



جمهورية العراق
Republic of Iraq



وزارة التعليم العالي والبحث العلمي

Ministry of Higher Education & Scientific Research

جهاز الاشراف والتقويم العلمي

Apparatus of Supervision & Scientific Evaluation

Readiness Review Worksheet (2018-2019 Review Cycle)

المجلس العراقي لاعتماد التعليم الهندسي

Iraqi Council of Accreditation
for Engineering Education

Rejeb, 1440

April, 2019

Readiness Review Worksheet For the Academic Year 2018-2019

Contact Information

University:

College:

Department:

Dean:

Signature:

Email:

Date:

Mobile:

Head of Dept.:

Email:

Signature:

Mobile:

Date:

Evaluation Judgment

The program readiness review worksheet summarizes the initial evaluation judgments of each program being considered for accreditation and/or extension of accreditation. It summarizes the identification of shortcomings with respect to criteria. Shortcomings are shown as a Deficiency (**D**), Weakness (**W**), or Concern (**C**). If no shortcomings are identified the program is considered to be in Compliance to criteria (**Y**). Sometimes suggestions (Observations) are offered to assist compliant programs in its continuous improvement (**O**). The evaluation judgment of each performance indicator is carried out by the aid of rubrics specially designed for this purpose (See the attached guide).

Deficiency (D): A deficiency indicates that a criterion, policy or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.

Weakness (W): A weakness indicates that a program lacks enough strength of compliance with a criterion, policy or procedure in a way that ensures that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy or procedure prior to the next review.

Concern (C): A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.

Observation (O): An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

Iraqi Council of Accreditation for Engineering Education, Readiness Review Worksheet

Criterion 1: Program Educational Objectives	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
1.1 Strategic Planning			
1.1.1 Applicable published strategic plan including vision, mission and objectives (statement is well-defined, achievable and publicized).			
1.1.2 Consistency of the program strategic plan with the institutional one.			
1.2 Statement of PEOs			
1.2.1 Applicable published and publicized PEOs (statements are well-defined, measurable and achievable)			
1.3 PEOs Consistency with the Mission Statement			
1.3.1 Relating PEOs to the institution's mission			
1.4 Program Constituencies			
1.4.1 What Constituencies are involved?			
1.4.2 How the PEOs meet the needs of these constituencies?			
1.5 PEOs Review Process			
1.5.1 Processes for periodical review of the PEOs			
1.5.2 How constituencies are involved in this process?			
1.5.3 How to ensure that PEOs remain consistent with the institutional mission, the program constituents' needs and these criteria?			

Iraqi Council of Accreditation for Engineering Education, Readiness Review Worksheet

Criterion 2: Graduate Outcomes	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
2.1 Adopted Graduate Outcomes			
2.1.1 Applicable published and publicized GOs.			
2.1.2 Coherence with the seven GOs of this criterion. It is required to recognize the wider scope of ethics including societal and environmental aspects.			
i) An ability to distinguish, identify, define, formulate, and solve engineering problems by applying principles of engineering, science and mathematics.			
ii) An ability to produce engineering designs that meet desired needs within certain constraints by applying both analysis and synthesis in the design process.			
iii) An ability to create and carry out proper measurement and tests with quality assurance, analyze and interpret results, and utilize engineering judgment to make inferences.			
iv) An ability to skillfully communicate orally with a gathering of people and in writing with various managerial levels.			
v) An ability to perceive ethical and professional responsibilities in engineering cases and make brilliant judgments taking into account the consequences in worldwide financial, ecological and societal considerations.			
vi) An ability to perceive the continual necessity for professional knowledge growth and how to find, assess, assemble and apply it properly.			
vii) An ability to work adequately on teams and to set up objectives, plan activities, meet due dates, and manage risk and uncertainty.			
2.2 Relating GOs to PEOs			
2.2.1 How the GOs prepare graduates to attain the PEOs.			

Iraqi Council of Accreditation for Engineering Education, Readiness Review Worksheet

Criterion 3: Curriculum	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
3.1 Program Structure and Content			
3.1.1 Study Plan: adequate attention and time to each component including summer training.			
3.1.2 Alignment with PEOs: consistent with the objectives of the program and institution			
3.1.3 Attainment of GOs: support the development of a range of intellectual and practical skills and attainment of GOs			
3.1.4 Prerequisite Structure: Showing dependency and integration of a balanced curriculum			
3.1.5 Subject Areas Requirements: (in terms of hours and depth) including college level mathematics and basic sciences with experimental experience, engineering topics appropriate to the field of study and general education that complements the technical content in consistence with program and institution objectives.			
3.1.6 Major Design Experience: that prepares students for engineering practice where public health and safety, global, cultural, social, environmental, and economic factors must be considered (final-year design project based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints			
3.1.7 Teaching and Learning Strategies: How program teaching/learning and assessment strategies are appropriate to, consistent with, and support the attainment of GOs.			

