are Collected
 - How Assessment Results are Used and By Whom to Document Successes and Shortcomings

- How Action Plans are Established to Address Shortcomings

CRITERION 5. CURRICULUM

Summary of Program Curriculum:

- **Course Syllabi:**
Attach as Appendix A the actual course syllabus for each course in the curriculum

- **Curriculum Table**

Table 5-1 Curriculum

(Name of Program)

Year; Semester or Quarter	Course (Department, Number, Title)	Category (Credit Hours)			
		Math & Basic Sciences	Professional Program Topics	General Education	Other

The course material display available for inspection during the visit the must include at least the following for each course in the professional segment of the curriculum being evaluated.

1. Textbook and other required material (e.g., manuals, reference booklets, standards documents, and so forth)
2. Syllabus and course policies
3. A complete set of assignments, tests, and important handouts
4. Samples of graded student work on all assignments, written reports and other documents, and tests. Examples of excellent, satisfactory, and poor student work should be included.
5. If some of the above documentation is online (e. g., in an instructor’s web site), please indicate this, and have a computer available at or near the course displays so that the team can view it. Please give here the URL(s) for accessing any such materials:

For other courses the program is free to exhibit such materials as they believe will be appropriate to assist the ABET program evaluation.

Table 5-2. Course and Section Size Summary
(Name of Program)

Course No.	Title	No. of Sections offered in Current Year	Avg. Section Enrollment			
				Lecture	Laboratory	Other (describe)

1. Enter the appropriate percent for each type of class for each course (e.g., 75% lecture, 25% laboratory).

CRITERION 6. FACULTY

- **Summary and Description of the Composition (incl. Size), Credentials, Experience, and Workload of Faculty that Support the Program (also, complete Tables 5-1 and 5-2) :**
- **Summary and Description of Teaching Activity and Performance:**
- **Summary of Research and Other Scholarly Activity and Performance:**
- **Summary of Service Activity and Performance:**
- **Faculty Resumes:**

Attach as Appendix B an abbreviated resume for each program faculty member (suggested limit 2 pages each)

- **Description of Process and Timeline for Ongoing Assessment of Program Faculty:**
 - Timeline (Schedule) of Assessments
 - What, How and From Whom Data are Collected
 - How Assessment Results are Used and By Whom to Document Successes and Shortcomings
 - How Action Plans are Established to Address Shortcomings

**Table 6-1. Faculty Workload Summary
(Name of Program)**

<i>Faculty Member (Name)</i>	FT or PT ⁴	Classes Taught (Course No./Credit Hrs.) Term and Year ¹	Total Activity Distribution ²		
			Teaching	Research	Other ³

- 1. Indicate Term and Year for which data apply.
- 2. Activity distribution should be in percent of effort. Members' activities should total 100%.
- 3. Indicate sabbatical leave, etc., under "Other."
- 4. FT = Full Time Faculty PT = Part Time Faculty

Table 6-2. Faculty Analysis
(Name of Program)

Name	Rank	Type of Academic Appointment TT, T, NTT	FT or PT	Highest Degree	Institution from which Highest Degree Earned & Year	Years of Experience			Professional Registration Certification	Level of Activity (high, med, low, none) in:		
						Govt./Industry Practice	Total Faculty	This Institution		Professional Society	Research	Consulting /Summer Work in Industry

Instructions: Complete table for each member of the faculty of the program. Use additional sheets if necessary. Updated information is to be provided at the time of the visit. The level of activity should reflect an average over the current year (year prior to visit) plus the two previous years.

Column 3 Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track

CRITERION 7. FACILITIES

- **Summary and Description of**
 - **Office Space (Administrative, Faculty, Clerical, GAs) :**
 - **Classroom Space:**
 - **Laboratory Space:**
 - **Library Resources:**
 - **Computer Resources:**
- **List of Major Instructional and Research Field and Laboratory Instruments/Equipment:**
Attach as Appendix C
- **Summary of Student Access to Space and Instruments/Equipment:**
- **Adequacy**

CRITERION 8. SUPPORT

- **Summary of Program Budget Process and Sources of Financial Support (“Hard” and “Soft” Monies) :**
- **Summary Operating Budget (Table 8-1) :**
- **Summary of Adequacy of Budget:**

**Table 8-1. Support Expenditures
(Name of Program)**

	1	2	3
Fiscal Year	(previous year)	(current year)	(year of visit)
Expenditure Category			
Operations (1) (not including staff)			
Travel (2)			
Equipment (3)			
(a) Institutional Funds			
(b) Grants and Gifts (4)			
Graduate Teaching Assistants			
Part-time Assistance (5) (other than teaching)			
Faculty Salaries			

Instructions:

Report Department Level and Program Level data for each program being evaluated. Updated tables are to be provided at the time of the visit.

