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وزارة التعليم العالي والبحث العلمي

Ministry of Higher Education & Scientific Research

جهاز الاشراف والتقويم العلمي

Apparatus of Supervision & Scientific Evaluation

Readiness Review Guidelines
Assessment Rubrics
(2018-2019 Review Cycle)

المجلس العراقي لاعتماد التعليم الهندسي

Iraqi Council of Accreditation
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Readiness Review Guidelines

Assessment Rubrics

In order to be able to assess each performance indicator according to the program shortcomings (D, W, and C) (if any), the evaluation judgment of each performance indicator is carried out by the aid of rubrics specially designed for this purpose.

Criterion 1: Program Educational Objectives

Rubric: Published PEOs and being consistent with institutional mission, the needs of the program constituencies, and these criteria

Covered Aspects:

- ✓ Strategic Planning
- ✓ Statement of PEOs
- ✓ PEOs consistency with the Mission Statement
- ✓ Program Constituencies

Covered Performance Indicators:

- Applicable published strategic plan
- Consistency of the program strategic plan with the institutional one
- Adopted published and publicized PEOs
- Relating PEOs to the institution's mission
- How the PEOs meet the needs of these constituencies?

Deficiencies:

- No strategic plan is available or no consistency of the strategic plan with the institutional one.
- No PEOs are available.
- PEOs are inconsistent with the institution's mission.
- PEOs are inconsistent with the constituencies needs.

Weaknesses:

- The strategic plan is weakly consistent with the institutional one.
- PEOs are weakly consistent with the institution's mission.
- PEOs are weakly consistent with the constituencies needs.
- PEOs are not published.

Concerns:

- PEOs are better to be more consistent with the institution's mission.
- PEOs are better to be more consistent with the program's constituencies needs.
- PEOs are better to be more publicized.

Rubric: Documented PEOs are systematically utilized and periodically reviewed involving program constituencies

Covered Aspects:

- ✓ Program Constituencies (continued)
- ✓ PEOs Review Process

Covered Performance Indicators:

- What Constituencies are involved
- Processes for periodical review of PEOs
- How constituencies are involved
- How to ensure that PEOs remain consistent with the institutional mission, the program constituents' needs and these criteria

Deficiencies:

- No process for periodical review of PEOs is available.
- No program's constituencies other than program administrators are involved in the periodic review of PEOs.
- Constituencies are ineffectively involved in reviewing PEOs.
- Nothing performed to ensure that PEOs remain consistent with the institutional mission, the program constituents' needs and these criteria.

Weaknesses:

- Weak process for periodical review of PEOs is available.
- Few program's constituencies other than program administrators are involved in the periodic review of PEOs.
- Effectiveness of the constituencies' involvement in the periodic review of PEOs is weak.
- Weak actions are performed to ensure that PEOs remain consistent with the institutional mission, the program constituents' needs and these criteria.

Concerns:

- It's better to involve all constituencies in the periodic review of PEOs.
- The process is better to be systematic and more effective.
- The process is better to be well documented.

Criterion 2: Graduate outcomes

Rubric: Program has documented GOs that prepare graduates to attain PEOs

Covered Aspects:

- ✓ Adopted Graduate outcomes
- ✓ Relating GOs to PEOs

Covered Performance Indicators:

- Applicable published and publicized GOs
- How GOs prepare graduates to attain PEOs

Deficiencies:

- No GOs are adopted.
- No documentation made to show the relation between GOs and PEOs.
- No relation is noticed between GOs and PEOs.

Weaknesses:

- The adopted GOs are not published.
- Weak documentation made to show the relation between GOs and PEOs.
- Weak relations are noticed between GOs and PEOs.

Concerns:

- The published GOs need to be publicized.
- The documentation of how GOs prepares graduates to attain the related PEOs needs to be more precise.

Rubric: Coherence of each SO with the related SO of the seven GOs of this criterion.

Covered Aspects:

- ✓ Adopted Graduate outcomes (continued).

Covered Performance Indicators:

- Coherence with the seven GOs of this criterion.