Criterion 3: Curriculum (Continued)	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
3.2 Relating Courses Learning Outcomes to GOs			
3.2.1 Abbreviated syllabus of each course must be available showing CLOs.			
3.2.2 Mapping CLOs to GOs: How the courses learning outcomes actually lead to the achievement of graduate outcomes. The relationships of CLOs to GOs might need preparing a “Course Portfolio” for each course. A typical course portfolio contents are: course number and name, credits and contact hours, instructor’s or course coordinator’s name, text book (title, author and year), other supplemental materials, specific course information (brief description of the content of the course or catalog description, prerequisites or co-requisites and indicating whether a required, elective, or selected elective course in the program), specific objectives of the course and specific learning outcomes, mapping of CLOs with GOs, strategies of teaching/learning and assessment to achieve the outcomes, copy of notes, copies of exams (instruction copies), and copies of student work.			

Criterion 4: Continuous Improvement	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
4.1 Achievement of Graduate outcomes			
4.1.1 Assessment Processes: used to gather data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.			
4.1.2 Frequency of Assessment Processes			
4.1.3 Expected Level of Attainment			
4.1.4 Results of Evaluation and Analysis: the extent to which each of the graduate outcomes is being attained			
4.1.5 Documentation: how the data gathered, and the results of the performance are documented and maintained in addition to the materials, including student work and other tangible materials that demonstrate achievement of the GOs			
4.2 Actions for Continuous Improvement			
4.2.1 Systematic Data Utilization in Continuous Improvement: how the results of evaluation processes for the graduate outcomes and any other available information have been systematically used as input in the continuous improvement of the program.			
4.2.2 Re-assessment of Changes Results: how results of any changes are subjected to re-assessment to find whether effective or not.			
4.2.3 Future Plans: any significant future program improvement plans based upon recent evaluations.			
4.2.4 Brief Rationale of Planned Changes (for each of the planned changes).			

Criterion 4: Continuous Improvement (Continued)	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
4.2.5 Quality Management System Documentation			
4.2.5.1 What does the Quality Management System provide for PEOs, GOs and curriculum review? Information such as minutes from meetings where the assessment results are evaluated, and recommendations are made is required.			
4.2.5.2 Industrial Advisory Committee: The feedback and inputs from stakeholders (industry advisors, students and alumni), benchmarking and external examiners. For a new program, it also needs to discuss the feasibility of introducing the new program.			
4.2.5.3 Other information, if available, used to assist in continuous improvement such as (participation of faculty, support staff and students in the continual quality improvement process, their professional practice in industry or collaborative projects and invited lecturers or speakers from industry or public bodies.			

Criterion 5: Students	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
5.1 Student Admission			
5.1.1 Requirements of admission (have policies for accepting new students).			
5.1.2 Processes of admission (enforce policies for accepting new students).			
5.1.3 High-school grades for freshman admissions for past five years.			
5.2 Student Performance and Progress			
5.2.1 Processes by which student performance is evaluated in relation to student learning outcomes.			
5.2.2 Processes by which student progress is monitored in relation to prerequisites attainment.			
5.2.3 How the program ensures that students are meeting prerequisites and how it handles the situation when a prerequisite has not been met.			
5.2.4 How the program documents that students are meeting prerequisites.			
5.3 Students Transfer			
5.3.1 Requirements and processes for accepting transfer students (Have enforced policies for accepting transfer students).			
5.3.2 Transfer credits and clearing (equivalence/exempt) instructions (Have and enforce policies for awarding academic credit for courses taken at other institutions).			
5.3.3 Ministry-mandated articulation requirements that impact the program.			
5.3.4 Transfer students for past five years			

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Criterion 5: Students (Continued)	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
5.4 Students' Advising and Extracurricular Activities			
5.4.1 Processes by which students are advised regarding curricular and carrier matters.			
5.4.2 Processes by which students are advised regarding extracurricular activities for enthusiasm, motivation and character building in management, leadership, arts, sports, societal and environmental activities.			
5.4.3 How often students are advised and who provides the advising (program faculty, departmental, college or university advisor). Sufficiency of faculty members for advising and counseling students in four major areas; psychological, academic, professional, and extracurricular aspects.			
5.5 Graduation Requirements			
5.5.1 Graduation requirements for the program (the degree awarded).			
5.5.2 Have and enforce well-documented procedures to ensure that students who graduate meet all graduation requirements.			
5.5.3 Transcripts of some of the most recent graduates: how the program and any program options are designated on the transcript.			

