



FLORIDA BOARD OF PROFESSIONAL ENGINEERS (FBPE) SELF-STUDY REPORT

FLORIDA BOARD OF PROFESSIONAL ENGINEERS
2400 Mahan Drive
Tallahassee, Florida 32308
Phone 850-521-0500

General Instructions

Introduction

This Self-Study Report is used by the Florida Board of Professional Engineers (hereinafter the “Board.”). This Report includes instructions, suggestions, and a template.

Preparation

It is important that you type the program name on the cover of the Self-Study Report and that this name be given exactly as it is listed in the college catalog, in the institution’s Request for Evaluation, and on transcripts of graduates. Failure to maintain this consistency may result in your graduates being identified as graduating from an unaccredited program.

In some instances, your program may use different terminology than that used in the Questionnaire. You may use your program’s terminology; however, it is quite important that the terminology used be clearly defined in terms of the terminology used in the Questionnaire.

When used in this report, the term *educational unit* refers to the administrative unit having academic responsibility for the programs being evaluated. For example, if a single program is being evaluated, the educational unit may be the department. If a collection of programs offered by different departments is being evaluated, the educational unit may be the college or colleges.

In some instances, the tables included in the Questionnaire may not be specifically applicable to your institution and/or program. In such instances, the tables may be modified to more clearly present the data for your program. When this is done, it is suggested that a brief explanatory footnote be included about why the table has been modified. Tables may be adjusted to the needed size by adding or deleting rows.

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 any promotional brochures or literature describing the program offerings of the institution to the public.
3. Official academic transcripts of recent graduates. The official academic transcript contains a listing of all the courses taken by a graduate, year/semester courses were taken, the grades earned, and degree(s) earned. The Team Chair will request a specific sampling size of transcripts for each program and will provide a timeframe in which they should be provided to program evaluators. Each academic transcript is to be accompanied by the program requirements for the graduate and by worksheets that the program uses to show how the graduate has fulfilled program requirements. It is not required to remove names and other personal identifying information from transcripts

and associated student records before providing them to the Evaluation Team. However, if desired, personal identifying information may be replaced with a simple alphanumeric code by which the documents may be referred to during the evaluation.

4. Evidence (e.g., reports) to show compliance with Criterion 5 related to the culminating major engineering design experience. At least 45 days prior to the review visit, the program evaluator will select a representative sample of design experiences for which evidence is to be provided. The evidence should be accompanied by rubrics or other tools used for evaluating the projects, and should be available to the program evaluator on the electronic storage platform of the program's choice at least 30 days prior to the review visit.

Submission and Distribution

Submit one copy of the Self-Study Report for each program and one set of the supplemental material to the Board on or before July 1 of the year of the visit. This material should be sent to:

FLORIDA BOARD OF PROFESSIONAL ENGINEERS
2400 Mahan Drive
Tallahassee, Florida 32308
Phone 850-521-0500

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 upon arrival at the campus.

Evidence to show compliance with Criterion 5 regarding the culminating design experience should be provided electronically on a storage platform of the program's choosing.

- Please send an e-mail to board@FBPE.org if there are any questions.

Confidentiality

The information supplied in the submitted Self-Study Report is for the confidential use of the Board 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.

Template

The template for the Self-Study Report begins on the next page.

Self-Study Report

for the

Program Name

at

Institution Name

Location, i.e., city, state or country, of the Institution

If this program is offered and is being evaluated at more than one campus location, also include the campus designation and the location for each campus

A small Institution logo may be inserted at this location if desired

July 1, Year of the visit

CONFIDENTIAL

The information supplied in this Self-Study Report is for the confidential use of the Florida Board of Professional Engineers 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.

Table of Contents

BACKGROUND INFORMATION	7
CRITERION 1. STUDENTS	8
CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES.....	10
CRITERION 3. STUDENT OUTCOMES	12
CRITERION 4. CONTINUOUS IMPROVEMENT	13
CRITERION 5. CURRICULUM	15
CRITERION 6. FACULTY	Error! Bookmark not defined.
CRITERION 7. FACILITIES.....	21
CRITERION 8. INSTITUTIONAL SUPPORT	22
CRITERION 9. PROGRAM CRITERIA.....	22
APPENDIX A – COURSE SYLLABI.....	23
APPENDIX B – FACULTY RESUMES.....	24
APPENDIX C – EQUIPMENT	25
APPENDIX D – INSTITUTIONAL SUMMARY.....	26

Self-Study Report

Program Name

Degree Awarded

Institution Name

BACKGROUND INFORMATION

- **Contact Information**

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

- **Program History**

Include the year implemented and the date of the last general review. Summarize major program changes with an emphasis on changes occurring since the last general review.

- **Options**

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

- **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.

- **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.).

