Dear Dr. Whitley:

August 12, 2013

Norman L. Whitley
Dean of Engineering
University of New Orleans
College of Engineering
2000 Lakeshore Drive
New Orleans, LA 70148

The Engineering Accreditation Commission (EAC) of ABET recently held its 2013 Summer Meeting to act on the program evaluations conducted during 2012-2013. Each evaluation was summarized in a report to the Commission and was considered by the full Commission before a vote was taken on the accreditation action. The results of the evaluation for University of New Orleans are included in the enclosed Summary of Accreditation Actions. The Final Statement to your institution that discusses the findings on which each action was based is also enclosed.

The policy of ABET is to grant accreditation for a limited number of years, not to exceed six, in all cases. The period of accreditation is not an indication of program quality. Any restriction of the period of accreditation is based upon conditions indicating that compliance with the applicable accreditation criteria must be strengthened. Continuation of accreditation beyond the time specified requires a reevaluation of the program at the request of the institution as noted in the accreditation action. ABET policy prohibits public disclosure of the period for which a program is accredited. For further guidance concerning the public release of accreditation information, please refer to Section II.A. of the 2012-2013 Accreditation Policy and Procedure Manual (available at www.abet.org).

A list of accredited programs is published annually by ABET. Information about ABET accredited programs at your institution will be listed in the forthcoming ABET Accreditation Yearbook and on the ABET web site (www.abet.org).

It is the obligation of the officer responsible for ABET accredited programs at your institution to notify ABET of any significant changes in program title, personnel, curriculum, or other factors which could affect the accreditation status of a program during the period of accreditation stated in Section II.H. of the 2012-2013 Accreditation Policy and Procedure Manual (available at www.abet.org).

Assuring Quality - Stimulating Innovation
Please note that appeals are allowed only in the case of Not to Accredit actions. Also, such appeals may be based only on the conditions stated in Section II.L. of the 2012-2013 Accreditation Policy and Procedure Manual (available at www.abet.org).

Sincerely,

David B. Beasley, Chair
Engineering Accreditation Commission

Enclosure: Summary of Accreditation Action
Final Statement

cc: Peter J Fos, President
    Paul M Chirlian, Associate Dean, Graduate Programs and Research
    Amir Karimi, Visit Team Chair
Accredit to September 30, 2015. A request to ABET by January 31, 2014 will be required to initiate a reaccreditation evaluation visit during Fall, 2014. In preparation for the visit, a report describing the actions taken to correct shortcomings identified in the attached final statement must be submitted to ABET by July 01, 2014. The reaccreditation evaluation will focus on these shortcomings.
Final Statement of Accreditation

to

University of New Orleans
New Orleans, LA

2012-13 Accreditation Cycle

Assuring Quality • Stimulating Innovation
Introduction & Discussion of Statement Construct

The Engineering Accreditation Commission (EAC) of ABET has evaluated the civil, electrical, mechanical, and naval architecture and marine engineering programs of the University of New Orleans.

This statement is the final summary of the EAC evaluation, at the institutional and engineering-program levels. It includes information received during due process, including information submitted with the seven-day response. This statement consists of two parts: the first addresses the institution and its overall engineering educational unit, and the second addresses the individual engineering programs. It is constructed in a format that allows the reader to discern both the original visit findings and subsequent progress made during due process.

A program’s accreditation action is based upon the findings summarized in this statement. Actions depend on the program’s range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- **Deficiency**: 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**: A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure 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: 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: 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.

The University of New Orleans (UNO) is an urban research university providing a broad range of undergraduate and graduate academic programs. Established in 1956 as member of the Louisiana State University system, UNO became a part of the University of Louisiana system in December of 2011.

The enrollment was over 17,000 students in the 2004-05 academic year. Due to damage resulting from Hurricane Katrina in 2005, courses could not be offered on the university campus in the fall 2005. Classes resumed on campus in the spring of 2006. The enrollment dropped significantly after Hurricane Katrina, but it has been growing gradually since 2006. In the fall 2012 term, the total enrollment was 10,071 which included 7,689 undergraduate and 2,382 graduate students. In the fall of 2012, the College of Engineering undergraduate student enrollment included 946 full-time and 177 part-time students.