Column 1: Provide the statistics from the audited account for the fiscal year completed year prior to the current fiscal year.

Column 2: This is your **current fiscal year** (when you will be preparing these statistics). Provide your preliminary estimate of annual expenditures, since your current fiscal year presumably is not over at this point.

Column 3: Provide the budgeted amounts for your next fiscal year to cover the fall term when the ABET team will arrive on campus.

Notes:

1. Categories of general operating expenses to be included here.
2. Institutionally sponsored, excluding special program grants.
3. Major equipment, excluding equipment primarily used for research. Note that the expenditures (a) and (b) under “Equipment” should total the expenditures for Equipment. If they don’t, please explain.
4. Including special (not part of institution’s annual appropriation) non-recurring equipment purchase programs.
5. Do not include graduate teaching and research assistant or permanent part-time personnel.

CRITERION 9. PROGRAM CRITERIA:

- **Summary and Description of How the Program Meets ABET Criteria:**

APPENDIX A – COURSE SYLLABI

APPENDIX B – FACULTY RESUMES
(Suggested limit 2 pages each)

APPENDIX C – FIELD and LABORATORY EQUIPMENT

APPENDIX D – INSTITUTIONAL SUMMARY

Program evaluators will require some information about the institution and the program unit. Therefore, information about the institution and the program unit should be supplied as Appendix II, which may be attached to each Self-Study Report or supplied as a separate document.

The institution may employ any means it chooses to represent itself to ABET and the visiting team. Consequently, the references to specific tables in the following are for guidance only. The information may be presented in any manner the institution chooses.

Background Information Relative to the Institution

Name and Address of the Institution:

Name and Title of the Chief Executive Officer of the Institution and, if different, of the Campus President, Chancellor, etc.:

Name and Official Position of the Person Submitting the Completed Self-Study:

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.):

Regional or Institutional Accreditation:

Name the organizations by which the institution is now accredited, and dates of initial and most recent accreditation actions:

Faculty and Students

For the entire institution, provide faculty and student counts for the fall term immediately preceding the visit. (Table App. d-1)

Programs Offered and Degrees Granted

List of the titles of all degrees offered by the department administrative unit responsible for the programs being evaluated--undergraduate and graduate--granted by the institution. (If there are differences in the degrees awarded for completion of co-op programs, these should be clearly indicated. (Tables App. d-2 (Parts a and b))

Information Regarding Administrators

Resume for the administrative head of the educational unit(s) and any associates or assistants who have faculty status or are in responsible charge of a major service unit such as student counseling center, co-op coordination, etc. The summary *curriculum vitae* may be provided in any format but must be limited to two pages.

Supporting Academic Departments

Summary of supporting academic departments for all academic supporting units that provide any required portion of the instruction for students in the programs being evaluated. (Table App. D-3):

Personnel and Policies

Summary of the number of personnel, both full-time and part-time, for the entire unit and for each program being evaluated. (Table App. D-4):

Summary of Faculty Salaries, Benefits, and Other Policies:

Summary of the promotion and tenure system and the processes used to determine faculty salaries:

Summary of Faculty salary data (Table App. D-5)

Enrollment and Degree Data

Provide enrollment and degree statistics for the educational unit as a whole.

Definition of Credit Unit

The ASAC assumes 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.

If modes other than traditional on-campus instruction are employed in any programs, the additional modes of instruction should be listed and described in relation to the applicable programs. The institutional and/or unit policies under which the alternate modes are offered should be summarized. Indicate the grade-point average required for graduation. If there are differences in requirements among the regular and alternative program modes, please explain.

Appendix D - Tables

Program evaluators will require some information about the institution and the academic unit being evaluated.

The forms that follow are simply a guide and are not required in the Self-Study. All are optional.

The institution is encouraged to employ any means it chooses to represent itself to ASAC/ABET and the visiting team.

Table App. D-1. Faculty and Student Count for Institution

School Year: _____

	HEAD COUNT		FTE (see Note 2)	TOTAL STUDENT CREDIT HOURS
	FT	PT		
Tenure Track Faculty				
Other Teaching Faculty (excluding student assistants)				
Student Teaching Assistants				
Undergraduate Students				
Graduate Students				
Professional Degree Students				

1. Data should be provided here for the fall term immediately preceding the visit.
2. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 credit-hours per term of institutional course work, meaning all courses—applied science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.

Table App. D-2.a. Programs Offered

1 Program Title	2 Modes Offered				3 Nominal Years to Complete	4 Administrative Head	5 Administrative Unit or Units (e.g. Dept.) Exercising Budgetary Control	6 Submitted for Evaluation		7 Offered, Not Submitted for Evaluation	
	Day	Co-op	Off Campus	Alternate Mode				Now Accredited.	Not Now Accredited	Now Accredited	Not Now Accredited
1.											
2.											
3.											
4.											
5.											
6.											
7.											

