**Institute of Engineering Education Taiwan**

## Accreditation Council

**Technology Accreditation Commission Template for Self-study Report**

**(TAC Program)**

Academic Year 2018

(Front cover format)

○○○○ University

○○○○ Department (Program)

Technology Accreditation (TAC)

Self-study Report

### Academic Year 2018

Institution LOGO

Signature of Department/Program Chair:

#### Date:

Academic Year ○○○○ ○○○○

○○○○ Department (Program) Self-study Report

(Back cover format)

University

(TAC)

1. Format

###### Self-study Report Formatting and Content Guide

* 1. All pages are to be A4 sized, page title in font size 14, content in font size 12. Chinese font in 標楷體, and English font in Times New Roman. Margins on all sides are to be 2 cm. Single spaced.
  2. Relevant criterion:
     + Bachelor’s program: criterion 1 to 9
     + Master’s/PhD program: criterion G
     + Continuing education bachelor’s program: criterion 1 to 9
     + Continuing education master’s/PhD program: criterion G
  3. Total number of pages:
     + Single program (bachelor’s or master’s/doctorate program only), 100 pages max.
     + Bachelor’s + master’s/PhD, 200 pages max.
     + Continuing education, additional 30 pages per program
     + Two or more master’s/PhD, 60 pages per program
  4. Supporting documents such as meeting minutes, course syllabi, questionnaires, etc. should be stored into CD (categorized by criterion) as report attachments. Original documents should still be presentable upon request.
  5. Report printing and binding:
     + 70 g/m2 paper, double-sided, back cover printed and bound into one book.
     + Reports of all the programs in the department are to be bounded into one book.
  6. Self-study report should be officially mailed by the university/college before July 31st (postmarked). Report received by IEET before July 31st shall be made the official Self-study Report to be used for the duration of the review. Please make sure of the accuracy of the information as IEET will not accept any revised report after July 31st.

1. Content
   1. Content of the report should follow the order of the accreditation criteria.
   2. Content of the individual program should be written separately within the report. Exception can be made when a bachelor’s program and its continuing education program are under review at the same time; though differences between the two programs are to be separately stated.
   3. Information table templates presented in this manual are representatives of the minimal content required. Department/program under review is allowed to use/disuse/adjust them as necessary.
   4. Self-study report needs to explain how the program is satisfying the criteria requirements and support the claim with related records. All statistic data require explanations and analyses.
   5. Supporting evidences of the self-study report should be of the past 6 years. If it is the first general review of the program, then the supporting evidences should be from at least the past 1 year.

###### (Formatting)

Accreditation Criteria (標楷體 font size 14)

Margins: 2 cm on all sides.

Format: font size 12, Chinese font 標楷體, English font Times New Roman

Lines spacing: single spaced

### Self-study Report Checklist

|  |  |
| --- | --- |
| # | Please mark all items that apply |
| 1. | **I confirm the content of this report has been thoroughly read and is accurate and factual.** |
| 2. | **This report was written following accreditation criteria TAC 2018.** |
| 3 | **This report contains the following:**  Self-study report checklist  1. Basic department/program information  2. Report content: containing \_\_ years of supporting analyses in compliance to the criteria. |
| 4 | **Total number of pages meets IEET requirements. (Select all that apply)**   |  |  |  |  | | --- | --- | --- | --- | |  | Bachelor’s program | Criterion 1-9 | 100 pages max | |  | Master’s/PhD program | Criterion G | 100 pages max | |  | Additional bachelor’s program | Criterion 1-9 | 60 pages max | |  | Additional master’s/PhD program | Criterion G | 60 pages max | |  | Additional continuing education bachelor’s program | Criterion 1-9 | 30 pages max | |  | Additional continuing education master’s/doctorate program | Criterion G | 30 pages max |   **Total: \_\_\_ program(s)/report; \_\_\_ pages.** |
| 5. | **Formatting of the report meets IEET requirements on formatting.**  – A4 paper size  – Page title font size 14. Content font size 12；Chinese: 標楷體, English: Times New Roman  – Margin on all sides is to be 2 cm  – Single spaced |
| 6. | **Supporting documents such as meeting records, course syllabus, questionnaires, etc. are stored in CD as report attachment. Original documents are presentable when requested.** |
| 7. | **The printing and binding of the report meet IEET requirements on formatting.**  – 70 g/m2 paper, double-sided, back cover printed and bounded into one book  –Reports of all the programs in the department are bounded into one book |

Department/Program Chair

Signature： Date ：

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**1. Basic Department Information**

Please fill the blank fields with accurate information. Add more space if needed. If no information is to be given, please write N/A.

|  |  |  |
| --- | --- | --- |
| **Institution** | Institution established in \_\_\_, as\_\_\_\_\_, currently named \_\_\_\_\_. | |
| Vision |  |
| **College/ school** | Department/Program under \_\_\_\_\_. | |
| Educational Objective |  |
| **Department/Program** | Undergraduate program established in the year \_\_\_\_\_ as \_\_\_\_\_, currently named \_\_\_\_\_. Degree awarded \_\_\_\_\_.  There have been graduates since \_\_\_\_\_. Years of study limited to \_\_\_\_ year. Minimal credits required \_\_\_\_. | |
| Master’s program established in the year \_\_\_\_\_as \_\_\_\_\_, currently named \_\_\_\_\_. Degree awarded \_\_\_\_\_.  There have been graduates since \_\_\_\_\_. Years of study limited to \_\_\_\_ year. Minimal credits required \_\_\_\_. | |
| PhD program established in the year \_\_\_\_\_ as \_\_\_\_\_, currently named \_\_\_\_\_. Degree awarded \_\_\_\_\_.  There have been graduates since \_\_\_\_\_. Years of study limited to \_\_\_\_ year. Minimal credits required \_\_\_\_. | |
| Continuing education program established in the year \_\_\_\_\_ as \_\_\_\_\_, currently named \_\_\_\_\_. Degree awarded \_\_\_\_\_.  There have been graduates since \_\_\_\_\_. Years of study limited to \_\_\_\_ year. Minimal credits required \_\_\_\_. | |

|  |  |  |
| --- | --- | --- |
| **Faculty/staff** | Program full time faculty:  \_\_\_\_\_ professors, \_\_\_\_\_ associate professors, \_\_\_\_\_ assistant professors, \_\_\_\_\_ lecturers, and \_\_\_\_\_ other members. | |
| Program part-time faculty:  \_\_\_\_\_ professors, \_\_\_\_\_ associate professors, \_\_\_\_\_ assistant professors, \_\_\_\_\_ lecturers, and \_\_\_\_\_ other members. | |
| Staff members:  \_\_\_\_\_ department head, \_\_\_\_\_ teaching assistants, \_\_\_\_\_ assistants, \_\_\_\_\_ technicians/engineers, \_\_\_\_\_ others. | |
| Students:  \_\_\_\_\_ undergraduates, \_\_\_\_\_ master’s \_\_\_\_\_ doctorates, \_\_\_\_\_ continuing, \_\_\_\_\_ others. | |
| Graduated Students: (information from 2017 only)  \_\_\_\_\_ undergraduates, \_\_\_\_\_ master’s \_\_\_\_\_ doctorates, \_\_\_\_\_ continuing, \_\_\_\_\_ others. | |
| **Department/Program contact info** | Department/Program  Head: Title: E-mail:  Phone: Fax: Address: Website: . |  |
|  |
|  |