The College of Engineering offers four undergraduate engineering programs in civil engineering, electrical engineering, mechanical engineering, and naval architecture and marine engineering. The college also offers several graduate degrees, including some through joint programs other colleges in the university.

The following units were reviewed and found to adequately support the engineering programs: computer science, mathematics, physics, university administration, admissions office, career services, financial affairs, library, and the registrar’s office.

Institutional Strengths

1. The university provides educational, economic, cultural, and social support primarily to the seven parishes in the New Orleans metropolitan area. It provides affordable, quality
undergraduate and graduate engineering education to many non-traditional students in the region who have to work and attend college. These students are mature and determined, and are highly sought by local industry after graduation.

2. The university’s library has developed a digital repository of the research, scholarship, and creative work performed by UNO’s faculty and students. This new system collects, preserves, and disseminates to a global audience the applied and basic research being conducted at UNO. This effort enhances the reputation of the university as a research institution and helps document the many research accomplishment at UNO.

Institutional Observation

1. It appears that the formula used by the state in allocating funding to the university recognizes that the cost of engineering education is higher than the cost of educating students in disciplines that are not as heavily reliant on modern technology and faculty members whose expertise is in high demand. It would be helpful to the engineering programs if these factors were taken into account in allocating resources within the institution.
Introduction

The civil engineering program provides a broad coverage of the field of civil engineering with emphasis in the areas of structures, geotechnical, water resources, and environmental engineering. The program has a total of 279 students and eight full-time faculty members. Administrative support is available from one administrative assistant who is shared with the college and three other academic departments. One full-time laboratory technician is employed in the department. All of the faculty members have Ph.D. degrees in one of the four civil engineering areas. The program has the assistance of 12 qualified adjunct faculty members who are available to teach required or elective courses. The program produced 40 graduates during the 2011-12 academic year.

Program Strengths

1. Leadership in the department is strong and supported by the community as represented by the Industry Advisory Board and ASCE New Orleans chapter. All faculty members are licensed professional engineers in the state. The Industry Advisory Board meets regularly and is committed to serving the department.

2. Faculty members have strong ties to local civil and environmental engineering firms. There is also close interaction with the State Department of Transportation. These interactions have led to industry-sponsored student projects, involvement of practicing engineers as adjunct faculty members, consulting opportunities for the faculty, and active participation by industrial constituents in the program’s evaluation processes. Students have the opportunity to interact with practicing engineers, thus enhancing their undergraduate experience and providing insight into the engineering profession.

3. The student chapter of the ASCE is a strong, active group that sponsors student participation in the concrete-canoe contest and steel bridge-building activities. This offers students
 engineering-related activities in which they can participate and also provides students the opportunity to participate in professional society activities.

Program Weakness

1. **Criterion 8. Institutional Support** This criterion requires that institutional support and leadership be adequate to ensure the quality and continuity of the program. The leadership at this institution has lacked continuity in the last few years. Several key administrative positions have been occupied on an interim basis. Sustained leadership to support the engineering programs in the offices of president and provost has been lacking in the past, making it difficult for the engineering programs to plan and maintain the quality of the programs. A new president came to the university in February 2012. He has stated his commitment to support the engineering programs. A former provost is serving as interim provost, but he is retiring in December 2012. A national search is in progress for a new provost. Interim deans have been serving the engineering college in the last few years. The current interim dean came out of retirement in the summer of 2012 to serve in that position.

This criterion also requires that resources including institutional services, financial support, and staff (both administrative and technical) provided to the program be adequate to meet program needs. Currently, there is no administrative support person dedicated to the civil engineering program. This results in significant additional administrative burden on the faculty, diverting them from their primary responsibilities. In addition, the engineering programs do not receive their operating budget in a timely manner and as a result are constrained in their efforts to plan for allocation of resources, including class offerings and faculty workloads.

This criterion further requires that the resources available to the program be sufficient to attract, retain, and provide for continued professional development of a qualified faculty. In the last several years, faculty members have left due to Hurricane Katrina, retirement, and attrition in the engineering college as well as in departments upon which the engineering programs rely for support. Many of these faculty slots have not been filled and there appears to be no plan to fill them. Decreased faculty numbers are having a negative impact on the program by causing departments to increase class size and decrease the number of sections offered,
particularly the evening offering of courses. Student enrollments in the college and the civil engineering program have been increasing since 2007. If the trend of increasing enrollment continues, the program will be unable to offer the required courses needed for students to meet graduation requirements unless additional faculty are hired.

