جمهورية العراق

وزارة التعليم العالي والبحث العلمي

جهاز الاشراف والتقويم العلمي

Template

of the Self-Assessment Report (S.A.R.) for Associated Degree and BS in Engineering Technology Programs

(2022-2023 Review Cycle)

المجلس الوطني للاعتماد البرامجي للتعليم الهندسي التقني

National **C**ouncil of **P**rogrammatic **A**ccreditation for **E**ngineering **T**echnical **E**ducation

NCPAETE

Rabie I, 1443 **NOV, 2023**

TABLE OF CONTENTS

INTRODUCTION

The Self-Assessment Report SAR should present a quantitative and qualitative assessment of the strengths and limitations of the program being submitted for review. The SAR should provide information needed for a thorough on-site review of the program and it should be addressing the extent to which the program meets the NCPAETE Criteria and Policies.

The SAR must address all methods of instructional delivery used for the program, all possible paths students may take to completion of the degree, and all remote offerings available to students in the program.

REQUIREMENTS AND PREPARATION

Each program requires a Self-Assessment Report. The program name used on the cover of the Report must be identical to that used in the institutional publications, on the transcripts of graduates and on the Request for Evaluation (REF). This will ensure that the program is correctly identified in the NCPAETE records and that graduates can be correctly identified as graduating from an accredited program. If different terminology is used in the program, the SAR should provide explanation to clearly link the terminology in the SAR to the terminology used in the Template. Tables' format in the Template can be modified to more clearly present the information of the program. This should be accompanied with a brief explanatory table footnote. The educational unit is the administrative unit having academic responsibility for the program being reviewed. If a single program is being reviewed, the educational unit may be the department.

SUPPLEMENTAL MATERIALS

The following materials should be supplied in addition to the SAR:

- The general institution catalog covering course details and other institutional information applicable at the time of the review.
- Promotional brochures or literature describing program offerings of the institution.
- 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 earned.

SUBMISSION AND DISTRIBUTION OF SAR

- The Self-Assessment Report and Supplemental Materials should be submitted as pdf read-only files.
- Hard copy submission will not be accepted even as a supplementary to an electronic file.

- The institution's primary contact will need to coordinate with the Team Chair on specifics of providing a set of transcripts for each program.
- Please send an email to ncate@mohesr.gov.iq if there are any questions.

INSTITUTIONAL SUMMARY

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.

CONFIDENTIALITY

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

SUBMISSION ATTESTING TO COMPLIANCE

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

ABET considers the on-line submission as equivalent to an electronic signature of compliance attesting to the fact that the program conducted an honest assessment of compliance and has provided a complete and accurate disclosure of timely information regarding compliance with ABET's *Criteria for Accrediting Engineering Technology Programs* to include the General Criteria and any applicable Program Criteria, and the ABET *Accreditation Policy and Procedure Manual.*

In preparing Self-Studies for AS and BS programs in the same discipline, the institution will prepare separate Self-Studies for each program. For the AS program Self-Study, the following procedure may be used:

Where the information/evidence is identical, the AS program Self-Study Report references that the information is contained in the BS program's Self Study Report.
Where Criteria 2, 3, 4, 5, and Program Criteria are different, the AS program's Self-Study Report sections on Criteria 2, 3, 4, 5, and Program Criteria must be completed in full.

TEMPLATE

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

SELF-ASSESSMENT REPORT COVER

University and College Logos

Ministry of Higher Education & Scientific Research

University Name College / Institute

Dept. of.....

CONFIDENTIAL

Self-Assessment Report for the BS (or AS) …… Engineering Program at the Department of……., College / Institute Name, University Name Province Name, IRAQ

Hijri Month, Year **A.D. Month, Year**

E-mail:

Website:

وزارة التعليم العالي والبحث العلمي

أسم الجامعة، أسم الكلية / المعهد

أسم القسم العلمي

شعار الجامعة

شعار الكلية

تقرير التقييم الذاتي لبرنامج (البكالوريوس / الدبلوم) . . . . . الهندسي

لقسم . . . . . .

أسم الكلية / المعهد ، أسم الجامعة، المحافظة، العراق .

التأريخ الهجري:

التاريخ الميلادي

البريد الالكتروني:

الموقع الالكتروني:

1. BACKGROUND INFORMATION

A. Contact Information

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

B. 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.

C. Options

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

D. Program Delivery Modes

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

E. Program Locations

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

F. Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs), Student Outcomes (SOs), annual student enrollment and graduation data are made accessible to the public. This information is typically posted on either the programs or institution's website, if this information is posted elsewhere, please provide the location and how it is accessed. Please provide all URLs if the information is posted on a website.