Instructions for Table App. D-2.a.):

Complete the table for all programs offered by the education unit as follows:

1. Column 1 Give program title as officially published in catalog.
2. Column 2 Indicate all modes in which the program is offered. If separate accreditation is requested for an alternative mode, list on a separate line. Describe "Other" by footnote.
3. Column 3-5 Self-explanatory.
4. Column 6 Only those programs being submitted at this time for reaccreditation (now accredited) or initial accreditation (not now accredited) should be checked in this column.
5. Column 7 Programs not submitted for evaluation at this time should be checked in this column.

Table App. D-2.b. Degrees Awarded and Transcript Designations

1 Program Title	2 Modes Offered				3 Name of Degree Awarded	4 Designation on Transcript
	Day	Co-op	Off Campus	Alternative Mode		

Instructions for Table App. D-2.b.

Complete the table for all programs, as follows:

- Column 1 Give the program title as officially published in catalog.
- Column 2 Indicate all modes in which the program is offered. Describe “Alternative Mode ” by a footnote.
- Column 3 List degree awarded for each mode offered. If different degrees are awarded, list on separate lines.
- Column 4 Indicate how the program is listed on transcript for each mode offered. If different designations are used, list on separate lines.

Table App. D-3. Supporting Academic Departments

For Academic Year: _____

Department or Unit	1 Full-time Faculty Head Count	2 Part-time Faculty Head Count*	3 FTE Faculty**	Teaching Assistants	
				4 Head Count	5 FTE**

** For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For faculty members, 1 FTE equals what your institution defines as a full-time load.

Provide data for all academic supporting units (e.g., Mathematics, Physics, Chemistry, English, Computer Science, etc.) that provide any portion of the instruction required by the institution for students of the program being evaluated.

In column 1, give the number of full-time faculty members (tenure track plus other teaching faculty, as classified in Table I) exclusive of teaching assistants.

In column 2, give the number of part-time, adjunct, or visiting teaching faculty members, exclusive of teaching assistants.

In column 3, give the sum of column 1 plus FTE** of column 2.

In columns 4 and 5, give the number of teaching assistants as head count and FTE**.

Table App. D-4. Personnel and Students

(Name of Program Being Evaluated)

Year¹: _____

	HEAD COUNT		FTE (see Note 2)	RATIO TO FACULTY (3)
	FT	PT		
Administrative (4)				
Faculty (tenure-track)				
Other Faculty (excluding student Assistants)				
Student Teaching Assistants				
Student Research Assistants				
Technicians/Specialists				
Office/Clerical Employees				
Others (5)				
Undergraduate Student enrollment (see Note 6)				
Graduate Student enrollment				

Instructions: Report data for the program unit(s) and for each program being evaluated. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive.

Notes:

1. Data on this table should be for the fall term immediately preceding the visit.
2. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. For faculty members, 1 FTE equals what your institution defines as a full-time load.
3. Divide FTE in each category by total FTE Faculty. **Do not** include administrative FTE.
4. 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.
5. Specify any other category considered appropriate, or leave blank.
6. Specify whether this includes freshman and/or sophomores.

Table App. D-5. Faculty Salary Data*

Academic Year _____

1. For the Institution as a Whole

	Professor	Associate Professor	Assistant Professor	Instructor
Number				
High				
Mean				
Low				

1. For the Program

	Professor	Associate Professor	Assistant Professor	Instructor
Number				
High				
Mean				
Low				

*If the program considers that this information to be confidential, it can be provided only to the team Chair.

Table App. D-6. Program Enrollment and Degree Data
Education unit as a whole:

CURRENT	Academic Year		Enrollment Year					Total Undergrad	Total Grad	Degrees Conferred			
			1st	2nd	3rd	4th	5th			Bachelor	Master	Doctor	Other
		FT											
1		PT											
		FT											
2		PT											
		FT											
3		PT											
		FT											
4		PT											
		FT											
5		PT											
		FT											

Instructions for Table D-7: (See next page)

Table App D-7. Program Enrollment and Degree Data

Program:

CURRENT	Academic Year		Enrollment Year					Total Undergrad	Total Grad	Degrees Conferred			
			1st	2nd	3rd	4th	5th			Bachelor	Master	Doctor	Other
		FT PT											
1		FT PT											
2		FT PT											
3		FT PT											
4		FT PT											
5		FT PT											

Instructions for Table D-7:

Give official fall term enrollment figures (head count) for the current and preceding five academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the fall visit. Provide data in the first left-hand block of spaces for the entire educational unit and in separate blocks thereafter for each program being submitted for evaluation.

FT--full time
PT--part time

Duplicate sufficient copies to accommodate the number of programs being reported.