CRITERIA AND ASSOCIATED STANDARDS	Yes/No	Issue/ Observation	Possible Evidences
Criterion 1 – Program Mission, Objectives and Outcomes			
Standard 1-1 Program Measurable Objectives			
• Table 4.1 program objectives assessment			
• Document institution, college and program mission statements			
• State program objectives.			
• Describe how each objective is aligned with program, college and institution mission statements.			
• Outline the main elements of the strategic plan to achieve the program mission and objectives.			
Standard 1-2 Program Outcomes			
• Table 4.2 outcomes versus objectives.			
• Employer Survey every two years.			
• Alumni Survey every two years.			
• Graduating Student's Survey every semester.			
• Carefully designed questions asked during senior projects presentations. These questions should be related to program outcomes.			
• Outcomes examinations			
Standard 1-3 Assessment Results And Improvement Plans			
• Describe the actions taken based on the of periodic assessments			
• Describe major future program improvement plans based on recent assessments.			
• List strengths and weaknesses of the program.			
• List significant future development plans for the program			
Standard 1-4 Overall performance Using Quantifiable Measures			
• Present students enrolment (undergraduate and graduate) during the last three years indicating percentages of honor students, student faculty ratio, average graduating grade point average per semester, average time for completing the undergraduate program and attrition rate (drop-out rate).			
• Indicate percentage of employers that are strongly satisfied with the performance of the department's graduates (Use employer's survey).			
• Indicate the median/average student evaluation for all courses and the % of faculty awarded excellence in research award.			
• Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the % of faculty awarded excellence in research award.			

	• Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized.			
	• Indicate faculty and students satisfaction regarding the administrative services offered by the department. Use faculty and students surveys.			
Criterion 2 – Curriculum Design and Organization				

	Provide the following information about the program's curriculum
	
	• Title of degree program.
	
	• Definition of credit hour.
	
	• Degree plan: attach a flow-chart showing the prerequisites, core, and elective courses.
	
	• Complete Table 4.3 showing curriculum breakdown in terms of mathematics and basic sciences, major requirements, social sciences and other requirements.
	
	• For each course in the program that can be counted for credit provide 1-2 pages specifying the following:
	
	    o Course title
	    o Course objectives and outcomes
	    o Catalog description
	    o Text book (s) and references
	    o Syllabus breakdown in lectures
	    o Computer usage
	    o Laboratory
	    o Content breakdown in credit hours (if applicable) as basic science, math, engineering science, and design for engineering discipline, general education requirements, business requirements and major requirements for the Business Studies and others.			

Standard 2-1	Courses Vs. Objectives			
	• Describe how the program content (courses) meets the program objectives			
	• Table 4.4 Courses versus outcomes. Complete the matrix shown in Table 4.4 linking courses to program outcomes. List the courses and tick against relevant outcomes. A sample of such a matrix is shown in Appendix D.			

Standard 2-2	Theory, Problem Analysis/Solution and Design in Program			
	• Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.			
Standard 2-3	Mathematics & Basic Sciences Requirements			
Standard 2-4	Major Requirements as specified by Accreditation Body			
Standard 2-5	Humanities, Social Sciences, Arts, Ethical, Professional & Other Requirements			
	• Address standards 2-3, 2-4 and 2-5 using information provided in Table 4.4			
Standard 2-6	Information Technology Content Integration Throughout the Program			
	• Indicate the courses within the program that will satisfy the standard.			
	• Describe how they are applied and integrated throughout the programme.			
Standard 2-7	Communication Skills (Oral & Written)			
	• Indicate the courses within the program that will satisfy the standard.			
	• Describe how they are applied.			
Criterion 3 – Laboratories and Computing Facilities				
Standard 3-1	Lab Manuals/documentation/Instructions			
	• Explain how students and faculty have adequate and timely access to the manuals/documentation and instructions.			
	• Benchmark with similar departments in reputable institutions to identify short comings in laboratory.			
Standard 3-2	Adequate Support Personnel for labs			
	• Indicate for each laboratory, support personnel, level of support, nature and extent of instructional support			
Standard 3-3	Adequate Computing Infrastructure and Facilities			
	• Describe how the computing facilities support the computing component of your program.			
	• Benchmark with similar departments in reputable institutions to identify short comings in computing infrastructure and facilities if any			
Criterion 4 – Student Support and Advising				
Standard 4-1	Sufficient Frequency of Course Offering			
	• Provide the department's strategy for course offerings.			
	• Explain how often required courses are offered.			
	• Explain how often elective courses are offered.			