Finally, this criterion requires that resources available to the program be sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment appropriate for the program. The absence of budgets for laboratory equipment has adverse effects on the ability of the programs to plan for maintenance and replacement of this equipment, to provide maintenance in a timely manner, and to plan the purchase of expendable materials required for the proper operation of the laboratories. Without a yearly budget allocation, programs are unable to manage and maintain quality laboratories needed for students to attain the program outcomes.

For all of these reasons, the program lacks strength of compliance with this criterion.

- **Due-process response:** The EAC acknowledges the receipt of documentation outlining steps taken to address each of the four elements of the shortcoming. (1) Relative to the lack of leadership in key university administrative positions, information indicating that the leadership has stabilized with the presence of the new president and recent hiring of a new provost has been received. It is anticipated that a new Vice President for Business Affairs will be hired in the near future. In addition, permanent appointments have been made in the positions of Director of Admissions and University Registrar. At the college level, the current dean will serve in that position until December of 2014 and a national search for a permanent dean will take place in 2013-14. (2) Relative to the lack of administrative staff and timely budgeting, the information received indicates that the program has been assigned 50% of an administrative staff person and will have a full time administrative staff person in 2013-14. It is anticipated that the issues associated with timely budgeting will be resolved as the restructuring of the budgeting process is completed under the new provost. It is anticipated that this process will be fully implemented in three years. (3) Relative to the loss of faculty despite increasing student numbers, the information received indicates that the university will fill two positions in the program (one in 2013-14 and one in 2014-15) with Professors of Practice and add budgetary support for the employment of adjunct faculty members needed to teach required courses. (4) Relative
to the lack of funds for laboratory supplies and maintenance, the information received indicates that all of the lab fees generated by civil engineering courses will flow to the department’s 2013-14 budget and that the 2013-14 operating budget will be increased by $5000.

- The weakness remains unresolved and will be a focus of the next review. In preparation for this review, the EAC anticipates documentation demonstrating that the program receives its operating budget in a timely manner, that it receives sufficient funding to hire qualified instructors as needed to offer courses so students are able to graduate on time, and that it receives sufficient funding to manage and maintain quality laboratories needed for students to attain program outcomes.

Program Concern

1. **Criterion 1. Students** This criterion requires that the program have and enforce procedures to ensure and document that students who graduate meet all graduation requirements and to monitor students’ progress to foster success in attaining student outcomes. Review of six transcripts indicated that two graduates did not meet all graduation requirements, with each missing one or two semester credit hours of physics laboratory. However, this occurred in a transition period in which changes were being made to the curriculum to meet new requirements imposed by the LSU Board of Supervisors. Graduates represented by the other examined transcripts met the requirements. Future compliance with this criterion may be jeopardized if there is no systematic approach in place for verifying graduation requirements.

- **Due-process response:** The EAC acknowledges the receipt of documentation indicating that the Office of the University Registrar has begun the implementation of a comprehensive degree audit system, tracking students’ academic progress toward meeting the degree requirements. Once this new degree audit system is fully implemented, tracking student’s satisfactory academic progress toward degree and meeting graduation requirements can be checked in real time.

- The concern remains unresolved.
Electrical Engineering
Program

Program Criteria for Electrical, Computer, and Similarly Named Engineering Programs

Introduction

The electrical engineering program includes two concentration areas: computer engineering and electrical engineering. The electrical engineering concentration area itself is also offered in two tracks: the communications track and the power and energy track. The program has nine full-time tenured or tenure-track faculty members and several adjunct professors, two of whom teach every semester. In fall 2012, 199 students were enrolled in the program. During the 2010-11 academic year, 34 students graduated from the program.

Program Strengths

1. The well-established and actively involved Industrial Advisory Board provides a distinct advantage to the program.

2. The industrial experience and exemplary research records of the faculty members contribute to and enhance students’ educational experience.

