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PREPARATION OF SELF-ASSESSMENT REPORT (SAR)

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Outcome of this presentation

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- Identify the processes we should develop in our programs
- Documents needed for the Self-Assessment Report (SAR)
- How to preparing the SAR
- Identify the gaps between the current practice we follow in our programs and the BAETE proposed accreditation process.



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Remember

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- Accreditation is more than OBE
- Top management should feel that accreditation is necessary
- Faculty members must be motivated: must believe that OBE will improve the quality of education
- A core, dedicated team is needed
- Our weakest link: Documentation!
- What is needed: Developing a process



Rest of the Outline

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- Evaluation process: what we must know
 - ▣ Evaluation criteria
 - ▣ Accreditation decision
- Minimum requirements before you apply
- Required documents
- Preparing the SAR
 - ▣ Addressing each criterion



Evaluation criteria

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1. Organization and Governance
2. Financial and Physical Resources
3. Faculty
4. Students
5. Academic Facilities and Technical Support
6. Curriculum and Teaching-Learning Processes
7. Program Educational Objectives (PEO)
8. Program Outcomes and Assessment
9. Continuous Quality Improvement (CQI)
10. Interactions with the Industry



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Important terminologies

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- Compliance: Adequately satisfied the benchmark requirements stipulated in the manual. No corrective measure is
- Concern: Broadly in compliance but requires improvement to avoid compromised quality of the program or currently in compliance but the potential exists for the situation to change, resulting in noncompliance in the future.
- Weakness: Lacks strength of compliance, leading to compromised quality of the program. Corrective measures are required
- Deficiency: Either does not exist or is in the elementary stage. Compliance is required.



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Accreditation decision

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- No marking system
- No grades, like 'A', 'B' or 'C'
- Accredited for maximum 6 years
- Evaluation will be evidence based
- Recommendations of the Evaluation Team must be supported with reasons



Accreditation decision

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Deficiency	Weakness	Decision
None	None	Maximum 6 years
None	Weakness found in not more than three criteria	Shorter than 6 years
Any deficiency identified in any criterion	-	Not accredited



A program will be considered for accreditation only if

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1. Institution is approved by an appropriate authority
2. The program is approved by an appropriate authority
3. Duration of the program for a full-time student is four years
4. Admission to the program requires a minimum of 12 years of schooling
5. The program follows an outcome-based education approach
6. Minimum 130 credit hours program
7. The Vice Chancellor, Pro-Vice Chancellor and Treasurer are appointed according to the relevant act/statute
8. The statutory bodies (e.g., Syndicate, Academic Council, Finance Committee, Disciplinary Committee, etc.) exist and are functional
9. The department have adequate number of full-time faculty members, including senior faculty members, with relevant academic specialization
10. The institution have adequate laboratory facilities for the program



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Required documents

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- i. Latest copy of the prospectus of all programs and a copy of the latest academic calendar of the institution.
- ii. Copy of the letter of approval for the establishment of the institution from the authority.
- iii. Copy of the letter of approval for the establishment of the program.
- iv. Copy of statutes/academic ordinances.
- v. List of members of the statutory committees in accordance with the acts/statutes.



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Criteria 1: Organization and Governance

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1. Compliance with relevant acts and statutes
2. Statutory positions and bodies of the institution
3. Existence of and adherence to policies
 - o Service rules, academic rules, code of conduct, disciplinary code, recruitment and promotion policies, salary structure, leave rules, and scholarship and financial aid policies
4. Grievance redress system
 - o Existence of a grievance redress mechanism
5. Alumni association
6. Convocation



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Criteria 2: Financial and Physical Resources

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1. Finance and budget
 - o Assets calculation and revenue
 - o Adequacy of budget
 - o Appropriateness of budgetary allocation
2. Scholarships and financial aid for students
3. Accommodations for male and female students
4. Safety measures: infrastructure, practices, training and compliance
 - o Firefighting policy, facility and rehearsal; Emergency evacuation and assembly plan and rehearsal; Campus safety and security measures in place
5. Sports and recreational facilities
6. Placement center



