

ENGINEERING TECHNOLOGY PROGRAM EVALUATION REPORT

Effective for evaluations during the 2019-2020 Accreditation Cycle

Instructions

*The Program Evaluation Report is **required** for each program being evaluated. It is completed by the Program Evaluator (PEV) prior to and during the visit and left with the Team Chair. **Some technical societies require their evaluators to submit additional information. It is the responsibility of the evaluator to determine and meet this requirement.***

The completed Program Evaluation Report by PEV consists of the following:

- *Program Audit Form (T301)*
- *The T351 Report Form, which includes*
- *General Information Sheet, Criteria evaluation, Transcript Analysis*
- *Program Review Worksheet*
- *Signed Program Summary Form with Recommended Accreditation Action*

Use the following quality ratings throughout the form:

- E** Exceptional; strong, effective practice or condition
- S** Satisfactory; fully meets the criterion
- O** Observation; a suggestion offered to improve a program
- C** Concern; criterion satisfied; however, the potential exists for the situation to change
- W** Weakness; lacks strength and remedial action is required.
- D** Deficient; fails to meet the criterion, and corrective action is required.
- X** Not Applicable

Enter your quality rating next to each topic. A “Finding” is any topic rated other than S or X. For all findings rated C, W, or D enter explanatory comments and ratings for each of the four performance elements. Appropriate comments should be entered for ratings of E or O. Record all findings on Form T301.

Note: This document can be completed electronically using Microsoft Word. Place the cursor where you wish to type on forms. Place the cursor in the check boxes on page 3 and enter an “X” where needed. Tables work as usual.

At the conclusion of the visit, leave the original of this form with the team chair, who will use it to prepare the draft statement to the institution.

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General

(Items in parenthesis refer to applicable ETAC Criteria or to sections in the Accreditation Policy and Procedure Manual, e.g., APPM-1.D.1.f.

Program Identification	
Institution State University	Program Name (APPM-I.C.3 and I.C.4) Civil Engineering Technology
Evaluated By: John Doe	Society Represented: ASCE
Applicable Program Criteria: Civil Engineering Technology, 2019-2020	
Academic Term	Semester <input checked="" type="checkbox"/> Quarter <input type="checkbox"/> Other <input type="checkbox"/> _____
Degree(s) Awarded	Associate <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Other <input type="checkbox"/> _____
2 Yr. <input type="checkbox"/> 4 or 5 Yr. <input checked="" type="checkbox"/> 2 + 2 Yr. <input type="checkbox"/> Upper Division <input type="checkbox"/> Closely-Related <input type="checkbox"/> Other <input type="checkbox"/> _____	<i>Specify</i>
Offerings	Locations, Descriptions (as applicable)
Options (APPM-1.D.1.f)	Traditional, on-campus program.
Evening	
Remote Locations (APPM-1.D.1.f)	
Alternate Delivery (APPM-1.D.1.f)	
Cooperative Education (Criterion 5)	
Describe any unique aspects of the program:	

Criterion 1 - Students

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

Objective	Quality Rating	Comment
a. Policies for admission to the program exist and are enforced.	S	Standard, university-wide process, per section 1.A in SSR
b. Student performance is evaluated and student progress through curriculum is monitored. Prerequisites are enforced and any waivers documented.	S	Criterion met per section 1.B in SSR. However, check the waivers on site. List as weakness pending on-site check. On-site: Checked waivers. OK.
c. Policies exist and are enforced for accepting transfer students and transfer credit.	S	Met per section 1.C in SSR.
d. Adequate procedures exist and are used for student advisement regarding curriculum and career matters.	S	Generally met per sections 1.D & 6.1, 6.2. Confirm mandatory career/curricular advising takes place (comment sent in memo to program on 7/26). Program Memo 7/31 provided additional detail on the mandatory advising, which occurs every term. On-site: Check this during faculty/student interviews. List as concern for now. From faculty and student interviews, mandatory advising is conducted with each student at least once per semester. Each faculty member advises approximately 10 students. OK.
e. Policies exist, are documented, and enforced for awarding credit in lieu of courses [note that not granting such credit is an acceptable policy].	S	Program does not provide academic credit for work in lieu of courses per SSR section 1.F.
f. Policies exist and are enforced for ensuring and documenting that each graduate meets all program graduation requirements.	S	Generally met per section 1.F. However, none of the six transcripts showed INTRO 101 was taken nor that an approved substitution was allowed. Communicated to dept. in 7/26 memo. Resolved per 7/31 response from program. INTRO 101 is a requirement for students who entered the program after 2017. OK