Program Weaknesses

1. **Criterion 1. Students** This criterion requires that student performance be evaluated and student progress monitored to foster success in attaining student outcomes. It further requires that students be advised regarding curriculum and career matters. While policies and procedures are in place to provide advising on specific course requirements and prerequisites, there is no mechanism to ensure that students follow the advice they are given. Analysis of transcripts revealed two instances in which students took courses without having completed prerequisite requirements. Even though a solution to this problem through administrative-drop is being implemented, it was not yet in effect at the time of the on-site evaluation. This has the potential to adversely impact student performance and progress towards the attainment of program educational objectives. Strength of compliance with this criterion is lacking.
• **Due-process response:** The EAC acknowledges the receipt of documentation including a response by the program and a memorandum from the registrar indicating that a prerequisite checking system has been in effect for more than two registration cycles. With this system in place, it is not possible for students to enroll in courses for which they do not satisfy prerequisites. However, it is still possible for students to pre-register for courses that require a prerequisite which the student is currently taking. A post-enrollment prerequisite check is conducted immediately after grades are recorded, and students are then dropped from courses if they did not pass the pre-requisite(s).

• The weakness is resolved.

2. **Criterion 8. Institutional Support** This criterion requires that institutional support and leadership be adequate to ensure the quality and continuity of the program. The leadership at this institution has lacked continuity in the last few years. Several key administrative positions have been occupied on an interim basis. Sustained leadership to support the engineering programs at the president and provost level has been lacking in the past, making it difficult for the engineering programs to plan and maintain the quality of the programs. A new president came to the university in February 2012. He has stated his commitment to support the engineering programs. A former provost was asked to serve as interim provost, but he is retiring in December 2012. A national search is in progress for a new provost. Interim deans have been serving the engineering college in the last few years. The current interim dean came out of retirement in the summer of 2012 to serve in that position.

This criterion also requires that resources including institutional services, financial support, and staff (both administrative and technical) provided to the program be adequate to meet program needs. Currently, there are no administrative support personnel in the electrical engineering program, resulting in significant additional administrative burden on the faculty, diverting them from their primary responsibilities. Moreover, the lack of a defined budget has a negative impact on the program’s ability to strategically plan for allocation of resources, including class offerings and faculty workloads.

This criterion further requires that the resources available to the program be sufficient to attract, retain, and provide for continued professional development of a qualified faculty. In the last
several years, faculty members have left due to Hurricane Katrina, retirement, and attrition in the engineering college as well as supporting programs. Many of these faculty slots have not been filled and there appears to be no plan to fill them. Decreased faculty numbers are having a negative impact on the program by causing departments to increase class size and decrease the number of sections offered, particularly in the evening. Lower division student enrollment in the electrical engineering program has been growing in recent years. Therefore, the program expects an increase in the upper division enrollment in the near future. If the trend of increasing enrollment continues, the program will be unable to offer the required courses needed for students to meet graduation requirements unless additional faculty are hired.

Finally, this criterion requires that resources available to the program be sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment appropriate for the program. The absence of budgets for laboratory equipment has adverse effects on the ability of the programs to plan for maintenance and replacement of this equipment, to provide maintenance in a timely manner, and to plan the purchase of expendables required for the proper operation of the laboratories. Without a yearly budget allocation, programs are unable to manage and maintain quality laboratories needed for students to attain the program outcomes.

For all of these reasons, the program lacks strength of compliance with this criterion.

- **Due-process response:** The EAC acknowledges the receipt of documentation outlining steps taken to address each of the four elements of the shortcoming. (1) Relative to the lack of leadership in key university administrative positions, information indicating that the leadership has stabilized with the presence of the new president and recent hiring of a new provost has been received. It is anticipated that a new Vice President for Business Affairs will be hired in the near future. In addition, permanent appointments have been made in the positions of Director of Admissions and University Registrar. At the college level, the acting dean will serve in that position until December of 2014 and a national search for a permanent dean will take place in 2013-14. A permanent College of Engineering Associate Dean for Academic and Student Affairs is also in place. (2) Relative to the lack of administrative staff and a defined budget, the information received indicates that the program has been assigned 50% of an administrative staff person. It is anticipated
that the issues associated with budgeting will be resolved as the restructuring of the budgeting process is implemented under the new provost. (3) Relative to the loss of faculty despite increasing student numbers, the information received indicates that as a result of the new budgeting process, the university will provide resources to hire an assistant professor in electrical engineering to start in 2013-14, fund graders to support the program beginning in 2013-14, and fund two teaching assistants for the program (one beginning in 2013-14 and one in 2014-15). Funds will also be provided to support adjunct faculty lines beginning in 2013-14. (4) Relative to the lack of budgetary funds for laboratory support, the information received indicates that the operating budget of the department will be increased by $7500 per year beginning in 2013-14 and lab fees generated by electrical engineering courses will be returned to the department beginning in 2013-14.