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

Summarize any Deficiencies, Weaknesses, or Concerns that remain unresolved from the most recent NCPAETE Final Statement. Describe the actions taken to address them, including effective dates of actions, if applicable. If this is an initial accreditation, state it is an initial accreditation.

GENERAL CRITERIA

CRITERION 1. STUDENTS

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

1.1. Student Admissions

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

1.2. Evaluating Student Performance

Summarize the process by which overall student academic performance is evaluated and student progress towards graduation is monitored. Include information on how the program ensures and documents that students are meeting course prerequisites and how the situation is addressed when a prerequisite has not been met.

1.3. Transfer Students and Transfer Courses

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

1.4. Advising and Career Guidance

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

1.5. Work instead of Courses

Summarize the requirements and process for awarding credit for work instead of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc., but does not include internships taken for credit.

1.6. Graduation Requirements

Summarize the basic graduation requirements for the program, e.g., total number of credits required, etc., and the administrative process for ensuring and documenting that each graduate completes all graduation requirements for the program. State the formal name of the degree awarded (e.g., Bachelor of Science in Engineering Technology, Bachelor of Applied Science in Civil Engineering Technology, Associate of Science in Engineering Technicians, Associate of Applied Science in Civil Engineering Technicians).

1.7. Records of Student Work/Transcripts

The program will provide records of academic work (transcripts) that certify completion of all program requirements and include the name of the program (major, field of study), the degree awarded and the date the degree was awarded.

The program name and degree awarded must be shown in English exactly as they appear on the Request for Evaluation accepted by NCPAETE.

Transcripts must also provide at minimum the following:

1) **The name and address of the institution**
2) **Student personal information (names and ID numbers) should be redacted. Provide appropriate alternate identification in place of student name and ID.**
3) **A record of academic work pursued at the institution including identification of courses and/or credits attempted, academic years of each attempt, grade or other evaluation for each attempt, and an indication of all required work attempted, and**
4) **A list of required courses and/or credits for which academic work pursued at other institution(s) was accepted to meet the requirements of the program.**

The team chair will specify which transcripts to provide. New programs requesting retroactive accreditation for two academic years prior to the review must provide transcripts from graduates for both academic years. Transcripts should be accompanied by copies of degree audits and/or other explanations for interpreting the transcripts. **(Submittal of records of academic work- Prior to arriving on-site, the team will request official records of academic work of the most recent graduates from each program. Each program being evaluated will provide official records of academic work with associated worksheets and any guidelines used by the advisors.)**

Table 1-1. Program Enrollment and Degree Data

Name of Program

	Academic Year		Enrollment Year 1st	2nd	3rd	4th	5th	Total Undergrad	Graduate	Associates	Bachelors
Current Year		FT									
		PT									
1		FT									
		PT									
2		FT									
		PT									
3		FT								[redacted]	
		PT									
4		FT									
		PT									

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

FT= full time
PT= part time

CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

2.1. Mission Statement

Provide the institutional mission statement.

2.2. Program Educational Objectives

List the program educational objectives and state where these can be found by the general public. *This is typically an easy to find web page clearly linked to the program's website.*

2.3. 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. *A table illustrating how the program educational objectives support the elements of the institutional mission can be used, in addition to a brief explanation.*

2.4. Program Constituencies

List the key program constituencies involved in the review of the program educational objectives. Describe how the program educational objectives meet the needs of these constituencies.

2.5. Process for Review of the Program Educational Objectives

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

While not required, a table illustrating the following may be helpful to summarize the review process:

Key Constituents involved in the review of PEOs
Timetable for those constituent's review of the PEOs (schedule and when last accomplished)
Manner of the Review (tool or process)
How review results are utilized

Also, it is helpful to provide information about how the processes described above are documented, evidence of which will be necessary in the NCPAETE review process.

CRITERION 3. STUDENT OUTCOMES

3.1. Process for the Establishment and Revision of the Student Outcomes

Describe the process used for establishing, reviewing, and revising student outcomes.

3.2. Student Outcomes

List the student outcomes for the program. Indicate where the student outcomes are documented and made accessible to the public. *These are typically listed on a web page that is clearly linked to the program's website or in a publicly accessible publication.*

3.3. Mapping of Student Outcomes to Criterion 3 Requirements for Student Outcomes

Describe if the student outcomes used by the program are stated differently than the required elements listed in Criterion 3 for an associate or baccalaureate degree. If so, provide the mapping of the program's student outcomes indicating how they address all required Criterion 3 elements.