##### Report Contents

**[Name of the program]**

##### Criterion 1: Program Educational Objectives

Please explain how the program satisfied Criterion requirement 1.1 to 1.4 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 1.1 | Publish detailed PEOs that demonstrate the program’s characteristics and relevance to the contemporary trends and societal demands. | Demonstrate evidence of communication of the program educational objectives with its constituencies. | 1. Promotion materials on the program educational objectives. 2. Evidence of agenda/minutes for the formation of the program educational objectives, including bylaw of the advisory board. 3. Assessment of the educational objectives through interview or surveys of alumni, employers, etc. 4. Evidence of meeting minutes on the reflection of the evaluation of the program educational objectives and curriculum designs, etc. |
| 1.2 | Describe the relationship between the PEOs of the program and those of institution, as well as the process of establishing these objectives. | 1. Demonstrate involvement of faculty members and advisory board in the process of forming, reflecting and evaluating the program educational objectives. 2. Demonstrate the relationship of educational objectives between the institution, the college, and the program. |
| 1.3 | Describe the manner in which the design of the curriculum is consistent with the PEOs. | Demonstrate the relationship between the curriculum designs and the program educational objectives. |
| 1.4 | Institutionalize an effective assessment process to assure the achievement of the PEOs. | 1. Demonstrate the use of diverse assessment methods on the level of achievement of the program educational objectives on a regular basis. 2. Demonstrate evidence of reflection on the evaluation of the program educational objectives. |

**1.1 Publish detailed PEOs that demonstrate the program’s characteristics and relevance to the contemporary trends and societal demands.**

**1.2 Describe the relationship between the PEOs of the program and those of institution, as well as the process of establishing these objectives.**

**1.3 Describe the manner in which the design of the curriculum is consistent with the PEOs.**

**1.4 Institutionalize an effective assessment process to assure the achievement of the PEOs.**

Table 1-1 Year 2012-2018 Relationship Among Institutional Vision/Mission, Department and Program Educational Objectives

|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year** | **Institution** | **College/School** | **Program** |
| **2018** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |
| **2017** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |
| **2016** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |
| **2015** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |
| **2014** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |
| **2013** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |
| **2012** | 1.  2.  3.  … | 1.  2.  3.  … | 1.  2.  3.  … |

**Table 1-2 Year 2012-2018 Program Educational Objectives Establishment and**

**Adjustment Meetings Flowchart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Educational Objectives Establishment Flowchart** | | | |
|  | | | |
| **Major events in Program educational objectives** | | | |
| **Date** | **Topic** | **Attendee** | **Conclusion** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Note: All events held for the program and the program educational objectives should be presented here in summarization.

**Table 1-3 Year 2012-2018 Program Educational Objectives Assessment Analyses and Results**

(Please provide information on various periodic self-assessment methods, e.g. two various assessment methods are to be carried out on different subjects within a three-year period)

**Academic Year 2017**

**A: Assessment method**

1. □ Questionnaires, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Interview (by phone or face to face), subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Focus group, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Other method, please explain: \_\_\_\_\_, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

**B. Analysis**

**Academic Year 2016**

**A: Assessment method**

1. □ Questionnaires, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Interview (by phone or face to face), subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Focus group, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Other method, please explain: \_\_\_\_\_, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

**B. Analysis**

**Academic Year 2015**

**A: Assessment method**

1. □ Questionnaires, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Interview (by phone or face to face), subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Focus group, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Other method, please explain: \_\_\_\_\_, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

**B. Analysis**

**Academic Year 2014**

**A: Assessment method**

1. □ Questionnaires, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Interview (by phone or face to face), subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Focus group, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Other method, please explain: \_\_\_\_\_, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

**B. Analysis**

**Academic Year 2013**

**A: Assessment method**

1. □ Questionnaires, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Interview (by phone or face to face), subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Focus group, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Other method, please explain: \_\_\_\_\_, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

**B. Analysis**

**Academic Year 2012**

**A: Assessment method**

1. □ Questionnaires, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Interview (by phone or face to face), subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Focus group, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

1. □ Other method, please explain: \_\_\_\_\_, subject:

□ Graduates of 3 or more years □ Employers □ Others: \_\_\_\_\_

**B. Analysis**

**Criterion 2: Students**

Please explain how the program satisfied Criterion requirement 2.1 to 2.3 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 2.1 | Have appropriate regulations that are consistent with the PEOs. | 1. Demonstrate policies on student enrollment, graduation, and career search are in place. 2. Demonstrate results in tracking of student enrollment, graduation, and career advising. 3. Demonstrate regulations and results of advising for transfer students from different academic systems and policies on recognition of transferred credits. | 1. Policies on enrollment and graduating. 2. Policies and records of execution of student dropout/suspension advising and early warning system. 3. Records and results of transfer student advising. 4. Records and results of advising on graduating, advancement, and career search. 5. Records and results of student advising on club activity, domestic/international academic exchange, internship, scholarship, intercollegiate competition, etc. 6. Records and results of financial support and advising for high achieving and low-income students. 7. Records of student advising. 8. Policies on graduation. |
| 2.2 | Have measures and policies encouraging students to engage in academic exchange and related learning activities. | 1. Demonstrate results on encouraging students to partake in academic exchange, personal growth, and related learning activities 2. Record of domestic and international intercollegiate competition. |
| 2.3 | Institutionalize an effective advising and assessment system. | 1. Demonstrate regulations of student advising such as office hour, faculty advisor-student time, early warning systems, etc. 2. Demonstrate results of student advising. |

**2.1 Have appropriate regulations that are consistent with the PEOs.**

**2.2 Have measures and policies encouraging students to engage in academic exchange and related learning activities.**

**2.3 Institutionalize an effective advising and assessment system.**

Table 2-1 Year 2012-2017 Student Body Statistics and Analyses

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic**  **years** | **Enrollment status** | | | | | | | | **Total** | **# of degree awarded last year** |
| **1st year** | **2nd year** | **3rd year** | **4th year** | **5th year** | **6th year** | **7th year** | **Deferred** |
| **2017**  **2nd semester** |  |  |  |  |  |  |  |  |  |  |
| **2017**  **1st semester** |  |  |  |  |  |  |  |  |  |  |
| **2016**  **2nd semester** |  |  |  |  |  |  |  |  |  |  |
| **2016**  **1st semester** |  |  |  |  |  |  |  |  |  |  |
| **2015**  **2nd semester** |  |  |  |  |  |  |  |  |  |  |
| **2015**  **1st semester** |  |  |  |  |  |  |  |  |  |  |
| **2014**  **2nd semester** |  |  |  |  |  |  |  |  |  |  |
| **2014**  **1st semester** |  |  |  |  |  |  |  |  |  |  |
| **2013**  **2nd semester** |  |  |  |  |  |  |  |  |  |  |
| **2013**  **1st semester** |  |  |  |  |  |  |  |  |  |  |
| **2012**  **2nd semester** |  |  |  |  |  |  |  |  |  |  |
| **2012**  **1st semester** |  |  |  |  |  |  |  |  |  |  |

Note:

* 1. Any changes made to the table, please provide the information to the accreditation team during the on-site visit.
  2. Please enter information based on documentations submitted to Ministry of Education.

Table 2-2 Year 2012-2017 Transfer Students Background Statistics and Analyses

**A. Number of Transferred Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | | **Academic Year** | | | | | |
| **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Transferred into the program** | **Within the institution** |  |  |  |  |  |  |
| **Outside the institution** |  |  |  |  |  |  |
| **Transferred in total** |  |  |  |  |  |  |
| **Transferred out of the program** | **Transfer to another program** |  |  |  |  |  |  |
| **Transfer out of the institution** |  |  |  |  |  |  |
| **Transferred out total** |  |  |  |  |  |  |
| **Grand Student Flow1** | |  |  |  |  |  |  |

Note:

1. Grand Student Flow = Transferred in Total - Transferred Out Total
2. Please enter information based on documentations submitted to Ministry of Education.