- **Public Disclosure**

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

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

Summarize the Deficiencies, Weaknesses, or Concerns remaining from the most recent FBPE Final Statement. Describe the actions taken to address them, including effective dates of actions. If this is an initial accreditation, it should be so indicated.

CRITERION 1. STUDENTS

- **Student Admissions**

Summarize the requirements and process for admission of students to the program. Complete and include the appropriate version of Table 1-1 for a baccalaureate or master's program

- **Evaluating Student Performance**

Summarize the process by which student performance is evaluated and student progress is monitored. Include information on how the program ensures and documents that students are meeting prerequisites and how it handles and documents situations when a prerequisite has not been met.

- **Advising and Career Guidance**

Summarize the process by which students are advised regarding curricular and career matters. Include information on how often students are advised and who provides the advising (for example, program faculty member or program, departmental, college or university advisor).

- **Transfer Students and Transfer Courses**

Summarize the requirements and process for accepting transfer students and transfer credit. Complete and include Table 1-2

- **Work in Lieu of Courses**

Summarize the requirements, process, and documentation 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.

- **Graduation Requirements**

Summarize the process for ensuring that each graduate completes all the graduation requirements for the program.

- **Enrollment and Graduation Trends**

Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. If applicable, describe the process and documentation for how course deviations are handled to ensure that graduation requirements are met. 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.) >>

- **Transcripts of Recent Graduates**

The program will provide transcripts from some of the most recent graduates. The team chair will specify which transcripts to provide. New programs requesting retroactive accreditation must provide transcripts from graduates from all academic years covered by the retroactive accreditation request. Transcripts should be accompanied by copies of degree audits and/or other explanations for interpreting the transcripts. State how the program and any program options are designated on the transcript.

Table 1-1. History of Admissions Standards for Freshmen Admissions for Past Five Years

{{Use this table for baccalaureate programs}}

Academic Year	Composite ACT		Composite SAT		Percentile Rank in High School		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. Program Graduates
(For Past Five Years or last 25 graduates, whichever is smaller)

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

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

CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

- **Mission Statement**

Provide a copy or summary of any applicable institutional, college, departmental, and program Mission Statements and document where they are published.

- **Program Educational Objectives**

List the Program Educational Objectives and state where these are published.

- **Consistency of the Program Educational Objectives with the Mission of the Institution**

Describe how the Program Educational Objectives are consistent with the Mission of the Institution.

- **Program Constituencies**

List and describe the Program Constituencies. Describe how the program educational objectives meet the needs of these constituencies.

Constituencies are defined by the program and should include those groups that have an interest in the program and are able to provide meaningful input regarding the program educational objectives. For illustrative purposes only, common constituencies include the program's faculty, alumni, and employers of the program's graduates.

- **Process for Establishing Program Educational Objectives**

Describe the process that periodically documents and demonstrates that the Program Educational Objectives are based on the needs of the program's various constituencies. 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.

- **Achievement of Program Educational Objectives**

Describe the assessment and evaluation process that periodically documents and demonstrates the degree to which the Program Educational Objectives are attained.

CRITERION 3. STUDENT OUTCOMES

Process for Establishing and Revising ~~Program Student~~ Outcomes

Describe the process used for establishing and revising Student Outcomes

- **Program Outcomes**

List the Program Outcomes and describe how they encompass Criterion 3 and any applicable Program Criteria. Indicate where the Program Outcomes are documented

- **Relationship of Program Outcomes to Program Educational Objectives**

Describe how the Program Outcomes lead to the achievement of the Program Educational Objectives

- **Relationship of Courses in the Curriculum to the Program Outcomes**

Describe the relationship of courses in the curriculum to the Program Outcomes

- **Documentation**

Describe by example how the evaluation team will be able to relate the display materials, i.e., course syllabi, sample student work, etc., to each Program Outcome

- **Achievement of Program Outcomes**

Explain the assessment and evaluation processes that periodically document and demonstrate the degree to which the Program Outcomes are attained. Describe the level of achievement of each Program Outcome. Discuss what evidence will be provided to the evaluation team that supports the levels of achievement of each Program Outcome

CRITERION 4. CONTINUOUS IMPROVEMENT

This section of your Self-Study 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 and describe how the results of these processes are utilized to affect continuous improvement of the program. Each program must independently assess all student outcomes; when programs share courses, assessment data must be disaggregated by program in order to ensure the individual program's outcomes are being independently assessed.

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 Self-Study Report.

- **Student Outcomes**

It is recommended that this section include the following (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. Among other things, the description should explicitly address how all the considerations, factors, and contexts listed in Student Outcomes are incorporated into the assessment processes. 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

- **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.