CRITERION 4. CONTINUOUS IMPROVEMENT

Summarize the program's processes for regularly assessing and evaluating the extent to which the student outcomes are being attained and how those results are used as input for the program's continuous improvement actions. The terms assessment and evaluation have specific definitions, and those definitions can be found in the latest accreditation criteria documentation.

The program may report its processes as it chooses but must include the information requested in sections 1 – 6. Alternatively, if the program has a well-established document that program faculty and staff regularly refer to for guidance in their regular continuous improvement processes and activities, and the document provides the information outlined in the below guide, that document could be provided in the appendix.

4.1. Documentation of Processes

Provide an overview of the documented process for assessing and evaluating student outcome attainment and how the results of the evaluation process are systematically utilized to generate program continuous improvement actions. (Detailed documentation of processes may be included as an appendix.) In the sections below, briefly summarize key elements of that process. Include responsibilities and timetables in the documented process.

4.2. Student Outcome Assessment and Methods

List the metric(s), measure(s) or performance indicator(s) (PI) used for the assessment of each student outcome. A PI identifies the *measurable* student performance/activity used to assess student attainment of the student outcome. Describe the process for collecting data or making assessments for each student outcome (tabular format recommended). Include examples of assessment instruments in the report, e.g., rubrics in an appendix. Present information for each student outcome individually (e.g., use a separate table, chart or paragraph, for each student outcome). It is expected that there will be multiple assessment measures for each student outcome or to assess a student outcome using several performance indicators, e.g., written communication assessed in one assignment and verbal communication in another.

4.3. Assessment Schedule and Frequency

Present the schedule and frequency for each type of assessment as well as points of accountability (tabular format is recommended). If student outcomes will be assessed in different years, provide an overview of this via a table (student outcome versus year of assessment).

4.4. Evaluation

Present the evaluation schedule, points of accountability, and expected level of attainment (if used) for each student outcome. Provide summaries of data collected and evaluation results for recent assessment and evaluation cycles for each student outcome, illustrating current attainment of each student outcome and trends in attainment over time (tabular or graphical presentation is recommended.) Describe how evaluation results are communicated and documented and provide one or more examples of these communicated evaluations in the report. (Note that excessive averaging of data can negatively impact the evaluation process, e.g., "averaging the averages.")

4.5. Using Results of Assessment and Evaluation for Continuous Improvement Actions

Describe how the results of assessment and evaluation of the attainment of student outcomes (from sections 3 and 4 above) are systematically used as input for the program's continuous improvement actions. Present points of accountability, schedule, and frequency. Summarize and provide evidence of deliberations, decisions, and actions which have been implemented because of the evaluation of student attainment of the student outcomes. Evidence might include evaluation reports, agendas, faculty meeting minutes, or memos. (Note that it is not expected or required that each student outcome be subject to continuous improvement action after each assessment and evaluation cycle.)

4.6. Using Other Input for Continuous Improvement

If other input is also used for continuous improvement of the program, describe it here.

Student Outcome: *<Program Level SO as listed in Criterion 3 Section B above--use one table per*

Performance Indicators (PI) for this outcome	Courses that contribute to a student's ability to achieve the PI (use a simple list)	Course(s) or activity where the PI's assessment data are collected	Indicate how the PI is assessed (exam question, report evaluated with rubric, etc.)	State how Often the PI is Assessed	Year & Semester Data are Collected
1.					
2.					
Etc.					

Assessment and Evaluation of Data:

Assessment data from each PI associated with the SO must be included in the table. Explain the extent to which the student outcom based on the assessment and evaluation results.

Actions for Continuous Improvement:

List and describe program improvement actions related to this student outcome resulting from the evaluation processes described ab brief rationale for each of these improvement actions. Alternatively, such information could be provided in report section E above.

Results of Actions for Improvement:

Briefly describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been com be provided here or in the Self-Study Report section above as a separate discussion.