**B. Transfer Students Guidance Policy and Guidance Record**

Table 2-3 Year 2012-2017 Students Leave of Absence Statistics and Analyses

**A. Students Leave of Absence Statistics**

**Academic Year 2017, 2nd Semester**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reason** | **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **6th Year** | **7th Year** | **Total** |
| **No longer like the**  **subject** |  |  |  |  |  |  |  |  |
| **Interest in another subject** |  |  |  |  |  |  |  |  |
| **Internet addiction and other non-school activities** |  |  |  |  |  |  |  |  |
| **Pressure** |  |  |  |  |  |  |  |  |
| **Personal reasons (economic, health, accident)** |  |  |  |  |  |  |  |  |
| **Career, business startup** |  |  |  |  |  |  |  |  |
| **Others** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

Note:

1. Please enter the latest number.
2. Please enter information based on documentations submitted to Ministry of Education. Please add/adjust the table as necessary.

**Academic Year 2017, 1st Semester**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reason** | **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **6th Year** | **7th Year** | **Total** |
| **No longer like the**  **subject** |  |  |  |  |  |  |  |  |
| **Interest in another subject** |  |  |  |  |  |  |  |  |
| **Internet addiction and other non-school activities** |  |  |  |  |  |  |  |  |
| **Pressure** |  |  |  |  |  |  |  |  |
| **Personal reasons (economic, health, accident)** |  |  |  |  |  |  |  |  |
| **Career, business startup** |  |  |  |  |  |  |  |  |
| **Others** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

Note:

1. Please enter the latest number.
2. Please enter information based on documentations submitted to Ministry of Education. Please add/adjust the table as necessary.

**Academic Year 2016, 2nd Semester**

**Academic Year 2016, 1st Semester**

**Academic Year 2015, 2nd Semester**

**Academic Year 2015, 1st Semester**

**Academic Year 2014, 2nd Semester**

**Academic Year 2014, 1st Semester**

**Academic Year 2013, 2nd Semester**

**Academic Year 2013, 1st Semester**

**Academic Year 2012, 2nd Semester**

**Academic Year 2012, 1st Semester**

**B. Students Leave of Absence Guidance Policy and Guidance Record**

Table 2-4 Year 2012-2017 Students Drop Out Statistics and Analyses

**Students Drop Out Statistics**

**Academic Year 2017, 2nd Semester**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reason** | **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **6th Year** | **7th Year** | **Total** |
| **No longer like the**  **subject** |  |  |  |  |  |  |  |  |
| **Interest in another subject** |  |  |  |  |  |  |  |  |
| **Internet addiction and other non-school activities** |  |  |  |  |  |  |  |  |
| **Pressure** |  |  |  |  |  |  |  |  |
| **Personal reasons (economic, health, accident)** |  |  |  |  |  |  |  |  |
| **Career, business startup** |  |  |  |  |  |  |  |  |
| **Others** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

Note:

1. Please enter the latest number.
2. Please enter information based on documentations submitted to Ministry of Education. Please add/adjust the table as necessary.

**Academic Year 2017, 1st Semester**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reason** | **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **6th Year** | **7th Year** | **Total** |
| **No longer like the**  **subject** |  |  |  |  |  |  |  |  |
| **Interest in another subject** |  |  |  |  |  |  |  |  |
| **Internet addiction and other non-school activities** |  |  |  |  |  |  |  |  |
| **Pressure** |  |  |  |  |  |  |  |  |
| **Personal reasons (economic, health, accident)** |  |  |  |  |  |  |  |  |
| **Career, business startup** |  |  |  |  |  |  |  |  |
| **Others** |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |

Note:

1. Please enter the latest number.
2. Please enter information based on documentations submitted to Ministry of Education. Please add/adjust the table as necessary.

**Academic Year 2016, 2nd Semester**

**Academic Year 2016, 1st Semester**

**Academic Year 2015, 2nd Semester**

**Academic Year 2015, 1st Semester**

**Academic Year 2014, 2nd Semester**

**Academic Year 2014, 1st Semester**

**Academic Year 2013, 2nd Semester**

**Academic Year 2013, 1st Semester**

**Academic Year 2012, 2nd Semester**

**Academic Year 2012, 1st Semester**

**B. Students Drop Out Avoidance Guidance Policy and Guidance Record**

Table 2-5 Year 2012-2017 Students Exchange and Continuous Improvement

Statistics and Analyses

**A. Policies and Procedures**

**B. Past Record**

| **Academic Year** | **Result** |
| --- | --- |
| **2017** |  |
| **2016** |  |
| **2015** |  |
| **2014** |  |
| **2013** |  |
| **2012** |  |

Note:

1. Activities include club activities, domestic/international events meetings, competitions, student exchanges, scholarships, etc.
2. Summary only. Detail information can be presented as part of the report attachment.

##### Criterion 3: Program Outcomes and Assessment

Please explain how the program satisfied Criterion requirement 3.1 to 3.8 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 3.1 | Ability to apply with familiarity of knowledge, skills, and current tools required for engineering technology practice. | 1. Demonstrate relationship between the program educational objectives and the graduate attributes. 2. Demonstrate the program’s graduate attributes encompasses TAC 2018 graduate attributes. 3. Demonstrate achievement of graduate attributes through capstone course. 4. Demonstrate achievement of graduate attributes though graduate surveys. | 1. Records of meetings on formation and revision of the graduate attributes. 2. All records and assessments on related engineering technology courses and capstone course. 3. Related questionnaires and surveys from graduates. |
| 3.2 | Ability to conduct standard operating procedures and to conduct, analyze, interpret, and apply experiments to improve engineering technology practice. |
| 3.3 | Ability to apply innovation in engineering technology practice. |
| 3.4 | Ability to manage projects, communicate effectively and function on teams. |
| 3.5 | Ability to understand, analyze, and solve engineering technology problems. |
| 3.6 | Knowledge of contemporary issues; an understanding of the impact of engineering technology practice in an environmental, societal, and global context; and the ability and habit to engage in life-long learning. |
| 3.7 | Apply ethical principles and commit to professional ethics and responsibilities and norms of technical practice, and a sense of respect for diversity. |

**3.1 Student achievements of graduate attributes upon graduation satisfy IEET Criterion 3 requirement on graduate attributes.**

**3.2 Relationship between the program educational objectives and the graduate attributes.**

**3.3 Analyses and results on student achievements of graduate attributes through capstone courses and surveys.**

Table 3-1 Year 2012-2018 Graduate Attributes and IEET Accreditation Criterion 3 Relationship Chart

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate Attribute** | IEET accreditation Criterion 3 Graduate Attributes | | | | | | | |
| **3.1** | **3.2** | **3.3** | **3.4** | **3.5** | **3.6** | **3.7** | **3.8** |
| Attribute 1 |  |  |  |  |  |  |  |  |
| Attribute 2 |  |  |  |  |  |  |  |  |
| Attribute 3 |  |  |  |  |  |  |  |  |
| … |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

Note:

1. Please enter 1 for related, 0 for not related.
2. Please add/adjust the table as necessary.

Table 3-2 Year 2012-2018 Program Educational Objectives and Graduate Attributes Relationship Chart

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Program Educational Objective** | **Graduate Attribute** |
| **2018** | Objective 1:  Cultivate forwarding thinking leaders in the field of civil engineering. | e.g.  ▓ Graduate Attribute 1:  □ Graduate Attribute 2:  ▓ Graduate Attribute 3:  **…**  ▓ Graduate Attribute 7:  ▓ Graduate Attribute 8: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| **2017** | Objective 1: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| **2016** | Objective 1: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| **2015** | Objective 1: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| **2014** | Objective 1: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| **2013** | Objective 1: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| **2012** | Objective 1: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 2: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| Objective 3: | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |
| … | □ Graduate Attribute 1:  □ Graduate Attribute 2:  □ Graduate Attribute 3: |

