



## Template for Request for Evaluation

### **CEEAA**

No. 30, Xueyuan Road, Haidian District

Beijing 100083

Phone: 86-10-66093183

Email: [ceaaa@cast.org.cn](mailto:ceaaa@cast.org.cn)

Website: <http://www.ceaaa.org.cn>

## Commitment

The Secretariat of CEEAA,

In accordance with the stipulations regarding evaluation request qualifications in the *Policy and Procedure of Engineering Education Accreditation*, we hereby apply for engineering education accreditation for the following programs that meet the application criteria.

Institution:

Program:

**We promise all the information supplied is authentic, and abide by the disciplinary requirements of the *Policy and Procedure of Engineering Education Accreditation* and other regulations without engaging in any activities that violate the impartiality of the accreditation. We are willing to bear various expenses arising from on-site visits (including virtual review).**

Signature (President of the Institution):

(Official seal of the Institution):

Date:

## Preparation Notes

### I. Basic Contents

1. Program states the willingness to accept the accreditation by CEEAA;
2. Program meets the criteria specified in the *Policy and Procedure of Engineering Education Accreditation*;
3. Program must provide supporting materials to prove that it meet basic standards of the request for evaluation.

### II. Basic Requirements

1. The request for evaluation must be concise and clear, and highlight key points. Do not list materials irrelevant to accreditation criteria.
2. The institution must promise that all the information supplied is authentic and credible.

### III. Supplemental Materials

1. The program to be accredited must adopt outcome-based teaching evaluation methods (outcomes, also student outcomes, refer that what students are expected to know and be able to do by the time of graduation). The focus of evaluation is on how well all graduates with a bachelor's degree in engineering meet the graduate outcomes set by the program.
2. The program must set an outcome-based internal evaluation mechanism, the principle component of which is the curriculum designed based on student outcomes. The following materials are to be supplied: relevant documentation, evaluation results and other additional information.
3. The basic working method of the engineering education accreditation is "evaluators investigating and verifying the evidence presented by the program". The program must provide evidence that the students have attained graduate outcomes; the evidence must

indicate the evaluation results achieved by the program rather than raw records of what it has done.

## I. Contact Information

Institution Name		Program Name	
Category of the Program *			
College and Department			
Director of the Office of Academic Affairs		E-mail	
Office Tel.		Phone	
Program Director		E-mail	
Office Tel.		Phone	
Address			

## II. Background Information

### 1. Institution Profile

Give a brief introduction to the history and status quo of the institution.

### 2. Program Profile

- (1) History of the program. Include the time of start-up and important changes.
- (2) Graduation year of the first batch of graduates. In case of a gap in operation of the program, provide that of the continuous operating period.
- (3) An explanation is required in the event that different educational programs are implemented for programs under the same name, or that the operation is carried out on

campuses or in colleges with different sources of students and operation conditions.

### **3. Program Accreditation History**

Only for the program that has undergone the accreditation before. Briefly describe the time, and deficiencies, weaknesses, or concerns from the last CEEAA final statement. Summarize the actions taken to address them, including improvement measures and analysis on the improvement effect (a separate annex should be submitted).

## **III. Educational Objectives and Graduate Outcomes**

### **1. Educational Objectives**

(1) The original text of the institutional mission statement (indicate the year of the institution's education development plan or articles of association bylaw).

(2) The original text of the program's educational objectives (indicate the version of educational program implemented in the accreditation period)

### **2. Graduate Outcomes**

(1) The original text of the program's graduate outcomes (the graduate outcomes and the educational objectives should come from the same version of educational program); if the program has formulated indicators for the graduate attributes, please list them.

(2) Explain the substantial equivalency of the program's graduate outcomes to the accreditation criteria.

## **IV. Evaluation on the Attainment of Outcome-based Course Learning Outcomes and the Attainment of Graduate Outcomes**

### **1. Evaluation on the Attainment of Course Learning Outcomes and Graduate Outcomes**

(1) Respectively explain the establishment times of the evaluation mechanisms for the attainment of course learning outcomes and graduate outcomes. Provide relevant

supporting materials.

(2) Respectively explain the operation frequency of the above evaluation mechanisms, and how many times of evaluation has been implemented so far, which types of courses or which years' graduates have been covered. Provide relevant supporting materials.

Note: The above evaluation mechanisms should include: a) responsible agencies and persons, and their main responsibilities; b) evaluation objects and evaluation frequency; c) evaluation process (including the contents, methods and evaluation data collection; measures to confirm the relevance of these evaluation data to the outcome objectives); d) evaluation methods (methods adopted for different types of outcome objectives); e) continuous improvement based on the evaluation results.

## **2. Data Analysis**

(1) Basic information about evaluation data collection, especially the data concerns student performance.

(2) Explain how to confirm that the above evaluation data are relevant to the student abilities described in the outcome objectives (course learning outcomes and graduate outcomes), including the basis for judgment and review measures. Provide records of reviews of the assessment contents and methods of the program's core courses (at least two courses in each of the engineering foundation requisite, subject foundation requisite, subject elective course, and engineering practice and graduate design(thesis)).

Note: Do not use the raw assessment data irrelevant to outcome objectives, neither the results from simple data computational. Be careful with the sampling scale.

## **3. Evaluation Results**

(1) List courses that have been evaluated the attainment of all the graduate outcomes (indicators) for the last evaluation.