Criterion 6: Faculty	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
6.1 Faculty Qualification			
6.1.1 Appropriate faculty qualifications: Composition, size, credentials, and experience of the faculty including industrial experience and industrial involvement.			
6.1.2 Adequate faculty to cover curricular areas: adequate to cover all the curricular areas of the program and meet the program criteria including their competencies in implementing the outcome-based approach to education.			
6.1.3 The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship and participation in professional societies.			
6.2 Faculty Workload			
6.2.1 Percentage of faculty work time devoted to the program.			
6.3 Faculty Size			
6.3.1 Extent and quality of student-faculty interaction: effective teaching.			
6.3.2 Extent and quality of student advising and counseling.			
6.3.3 Extent and quality of university service activities: program service and services required to the university, industry and community through research, publication, and consultancy activities.			
6.3.4 Extent and quality of interactions with industrial and professional practitioners and employers.			

Criterion 6: Faculty (Continued)	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
6.4 Faculty Development			
6.4.1 Extent and quality of professional development activities for each faculty member including opportunities in further education, industrial exposure, and implementing the outcome-based approach to education.			
6.4.2 Role of scientific research achievements in the professional development of the faculty.			
6.4.3 Role of the offered post-graduate programs in the professional development of the faculty.			
6.5 Faculty Authority and Responsibility			
6.5.1 Role of the faculty with respect to course creation, modification, and evaluation			
6.5.2 Role of the faculty in the definition and revision of PEOs and GOs and their role in the attainment of the GOs			
6.5.3 Roles of others on campus (e.g. dean or provost) with respect to these areas			

Criterion 7: Administrative Support	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
7.1 Leadership and Administrative Services			
7.1.1 Leadership adequacy to ensure the quality and continuity of the program.			
7.1.2 Leadership involvement in making decisions that affect the program.			
7.1.3 How clearly tasks are assigned, and authorities are delegated.			
7.1.4 How effective is the organizational structure in serving the Quality Management System.			
7.1.5 Efficiency of documentation for all activities and issues.			
7.1.6 Adequacy of administrative services provided to the program.			
7.2 Faculty Support			
7.2.1 Faculty Recruitment.			
7.2.2 Faculty Retention and Promotion.			
7.2.3 Faculty Development.			
7.3 Technical and Administrative Staff Support			
7.3.1 Staff Size and Qualification.			
7.3.2 Staff Recruitment and Retention.			
7.3.3 Staff Development and Promotion.			

Criterion 8: Financial Support	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
8.1 Funding Resources			
8.1.1 Process used to establish the program’s budget and continuity of funding resources needed to meet the program needs including sources of both permanent and temporary funds			
8.2 Program Budget:			
8.2.1 Teaching and Learning Financial Support.			
8.2.2 Facilities Financial Support.			
8.2.3 Faculty Financial Support.			
8.2.4 Staff Financial Support.			

Criterion 9: Facilities	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
9.1 Built Spaces and Associated Equipment			
9.1.1 Offices and associated equipment.			
9.1.2 Classrooms and associated equipment.			
9.1.3 Laboratories and associated tools and equipment.			
9.1.4 Campus infrastructure and supportive facilities.			
9.2 Computing Assets			
9.2.1 Adequate computing and information resources in addition to those described in laboratories, which are used by the students in the program including workstations, servers, storage, networks and software.			
9.2.2 Accessibility of university-wide computing resources available to all students via various locations and the hours the various computing facilities are open to students.			
9.2.3 Adequacy of these facilities to support the scholarly and professional activities of the students and faculty in the program.			
9.3 Students Direction and Safety Precautions			
9.3.1 How students in the program are provided appropriate direction regarding the use of the tools, equipment, computing resources, and laboratories			
9.3.2 How the facilities, tools, and equipment used in the program are safe for their intended purpose			
9.4 Maintenance and Upgrading of Facilities			
9.4.1 Policies and procedures for maintaining and upgrading the tools, equipment, computing resources, and laboratories used by students and faculty in the program.			

Iraqi Council of Accreditation for Engineering Education, Readiness Review Worksheet

Criterion 9: Facilities (Continued)	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
9.5 Library Services			
9.5.1 Adequacy of the library's technical collection relative to the needs of the program and the faculty.			
9.5.2 Adequacy of the process by which faculty may request the library to order books or subscriptions.			
9.5.3 Library's systems for locating and obtaining electronic information, and any other library services relevant to the needs of the program.			

Specific Program Criteria	Head of Dept.	Reviewer	
	D, W or Y	D, W, C, O or Y	Comments
10.1 Curricular Topics (if any): to be imbedded in criterion 5.			
10.2 Faculty Qualifications (if any): to be imbedded in criterion 6.			
10.3 Other (if any): to be imbedded in the suitable criterion.			