Deficiencies:

- One or more than one SO is entirely not covered by any of the adopted GOs.

Weaknesses:

- One or more than one SO is weakly covered by any of the adopted GOs.

Concerns:

- One or more than one SO is better to be more precisely covered by the adopted GOs.

Criterion 3: Curriculum

Rubric: Devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution

Covered Aspects:

- ✓ 2.3.1 Program Structure and Contents

Covered Performance Indicators:

- Study Plan
- Alignment with PEOs
- Attainment of GOs
- Prerequisite Structure

Note: If there is more than one curricular path, demonstration should be provided for each path separately.

Deficiencies:

- No supporting evidence on how the program devotes adequate attention and time to each professional component in a balanced study plan is available (including information on course offerings in the form of a recommended schedule by year and term).
- No supporting evidence on how the study plan ensures consistency with the outcomes and objectives of the program and institution is available.
- No supporting evidence on how the study plan ensures prerequisite requirements is available.

Weaknesses:

- Weak evidence on how the program devotes adequate attention and time to each professional component in a balanced study plan (including information on course offerings in the form of a recommended schedule by year and term).

- Weak evidence on how the study plan ensures consistency with the outcomes and objectives of the program and institution.
- Weak evidence on how the study plan ensures prerequisite requirements.

Concerns:

- Evidence on how the program devotes adequate attention and time to each professional component in a balanced study plan is better to be more precise.
- Evidence on how the study plan ensures consistency with the outcomes and objectives of the program and institution is better to be more precise.
- Evidence on how the study plan ensures prerequisite requirements are better to be more precise.

Rubric: One year of college level mathematics and basic sciences (biological, chemical, and physical sciences; some with experimental experience)

Covered Aspects:

- ✓ Program Structure and Content (continued)

Covered Performance Indicators:

- Subject area requirements: Mathematics and Basic Sciences

Deficiencies:

- No supporting evidence on how the program meets the requirements of mathematics and basic sciences.

Weaknesses:

- Weak evidence on how the program meets the requirements of mathematics and basic sciences.

Concerns:

- Study materials (textbooks and alike) of mathematics and basic sciences are better to be updated.

Rubric: One and one-half years of engineering topics appropriate to the field of study

Covered Aspects:

- ✓ Program Structure and Content (continued)

Covered Performance Indicators:

- Subject area requirements (continued): Engineering Topics

Deficiencies:

- No supporting evidence on how the program meets the requirements of engineering topics.

Weaknesses:

- Weak evidence on how the program meets the requirements of engineering topics is available.

Concerns:

- Study materials (textbooks and alike) of engineering topics are better to be updated.

Rubric: General education component that complements the technical content and is consistent with program and institution objectives

Covered Aspects:

- ✓ Program Structure and Content (continued)

Covered Performance Indicators:

- Subject area requirements (continued): General Education

Deficiencies:

- No supporting evidence on how the program meets the requirements.

Weaknesses:

- Weak evidence on how the program meets the requirements.

Concerns:

- Study materials (textbooks and alike) of general education are better to be updated.

Rubric: Culminates in a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints

Covered Aspects:

- ✓ Program Structure and Content (continued)

Covered Performance Indicators:

- Major design experience

Deficiencies:

- No supporting evidence on how the program meets the requirements major design experience.

Weaknesses:

- Weak evidence on how the program meets the requirements major design experience.

Concerns:

- Major design experience is better to be slightly upgraded.

Rubric: Teaching and Learning Strategies

Covered Aspects:

- ✓ Program Structure and Content (continued)

Covered Performance Indicators:

- Teaching and Learning Strategies

Deficiencies:

- No evidence that teaching and learning strategies lead to GOs attainment.

Weaknesses:

- Weak evidence that teaching and learning strategies lead to GOs attainment.

Concerns:

- Evidences that teaching and learning strategies lead to GOs attainment are to be well-documented.