g. Use the transcript analysis form on the next page and enter the quality rating.	S	
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TRANSCRIPT ANALYSIS for ASSOCIATE or BACHELOR’S LEVEL PROGRAM

Institution State University Program Civil Engineering Technology

Please complete two draft copies of this worksheet prior to your arrival for the visit and provide one copy to your team chair at the start of the visit. (Note that space is provided for up to 6 transcripts. Replicate the table if necessary for more transcripts)

ABET Curricular Category	Number of Credits*						
	ABET Criteria Requirement	Credits Actually Earned by Student					
		1	2	3	4	5	6
Mathematics and Basic Sciences	–	30	30	34	30	30	33
Discipline Specific Topics	1/3 to 2/3	51	51	51	51	51	51
General Education		30	30	30	30	30	30
Electives		9	9	9	9	9	12
Total		120	120	124	120	120	123
Other Transcript Analysis Questions		Is this requirement met? YES or NO					
Transcript demonstrates the student meets all program graduation requirements?		YES	YES	YES	YES	YES	YES
Transcript demonstrates the student follows all prerequisite requirements and any waivers documented?		YES	YES	YES	YES	YES	YES
Degree audit information matches the program’s published criteria?		YES	YES	YES	YES	YES	YES
Document specific course prerequisite violations.		NA	YES	NA	NA	NA	NA

* Computed as in curriculum analysis table.

1. B. Summary: *Summarize the extent to which Criterion 1 is met.*

Summary for Criterion 1	Quality Rating	Comment
Extent to which Criterion 1 is met.	S	Criterion 1 is met in all categories.

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.	C	<p>PEOs are listed in 2.B of SSR. However, they read more like outcomes. They do not appear to understand ABET’s definition. 7/31 emailing with program. Currently a W. 8/15 program responded. They now appear to understand and are in the process of revising their PEOs. W remains. 9/25: Updated PEOs meet ABET’s criteria. However, consultation on the updates have not been completed. Leave as W and check again onsite. On-site: IAC meeting with this on the agenda, is scheduled for 2 weeks. Reduce to C. Can be resolved during 30 day response.</p>
b. The key constituencies served by the program are stated.	S	They are listed in section 2.D.
c. There is a documented process for periodic review of the PEOs by the key constituencies as stated by the program.	S	Documented in section 2.E. All key constituencies are included.
d. The documented process is 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.	S	<p>Yes, as documented in 2.E of the SSR. On-site: Need to confirm process on site through review of meeting minutes and interviews. 7/26 memo requested department to provide minutes during visit. List as Weakness for now. Program email dated 8/22 included minutes of student review of PEOs. Drop to Concern. On-site: Check during interviews. On-site interviews confirmed that this is followed. OK</p>

2. B. Summary: *Summarize the extent to which Criterion 2 is met.*

Summary for Criterion 2	Quality Rating	Comment
Extent to which Criterion 2 is met.	C	This criterion is met, except pending completion of the periodic review process scheduled for 2 weeks after visit. See a above.

Criterion 3 - Student Outcomes

3. A. Performance: *Evaluate the extent to which the baccalaureate or associate program student outcomes encompass the following elements of Criterion 3:*

Baccalaureate Degree Student Outcomes	Quality Rating	Comment
a. There is a documented and effective process for the periodic review and revision of Baccalaureate Degree student outcomes.	S	Yes, this is described fully in section 3.A of the SSR.
b. The program has student outcomes that are documented and clearly defined to encompass all listed in 3 (1) - (5).	S	See below.
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.	S	Met per section 3.B of the SSR.
3(2). An ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline.	S	Met per section 3.B of the SSR.
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.	S	Met per section 3.B of the SSR.
3(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.	S	Met per section 3.B of the SSR.
3(5). An ability to function effectively as a member as well as a leader on technical teams.	S	Met per section 3.B of the SSR.