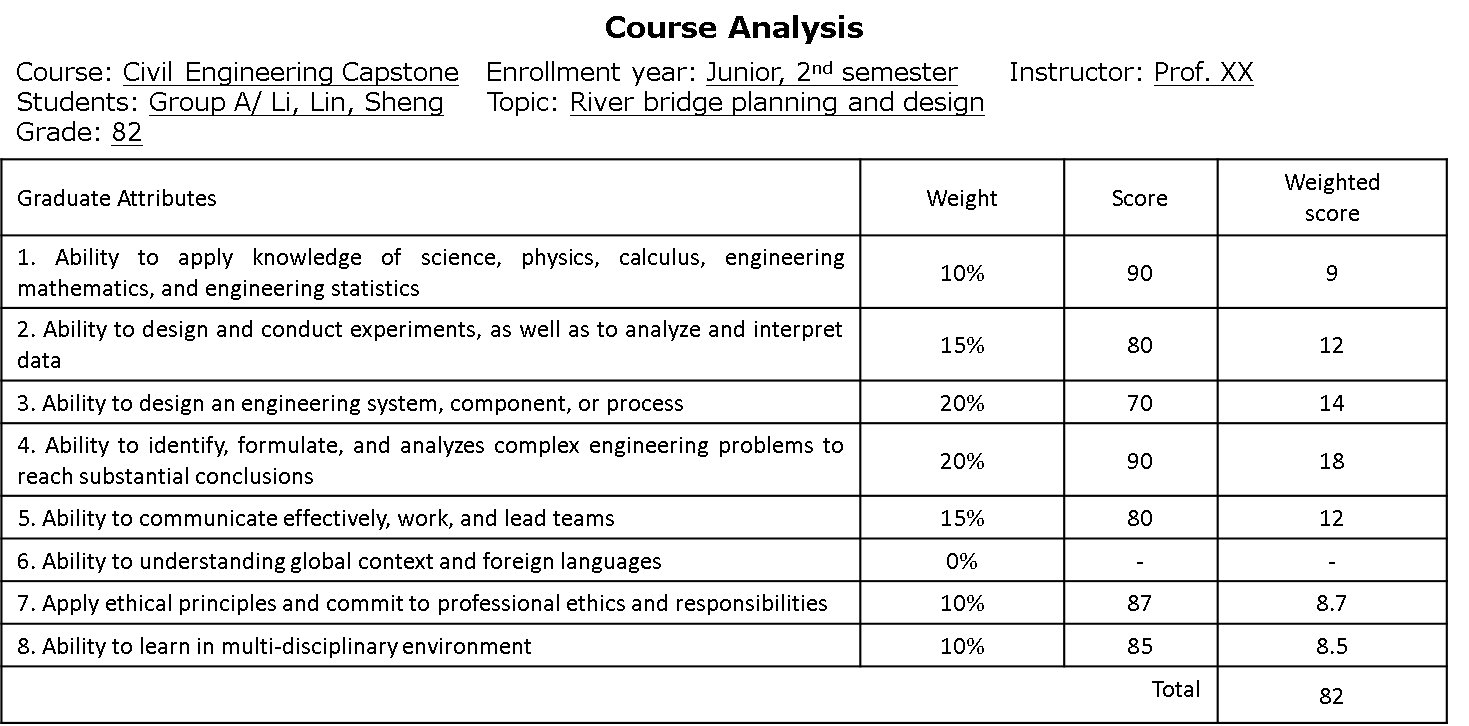
Table 3-3 Year 2017 Capstone Course and Graduate Attributes Analyses

Academic Year 2017, 1st Semester

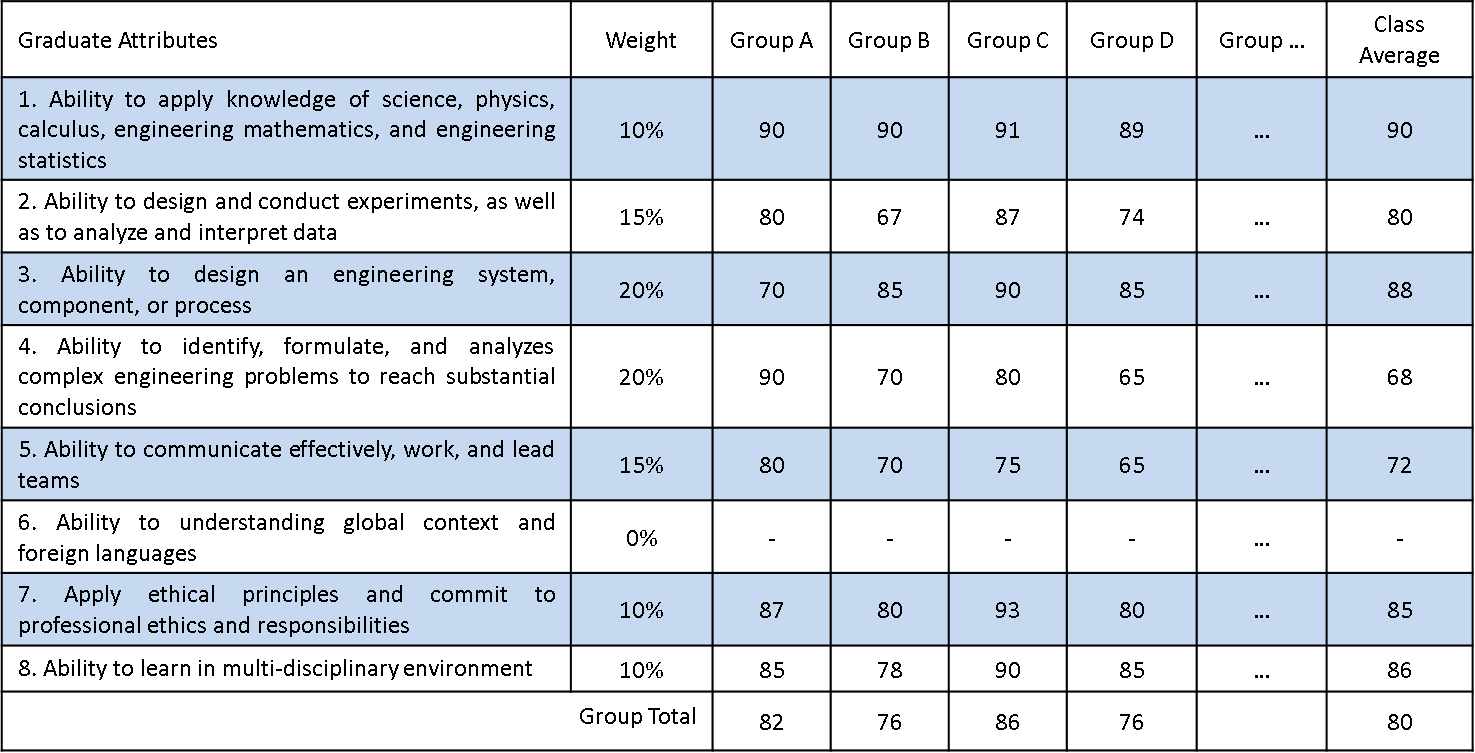
(Please list the analysis table)

e.g. Based on a Capstone course of a fictional civil engineering program.