Rubric: Relating Courses Learning Outcomes and GOs

Covered Aspects:

- ✓ Mapping Courses Learning Outcomes and GOs

Covered Performance Indicators:

- Mapping CLOs to GOs

Deficiencies:

- No supporting evidence on how CLOs relate to GOs.
- No or weak relation between CLOs and GOs.

Weaknesses:

- Weak evidence on how CLOs relate to GOs.

Concerns:

- CLOs relation to GOs is better to be enhanced and be well-documented.

Note: Abbreviated courses syllabi are supplementary evidence for being compliant to (5.1). No rubrics are needed.

Criterion 4: Continuous Improvement

Rubric: Regular use of appropriate, documented processes for assessing and evaluating the extent to which the graduate outcomes are being attained

Covered Aspects:

- ✓ Achievement of Graduate outcomes

Covered Performance Indicators:

- Assessment Processes
- Frequency of Assessment Processes
- Expected Level of Attainment for each of the GOs
- Results of Evaluation and Analysis
- Documentation

Deficiencies:

- No assessment processes for GOs attainment are adopted.
- No evaluation processes for GOs attainment are adopted.

Weaknesses:

- Weak assessment processes for GOs attainment are adopted.
- Weak evaluation processes for GOs attainment are adopted.
- Targeted levels of GOs attainment are low.
- Evaluation of GOs attainment show low achievement.
- Assessment and evaluation processes are not frequently and systematically carried on.
- Assessment and evaluation processes are not well-documented.

Concerns:

- Targeted levels of GOs attainment are better to be elevated.
- Attainment of GOs is better to be enhanced.
- Assessment and evaluation processes are better to be more frequently and systematically carried on.
- Assessment and evaluation processes are better to be more precisely documented.

Rubric: Results of evaluations systematically utilized as input for the continuous improvement of the program

Covered Aspects:

- ✓ Continuous Improvement Actions

Covered Performance Indicators:

- Systematic data utilization in continuous improvement
- Re-assessment of changes results
- Future plans
- Brief rationale of planned changes

Deficiencies:

- No data utilization in continuous improvement is available.
- Neither monitoring nor re-assessment of implemented improvement changes is carried out.
- No future plans for continuous improvement are set.

Weaknesses:

- Weak data utilization in continuous improvement is noticed.
- Weak re-assessment of implemented improvement changes is carried out.
- Weak future plans for continuous improvement are set.

Concerns:

- Data utilization, re-assessment of implemented improvement changes and future plans in continuous improvement is better to be more systematic.

Rubric: Documentation of other information related to continuous improvement

Covered Aspects:

- ✓ Documentation

Covered Performance Indicators:

- What does QMS provide for the program continuous improvement?
- The feedback and inputs from stakeholders and others
- Other information, if available, used to assist in continuous improvement

Deficiencies:

- No QMS is adopted.
- Feedback and inputs from stakeholders and others are not documented.

Weaknesses:

- Weak QMS is adopted.
- Feedback and inputs from stakeholders and others are weakly documented.

Concerns:

- QMS is better to be enhanced.
- Documentation of feedback and inputs from stakeholders and others is better to be more precise.
- Other information used to assist in continuous improvement is better to be well-documented.

Criterion 5: Students

Rubric: Have and enforce policies for accepting new students

Covered Aspects:

- ✓ Student Admission

Covered Performance Indicators:

- Requirements of admission
- Processes of admission
- High-school grades for freshman admissions

Deficiencies:

- No policy (requirements and processes) is adopted for accepting new students.
- The adopted policy (requirements and processes) for accepting new students is not implemented.

Weaknesses:

- Weak policy (requirements and processes) is adopted for accepting new students.
- The adopted policy (requirements and processes) for accepting new students is not firmly enforced.

Concerns:

- The policies (requirements and processes) for accepting new students are better to be more firmly enforced.
- The trend in high-school grades of freshman accepted in the last five years are better to be noticed.

Rubric: Evaluate student performance (to foster learning outcomes attainment)

Covered Aspects:

- ✓ Student Performance and Progress

Covered Performance Indicators:

- Processes of student performance evaluation

Deficiencies:

- No processes are adopted for student performance evaluation.