CRITERION 5. CURRICULUM

• 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.
3. Describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.
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) specifically addressed by either the general criteria or the program criteria.
6. Describe the broad education component and how it complements the technical content of the curriculum and how it is consistent with the program educational objectives.
7. Describe the culminating major design experience that prepares students for engineering practice, and how the experience conforms to the EAC definition of "engineering design." Describe how this experience:
 - § is based upon the knowledge and skills acquired in earlier coursework,
 - § incorporates appropriate engineering standards, and
 - § incorporates multiple design constraints.Provide the titles of all culminating major design projects from the most recent graduating class. If multiple teams work on projects with the same title, provide a way to distinguish the projects. New programs requesting two-year retroactive accreditation should provide titles of all projects for the graduating classes from the two most recent years.
8. 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.
9. Describe the materials that will be available for review during and/or prior to the visit to demonstrate achievement related to this criterion.

• Course Syllabi

Attach course syllabi in Appendix A for each course used to satisfy the mathematics, science, and discipline-specific requirements required by Criterion 5 or any applicable Program Criteria. The syllabi formats should be consistent for each course, must not exceed two pages per course, and, at a minimum, contain the following information:

- Department, number, and title of course
- Designation as a Required or Elective course
- Course (catalog) description
- Prerequisites
- Textbook(s) and/or other required material
- Course learning outcomes / expected performance criteria
- Topics covered
- Class/laboratory schedule, i.e., number of sessions each week and duration of each session
- Contribution of course to meeting the requirements of Criterion 5
- Relationship of course to Program Outcomes
- Person(s) who prepared this description and date of preparation

Table 5-1 Curriculum

Name of Program						
		Subject Area (Credit Hours)				
Course (Department, Number, Title) List all courses in the program by term starting with 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. ¹	Math & Basic Sciences	Engineering Topics; Check if Contains Significant Design (v)	Other	Last Two Terms the Course was Offered: Year and Semester (or Quarter)	Maximum Section Enrollment for the Last Two Terms the Course was Offered ²

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.

Course (Department, Number, Title) List all courses in the program by term starting with 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. ¹	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 ²
		Math & Basic Sciences	Engineering Topics; Check if Contains Significant Design (V)	Other		
TOTALS (in terms of semester credit hours)	--				-	-
-	-	-	-	-	-	-
Minimum Semester Credit Hours	-	30 hours	45 hours		-	-
Total must satisfy minimum credit hours	-				-	-

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

- **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.

- **Authority and Responsibility of Faculty**

Describe the role played by faculty members 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.

- **Faculty Workload**

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

- **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.

- **Professional Development**

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

Table 6-1. Faculty Qualifications

Name of Program

Instructions: Complete the 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.

Table 6-1. Faculty Qualifications

Name of Program

Instructions: Complete the 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.

Faculty Name	Highest Degree Earned: Field and Year	Rank ¹	Type of Academic Appointment ² T, TT, or OA	FT or PT ³	Years of Experience			Professional Registration / Certification
					Govt./Ind. Practice	Teaching	This Institution	

¹ Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other

² Code: TT = Tenure Track T = Tenured OA = Other Appointment (Institutions may introduce other abbreviations provided that they are clearly defined in the narrative.)

³ Code: FT = Full-Time Faculty PT = Part-Time Faculty

Table 6-2. Faculty Workload Summary

Name of Program

Faculty Member (Name)	PT or FT ⁶	Classes Taught (Course No./Title/Credit Hrs.) Term and Year ⁷

⁶ FT = Full Time Faculty or PT = Part Time Faculty, at the institution.
⁷ For the academic year for which the Self-Study Report is being prepared.

CRITERION 7. FACILITIES

- **Offices, Classrooms, and Laboratories**

Summarize each of the program's facilities in terms of their ability to support the attainment of the student outcomes and to provide an atmosphere conducive to learning.

1. Offices (such as administrative, faculty, clerical, and teaching assistants) and any associated equipment that is typically available there.
2. Classrooms and associated equipment that are typically available where the program courses are taught.
3. Laboratory facilities including those containing computers (describe available hardware and software) and the associated tools and equipment that support instruction. Include those facilities used by students in the program even if they are not dedicated to the program and state the times they are available to students. Complete Appendix C containing a listing of the major pieces of equipment used by the program in support of instruction.

- **Computing Resources**

Describe any computing resources (workstations, servers, storage, networks including software), in addition to those described in the laboratories above, which are used by the students in the program. State the hours the various computing facilities are open to students. Assess the adequacy of these facilities to support the scholarly and professional activities of the students and faculty in the program.

- **Guidance**

Describe how students in the program are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories.

- **Maintenance and Upgrading of Facilities**

Describe the policies and procedures for maintaining and upgrading the tools, equipment, computing resources, and laboratories used by students and faculty in the program.