Analysis by Group:



Analysis by class:



Academic Year 2017, 2nd Semester

(Please list the analysis table)

Table 3-4 Year 2012-2017 Graduate Survey and Graduate Attributes Analyses

Academic Year 2017, e.g.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **competence**  **Attributes** | **5** | **4** | **3** | **2** | **1** | **Average** |
| **High** | **Upper middle** | **Middle** | **Lower middle** | **low** |
| Attribute 1 | 20% | 36% | 28% | 10% | 6% | 3.54 |
| Attribute 2 | 36% | 38% | 16% | 6% | 4% | 3.96 |
| Attribute 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Attribute 7 |  |  |  |  |  |  |
| Attribute 8 |  |  |  |  |  |  |

Note: The average is based on 50 samples of survey (or other methods of assessment) in which Attribute 1 received the levels of competences 5, 4, 3, 2, and 1 respectively with 10, 18, 14, 5, and 3 samples. In proportion related to the total samples, each level of competence received is (divided by 50 samples) 20%, 36%, 28%, 10%, and 6%.

The total average is 3.54 (5x20%+4x36%+3x28%+2x10%+1x6%=3.54).

Academic Year 2016

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **Competence**  **Attribute** | **5** | **4** | **3** | **2** | **1** | **Average** |
| **High** | **Upper Middle** | **Middle** | **Lower Middle** | **Low** |
| Attribute 1 |  |  |  |  |  |  |
| Attribute 2 |  |  |  |  |  |  |
| Attribute 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Attribute 7 |  |  |  |  |  |  |
| Attribute 8 |  |  |  |  |  |  |

Academic Year 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **Competence**  **Attribute** | **5** | **4** | **3** | **2** | **1** | **Average** |
| **High** | **Upper Middle** | **Middle** | **Lower Middle** | **Low** |
| Attribute 1 |  |  |  |  |  |  |
| Attribute 2 |  |  |  |  |  |  |
| Attribute 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Attribute 7 |  |  |  |  |  |  |
| Attribute 8 |  |  |  |  |  |  |

Academic Year 2014

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **Competence**  **Attribute** | **5** | **4** | **3** | **2** | **1** | **Average** |
| **High** | **Upper Middle** | **Middle** | **Lower Middle** | **Low** |
| Attribute 1 |  |  |  |  |  |  |
| Attribute 2 |  |  |  |  |  |  |
| Attribute 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Attribute 7 |  |  |  |  |  |  |
| Attribute 8 |  |  |  |  |  |  |

Academic Year 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **Competence**  **Attribute** | **5** | **4** | **3** | **2** | **1** | **Average** |
| **High** | **Upper Middle** | **Middle** | **Lower Middle** | **Low** |
| Attribute 1 |  |  |  |  |  |  |
| Attribute 2 |  |  |  |  |  |  |
| Attribute 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Attribute 7 |  |  |  |  |  |  |
| Attribute 8 |  |  |  |  |  |  |

Academic Year 2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Levels of**  **Competence**  **Attribute** | **5** | **4** | **3** | **2** | **1** | **Average** |
| **High** | **Upper Middle** | **Middle** | **Lower Middle** | **Low** |
| Attribute 1 |  |  |  |  |  |  |
| Attribute 2 |  |  |  |  |  |  |
| Attribute 3 |  |  |  |  |  |  |
| … |  |  |  |  |  |  |
| Attribute 7 |  |  |  |  |  |  |
| Attribute 8 |  |  |  |  |  |  |

##### Criterion 4: Curriculum

Please explain how the program satisfied Criterion requirement 4.1 to 4.2 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 4.1 | Design and contents of the curriculum must be consistent with the PEOs, and the program must demonstrate through transcript analysis that coursework of each graduate includes the following three major components: mathematics and basic sciences, engineering technology professional component, and general education. Specifically: | 1. Demonstrate a curriculum map (Must include guidelines on prerequisites.) 2. Provide a yearly listing of courses offered and demonstrate the courses’ alignment with the graduate attributes. 3. Demonstrate curriculum can cultivate achievement of graduate attributes with each attribute cultivated by at least 2 to 3 courses. 4. Demonstrate student fulfillment of curriculum requirements of criteria 4.1.-4.1.3. using transcript analysis. 5. Documentation of experiment/hands-on courses with information on number of credits, hours, assessment, and results.   \* Minimal credits required for graduation are set by the Ministry of Education, which is 128. | 1. Curriculum map. 2. Lists and portfolios of professional courses including:  * Syllabus, list of textbooks used, and sample of tests and homework organized by score of high, middle, and low with 2 of each. * Instructor self-made handouts if any. * Sample of midterm and final examinations organized by score of high, middle, and low with 2 each. * Sample of homework organized by score of high, middle and low with 2 each. * Course analysis table.  1. Transcript of graduates. 2. Syllabus of capstone courses and sample of finished project/report organized by score of high, middle, and low with 2 of each. 3. Student ranking based on overall scores for each class years. |
| 4.1.1 Mathematics and basic sciences must be appropriate to the attainment of the PEOs and training of students for engineering technology practice. |
| 4.1.2 Engineering technology and professional component that train students to be proficient in engineering technology practice must account for at least three eighths of the credits required for graduation, including: 1. Capstone course and 2. Eight credits of at least 288 hours of lab or technical components (up to two credits and 72 hours of lab or technical components can be waived from internship courses that are consistent with the PEOs). |
| 4.1.3 General education component must complement the technical contents of the discipline and be consistent with the PEOs. |
| 4.2 | Design and implementation of the curriculum must correlate the development of the industry and prepare students to culminate the learned knowledge and skills in engineering technology practice. | 1. Demonstrate the curriculum and instructions fulfill the future needs of the industry including feedbacks from the advisory board, curriculum committee, etc. 2. Demonstrate regulations and results of incorporation of seminars by professionals, field trips, internships, competitions, and other industry related activities to provide students with experiences in the industry. | 1. Records of student internships and related information. 2. Records of industry-experience events for students and related information. |

**4.1 Design and contents of the curriculum must be consistent with the PEOs, and the program must demonstrate through transcript analysis that coursework of each graduate includes the following three major components: mathematics and basic sciences, engineering technology professional component, and general education. Specifically:**

**4.1.1 mathematics and basic sciences must be appropriate to the attainment of the PEOs and training of students for engineering technology practice.**

**4.1.2 engineering technology and professional component that train students to be proficient in engineering technology practice must account for at least three eighths of the credits required for graduation, including: 1. Capstone course and 2. Eight credits of at least 288 hours of lab or technical components (up to two credits and 72 hours of lab or technical components can be waived from internship courses that are consistent with the PEOs).**

**4.1.3 general education component must complement the technical contents of the discipline and be consistent with the PEOs.**

**4.2 Design and implementation of the curriculum must correlate the development of the industry and prepare students to culminate the learned knowledge and skills in engineering technology practice.**

Table 4-1 Year 2012-2018 Curriculum Map

(Please provide year 2012-2018 curriculum roadmap, including course enrollment restriction policy)

Table 4-2 Annual Curriculum Course List and Course-Graduate Attributes Relationship Chart-

Academic Year 2017

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Semester** | **Course** | **Credit** | **Required? Elective?** | **Criter**  **ion 1** | **Criter**  **ion 2** | **Criter**  **ion 3** | **Criter**  **ion 4** | **Criter**  **ion 5** | **Criter**  **ion 6** | **…** |
| 1 | 2nd | General Physics (I) | 3 | Required | ▓ | ▓ |  |  |  |  |  |
| 1 | 2nd | Applied Mechanics | 3 | Required |  | ▓ | ▓ |  |  |  |  |
| … |  |  |  |  |  |  |  |  |  |  |  |
| … |  |  |  |  |  |  |  |  |  |  |  |