Weaknesses:

- Weak processes are adopted for student performance evaluation.
- Processes are either few or weakly implemented.

Concerns:

- Processes are better to be well documented.

Rubric: Monitor student progress (meeting prerequisites)

Covered Aspects:

- ✓ Student Performance and Progress (Continued)

Covered Performance Indicators:

- Processes of student progress monitoring
- How to ensure meeting prerequisites
- How to document students meeting prerequisites

Deficiencies:

- No processes are adopted for student progress monitoring.

Weaknesses:

- Weak processes are adopted for student progress monitoring.
- Processes are either few or weakly implemented.

Concerns:

- Processes are better to be well documented.

Rubric: Have and enforce policies for awarding academic credit for courses taken at other institutions in addition to admission requirements

Covered Aspects:

- ✓ Transfer Students

Covered Performance Indicators:

- Requirements and processes for accepting transfer students
- Transfer credits and clearing instructions
- Ministry-mandated articulation impact
- Transfer students for past five years

Note: Ministry-mandated articulation requirements that impact the program are better to be inclusively put into consideration.

Deficiencies:

- No policies (requirements, processes and transfer credits) are adopted for accepting transfer students.

Weaknesses:

- Weak policies (requirements, processes and transfer credits) are adopted for accepting transfer students.
- Policies (requirements, processes and transfer credits) do exist but they are not firmly enforced.

Concerns:

- The policies (requirements, processes and transfer credits) for accepting transfer students are better to be more firmly enforced and the trend in high-school grades of transfer students in the last five years are better to be noticed.

Rubric: Advising students and extracurricular activities

Covered Aspects:

- ✓ Advising Students and Extracurricular Activities

Covered Performance Indicators:

- Processes for advising students regarding curricular and carrier matters
- Processes for advising students regarding extracurricular activities
- How often students are advised, who provides that?

Deficiencies:

- No processes are adopted for student advising by program faculty, departmental, college or university advisors.

Weaknesses:

- Weak processes are adopted for student advising by program faculty, departmental, college or university advisors.

- Processes are either rarely or Weakly implemented (insufficient support from higher administrations is offered)

Concerns:

- The processes for student advising are better to be frequently and systematically carried on by program faculty, departmental, college or university advisors.

Rubric: Have and enforce procedures to ensure and document that students who graduate meet all graduation requirements

Covered Aspects:

- ✓ Graduation Requirements

Covered Performance Indicators:

- Graduation requirements
- Well-documented procedures to ensure that graduates meet the requirements
- Transcripts of some of the most recent graduates

Note: Transcripts of some of the most recent graduates (student records) are provided as supplementary evidence for being compliant to (5.5). No rubrics are needed for this aspect.

Deficiencies:

- No graduation requirements are available.
- No processes are adopted to ensure that students meet the graduation requirements.

Weaknesses:

- Weak graduation requirements are available.
- Weak processes are adopted to ensure that students meet the graduation requirements.

Concerns:

- The graduation requirements and processes are better to be well-documented.

Criterion 6: Faculty

Rubric: Appropriate qualifications

Covered Aspects:

- ✓ Faculty Qualifications

Covered Performance Indicators:

- ✓ Appropriate faculty qualifications

Deficiencies:

- No supporting evidence on faculty qualifications is available.

Weaknesses:

- Weak evidence on faculty qualifications is available.

Concerns:

- Faculty qualifications are better to be upgraded.

Rubric: Sufficient number and competencies to cover all curricular areas

Covered Aspects:

- ✓ Faculty Qualifications (continued)
- ✓ Faculty Workload

Covered Performance Indicators:

- How adequate to cover all areas?
- The overall competence of the faculty
- Share of time devoted to the program

Deficiencies:

- No supporting evidence on faculty number to cover all curricular areas is available.
- No supporting evidence on faculty competencies to cover all curricular areas is available.

Weaknesses:

- Weak evidence on faculty number to cover all curricular areas is available.
- Weak evidence on faculty competencies to cover all curricular areas is available.