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Criteria 3: Faculty (1)

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1. Number of full-time faculty members
2. Number of part-time faculty members
3. Class size: minimum/maximum/average class size of all courses/sections in last three years
4. Student-teacher ratio:
 - o for each semester during last three years
 - o No specific method has been proposed
5. Involvement of faculty members in research, development and professional activities



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Criteria 3: Faculty (2)

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6. Role of faculty members in directing the course and the improvements of the program
 - o Faculty involvements in course outcomes, selecting appropriate pedagogical and assessment tools, updating course content, and making decisions regarding quality improvements to the program.
 - o Submit copies of the minutes of relevant faculty meetings
7. Training of faculty members on outcome-based education
 - o training events organized for faculty members in establishing appropriate course outcomes, conducting effective teaching-learning activities, conducting suitable assessments, and measuring outcome achievement



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Criteria 4: Students

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1. Admission policy, including admission criteria
2. Policy for transfer students
3. Continuous monitoring of student performance
 - Continuous feedback to students regarding their academic performance and outcome achievement
4. Advising and counseling
5. Extra- and co-curricular activities
 - How these activities are supported institutionally.
 - List students in who participated in student activities
 - Mention notable achievements, if any.
6. Professional society activities



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Criterion 5: Academic Facilities and Technical Support

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1. Library
 - Space and hours of operation
 - Library resources (books, journals, proceedings, etc.)
 - Modernization of the library
2. Classrooms
3. Laboratories and equipment
 - Laboratories for all relevant courses of the curriculum
 - Availability of equipment
4. Full-time technical support staff for laboratories
5. Internet and computing facilities



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Criterion 6: Curriculum and Teaching-Learning Processes

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1. Curriculum
 - Minimum credit hours expressed in contact hours with formula used
 - Course content
 - Flow chart: semester-by-semester flow chart of the program
 - List of offered courses and lecture plans
 - Course files:
2. Laboratory activities
3. Final-year design project
4. Teaching-learning activities
 - Interactive/non-traditional activities adopted for different courses, noting the course and the activity.
5. Academic calendar



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Criterion 7: Program Educational Objectives (PEOs)

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1. Mission and Vision
2. PEOs: Statements and their relationship/mapping with the institutional vision and mission
3. Relationship between the POs and PEOs
4. Process for PEO measurement
 - Process used to measure the achievement of each PEO.
 - Documents (meeting minutes, survey results, etc.) that support the assertion.
 - How different stakeholders are involved
 - How the PEO measurement results are used to redefine and improve the PEOs.



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Criterion 8: Program Outcomes (POs) and Assessment

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1. Course outcomes (COs)
 - o Statements of COs
 - o Assessment of COs: how the attainment of COs is assessed, submit evidence of CO assessment
2. Relationship between COs and POs
3. Achievement of POs required by the BAETE
 - o Evidence that each PO has been achieved by the time of graduation.
 - o Justify the assessment tools and assessment criteria
4. Achievement of additional POs
 - o required by the department/school/faculty/institution



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Criterion 9: Continuous Quality Improvement (CQI)

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1. Feedback from students
 - o Student evaluation of courses
 - o Student survey
2. Feedback from course instructors
3. Feedback from external stakeholders
 - o Feedback from alumni
 - o Feedback from employers
4. CQI loops
 - o For COs, POs and PEOs. How achievements of outcomes and objectives are assessed, analyses are conducted and improvements are made
5. Addressing deficiencies, weaknesses and concerns identified during the previous accreditation evaluation(s) (not applicable for new accreditation applications)



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Criterion 10: Interactions with the industry

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1. Participation of the industry in academic updates
2. Students' opportunities to gain industrial experience
 - Internship
 - Final-year design project
 - Industry visits



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