Associate Degree Student Outcomes	Quality 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 student outcomes that are documented and clearly defined to encompass all listed in 3. (1) - (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.		

3. B. Summary: *Summarize the extent to which Criterion 3 is met.*

Summary for Criterion 3	Quality Rating	Comment
Extent to which Criterion 3 is met.	S	Yes, all outcomes are documented in section 3.

Criterion 4 - Continuous Improvement

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

Element	Quality Rating	Comment
a. There is a 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 decisions.	S	<p>The SSR describes the overall assessment process and results for one assessment cycle. The SSR: 1) only shows assessment results for the 2018-19 AY. 2) does not indicate how many students were individually evaluated, 3) what measurement instruments were used, and 4) what the assessment results were by course and how they were obtained, when they were measured, how they were measured and how many students were evaluated. Level of attainment is 60% - which may indicate 40% not meeting is acceptable. Need to know how that threshold was established. Requested in 7/25 memo.</p> <p>From review of materials and some supplementary explanation from the program chair, review of assessment rubrics, examples of student work from multiple assessment cycles this has provided enough evidence of satisfaction.</p> <p>OK</p>
b. Appropriate assessment tools and metrics are used, yielding valid data for evaluating the extent to which student outcomes are attained.	S	This is met, based on explanation from the program chair, review of assessment rubrics, examples of student work. See a above.
c. Assessment data collection is performed on a regular basis, as scheduled in documentation.	S	Yes, per examples of student work from multiple assessment cycles.
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.	S	Yes, per supplementary documentation provided by the department chair and a review on-site. See a above.
e. Evaluation results are used as input for continuous program improvement decisions and actions.	S	Based on the results of the assessment plan that was presented, 4 improvements were made since the last visit. This is documented in section 4.E of the SSR.

4. B. Summary: *Summarize the extent to which Criterion 4 is met.*

Summary for Criterion 4	Quality Rating	Comment
Extent to which Criterion 4 is met.	S	The program has a robust assessment program that uses appropriate assessment tools, rubrics, and follows the specified schedule. Results are used for program improvement.

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 but do not prescribe courses.		

CURRICULUM	Quality Rating	Comment
Mathematics - The curriculum provides:		
a. Application of algebra and trigonometry appropriate to the student outcomes and the discipline for an associate degree program.		
b. Baccalaureate program includes application of integral and differential calculus or other mathematics above the level of algebra and trigonometry appropriate to the student outcomes and the discipline.	S	Per Table 5.1, differential and integral calculus are two separate, required courses; these are used in upper division discipline courses.
Discipline Specific Content - 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.	S	Per Table 5.1, this is 50% of the curriculum, including 9 credits of technical electives.
b. Include a technical core preparing students for increasingly complex technical specialties later in the curriculum.	S	Yes. Mostly in the 3 rd and 4 th years. Discussed in section 5.A.
c. Develop student competency in the discipline.	S	Competency is accomplished through required and elective courses, especially in the senior year, that build on previous courses; section 5.A.

CURRICULUM	Quality 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.	S	Required and all paths through the electives cover codes and standards; capstone project requires issues of safety, health, and local/global impact, etc. Section 5.A
e. Include topics related to professional and ethical responsibilities, respect for diversity, and quality and continuous improvement.	S	A required course on professional practice covers these topics explicitly.
Physical and Natural Science - The program provides physical or natural science content of the curriculum appropriate to the discipline and includes laboratory experiences.	S	Yes, physics and chemistry are required, and both have associated labs.
Integration of Content - 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.	S	ENGT 400 is a capstone course. Both written and oral reports/presentations are required. Need to evaluate the senior design projects on-site. Assume OK for now. Review of student design work on-site showed the projects are comprehensive and appropriate to the discipline. OK
Cooperative Education - 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.	S	NA
Advisory Committee - The committee, with representation from organizations served by the program graduates must:		
a. Periodically review the program educational objectives and curriculum.	S	A review of minutes of the meetings confirmed this is met.
b. Provide advisement on current and future aspects of the technical fields for which the graduates are being prepared.	S	A review of minutes of the meetings confirmed this is met.