Concerns:

- Few faculty members are better to be added.
- Very few faculty competencies are better to be developed.

Rubric: Adequate levels of student-faculty interaction

Covered Aspects:

- ✓ Faculty Size

Covered Performance Indicators:

- Extent and quality of student-faculty interaction

Deficiencies:

- No supporting evidence on student-faculty interaction is available.

Weaknesses:

- Weak evidence on student-faculty interaction is available.

Concerns:

- The student-faculty interaction is better to be enhanced.

Rubric: Adequate levels of student advising and counseling

Covered Aspects:

- ✓ Faculty Size (continued)

Covered Performance Indicators:

- Extent and quality of student advising and counseling

Deficiencies:

- No supporting evidence on student advising and counseling is available.

Weaknesses:

- Weak evidence on student advising and counseling is available.

Concerns:

- Student advising, and counseling is better to be enhanced.

Rubric: Adequate levels of university service activities

Covered Aspects:

- ✓ Faculty Size (continued)

Covered Performance Indicators:

- Extent and quality of university service activities

Deficiencies:

- No supporting evidence on university service activities is available.

Weaknesses:

- Weak evidence on university service activities is available.

Concerns:

- The university service activities are better to be enhanced.

Rubric: Adequate levels of interaction with practitioners and employers

Covered Aspects:

- ✓ Faculty Size (continued)

Covered Performance Indicators:

- Extent and quality of interactions with industrial and professional practitioners, as well as employers of students

Deficiencies:

- No supporting evidence on interaction with practitioners and employers is available.

Weaknesses:

- Weak evidence on interaction with practitioners and employers is available.

Concerns:

- The interaction with practitioners and employers is better to be enhanced.

Rubric: Adequate levels of professional development

Covered Aspects:

- ✓ Faculty Development

Covered Performance Indicators:

- Extent and quality of professional development
- Role of scientific research achievements
- Role of the offered post-graduate programs

Note: It is believed that scientific research achievements and rolling post-graduate programs will have significant effect in professional development of faculty. Programs shall benefit from recommended observations (O) in this context. So, the minimum judgment of these two aspects is (O) in order not to affect ABET scale of assessment.

Deficiencies:

- No supporting evidence on professional development is available.

Weaknesses:

- Weak evidence on professional development is available.

Concerns:

- Professional development is better to be enhanced.

Rubric: Sufficient authority for program guidance and implementation of processes for evaluation, assessment, and continuous improvement

Covered Aspects:

- ✓ Faculty Authority and Responsibility

Covered Performance Indicators:

- Role of faculty in course creation, modification and evaluation.
- Role of faculty in definition and revision of PEOs and GOs and GOs attainment
- Roles of others on campus

Deficiencies:

- No supporting evidence on faculty authority is available.

Weaknesses:

- Weak evidence on faculty authority is available.

Concerns:

- The extent of faculty authority is better to be enhanced.

Criterion 7: Administrative Support

Rubric: adequate leadership and administrative services to meet program needs

Covered Aspects:

- ✓ Leadership and administrative services

Covered Performance Indicators:

- Leadership adequacy to ensure the quality and continuity of the program
- Leadership involvement in making decisions
- How clearly tasks are assigned, and authorities are delegated?
- How effective is the organizational structure?
- Efficiency of documentation for all activities and issues.
- Adequacy of administrative services provided to the program

Deficiencies:

- No supporting evidence is available on how leadership and administrative services are adequate to ensure the quality and continuity of the program.
- No supporting evidence is available on leadership involvement, tasks and authorities, organizational structure efficiency and documentation system.

Weaknesses:

- Weak evidence is available on how leadership and administrative services are adequate to ensure the quality and continuity of the program.
- Weak evidence is available on how the leadership involvement, tasks and authorities, organizational structure efficiency and documentation system.

Concerns:

- Leadership and administrative support is better to be enhanced to ensure the quality and continuity of the program including leadership involvement, tasks and authorities, organizational structure efficiency and documentation system.

