



# TEMPLATE FOR A READINESS REVIEW REPORT 2019-2020 Readiness Review Cycle

*Extracted from 2018-19 EAC Self-Study Questionnaire*

## ENGINEERING ACCREDITATION COMMISSION (EAC)

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## INTRODUCTION

This Readiness Review Report Template is largely extracted from the Self-Study Report Template that is used to prepare a Self-Study for an ABET evaluation.

The Readiness Review Report will be used for the Readiness Review Committee to:

- determine whether the program understands the key requirements for accreditation, particularly the program name requirements, Criterion 1 through Criterion 6, and program criteria if applicable,
- understand whether or not the program is ready to initiate a formal review before the program's institution invests a significant amount of resources and personnel time in preparation for a formal review by the Commission,
- identify areas where it appears that the program may need more time to address issues related to compliance with the criteria prior to a formal review, and
- provide the program with suitable feedback concerning its state of readiness for a formal accreditation review.

The Readiness Review Report should reflect the extent to which the program meets applicable ABET Criteria and policies. For this reason, it is necessary that the Report address all methods of instructional delivery used for the program, all possible paths that students may take for completion of the degree, and any remote offerings available to students in the program.

ABET provides a template for each commission to assist the program in completing the Readiness Review Report.

## REQUIREMENTS AND PREPARATION

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

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

While the *Template* focuses primarily on accreditation criteria, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Template* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Readiness Review Report.

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

Tables in the *Template* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) undergoing a Readiness Review relative to a given Commission of ABET. For example, if a single program is being preparing for a readiness review, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs undergoing a Readiness Review relative to that Commission.

## SUPPLEMENTAL MATERIALS

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

## SUBMISSION AND DISTRIBUTION OF READINESS REVIEW REPORT

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

See Section **1.G.** below for information concerning transcripts that must be submitted for a Readiness Review.

If you have any questions, please send an email to [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

## CONFIDENTIALITY

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

## TEMPLATE

The template for the Readiness Review Report begins on the next page.

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

**EAC of ABET**  
**Readiness Review Report**  
for the  
**<Program Name>**  
at  
**<University Name>**  
**<Location>**  
**<Date>**

**CONFIDENTIAL**

The information supplied in this Readiness Review Report is for the confidential use of ABET and its authorized agents, and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

**BACKGROUND INFORMATION**

**A. Contact Information**

List name, mailing address, telephone number, fax number, and e-mail address for the primary pre-visit contact person for the program.

**B. Program History**

Include the year when the program was implemented. Summarize major program changes with an emphasis on changes occurring around the Readiness Review submission.

**C. Options**

List and describe any options, tracks, concentrations, etc. included in the program.

**D. Program Delivery Modes**

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.

**E. Program Locations**

Include all locations where the program or a portion of the program is regularly offered (this would also include dual degrees, international partnerships, etc.).

**F. Public Disclosure**

Provide information concerning all the places where the Program Education Objectives (PEOs), Student Outcomes (SOs), annual student enrollment and graduation data is posted or made accessible to the public. If this information is posted to the Web, please provide the URLs.

**G. Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them**

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

## GENERAL CRITERIA

### CRITERION 1. STUDENTS

For the sections below, attach any written policies that apply.

#### A. Student Admissions

Summarize the requirements and process for accepting new students into the program.

#### B. Evaluating Student Performance

Do **not** submit for Readiness Review.

#### C. Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

#### D. Advising and Career Guidance

Summarize the process for advising and providing career guidance to students. Include information on how often students are advised, who provides the advising (program faculty, departmental, college or university advisor).

#### E. Work in Lieu of Courses

Summarize the requirements and process for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc.

#### F. Graduation Requirements

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. State the name of the degree awarded (Master of Science in Safety Sciences, Bachelor of Technology, Bachelor of Science in Computer Science, Bachelor of Science in Electrical Engineering, etc.)

## G. Transcripts of Recent Graduates

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

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

Questions? Contact [ReadinessReview@abet.org](mailto:ReadinessReview@abet.org).

## **CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES**

### **A. Mission Statement**

Do **not** submit for Readiness Review.

### **B. Program Educational Objectives**

List the program educational objectives and state where these can be found by the general public.

### **C. Consistency of the Program Educational Objectives with the Mission of the Institution**

Do **not** submit for Readiness Review.

### **D. Program Constituencies**

List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

### **E. Process for Review of the Program Educational Objectives**

Describe the process that periodically reviews the program educational objectives including how the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's educational objectives remain consistent with the institutional mission, the program constituents' needs and these Criteria.



## **CRITERION 3. STUDENT OUTCOMES**

### **A. Student Outcomes**

List the student outcomes for the program and indicate where the student outcomes are documented. If the student outcomes are stated differently than those listed in Criterion 3, provide a mapping of the program's student outcomes to the student outcomes (1) through (7) listed in Criterion 3 as found in the Engineering Accreditation Criteria that will be in effect beginning in 2019-20.