Assessment Instruments:

Describe how the assessment and evaluation results are documented and maintained. Include example copies of the assessment inst materials referenced in your table. Samples of assessed student work may be included in the appendix. Samples of assessed student performance indicators shown at the top of the table and other continuous improvement materials must be available for the progra

CRITERION 5. CURRICULUM

5.1. Program Curriculum

The applicable program criteria could include statements that add specificity to the general curricular requirements found in Criterion 5 to differentiate the discipline designated by the program's title. These should be included in the program's coursework. Contact NCPAETE at ncate@mohesr.gov.iq if you have questions about the program criteria that apply to your program.

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 average section enrollments for all courses in the program over the two years immediately preceding the review. State whether the program is based on a quarter system or a semester system and complete a separate table for each option in the program.
2. Briefly describe how the curriculum and its associated prerequisite structure support the attainment of the student outcomes.
3. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program's required courses. If there are differences between the current curriculum and the one in effect for the graduate's transcripts to be sent to the evaluators, please provide prerequisite structure for both sets of requirements.
4. Describe how your program meets the specific requirements for each curricular area (Mathematics, Discipline Specific Content, Other Content, Physical and Natural Sciences, etc.) specifically addressed by either the general criteria or the specific program criteria, which should be shown in Table 5-1. Describe how the application of algebra and trigonometry (for A.S. programs) or integral and differential calculus or other mathematics above the level of algebra and trigonometry (for B.S. programs) is accomplished.
5. Describe how industry and engineering standards and codes; public safety and health; and local and global impact of engineering solutions on individuals, organizations and society are addressed in the curriculum.
6. Describe how professional and ethical responsibilities, diversity and inclusion awareness, and quality and continuous improvement are addressed in the curriculum.
7. Describe how the curriculum provides physical or natural science content and laboratory experiences appropriate to the discipline and the laboratory experiences of the students.
8. Describe how the curriculum accomplishes a capstone or integrating experience (required by either the general criteria for baccalaureate programs or program criteria) and describe how this experience develops student competencies in applying both technical and non-technical skills in solving problems.
9. If your program allows cooperative education or internships 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 program.
10. Describe by example how the evaluation team will be able to relate the course materials (course syllabus, course material, and sample student work, etc.), to compliance with Criterion 5 or specific Program Criteria.

a. Evaluators will review samples of course materials including course syllabi, example assignments and exams, and representative examples of graded student work, typically ranging from excellent through poor. Specifically, materials will include:
    1) illustration of topic coverage required in Criterion 5 or specific Program Criteria requirements;
    2) work samples demonstrating student progression in increasingly complex technical specialties; and
    3) when applicable, example of capstone projects or integrating experiences.
b. At the program's discretion, other materials that illustrate novel, unusual or creative efforts to enrich the curriculum and/or attainment of student outcomes may be provided.

5.2. Course syllabus

The SAR, include a syllabus for each course used for the degree using the recommended format guidelines found there. Please use the following format for the course syllabus (2 pages maximum in Times New Roman 12-point font)

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

5.3 Educational Unit

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

5.4 Credit Unit

It is assumed 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.

5.5. Advisory Committee

Describe the composition of the program's advisory committee (for example: individuals, company/organization, and job title) and describe how it is representative of organizations served by the program's graduates. Describe activities of the advisory committee, provide evidence (i.e., minutes of meetings) that it periodically reviews the program's curriculum and program educational objectives, and advises the program of the current and future aspects of the technical fields for which the graduates are being prepared.

Table 5-1 Curriculum

Name of Program

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 Selective Elective by an R, an E or an SE[2]	*Curricular Area (Credit Hours)*				Last Two Terms the Course was Offered: Year and, Semester, or Quarter	Average Section Enrollment for the Last Two Terms the Course was Offered[1]
		Math and Physical/Natural Sciences	Discipline Specific Content	General Education/ General Studies	Other		
Add rows as needed to show all courses in the curriculum.							
OVERALL TOTAL CREDIT HOURS FOR THE DEGREE							
PERCENT OF TOTAL							

1. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the average enrollment in each element.
2. **R**equired courses are required of all students in the program, **E**lective courses are optional for students, and **S**elected **E**lectives are courses where students must take one or more courses from a specified group.
3. General Education or General Studies, are required core courses outside of the major (e.g., art, history, social sciences, etc.)