Academic Year 2016

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Semester** | **Course** | **Credit** | **Required? Elective?** | **Criter**  **ion 1** | **Criter**  **ion 2** | **Criter**  **ion 3** | **Criter**  **ion 4** | **Criter**  **ion 5** | **Criter**  **ion 6** | **…** |
| 1 | 2nd | General Physics (I) | 3 | Required | ▓ | ▓ |  |  |  |  |  |
| 1 | 2nd | Applied Mechanics | 3 | Required |  | ▓ | ▓ |  |  |  |  |
| … |  |  |  |  |  |  |  |  |  |  |  |
| … |  |  |  |  |  |  |  |  |  |  |  |

Academic Year 2015

Academic Year 2014

Academic Year 2013

Academic Year 2012

Table 4-3 Year 2012-2017 Curriculum Analyses

Academic Year 2017, 1st Semester

A. Required Courses

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Required/**  **elective** | **Instructor** | **Year to be Taken** | **Credits** | | | | | **Number of Hours** | **Select the Corresponding Attributes** | | | | | | **Number of Students** | **Assessment method** | **Average score** | **Rate of passage** |
| **Total** | **Math** | **Basic Science** | **Engineering** | | **Attribute 1** | **Attribute 2** | **Attribute 3** | **Attribute …** | **Attribute 7** | **Attribute 8** |
| **Theory** | **Design** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 2 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 3 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |

B. Elective Courses

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Required/**  **elective** | **Instructor** | **Year to be Taken** | **Credits** | | | | | **Number of Hours** | **Select the Corresponding Attributes** | | | | | | **Number of Students** | **Assessment Method** | **Average score** | **Rate of passage** |
| **Total** | **Math** | **Basic Science** | **Engineering** | | **Attribute 1** | **Attribute 2** | **Attribute 3** | **Attribute …** | **Attribute 7** | **Attribute 8** |
| **Theory** | **Design** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 2 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 3 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |

Academic Year 2017, 2nd Semester

A. Required Courses

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Required/**  **elective** | **Instructor** | **Year to be Taken** | **Credits** | | | | | **Number of Hours** | **Select the Corresponding Attributes** | | | | | | **Number of Students** | **Assessment Method** | **Average score** | **Rate of passage** |
| **Total** | **Math** | **Basic Science** | **Engineering** | | **Attribute 1** | **Attribute 2** | **Attribute 3** | **Attribute …** | **Attribute 7** | **Attribute 8** |
| **Theory** | **Design** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 2 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 3 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |

B. Elective Courses

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Required/**  **elective** | **Instructor** | **Year to be Taken** | **Credits** | | | | | **Number of Hours** | **Select the Corresponding Attributes** | | | | | | **Number of Students** | **Assessment Method** | **Average score** | **Rate of passage** |
| **Total** | **Math** | **Basic Science** | **Engineering** | | **Attribute 1** | **Attribute 2** | **Attribute 3** | **Attribute …** | **Attribute 7** | **Attribute 8** |
| **Theory** | **Design** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 2 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |
| 3 | **Course Name** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | □ Quiz □ Midterm  □ Final □Assignment  □ Report □ Oral report  □ Project □ Oral test  □ other: \_\_\_\_\_ |  |  |
| **(Please insert course assessment and analysis)** | | | | | | | | | | | | | | | | | | | |

Academic Year 2016, 1st Semester

A. Required Courses

B. Elective Courses

Academic Year 2016, 2nd Semester

A. Required Courses

B. Elective Courses

Academic Year 2015, 1st Semester

A. Required Courses

B. Elective Courses

Academic Year 2015, 2nd Semester

A. Required Courses

B. Elective Courses

Academic Year 2014, 1st Semester

A. Required Courses

B. Elective Courses

Academic Year 2014, 2nd Semester

A. Required Courses

B. Elective Courses

Academic Year 2013, 1st Semester

A. Required Courses

B. Elective Courses

Academic Year 2013, 2nd Semester

A. Required Courses

B. Elective Courses

Academic Year 2012, 1st Semester

A. Required Courses

B. Elective Courses

Academic Year 2012, 2nd Semester

A. Required Courses

B. Elective Course

Table 4-4 Year 2012-2017 Student Transcript Analyses

Last 3 digits of the student ID Number: ○○○

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Enrollment**  **Year** | **Course Name** | **Required/**  **Elective** | **Credits** | | | | |
| **Math/Basic Science** | **Professional and Lab/Technical Course** | | | **General Education** |
| **Professional** | **lab/technical** | |
| **Credits** | **Hours** |
| 1st  Semester  Freshman |  |  |  |  |  |  |  |
| 2nd  Semester  Freshman |  |  |  |  |  |  |  |
| 1st  Semester  Sophomore |  |  |  |  |  |  |  |
| 2nd  Semester  Sophomore |  |  |  |  |  |  |  |
| 1st  Semester  Junior |  |  |  |  |  |  |  |
| 2nd  Semester  Junior |  |  |  |  |  |  |  |
| 1st  Semester  Senior |  |  |  |  |  |  |  |
| 2nd  Semester  Senior |  |  |  |  |  |  |  |
| **Total Required Course Credits Taken** | | **Total** |  |  |  |  |  |
| **Grand Total** |  |  | |  |  |
| **IEET Criterion 4 Curriculum Credits Requirement** | | | **48 Credits**  **(Eight credits of at least 288 hours of lab or technical components)** | | | |  |
| **Minimum Program Graduation Credits** | | |  | | | | |

Note:

1. Self-study report should contain sample of student transcript. Sample should be focused on seniors from the year 2012 to 2017 with 2 samples categorized by score of high, middle, and low; 6 sets from each class. All of the transcript should be presentable in the SSR attachment and for the on-site visit.
2. If the required courses can satisfy Criterion 4, the program does not need to do a transcript analysis for every student. The self-study report needs to have a copy of the course credits calculation along with transcript analysis of year 2012 to 2017 with 2 samples categorized by score of high, middle, and low; 6 sets from each class.
3. For students’ privacy, only last 3 digits of the student number are required.

Table 4-5 Year 2017 Capstone Syllabus

(Please present other course information either on-site or electrically with each course having its syllabus, 2 samples of assignments, quizzes, and tests categorized by score of high, middle, and low.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Name** |  | | | **Instructor** |  |
| **Credits/**  **Hour** |  | **Required/ Elective** |  | **Course Year** |  |
| **Perquisite** |  | | | | |
| **Textbook** |  | | | | |
| **Project Topic** | | | | | |
| 1.  2.  3. | | | | | |
| **Corresponding Graduate Attribute** | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| … | | | | | |
| **Assessment Method:**  □ Quiz □ Midterm □ Final □ Homework □ Report □ Oral report □ Project □ Oral test □ other: \_\_\_\_\_ | | | | | |