5. B. Summary: *Summarize the extent to which Criterion 5 is met.*

Summary for Criterion 5	Quality Rating	Comment
Extent to which Criterion 5 is met.	S	This criterion is met in all aspects.

Criterion 6 - Faculty

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

Characteristic	Quality Rating	Comment
a. Individual faculty member demonstrate appropriate competence factors such as: <ul style="list-style-type: none"> • Expertise and educational background • Professional credentials and certifications • Relevant industrial/professional experience • Teaching effectiveness • Ongoing professional development • Ability to communicate • Contributions to the discipline 	S	Five full-time faculty, 4 with PhD’s and one with an MS, all in engineering. Large range of teaching experience, from 2 years to 40 years. All participate in professional development. Summers are spent mostly working in industry.
b. Collectively, the faculty has breadth and depth adequate to cover all program curricular areas.	S	Yes, coverage is structural, environmental, and general civil.
c. The size of the faculty is sufficient to maintain continuity, stability, oversight, and to provide student interaction and advising.	S	It appears to be just sufficient. I will discuss the teaching load, however, with faculty. Check onsite. Discussed with chair and faculty on-site. Just sufficient. No redundancy. Lecturers are hired as needed. OK
d. The faculty has 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.	S	Yes, this is under the purview of the faculty per section 6.

6. B. Summary: *Summarize the extent to which Criterion 6 is met.*

Summary for Criterion 6	Quality Rating	Comment
Extent to which Criterion 6 is met.	S	Criterion is met, but the number of faculty is just sufficient.

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, and laboratories: <ul style="list-style-type: none"> • Suitable to support attainment of student outcomes • Provide an atmosphere conducive to learning. 	S	Appears sufficient. New building. Check onsite. Nice, new building. OK.
b. Modern tools, equipment, computing resources, and laboratories: <ul style="list-style-type: none"> • Appropriate to the program and to support program needs • Available, and systematically maintained and upgraded • Appropriate guidance for student usage is available 	S	Both labs and computing resources appear adequate. Check onsite. Acceptable resources, tools, etc. OK
c. There are appropriate information resources to support the scholarly activities of students and faculty, e.g.: <ul style="list-style-type: none"> • Library • Internet access • Equipment catalogs • Professional technical publications • Manuals of industrial processes 	S	Appear adequate. Check onsite. OK.

7. B. Summary: *Summarize the extent to which Criterion 7 is met.*

Summary for Criterion 7	Quality Rating	Comment
Extent to which Criterion 7 is met.	S	Based on SSR and on-site review, this criterion is satisfied.

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
a. Adequate institutional support and leadership to assure the quality and continuity of the program.	S	Criterion met per SSR section 8.A. Check on-site. Interactions with campus leadership and interviews with department head confirm that this is met. OK
b. Sufficient resources (institutional services, financial support, and staff) to provide an environment to which student outcomes can be attained.	S	Program has been funded over what was requested each of the last 5 years per SSR section 8.B. Staffing presented in section C. Validate adequacy on site. Interviews with department head and faculty confirms that sufficient support is provided. OK.
c. Sufficient resources (institutional services, financial support, and staff) to attract, retain, and provide for the continued professional development of a qualified faculty.	S	SSR section 8.D describes hiring process. Professional development is supported. Need to check through on site interviews. Per interviews, vacancies are filled in a timely manner and new hires have appropriate qualifications. Faculty are satisfied with the support for professional development, such as attending workshops, etc. OK.
d. Sufficient resources (institutional services, financial support, and human resources staff) to acquire, maintain, update, and operate infrastructure, facilities and equipment appropriate to the program.	S	Support in this area not specifically discussed in the designated section of SSR. Check on-site. Campus tour, interviews with faculty and students and review of finances revealed this criterion is met. OK.
e. Sufficient resources (institutional services, financial support, and staff) to meet program needs.	S	Validate on site. Student interviews, tour of facilities and discussion with advisory board validate what was presented in the SSR. OK.