### **B. Relationship of Student Outcomes to Program Educational Objectives**

Do **not** submit for Readiness Review.

## CRITERION 4. CONTINUOUS IMPROVEMENT

This section of your Readiness Review Report should document your processes for regularly assessing and evaluating the extent to which the student outcomes are being attained. This section should also document the extent to which the student outcomes are being attained. It should also describe how the results of these processes are utilized to affect continuous improvement of the program.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired through the assessment processes in order to determine how well the student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your Readiness Review Report.

### A. Student Outcomes

It is recommended that this section include (a table may be used to present this information):

1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.
2. The frequency with which these assessment processes are carried out
3. The expected level of attainment for each of the student outcomes
4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained
5. How the results are documented and maintained

### B. Continuous Improvement

Describe how the results of evaluation processes for the student outcomes and any other available information have been systematically used as input in the continuous improvement of the program.

~~Describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program-improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.~~ **Do not submit this part for the Readiness Review.**

### **C. Additional Information**

Do **not** submit for Readiness Review.

## CRITERION 5. CURRICULUM

### A. Program Curriculum

1. Complete Table 5-1 that describes the plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with maximum section enrollments for all courses in the program for the last two terms the course was taught. If there is more than one curricular path or option for a program, a separate Table 5-1 should be provided for each path or option. State whether the institution operates on quarters or semesters.
2. ~~Describe how the curriculum aligns with the program educational objectives.~~ **Do not submit this for the Readiness Review.**
3. ~~Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.~~ **Do not submit this for the Readiness Review.**
4. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program's required courses.
5. Describe how the program meets the requirements in terms of hours and depth of study for each subject area (Math and Basic Sciences, Engineering Topics, and General Education) specifically addressed by either the general criteria or the program criteria.
6. Describe the major design experience that prepares students for engineering practice. Describe how this experience is based upon the knowledge and skills acquired in earlier coursework and incorporates appropriate engineering standards and multiple design constraints.
7. If the program allows cooperative education to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.
8. ~~Describe the materials (course syllabi, textbooks, sample student work, etc.), that will be available for review during the visit to demonstrate achievement related to this criterion. (See the 2018-2019 APPM Section I.E.5.b.(2) regarding display materials.)~~  
**Do not submit this for the Readiness Review.**

### B. Course Syllabi

In Appendix A of the Readiness Review Report, include a syllabus for each course used to satisfy the mathematics, science, and discipline-specific requirements required by Criterion 5 or by any applicable program criteria.

**INCLUDE ONLY COURSE SYLLABI FOR THE DISCIPLINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

## Table 5-1 Curriculum

### Name of Program

Course (Department, Number, Title) List all courses in the program by term starting with the first term of the first year and ending with the last term of the final year.	Indicate Whether Course is Required, Elective or a Selected Elective by an R, an E or an SE. <sup>1</sup>	Subject Area (Credit Hours)				Last Two Terms the Course was Offered: Year and, Semester, or Quarter	Maximum Section Enrollment for the Last Two Terms the Course was Offered <sup>2</sup>
		Math & Basic Sciences	Engineering Topics Check if Contains Significant Design (✓)	General Education	Other		
<i>Add rows as needed to show all courses in the curriculum.</i>							
TOTALS-ABET BASIC-LEVEL REQUIREMENTS							
OVERALL TOTAL CREDIT HOURS FOR COMPLETION OF THE PROGRAM							
PERCENT OF TOTAL							
Total must satisfy either credit hours or percentage	Minimum Semester Credit Hours	32 Hours	48 Hours				
	Minimum Percentage of Total Credits Required for Graduation	25%	37.5 %				

1. **Required** courses are required of all students in the program, **elective** courses (often referred to as open or free electives) are optional for students, and **selected elective** courses are those for which students must take one or more courses from a specified group.
2. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the maximum enrollment in each element. For selected elective courses, indicate the maximum enrollment for each option.

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the campus visit.

## **CRITERION 6. FACULTY**

### **A. Faculty Qualifications**

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and also meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THE FACULTY MEMBERS WHO TEACH ENGINEERING COURSES LISTED IN TABLE 5-1**

### **B. Faculty Workload**

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

### **C. Faculty Size**

Discuss the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

### **D. Professional Development**

Provide detailed descriptions of professional development activities for each faculty member.

### **E. Authority and Responsibility of Faculty**

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives and student outcomes, and their role in the attainment of the student outcomes. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

**Table 6-1. Faculty Qualifications**

**Name of Program**

Faculty Name	Highest Degree Earned- Field and Year	Rank <sup>1</sup>	Type of Academic Appointment <sup>2</sup> T, TT, NTT	FT or PT <sup>3</sup>	Years of Experience			Professional Registration/ Certification	Level of Activity <sup>4</sup> H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Organizations	Professional	Consulting/summer work in industry

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary.  
Updated information is to be provided at the time of the visit.