(2) Provide evaluation reports on the attainment of course learning outcomes for 2-3 courses (at least one theoretical course and one practical course). Report includes: evaluation samples, course learning outcomes, the consistency of the course learning outcomes with graduate outcomes (indicators), grading criteria, evaluation basis for each course learning outcomes, evaluation methods and analysis on evaluation results, etc.).



## Annexes

- 1 . Table for the program basic information (see the format attached hereafter);
- 2 . Program accreditation history (only for the program that has been accredited before );
- 3 . The educational program implemented for the most recent graduates, as well as the educational program being implemented for enrolled students;
- 4 . The syllabus of the program's core courses (at least two courses of each of the four types of courses of engineering foundation requisite, subject foundation requisite, subject elective course, and engineering practice and graduate design(thesis)), the examination/assessment contents of the last three years (for example, examination questions, practice/design assignment, thesis/report requirements, etc.), and the records of the last review about the consistency of the examination/assessment contents and methods with the program's core courses;
- 5 . Provide the original data based on which the attainment of course learning outcomes of the 2-3 courses mentioned above is evaluated (including the content of course assignments, examination questions, requirements for experiments, practice and design reports, as well as the records of the review of the evaluation basis, etc.);
- 6 . Materials that prove the evaluation mechanisms support for the achievement of course learning outcomes and graduate outcomes

### Notes:

- (1) The term of implementation must be indicated for each version of the educational program, and its relationship with the main contents of the application form must be explained.
- (2) Course materials must be organized according to the course type, and a list of materials must be provided.

**Table for the Program Basic Information**

**1. Faculty**

No.	Faculty Name	Year and Month of Birth	Highest Degree	Rank	Educational Background			Time of Working in the Program	Engineering Background	List of the Undergraduate Courses and Practical Teaching Sessions Undertaken in the Past three Years
					Bachelor	Master	Doctor			
1	e.g.: Zhang San	January, 1980	Doctor	Professor	Environmental Engineering of XX University	/	Environmental Engineering of XX University	July, 2007	June, 2008 - June, 2010: working in **** company, engaged in	XXX - XXX: lecturing on the courses of <i>Water Pollution Control Engineering and Environmental</i>

									the work of ****	<i>Microbiology Engineering;</i> having guided 14 students on their graduation projects (theses) in total.
2										

Notes:

(1) Only include the full-time faculty of the program.

(2) Engineering Background: It means that the faculty member has been engaged in engineering-related work relevant to the program for more than two years in the past five years (accumulative accounting acceptable) and are able to fully instruct students in engineering practice and practical training activities.

(3) The practice-teaching process include experimental teaching and centralized practice, among which experimental teaching refers to the experimental teaching activities specified in the educational program (including in-class experimental teaching); centralized practice refers to the weekly implemented centralized practical teaching activities specified in the educational program, including but not limited to probation, practice, graduate design (thesis), social survey, etc.

(4) Except for the item " Educational Background", other items should follow the same the standers as those filled in on the National Data Platform for Quality Monitoring of Higher Education (hereinafter referred to as the "data platform"). Please ensure the data are consistent.

**2. Undergraduates of the Program in the Past Three Years**

Year Scale	2018-2019	2019-2020	2020-2021
Actual enrollment number			
Enrolled students number			
Fresh graduates number			
Degrees awarded number			

Notes:

(1) "Actual enrollment number" refers to the actual number of students admitted to the program in the freshman admissions process for the current academic year. If the program enrolls students in the program category, it should be calculated as below: the number of student enrollment of the program category multiplied by the ratio of the total number of students at school of the program after diversion to the total number of students at school of all programs in the program category after diversion.

For example: Program A of the institution enrolls students in the program category X, and the number of student enrollment of the program category X is x. The program category X includes programs A, B and C. After diversion, the number of students at school of programs A, B and C are a, b and c, respectively (not counting those before diversion). The calculated enrollment number of program A is  $\frac{x*a}{a+b+c}$ .

(2) "Enrolled students number" refers to the total number of undergraduates at institute of

each grade of the program; if the program enrolls and trains students in the program category, the number of students to be diverted to the program should be included. The measurement and calculation of the number of students to be diverted to the program are consistent with the above "Actual enrollment number".

The above calculation method is the same as that required by the data platform. Please ensure that the results are consistent.

(3) "Fresh graduates number" and "Degrees awarded number" are the same as those on the data platform, please ensure that the results are consistent.

### 3. Practice-teaching Resources and the Utilization

Main Experiment, Practice and Exercise Locations in and out of the Campus	Teaching Workload	Methods of Assessing and Evaluating the Attainment of Student Abilities	The Amount (Person-time) of Students Accepted in the Past Three Years		
			2018-2019	2019-2020	2020-2021
			9	0	1
Example: Qinhuangdao **** Practice Base	<i>Production Practice</i>	Assessed and evaluated based on examining the practice report, practice performance and practice log	154	0	163

<p>Example: Water Treatment Laboratory of the Experimental Center of Environmental Science and Engineering</p>	<p><i>Water Treatment Engineering Experiment (1), Water Treatment Engineering Experiment (2)</i></p>	<p>Assessed and evaluated based on experiment preparation and management, experiment performance, experiment report and experiment exam.</p>	<p>162</p>	<p>154</p>	<p>148</p>
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Note: Except for the item “Methods of Assessing and Evaluating the Attainment of Student Abilities”, other data should be identical with those on the data platform. Please ensure that the data are consistent.