- **Library Services**

Describe and evaluate the capability of the library (or libraries) to serve the program including the adequacy of the library's technical collection relative to the needs of the program and the faculty, the adequacy of the process by which faculty may request the library to order books or subscriptions, the library's systems for locating and obtaining

electronic information, and any other library services relevant to the needs of the program.

CRITERION 8. INSTITUTIONAL SUPPORT

A. Leadership

Describe the leadership of the program and discuss its adequacy to ensure the quality and continuity of the program and how the leadership is involved in decisions that affect the program.

B. Program Budget and Financial Support

1. Describe the process used to establish the program's budget and provide evidence of continuity of institutional support for the program. Include the sources of financial support including both permanent (recurring) and temporary (one-time) funds.
2. Describe how teaching is supported by the institution in terms of graders, teaching assistants, teaching workshops, etc.
3. To the extent not described above, describe how resources are provided to acquire, maintain, and upgrade the infrastructures, facilities, and equipment used in the program.
4. Assess the adequacy of the resources described in this section with respect to the students in the program being able to attain the student outcomes.

C. Staffing

Describe the adequacy of the staff (administrative, instructional, and technical) and institutional services provided to the program. Discuss methods used to retain and train staff.

D. Faculty Hiring and Retention

1. Describe the process for hiring of new faculty.
2. Describe strategies used to retain current qualified faculty.

E. Support of Faculty Professional Development

Describe the adequacy of support for faculty professional development, how such activities such as sabbaticals, travel, workshops, seminars, etc., are planned and supported.

CRITERION 9. PROGRAM CRITERIA

Describe how the program satisfies any applicable Program Criteria. If already covered elsewhere in the Self-Study Report, provide appropriate references

APPENDIX A – COURSE SYLLABI

The following is a suggested format for course syllabi. A different format may be used if all identified content areas are included in a format that is consistent for all syllabi within the Self-Study Report. Maximum length is two pages per syllabus.

Syllabi must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Course number and name

Credits, contact hours

Name(s) of instructor(s) or course coordinator(s)

Instructional Materials

Specific course information

brief description of the content of the course (catalog description)

prerequisites or corequisites

Educational objectives for the course (e.g. The student will be able to explain the significance of current research about a particular topic.)

Brief list of topics to be covered

APPENDIX B – FACULTY RESUMES

(Limit 2 pages each)

The following is a suggested format for the faculty vitae. A different format may be used if all identified content areas are included in a format that is consistent for all vitae within the Self-Study Report. Maximum length is three pages per vita.

Vitae must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Name

Education – degree, discipline, institution, year

Academic and Professional Experience – institution or entity, rank (if relevant), title, when (e.g., 2002-2007), full-time or part-time

Professional credentials, certifications, or licensing

Professional development activities

Contributions to the discipline (e.g., service, publications or presentations)

APPENDIX C EQUIPMENT

Please list the major pieces of equipment used by the program in support of instruction.

APPENDIX D – INSTITUTIONAL SUMMARY

The institution may employ any means it chooses to represent itself to THE BOARD 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.

Programs are requested to provide the following information.

- **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 Self-Study Report.
- d. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

- **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.

- **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. The educational unit is the administrative unit having academic responsibility for the program(s) being reviewed by FBPE.

- **Academic Support Units**

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

- **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, e.g., library, computing facilities, placement, tutoring, etc.

- **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.

- **Tables**

Complete the following tables for the program undergoing evaluation.

Table D-1. Program Enrollment and Degree Data

Name of the Program

	<u>Academic Year</u>	<u>Enrollment Status</u>	<u>Enrollment Year</u>					<u>Total Undergrad</u>	<u>Total Grad</u>	<u>Degrees Awarded</u>			
			<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>			<u>Associates</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Doctorates</u>
Current Year		FT											
Current Year		PT											
1		FT											
1		PT											
2		FT											
2		PT											
3		FT											
3		PT											
4		FT											
4		PT											

Give official fall term enrollment figures (head count) for the current and preceding four academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the on-site visit.

FT--full time

PT--part time

Table D-2. Personnel

Name of the Program

Year⁸: _____

	HEAD COUNT		
Employment Category	FT	PT	FTE ⁹
Administrative ⁹			
Faculty (tenure-track) ¹⁰			
Other Faculty (excluding student assistants)			
Student Teaching Assistants ¹¹			
Technicians/Specialists			
Office/Clerical Employees			
Others ¹²			

Report data for the program being evaluated.

⁸ Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the Board team is visiting are to be prepared and presented to the team when they arrive.

⁹ 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.

¹⁰ For faculty members, 1 FTE equals what your institution defines as a full-time load.

¹¹ 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.

¹² Specify any other category considered appropriate, or leave blank.

SUBMISSION ATTESTING TO COMPLIANCE

Only the Dean or the Dean's Delegate may electronically submit the Self-Study Report.