Instructional materials and student work verifying compliance with **NCPAETE** criteria for the categories indicated above will be required during the review

CRITERION 6. FACULTY

6.1. Faculty Qualifications

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty curriculum vitae as below:

Faculty Vitae

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

1. Name
2. Education – degree, discipline, institution, year
3. Academic experience – institution, rank, title (chair, coordinator, etc., if appropriate), when (ex. 1990-1995), full time or part time
4. Non-academic experience – company or entity, title, brief description of position, when (ex. 1993-1999), full time or part time
5. Certifications or professional registrations
6. Current membership in professional organizations
7. Honors and awards
8. Service activities (within and outside of the institution)
9. Briefly list the most important publications and presentations from the past five years – title, co-authors if any, where published and/or presented, date of publication or presentation
10. Briefly list the most recent professional development activities

6.2. Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of institutional workload expectations or requirements for the current academic year depending on the NCPAETE requirements as follows:

a. **Professor: workload – 8 hours per week.**
b. **Assistant Professor: workload – 10 hours per week.**
c. **Lecture: workload – 12 hours per week.**
d. **Assistant Lecture: workload – 14 hours per week.**

6.3. Faculty Size

Discuss the adequacy of the size of the faculty with the ratio of (**1:20**) of the total number of students to maintaining continuity, stability, and oversight of the program, and describe the extent and quality of faculty involvement in interactions with students and advising.

6.4. Professional Development

Provide a description of program professional development support for faculty and a general description of how faculty avail themselves of these opportunities to maintain competency and

contribute to their discipline (specific recent activities for each faculty member should be noted in their CV as in section 1).

6.5. Authority and Responsibility of Faculty

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

Table 6.1: Faculty Qualifications

Name of Program

Faculty Member Name	Highest Degree Earned, Field and Year	Scientific Rank [1]	Type of Academic Appointment[2] PS or TS[2]	FT or PT[3]	Years of Experience			Professional Registration/ Certification	Level of Activity[4] H, M, or L		
					Govt./Ind. Practice	Teaching	This Institution		Professional Organizations	Professional Development	Consulting/ work in industry

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

1. Code: P = Professor, ASP = Assistant Professor, L = Lecturer, ASL = Assistant Lecturer and O = Other.
2. Code: PS = Permanent Staff, TS = Temporary Staff.
3. FT = Full Time Faculty or PT = Part Time Faculty, at the institution.
4. The level of activity, High, Medium or Low, should reflect an average over the two years prior to the Campus visit.

Table 6.2: Faculty Workload Summary

Name of Program

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

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

CRITERION 7. FACILITIES

Include information concerning facilities at all sites where program courses are delivered

7.1. Offices, Classrooms and Laboratories

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

1. **Offices:** (such as administrative, faculty, clerical, examination committee (**Table 7-1**), and teaching assistants) and any associated equipment typically available there.
2. **Classrooms:** and associated equipment are typically available where the program courses are taught. The minimum number of classrooms for the Bachelor and Associate degrees are (5, and 3) classrooms respectively and the space allocated for each student in one classroom is (1.5 m^2). Must be a smart classroom equipped with integrated supplies, including a screen, photography, recording, broadcasting, and Internet devices for recording electronic lectures.
3. **Laboratory:** (**The Program must be verifying compliance with Iraqi standards for laboratory quality 2nd Edition**) The space allocated for each student in one laboratory is (4 m^2). The facilities including modern 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. **(Please list the major pieces of equipment used in support of the program instruction at all locations where the program is offered. Include location and purpose of the equipment)**. Programs with multiple offering sites should list the equipment and designate its location.

7.2. Computing Resources

Describe any computing resources (workstations, servers, storage, networks including software) used by the students in the program, at each location where the program is offered, whether in program laboratories or other parts of the institution (e.g., college). Include a discussion of the accessibility of institution-wide computing resources available to all students via various locations such as student housing, library, student union, off-campus, etc. 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.

7.3. Guidance

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

7.4. 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.

7.5. Library Services

Describe and evaluate the capability of the library (or libraries) to serve the program, at all locations where the program is offered, 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. Describe how the library supports the scholarly and professional activities of the students and faculty.

7.6. Overall Comments on Facilities

Describe how the program ensures the facilities, tools, and equipment used in the program are safe for their intended purposes to assure the instructional and learning environments are adequate and are safe for the intended purposes. (**Neither NCPAETE nor its representatives offer opinions as to whether, or certify that, the institution's facilities comply with any or all applicable rules or regulations pertaining to: fire, safety, building, and health codes, or consensus standards and recognized best practices for safety.**)