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other
2. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track
3. FT = Full Time Faculty or PT = Part Time Faculty, at the institution.
4. The level of activity, high, medium or low, should reflect an average over the three years prior to the visit.

**Table 6-2. Faculty Workload Summary**

**Name of Program**

Faculty Member (name)	PT or FT <sup>1</sup>	Classes Taught (Course No./Credit Hrs.) Term and Year <sup>2</sup>	Program Activity Distribution <sup>3</sup>			% of Time Devoted to the Program <sup>5</sup>
			Teaching	Research or Scholarship	Other <sup>4</sup>	

1. FT = Full Time Faculty or PT = Part Time Faculty, at the institution
2. For the academic year for which the Report is being prepared.
3. Program activity distribution should be in percent of effort in the program and should total 100%.
4. Indicate sabbatical leave, etc., under "Other."
5. Out of the total time employed at the institution.



## CRITERION 7. FACILITIES<sup>1</sup>

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

## CRITERION 8. INSTITUTIONAL SUPPORT

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

## **PROGRAM CRITERIA**

Describe how the program satisfies any applicable program criteria. If already covered elsewhere in the report, provide appropriate references.

## **APPENDICES**

### **APPENDIX A – COURSE SYLLABI**

#### **INCLUDE ONLY COURSE SYLLABI FOR THE DISCIPLINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

Please use the following format for the course syllabi (2 pages maximum in Times New Roman 12 point font)

1. Course number and name
2. Credits and contact hours
3. Instructor's or course coordinator's name
4. Text book, title, author, and year
  - a. other supplemental materials
5. Specific course information
  - a. brief description of the content of the course (catalog description)
  - b. prerequisites or co-requisites
  - c. indicate whether a required, elective, or selected elective (as per Table 5-1) course in the program
6. Specific goals for the course
  - a. specific outcomes of instruction, ex. The student will be able to explain the significance of current research about a particular topic.
  - b. explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course.
7. Brief list of topics to be covered

## APPENDIX B – FACULTY VITAE

### **FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THE FACULTY MEMBERS WHO TEACH ENGINEERING COURSES LISTED IN TABLE 5-1**

Please use the following format for the faculty vitae (2 pages maximum in Times New Roman 12 point type)

1. Name
2. Education – degree, discipline, institution, year
3. Academic experience – institution, rank, title (chair, coordinator, etc. if appropriate), when (ex. 2002-2007), full time or part time
4. Non-academic experience – company or entity, title, brief description of position, when (ex. 2008-2012), full time or part time
5. Certifications or professional registrations
6. Current membership in professional organizations
7. Honors and awards
8. Service activities (within and outside of the institution)
9. Briefly list the most important publications and presentations from the past five years – title, co-authors if any, where published and/or presented, date of publication or presentation
10. Briefly list the most recent professional development activities

## APPENDIX C – EQUIPMENT

Do **not** submit for Readiness Review.

## APPENDIX D – INSTITUTIONAL SUMMARY

Programs are requested to provide the following information.

### 1. The Institution

- a. Name and address of the institution
- b. Name and title of the chief executive officer of the institution
- c. Name and title of the person submitting the Report.
- d. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

### 2. 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.

### 3. Educational Unit

Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included.

### 4. Academic Support Units

List the names and titles of the individuals responsible for each of the units that teach courses required by the program being evaluated for readiness, e.g., mathematics, physics, etc.

### 5. Non-academic Support Units

List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated for readiness, e.g., library, computing facilities, placement, tutoring, etc.

### 6. Credit Unit

It is assumed that one semester or quarter credit normally represents one class hour or three laboratory hours per week. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

## 7. Tables

Complete the following tables for the program undergoing the Readiness Review.

**Table D-1. Program Enrollment and Degree Data**

**Name of the Program**

								UndergradTotal	GradTotal				
			Enrollment Year							Degrees Awarded			
	Academic Year		1st	2nd	3rd	4th	5th			Associates	Bachelors	Masters	Doctorates
Current Year		FT											
		PT											

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

FT--full time  
PT--part time



**Table D-2. Personnel**

**Name of the Program**

Year<sup>1</sup>: \_\_\_\_\_

	HEAD COUNT		FTE <sup>2</sup>
	FT	PT	
Administrative <sup>2</sup>			
Faculty (tenure-track) <sup>3</sup>			
Other Faculty (excluding student Assistants)			
Student Teaching Assistants <sup>4</sup>			
Technicians/Specialists			
Office/Clerical Employees			
Others <sup>5</sup>			

Report data for the program being evaluated for readiness.

1. Data submitted for the Readiness Review should be for the academic term at the time of the submission.
2. Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
3. For faculty members, 1 FTE equals what your institution defines as a full-time load
4. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). 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.
5. Specify any other category considered appropriate, or leave blank.

## **Signature Attesting to Compliance**

Do **not** submit for Readiness Review.