	• Explain how required courses outside the department are managed to be offered in sufficient number and frequency.			
Standard 4-2	Effective Faculty/Student Interaction			
	• Describe how you achieve effective student / faculty interaction in courses taught by more than one person such as two faculty members, a faculty member and a teaching assistant or a lecturer.			
Standard 4-3	Professional Advising and Counseling			
	• Describe how students are informed about program requirements			
	• Describe the advising system and indicate how its effectiveness is measured			
	• Describe the student counseling system and how students get professional counseling when needed.			
	• Indicate if students have access to professional counseling; when necessary.			
	• Describe opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.			
Criterion 5 – Process Control				
Standard 5-1	Admission Process			
	• Describe the program admission criteria at the institutional level, faculty or department if applicable.			
	• Describe policy regarding program/credit transfer.			
	• Indicate how frequently the admission criteria are evaluated and if the evaluation results are used to improve the process.			
Standard 5-2	Registration and Student			
	• Describe how students are registered in the program.			
	• Describe how student's academic progress is monitored and how their program of study is verified to adhere to the degree requirements.			
	• Indicate how frequently the process of registration and monitoring are evaluated and if the evaluation results are used to improve the process.			
Standard 5-3	Faculty Recruitment and Retention Process			
	• Describe the process used to ensure that highly qualified faculty is recruited to the program.			
	• Indicate methods used to retain excellent faculty members.			

	• Indicate how evaluation and promotion processes are in line with institution mission statement.			
	• Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.			
Standard 5-4	Effective Teaching and Learning Process			
	• Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.			
	• Indicate how frequently this process is evaluated and if the evaluation results are used to improve the process.			
Standard 5-5	Program Requirements Completion Process			
	• Describe the procedures used to ensure that graduates meet the program requirements.			
	• Describe when this procedure is evaluated and whether the results of this evaluation are used to improve the process			
Criterion 6 – Faculty				
Standard 6-1	Program Faculty Qualifications and Number			
	• Faculty resumes in accordance with the format in Appendix B.			
	• Table 4.6 Faculty distribution by program's areas			
Standard 6-2	Current Faculty, scholarly, Activities & Development			
	• Describe the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the faculty member's resumes, what percentage of them is current. The criteria should be developed by the department.			
	• Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.			
	• Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development			
	• Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.			
Standard 6-3	Faculty Motivation & Job Satisfaction			
	• Describe programs and processes in place for faculty motivation.			
	• Obtain faculty input using faculty survey (Appendix C) on programs for faculty motivation and job satisfaction.			
	• Indicate how effective these programs are.			
Criterion 7 – Institutional Facilities				
Standard 7-1	New Trends in Learning (e.g. E-Learning)			

	• Describe infrastructure and facilities that support new trends in learning.			
	• Indicate how adequate the facilities are.			
Standard 7-2	Library Collections & Staff			
	• Describe the adequacy of the library's technical collection.			
	• Describe the support rendered by the library.			
Standard 7-3	Class-rooms & Offices Adequacy			
	• Describe the adequacy of the classrooms.			
	• Describe the adequacy of faculty offices			
Criterion 8 – Institutional Support				
Standard 8-1	Support & Financial Resources			
	• Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation.			
	• Describe the level. of adequacy of secretarial support, technical staff and office equipment			
Standard 8-2	Number & Quality of GSs, RAs, & Ph.D. Students			
	• Provide the number of graduate students, research assistants and Ph. D			
	• Students for the last three years.			
	• Provide the faculty: graduate student ratio for the last three years.			
Standard 8-3	Financial Support for Library, & Computing Facilities			
	• Describe the resources available for the library.			
	• Describe the resources available for laboratories.			
	• Describe the resources available for computing facilities.			