8. B. Summary: *Summarize the extent to which Criterion 8 is met.*

Summary for Criterion 8	Quality Rating	Comment
Extent to which Criterion 8 is met.	S	Through SSR and on-site review, this criterion is satisfied.

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 program-specific criteria that apply.*

Civil Engineering Technology
Criteria title

2019-2020
Date of criteria document

For each element of these criteria, enter a brief description and record appropriate quality ratings for each. Add rows as needed.

Element	Quality Rating	Comment
Utilization of principles, hardware, and software that are appropriate to produce drawings, reports, quantity estimates, and other documents related to civil engineering	S	Comprehensive capstone design project, from conceptualization through design and construction documents with “client” interactions provided with practicing engineers serving as the client.
Performance of standardized field and laboratory tests related to civil engineering	S	Provided in strength of materials, geotech, and/or environmental engineering labs.
Utilization of surveying methods appropriate for land measurement and/or construction layout	S	Required surveying course covers this.
Application of fundamental computational methods and elementary analytical techniques in sub-disciplines related to civil engineering	S	Covered in earlier courses, but the capstone project also requires these.
Planning and preparation of documents appropriate for design and construction	S	Capstone project requires these.
Performance of economic analyses and cost estimates related to design, construction, operations and maintenance of systems associated with civil engineering	S	Covered in a preliminary project management course, then required in the capstone project.
Selection of appropriate engineering materials and practices	S	Covered in an engineering materials course, then required in the capstone project.

Performance of standard analysis and design in at least three sub-disciplines related to civil engineering	S	All students are required to take either steel or reinforced concrete design, foundation design, and either water treatment systems and design, or roadway design.
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Summary: *Summarize the extent to which program specific criteria are met. [Comments and suggestions regarding possible improvements to the Program Criteria should be directed to the appropriate society and the ETAC Criteria Committee.]*

Summary for Program-Specific Criteria	Quality Rating	Comment
Extent to which program-specific criteria are met.	S	This criterion is met well. The capstone project is comprehensive and provides a good experience for the students to apply many “professional practice” issues.

Accreditation Policy and Procedure Manual (APPM)

APPM Requirements	Quality Rating	Comment
I.A.4 Use of same name for accredited program and non-accredited program.	S	No similar unaccredited program.
I.A.6 Accredited programs identified as “accredited by the Engineering Technology Accreditation Commission of ABET, http://www.abet.org ”	S	Yes, on website and online catalog.
I.A.6.a. Accredited programs must publicly state their program educational objectives and student outcomes.	S	PEOs and SOs are not up-to-date on the website. 8/1 Checking with the program. 8/15 Waiting on the program to update the website. Checking with the program again. 8/27 Website updated. OK
I.A.6.b. Accredited programs must publicly post annual enrollment and graduation data per program.	S	Enrollment and graduation data are available.
I.C.4.b Program name must be shown consistently on the record of academic work (transcripts), all publications, and the Request for Evaluation (RFE).	S	Met.
I.C.4.c. (2) All program criteria for any implied program specialization must be satisfied.	S	Confirmed (see above).
I.C.5.a To be eligible for an initial accreditation review, a program must have at least one graduate within the two academic years prior to the on-site review.		NA
I.E.1 All paths to completion of the program must satisfy the appropriate criteria.	S	Confirmed.
I.E.5.b. (1) Facilities used by program are adequate and safe for intended purposes.	S	Safety checked on site.
I.E.5.b. (2) Programs provide materials sufficient to document: a) the extent of attainment of each student outcome, and b) the program’s compliance with Criterion 3 Student Outcomes and Criterion 5 Curriculum, as well as any applicable Program Criteria. .	S	Satisfied.

Engineering Technology Accreditation Commission – ABET

Other APPM requirements.		NA
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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 found during the site visit. Describe findings not yet resolved.