##### Criterion 5: Faculty

Please explain how the program satisfied Criterion requirement 5.1 to 5.7 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 5.1 | The full-time faculty must be of sufficient number. | 1. Demonstrate the qualifications, competencies, and sufficient number of faculty members to cover professional subject knowledge that the program offers. 2. Statistics on faculty weekly workload. | 1. Faculty hourly instruction duty roster. 2. Faculty review meeting minutes. 3. Records and procedures on faculty hiring, promotion, and evaluation. 4. Records and results of faculty involvement with the formation and execution of the program educational objectives. 5. Faculty CVs (including the basic information, publication records of the last 5 years, and subject related certifications/licenses or industry experience). 6. Lists of faculty office hour and related records. 7. Records and procedures on applying grants from government and industry by the faculty members. 8. Records of industry-academia cooperation and involvements. 9. Policies on encouraging faculty professional development and research. 10. Policies on encouraging faculty participation in domestic/international field related/ professional societies and activities. |
| 5.2 | The faculty must be involved in the formation and execution process of the PEOs. | Demonstrate with records and results of faculty members’ involvement in the formation and execution of the program educational objectives. |
| 5.3 | The faculty must have the qualification and competencies to cover the professional knowledge of the subject areas in which they teach, at least half the faculty should have two or more years of related industry experience or of Class B (or equivalent) certified Technician or above certification. | 1. Demonstrate incorporation of academic research into instruction by the faculty. 2. Demonstrate professional knowledge and/or certifications/licenses on the subjects the faculty teach. 3. Demonstrate retainment of technical abilities and experiences personnel as faculty. 4. Demonstrate faculty has proper level of industry experience. |
| 5.4 | The program must demonstrate the effectiveness of faculty-student interactions and student advising. | Demonstrate the effectiveness and results of faculty-student interaction system, such as student advising, office hour, and other real-time student inputs on curriculum. |
| 5.5 | The program must demonstrate the effectiveness of interactions of the faculty with industry. | Demonstrate faculty-industry interactions including consultancy, partnership, advisory committee, and other educational training related activity. |
| 5.6 | The program must provide the faculty with appropriate channels and incentives for professional growth and development. | 1. Demonstrate how the program assist faculty members to create an atmosphere of team work aimed for professional development. 2. Demonstrate how the program assist faculty members to grow in teaching pedagogy, course designs, and assessment. 3. Demonstrate how the program assist faculty members in balancing teaching and research. 4. Demonstrate how the program encourage faculty members to pursue professional growth. |
| 5.7 | The faculty must participate in relevant academic and professional organizations and activities. | Demonstrate records and results of faculty research and involvement with professional organizations and activities. |

**5.1 The full-time faculty must be of sufficient number.**

**5.2 The faculty must be involved in the formation and execution process of the PEO.**

**5.3 The faculty must have the qualification and competencies to cover the professional knowledge of the subject areas in which they teach.**

**5.4 The program must demonstrate the effectiveness of faculty-student interactions and student advising.**

**5.5 The program must demonstrate the effectiveness of interactions of the faculty with industry.**

**5.6 The program must provide the faculty with the appropriate channels and incentives for professional growth and development.**

**5.7 The faculty must participate in relevant academic and professional organizations and activities.**

Table 5-1 Year 2012-2017 Faculty Expertise Analyses

**Academic Year 2017**

**A. Program Chair**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Position** | **Highest Level of Education** | **Year of Service** | **Expertise** |
|  |  |  |  |  |

**B. Program Faculty**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Position** | **Full/Part Time** | **Highest Level of Education** | **Year of Service** | **Expertise** |
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Note:

1. Please provide all instructor information. Please add/adjust the table as necessary.

**Academic Year 2016**

**A. Program Chair**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Position** | **Highest Level of Education** | **Year of Service** | **Expertise** |
|  |  |  |  |  |

**B. Program Faculty**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Position** | **Full/Part Time** | **Highest Level of Education** | **Year of Service** | **Expertise** |
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Note:

1. Please provide all instructor information. Please add/adjust the table as necessary.

**Academic Year 2015**

**A. Program Chair**

**B. Program Faculty**

**Academic Year 2014**

**A. Program Chair**

**B. Program Faculty**

**Academic Year 2013**

**A. Program Chair**

**B. Program Faculty**

**Academic Year 2012**

**A. Program Chair**

**B. Program Faculty**

Table 5-2 Year 2012-2017 Faculty Workload Analyses

Academic Year 2017

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full/Part Time** | **Weekly Work Hour** | **Time Distribution Percentage** | | | |
| **Lecture** | **Research** | **Service** | **Others** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Note:

* 1. Total percentage of all activities is 100%
  2. Please separate instructor lecture time by the program type: undergraduate, graduate, continuing education, etc.
  3. Please add/adjust the table as necessary.

Academic Year 2016

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full/Part Time** | **Weekly Work Hour** | **Time Distribution Percentage** | | | |
| **Lecture** | **Research** | **Service** | **Others** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Note:

1. Total percentage of all activities is 100%
2. Please separate instructor lecture time by the program type: undergraduate, graduate, continuing education, etc.
3. Please add/adjust the table as necessary.

Academic Year 2015

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full/Part Time** | **Weekly Work Hour** | **Time Distribution Percentage** | | | |
| **Lecture** | **Research** | **Service** | **Others** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Note:

1. Total percentage of all activities is 100%
2. Please separate instructor lecture time by the program type: undergraduate, graduate, continuing education, etc.
3. Please add/adjust the table as necessary.

Academic Year 2014

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full/Part Time** | **Weekly Work Hour** | **Time Distribution Percentage** | | | |
| **Lecture** | **Research** | **Service** | **Others** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Note:

1. Total percentage of all activities is 100%
2. Please separate instructor lecture time by the program type: undergraduate, graduate, continuing education, etc.
3. Please add/adjust the table as necessary.

Academic Year 2013

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full/Part Time** | **Weekly Work Hour** | **Time Distribution Percentage** | | | |
| **Lecture** | **Research** | **Service** | **Others** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Note:

1. Total percentage of all activities is 100%
2. Please separate instructor lecture time by the program type: undergraduate, graduate, continuing education, etc.
3. Please add/adjust the table as necessary.

Academic Year 2012

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Full/Part Time** | **Weekly Work Hour** | **Time Distribution Percentage** | | | |
| **Lecture** | **Research** | **Service** | **Others** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Note:

1. Total percentage of all activities is 100%
2. Please separate instructor lecture time by the program type: undergraduate, graduate, continuing education, etc.
3. Please add/adjust the table as necessary.

Table 5-3 Year 2012-2017 Faculty Special Projects and Budgets Analyses

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Projects from Ministry of Science and Technology**  **# of Cases/Budget**  **(in Thousands of $)** | **Projects from non-Ministry of Science and Technology**  **# of Cases/Budget**  **(in Thousands of $)** | **Total**  **# of Cases/Budget (in Thousands of $)** |
| **Academic Year 2017**  **e.g.** | 32/$46,800 | 20/$38,200 | 52/$85,000 |
| **Academic Year 2016** |  |  |  |
| **Academic Year 2015** |  |  |  |
| **Academic Year 2014** |  |  |  |
| **Academic Year 2013** |  |  |  |
| **Academic Year 2012** |  |  |  |

Note:

1. Projects from non-Ministry of Science and Technology include projects from NGOs and private sectors.
2. Please list the project in the year which it starts.
3. If a project is of multi-year, please list the project in the year which it starts with its full budgeted amount, e.g. a 3-year project starts in year 2011 and will end in year 2013 with a budget of 3 million, the project will be listed in year 2011 with 3 million in full.