Rubric: adequate administrative support to faculty to meet program needs

Covered Aspects:

- ✓ Faculty Support

Covered Performance Indicators:

- Policies and processes used to recruit new faculty
- Strategies used to retain and promote current qualified faculty
- Strategies used for faculty professional development
- Scientific research activities and post-graduate studies if any

Deficiencies:

- No supporting evidence is available on how the resources available to the program are sufficient to attract and retain and provide for the continued professional development of a qualified faculty.

Weaknesses:

- Weak evidence is available on how the resources available to the program are sufficient to attract and retain and provide for the continued professional development of a qualified faculty.

Concerns:

- The resources available to the program are better to be enhanced in order to attract and retain a qualified faculty and to provide for the continued professional development of a qualified faculty.

Rubric: adequate administrative support to staff to meet program needs

Covered Aspects:

- ✓ Technical and Administrative Staff Support

Covered Performance Indicators:

- Adequacy of staff size and qualifications
- Policies and processes to recruit and retain staff
- Strategies used for continual professional development and promotion

Deficiencies:

- No evidence is available on how staff (both administrative and technical) provided to the program is adequate to meet program needs.
- No evidence is available on how staff (both administrative and technical) is recruited, retained, promoted and developed in order to meet program needs.

Weaknesses:

- Weak evidence is available on how staff (both administrative and technical) provided to the program is adequate to meet program needs.
- Weak evidence is available on how staff (both administrative and technical) is recruited, retained, promoted and developed in order to meet program needs.

Concerns:

- Staff recruiting, retaining, promoting and development are better to be enhanced to assure meeting program needs.

Criterion 8: Financial Support

Rubric: adequate funding resources to meet program needs

Covered Aspects:

- ✓ Funding Resources

Covered Performance Indicators:

- Budget establishment and continuity of adequate funding sources

Deficiencies:

- No evidence is available on how the program's budget is established and what funding sources are available.

Weaknesses:

- Weak evidence is available on how the program's budget is established and what funding sources are available.

Concerns:

- Adequate funding sources provided to the program are better to be enhanced to assure meeting all program needs.

Rubric: adequate program budget to meet program needs

Covered Aspects:

- ✓ Program Budget

Covered Performance Indicators:

- Financial support to provide for teaching and learning.
- Financial support to acquire, maintain and upgrade the assets
- Financial support to attract, retain, promote and provide for the continued professional development of a qualified faculty
- Financial support to attract, retain, promote and provide for the continued professional development of a qualified staff

Deficiencies:

- No evidence is available on how adequate the financial support is provided for teaching and learning processes.
- No evidence is available on how adequate is the financial support provided to acquire, maintain and upgrade the assets.
- No evidence is available on how adequate is financial support to attract, retain, promote and provide for the continued professional development of a qualified faculty including scientific research.
- No evidence is available on how adequate is financial support to attract, retain, promote and provide for the continued professional development of a qualified staff.

Weaknesses:

- Weak evidence is available on how adequate is the financial support provided for teaching and learning processes.
- Weak evidence is available on how adequate is the financial support provided to acquire, maintain and upgrade the assets.
- Weak evidence is available on how adequate is financial support to attract, retain, promote and provide for the continued professional development of a qualified faculty including scientific research.

- Weak evidence is available on how adequate is financial support to attract, retain, promote and provide for the continued professional development of a qualified staff.

Concerns:

- Financial support provided to the program is better to be enhanced to assure meeting all program needs and to acquire, maintain and upgrade the infrastructures, facilities, and equipment used in the program in addition to attract, retain, promote and provide for the continued professional development faculty and staff including scientific research.

Criterion 9: Facilities

Rubric: Built spaces and associated equipment are adequate to support attainment of graduate outcomes and provide an atmosphere conducive to learning

Covered Aspects:

- ✓ Built Spaces and Associated Equipment

Covered Performance Indicators:

- Offices and associated equipment
- Classrooms and associated equipment
- Laboratory and associated equipment
- Campus infrastructure and supportive facilities

Deficiencies:

- No supporting evidence is available on how adequate the built spaces and associated equipment is.
- The built spaces and associated equipment are crucially inadequate to support attainment of graduate outcomes and provide an atmosphere conducive to learning.