TABLE 7-1 The Examination Committee				
No.	Items	The Weight		
		Implemented and documented (2)	**Implemented and not Documented (1)**	**Others (0)**
1.	Safe place[1]			
2.	Equipped with the fire prevention / fighting requirements[2]			
3.	Suitable lighting and ventilation[3]			
4.	Issuing administrative orders to form the examination committee[4]			
5.	Mechanisms for retaining/disposing of exam paper[5].			
6.	Sample size from question paper[6].			
7.	Quality of question paper[7]			
8.	Diversity of question areas in terms of different levels of knowledge			
9.	Question paper coverage of targeted learning outcomes [8]			
10.	Sample size of the answer sheet [6]			
11.	There is a model answer for each exam [9]			
12.	Trends in the overall outcome of the course compared to the past three years[10]			
13.	Accuracy of grading and monitoring grades in the most important exam [11]			

1. The presence of a system that protects the examination committee from the loss of papers, such as: the presence of an iron fence Close windows/doors/cupboards made of iron.
2. Fire extinguishers/alarm equipment: audio and light.
3. The area of the windows ranges from 10 to 51% of the floor area.
4. The existence of a decision to form the examination committee / the absence of participation of non-faculty members / the existence Guarantees of no conflict of interests for examination committee members.
5. You can refer to the governing laws and the accuracy of their application.
6. It represents 10-51% of the paper volume.
7. Clarity of questions, Marks for each question are specified, Questions are appropriate to the context From specified, print and output.
8. You can refer to the course description.
9. Answer model: It specifies the general framework of the answer and the distribution of marks among the answer elements.
10. You can refer to general statistics for previous years and compare.
11. Refer to the answer form to ensure the fairness of the correction, ensure the correctness of monitoring grades / marks. Recording and reporting, completion of review processes, availability of overall statistics for decision results.

CRITERION 8. INSTITUTIONAL SUPPORT

8.1. Leadership

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

8.2. 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., or technology.
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 students in the program attaining the student outcomes.

8.3. Staffing

Describe the adequacy of the staff as:

a. administrative
b. instructional: with the ratio of 1:20 of the student
c. technical: at least one for each Lab.

Describe the institutional services provided to the program and discuss methods used to retain and train staff as Table 8-1.

8.4. Faculty Hiring and Retention

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

8.5. 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.

8.6 Academic Support Units

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

8.7 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.

Table 8-1. Personnel

Name of Program

Year[1]: _____

	HEAD COUNT		FTE*[2]
	FT	PT	
Administrative[2]	2	--	
Faculty (tenure-track)[3]	1:20		
Other Faculty or Technical Staff (excluding Student Assistants)[4]			
Student Teaching Assistants[5]			
Technicians/Specialists	1:20		
Office/Clerical Employees	2	--	
Others[6]			

Report data for the program being evaluated.

1. Data on this table should be for the fall term immediately preceding the review. Updated tables for the fall term when the NCPAETE team is conducting the review are to be prepared and presented to the team at the time of the review.
2. Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category.
3. For faculty members, 1 FTE equals what your institution defines as a full-time load.
4. Individuals that are involved in the delivery of technical content for the program but that cannot be categorized into any of the other categories.
5. 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.
6. Specify any other category considered appropriate, or leave blank.

* **The Full-Time Equivalent (FTE)** definition refers to the number of hours considered full-time.

PROGRAM CRITERIA

Describe how the program satisfies any applicable program criteria for:

1. **Curriculum:**

   The curriculum structure must provide both breadth and depth across the range of engineering and science-specialized topics consistent with the program educational objectives and student outcomes.

2. **Faculty:**

   The program must demonstrate that those faculty members teaching courses are qualified to teach the subject matter by education and experience or professional licensure. The program must fulfill the following requirements:

   1. The head of department must hold at least an assistant professor in the specialization of the program.
   2. The minimum permanent number of faculty (TABLE 6.1) as follows:

      a. For a **Bachelor of Applied Science in Engineering Technology** is **10** (**7 Ph.D., and 3 MSc**) in the specialization of the program and having an Assistant Professor academic degree.

      b. For an **Associate of Applied Science in Engineering Technicians** is **6** (**3 Ph.D., and 3 MSc**) in the specialization of the program.

If already covered elsewhere in the Self-Study Report, provide appropriate references.

[NOTE: It can be useful to list the program criteria requirements and then include a description or reference for how the program satisfies each of those requirements. The applicable program criteria could also include statements that add specificity to the curricular and faculty requirements found in Criteria 5 and 6. These should be included in the program's required coursework.

This section can consist of the listing of required topics and indicating which courses contain that content. The program should expect to provide examples of student work in each topic area to validate the students are doing work related to each topic.