**Criterion 6: Space and Facilities**

Please explain how the program satisfied Criterion requirement 6.1 to 6.5 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 6.1 | The program must provide an environment to foster effective faculty-student interaction. | 1. Demonstrate appropriate number/amount of facilities and space to support student hands-on learning activity, e.g.:  * Hands-on learning and working space. * IT infrastructure and support. * Library resources. * Self-study computer software * Group/teamwork space * Safe, health, and learning encouraging environment.  1. Demonstrate professional facilities and tools that are of industry standards. 2. Demonstrate the program has an appropriate regulation on facilities/space maintenance and management, e.g.: listings of space and facilities, user manuals, maintenance records, etc. | 1. Inventory of subscribed domestic/ international periodicals, magazines, professional journals, etc. 2. Plans and records of facilities and space usage. 3. Management policies on labs and teaching facilities. Inventory of labs and teaching facilities. 4. Lab course syllabi, manuals, and safety guides. 5. Records and logs on environmental safety and health seminars/meetings. |
| 6.2 | The program must provide an environment to support the development of professional knowledge and skills of students. |
| 6.3 | The program must provide enough opportunities and guidance for students to learn the use of specialized equipment and tools. |
| 6.4 | Computing and information infrastructure must be in place to support the teaching activities of the program. |
| 6.5 | The program must provide a safe learning environment and have appropriate system in place to maintain, upgrade, and manage these facilities. |

**6.1 The program must provide an environment to foster effective faculty-student interaction.**

**6.2 The program must provide an environment to support the development of professional knowledge and skills of students.**

**6.3 The program must provide enough opportunities and guidance for students to learn the use of the specialized equipment and tools.**

**6.4 Computing and information infrastructure must be in place to support the teaching activities of the program.**

**6.5 The program must provide a safe learning environment and have appropriate system in place to maintain, upgrade, and manage these facilities.**

Table 6-1 Year 2012-2017 Labs/Intern Space and Facilities Information

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Location** | **Area (m２)** | **Type** | **Equipment Name** | **Number of Equipment** | **Course Name** | **Class size** |
|  |  |  |  |  |  |  |  |
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Note:

1. Please label if a lab is for instructor’s personal use or purely for instructing.
2. Any changes made to the table, please provide the info to the accreditation team during the on-site visit.

Table 6-2 Year 2012-2017 Offices/Meetings Facilities Information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Office/Conference room** | **Location** | **Area (m2)** | **Total Occupancy** |
|  |  |  |  |  |
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**Criterion 7: Institutional Support and Financial Resources**

Please explain how the program satisfied Criterion requirement 7.1 to 7.4 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 7.1 | The institution must provide adequate support and financial resources to assure the quality and continuity of the program, along with constructive leadership and management. | 1. Demonstrate sound and proper plans for current objectives and future goals. 2. Explain in detail the budgeting policies and past budget allocation of the institution and of the program to demonstrate sufficient financial supports. 3. Demonstrate supports of the administration for the upkeep and development of the program. | 1. Policies and records of program chair selection. 2. Meeting minutes on forming the program’s short, intermediate, and long-term goals. 3. Policies and budgeting on supporting faculty growth (training, professional growth, research, domestic and international exchanges). 4. Job descriptions of the teaching assistants, administrative staff, and technicians. 5. Policies and budging for facilities and space. |
| 7.2 | Resources must be sufficient to support the ongoing professional development of the faculty. | Demonstrate the program has appropriate regulations and records on financial and other capacities (grants, incentives, materials, etc.) to support professional growth of the faculty members. |
| 7.3 | Administrative personnel and technical staff must be adequate to meet the program’s needs. | Demonstrate sufficient number of teaching assistants, administrative staff, and technician to support the program. |
| 7.4 | Financial resources must be sufficient to acquire, maintain, and operate the facilities, infrastructure, and equipment appropriate for the program to support educational needs. | Demonstrate financial resources of the program sufficient to acquire, maintain, and operate the facilities, infrastructures, and equipment. |

**7.1 The institution must provide adequate support and financial resources to assure the quality and continuity of the program, along with constructive leadership and management.**

**7.2 Resources must be sufficient to support the ongoing professional development of the faculty.**

**7.3 Administrative personnel and technical staff must be adequate to meet the program’s needs.**

**7.4 Financial resources must be sufficient to acquire, maintain, and operate the facilities, infrastructure, and equipment appropriate for the program to support educational needs.**

**Table 7-1 Year 2012-2017 Administrative Supports and Specialists**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic**  **Year**  **Type** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Administrative Staff** |  |  |  |  |  |  |
| **Specialists** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

Note:

1. Any changes made to the table, please provide the info to the accreditation team during the on-site visit.

**Table 7-2 Year 2012-2017 Program Funding**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic**  **Year**  **Type** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| **Instruments** |  |  |  |  |  |  |
| **Instruction/**  **research** |  |  |  |  |  |  |
| **Special Projects and Others** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

Note:

1. Any changes made to the table, please provide the info to the accreditation team during the on-site visit.
2. Instruction/research funds do not include operating cost.
3. Please add/adjust the table as necessary.

**Criterion 8: Discipline-Based Criterion**

Please explain how the program satisfied criterion requirement 8 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- |
| All courses and faculty qualifications must be consistent with the respective disciplines; and if a program encompasses multiple disciplines, it must satisfy the criteria of all respective disciplines. | 1. Demonstrate the program name is in consistency with the PEO. 2. Demonstrate the program name reflects the curriculum. | 1. Information on the association between the program name and the disciplines it covers. 2. Records of coordination of inter-programs courses. |

**All courses and faculty qualifications must be consistent with the respective disciplines; and if a program encompasses multiple disciplines, it must satisfy the criteria of all respective disciplines.**

**Criterion 9: Continuous Improvement**

Please explain how the program satisfied criterion requirement 9.1 to 9.3 and the system used. Support the claim with related graphs and evidences.

| **Criterion** | | **Self-study Report** | **Displays On-Site** |
| --- | --- | --- | --- |
| 9.1 | Demonstrate in a consistent manner that students have attained the graduate attributes by graduation | 1. Demonstrate the program has a system of periodic review on its self-evaluation process. 2. Demonstrate the program has a system of periodic review to ensure the achievement of the graduate attributes. | Records of reviews on achievement of graduate attributes. |
| 9.2 | Demonstrate in a consistent manner that planning and implementation of the curriculum must correlate the development of the industry and prepare students to culminate the learned knowledge and skills in engineering technology practice. | 1. Demonstrate the program through advisory board and other means in assessing curriculum that continue to meet the industry needs and needs to cultivate student hands-on abilities. 2. Demonstrate the program has a system of periodic review to ensure curriculum and teaching continue to meet the industry needs and needs to cultivate student hands-on abilities. | Records of reviews on curriculum planning related works and meetings. |
| 9.3 | Demonstrate in a consistent manner that continuous improvements are attained in other areas. | Demonstrate important assessments and results of improvement in other criteria. | Records of reviews on assessments and improvements in other criteria. |

**9.1 Demonstrate in a consistent manner that students have attained the graduate attributes by graduation**

**9.2 Demonstrate in a consistent manner that planning and implementation of the curriculum must correlate the development of the industry and prepare students to culminate the learned knowledge and skills in engineering technology practice.**

**9.3 Demonstrate in a consistent manner that continuous improvements are attained in other areas.**

**Table 9-1 Actions in Response to Recommendations Provided by Accreditation Team**

|  |  |  |
| --- | --- | --- |
| **Year** | **Recommendation** | **Action** |
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**Table 9-2 Year 2012-2017 Graduate Attributes Establishment and Adjustment**

**Meetings Flowchart**

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| --- | --- | --- | --- |
| **Graduate Attributes Establishment and Adjustments Flowchart** | | | |
|  | | | |
| **Major Events in Program/graduate attributes** | | | |
| **Date** | **Topic** | **Attendee** | **Conclusion** |
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Note: All events held for program and graduate attributes should be presented here in summarization.

**Table 9-3 Year 2012-2017 Curriculum Planning, Assessments and Analyses Meetings Flowchart**

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Planning, Assessments and Analyses Flowchart** | | | |
|  | | | |
| **Major Events in Program/Curriculum** | | | |
| **Date** | **Topic** | **Attendee** | **Conclusion** |
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Note: All events held for program and curriculum should be presented here in summarization.

**Table 9-4 Year 2012-2017 Oher Periodic Assessments and Analyses Meetings Flowchart**

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| --- | --- | --- | --- |
| **Other Periodic Assessments and Analyses Flowchart** | | | |
|  | | | |
| **Major events in Program/Other Item** | | | |
| **Date** | **Topic** | **Attendee** | **Conclusion** |
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Note: All events held for program and other major decisions affecting the program should be presented here in summarization.