Weaknesses:

- Weak evidence is available on how adequate the built spaces and associated equipment is.
- The built spaces and associated equipment is slightly inadequate to support attainment of graduate outcomes and provide an atmosphere conducive to learning.

Concerns:

- The built spaces and associated equipment are better to be enhanced to support attainment of graduate outcomes and provide an atmosphere conducive to learning.

Rubric: Modern tools, equipment, computing assets, and laboratories are available, accessible, and systematically maintained and upgraded

Covered Aspects:

- ✓ Computing Assets
- ✓ Maintenance and Upgrading of Facilities

Covered Performance Indicators:

- Adequate computing and information resources

- Accessibility of university computing resources
- Adequacy to support the professional activities
- Policies and procedures for maintaining and upgrading the tools, equipment, computing resources, and laboratories used by students and faculty in the program

Deficiencies:

- No supporting evidence is available on how the computing and information resources, tools, equipment, and laboratories used by students and faculty in the program are adequate, accessible, modern or systematically maintained and upgraded in order to support professional activities.

Weaknesses:

- Weak evidence is available on how the computing and information resources, tools, equipment, and laboratories used by students and faculty in the program are adequate, accessible, modern or systematically maintained and upgraded in order to support professional activities.

Concerns:

- Adequacy, accessibility, maintenance and upgrading of computing and information resources, tools, equipment, or laboratories used by students and faculty in the program is better to be enhanced to support professional activities.

Rubric: Students provided appropriate direction regarding the use and safety precautions of the tools, equipment, computing resources and laboratories

Covered Aspects:

- ✓ Students Direction and Safety Precautions

Covered Performance Indicators:

- How appropriate direction is available
- Safety Precautions

Deficiencies:

- No supporting evidence is available on students' direction regarding the use and safety precautions of computing and information resources, tools, equipment and laboratories.

Weaknesses:

- Weak evidence is available on students' direction regarding the use and safety precautions of computing and information resources, tools, equipment and laboratories.

Concerns:

- Students' direction regarding the use and safety precautions of computing resources, tools, equipment and laboratories is better to be enhanced.

Rubric: Adequate library services

Covered Aspects:

- ✓ Library Services

Covered Performance Indicators:

- Adequacy of the library's technical collection

- Adequacy of the process of request by faculty
- Library's systems for obtaining

Deficiencies:

- No supporting evidence is available on how adequate the library's technical collection are, the process of request by faculty and the library's systems for locating and obtaining electronic information.

Weaknesses:

- Weak evidence is available on how adequate the library's technical collection are, the process of request by faculty and the library's systems for locating and obtaining electronic information.

Concerns:

- The library's technical collection, the process by which faculty may request the library to order books or subscriptions and the library's systems for locating and obtaining electronic information are better to be enhanced.

For Program Specific Criteria

Rubric: Program Specific Criteria

Covered Aspects:

- Curricular topics (if any)
- Faculty qualifications (if any)
- Other (if any)

Covered Performance Indicators:

- Curricular topics (within Criterion 3)
- Faculty qualifications (within Criterion 6)
- Other (within related Criterion)

Note 1: Curricular topics are to be embedded within (Criterion 3: Curriculum) in order to ensure consistency of assessment and evaluation.

Note 2: Faculty qualifications are to be embedded within (Criterion 6: Faculty) in order to ensure consistency of assessment and evaluation.

Note 3: Others are to be embedded within the related (Criterion) in order to ensure consistency of assessment and evaluation.

Note 4: If a program, by virtue of its title, becomes subject to two or more sets of Program Criteria, then that program must satisfy each set of Program Criteria; however, overlapping requirements are better to be satisfied only once.

For Accreditation Policy and Procedure Aspects

Rubric: Ethical Requirements

Covered Aspects:

- Public release of information by the institution or program.
- Program names must meet the requirements of this document.
- Facilities adequate and safe for the intended purpose.

Note: These ethical requirements are to be examined but not to be assessed.