Unresolved findings from previous accreditation actions and brief statement of corrective actions reported in the self-study or found during the site visit.	New quality rating	Details of findings not yet resolved
None		

General Comments:

Baccalaureate Degree Program Review Worksheet

Institution: State University	Program: Civil Engineering Technology
Evaluated By: PEV John Doe	

Enter the appropriate quality rating for each topic for each of the days indicated

Criteria	Pre-visit	Day 0	Day 1	Exit Statement	Comment
1. Students	W	S	S	S	
2. Program Educational Objectives	W	W	C	C	They are in the process of fixing their PEOs. They did not understand ABET's definition. Process is nearly complete, waiting completion of the consultation process.
3. Student Outcomes	S	S	S	S	
(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.	S	S	S	S	
(2). An ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline.	S	S	S	S	
(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.	S	S	S	S	
(4). An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes.	S	S	S	S	
(5). An ability to function effectively as a member as well as a leader on technical teams.	S	S	S	S	
4. Continuous Improvement	S	S	S	S	
5. Curriculum	S	S	S	S	
6. Faculty	S	S	S	S	
7. Facilities	S	S	S	S	
8. Institutional Support	S	S	S	S	
Program Criteria	S	S	S	S	
Accreditation Policy and Procedure	S	S	S	S	

Corrective Actions on Previous Unresolved ETAC of ABET Findings					NA
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Associate Degree Program Review Worksheet

Institution: Name of institution on RFE	Program: Name of program on RFE
Evaluated By: PEV Name	

Enter the appropriate quality rating for each topic for each of the days indicated

Criteria	Pre-visit	Day 0	Day 1	Exit Statement	Comment
1. Students					
2. Program Educational Objectives					
3. Student Outcomes					
(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 the 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.					
(5). An ability to function effectively as a member of a technical team.					
4. Continuous Improvement					
5. Curriculum					
6. Faculty					
7. Facilities					
8. Institutional Support					
Program Criteria					
Accreditation Policy and Procedure					
Corrective Actions on Previous Unresolved ETAC of ABET Findings					

PROGRAM SUMMARY

Summarize findings using the ratings E, S, O, C, W, D, or X. Multiple ratings can be entered for an item

Institution: State University				Visit Dates: 10/13-15/2019					
Program Title: Civil Engineering Technology									
Program Criteria Title and Date: Civil Engineering Technology and Similarly Named Programs, 2019-2020									
Accreditation: Initial <input type="checkbox"/>		Or Reaccreditation: <input checked="" type="checkbox"/>		Degree: BSET		Recommended Action* NGR <input checked="" type="checkbox"/> IR IV SC VE SE NA			
Program Evaluator Print & Sign: John Doe								Society: ASCE	
Team Chair Print & Sign:								NGR IR IV SC VE SE NA	
Program Arrangement: 2yr. <input type="checkbox"/>		4 or 5 yr. <input checked="" type="checkbox"/>		2 + 2 <input type="checkbox"/>		Upper Division: <input type="checkbox"/>			
Multiple Campuses <input type="checkbox"/>		Distance Education <input type="checkbox"/>		Other Alternative Learning <input type="checkbox"/>					
If applicable, enter the date of initial accreditation from the previous page: _____									

Evaluation Summary

CRITERION	QUALITY RATING	COMMENTS
1. Students	S	All requirements met.
2. Program Educational Objectives	C	The wording of the PEOs as well as other indications (students assess how well they satisfy the PEOs) indicate that the program does not understand ABET’s definition of PEOs. Program updated PEOs to be consistent as part of this process. But IAB consultation has not yet been done. The process has not yet been followed completely.
3. Student Outcomes	S	ABET outcomes are used.
4. Continuous Improvement	S	This is satisfactory.
5. Curriculum	S	Curriculum appears solid civil engineering technology curriculum.
6. Faculty	S	The number of faculty appear to be just sufficient. Faculty is well-qualified.
7. Facilities	S	Appear adequate.
8. Institutional Support	S	Appear adequate.
Program Criteria	S	Satisfied.
Accreditation Policy and Procedure	S	Satisfied.

Corrective Action on Previous ETAC of ABET Findings		NA
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* Definitions of Recommended Actions are found in the APPM (Paragraph I.E.12)