- The weakness remains unresolved and will be a focus of the next review. In preparation for this review, EAC anticipate documentation demonstrating that the program receives its operating budget in a timely manner, that it receives sufficient funding to hire qualified instructors as needed to offer courses so students are able to graduate on time, and that it receives sufficient funding to manage and maintain quality laboratories needed for students to attain program outcomes.

Program Concerns

1. **Criterion 4. Continuous Improvement** This criterion requires regular use of appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained with the results of evaluations being systematically utilized as input for the continuous improvement of the program. While there are assessment and evaluation processes in place, the processes lack consistency in determining the level of attainment of student outcomes. Inconsistencies also exist in the implementation of improvements based on the evaluation results. Due to the lack of consistency in the processes and the lack of consistency in use of the results of these processes, there is the potential that future compliance with this criterion could be jeopardized.

- **Due-process response:** The EAC acknowledges the receipt of documentation describing an enhanced assessment process which serves to improve consistency in determining the
level of attainment of student outcomes and use of the results for program improvement. The enhanced procedure includes multiple assessment tools used for the evaluation of the degree to which student outcomes are attained.

- The concern is resolved.

2. **Criterion 6. Faculty** This criterion requires that the faculty be of sufficient number and have the competencies to cover all of the curricular areas of the program. The faculty as currently staffed is only marginally adequate in its expertise to cover the computer engineering area and the power and energy area, which are both program concentration areas identified in the university bulletin. Since the last evaluation visit, one faculty member in the computer area left the program and has not been replaced. Any additional reductions in faculty numbers could jeopardize future compliance with this criterion.

- **Due-process response:** The EAC acknowledges the receipt of documentation explaining that the electrical engineering program offers options in two concentration areas: computer engineering and electrical engineering; and that the two concentrations differ only in three courses and a laboratory. The department does not offer a concentration in power/energy. The program currently has ten full-time faculty members (nine at the level of assistant professor or above, and one instructor) serving approximately 200 students. The response notes that current class sizes in the program are very reasonable, and classes have never been cancelled due to lack of faculty. In 2007, UNO created a power systems engineering option. An Entergy Endowed Chair position was established and a commitment was made to allocate three tenure track positions to the power systems engineering option, one of which is the Entergy Chair. Two of these three faculty positions have been filled, and the program indicates that it has received confirmation that the third position can be filled before January 2014. The response also indicates that an equivalent of two and two-thirds full-time faculty members are serving the computer engineering option. All three faculty members have strong credentials in the area of computer engineering.

Although the program is offering only concentration options in computer engineering and electrical engineering, the program website under the undergraduate curriculum also shows options within the electrical engineering concentration for communications and
power/energy. This can be confusing to students and the public, since the program is not offering concentration options in communications and power/energy. In addition, the program response did not provide any documentation that clearly shows that the third faculty position under the Entergy agreement will be filled before January 2014.

- The concern remains unresolved.

Program Observation

1. The curriculum includes a course in probability and statistics which is taken by students during the senior year and is not a prerequisite for any of the engineering courses. If the course were taken in earlier stages of the curriculum and it were made it a prerequisite for other courses, students could utilize their knowledge of probability and statistics in their upper level engineering courses.
Mechanical Engineering
Program

Program Criteria for Mechanical and Similarly Named Engineering Programs

Introduction

The mechanical engineering (ME) program was first accredited in 1971. In the 2011-12 academic year, the ME program produced 37 graduates. The program currently has an enrollment of 354 students and appears to have fully recovered from the enrollment decrease that was experienced after Hurricane Katrina. The ME program prepares students to practice engineering in both thermal/fluids and mechanical systems and is a significant source of engineers for local industry.

Program Strengths

1. The mechanical engineering faculty members are dedicated, productive and resourceful, and have maintained a positive educational environment for students despite significant budget limitations. The faculty members have fully embraced the continuous improvement process, and are actively engaged in a robust closed-loop system that has led to a number of program improvements. The outcomes assessment process, including the ongoing continuous improvement reports, serves as a model that other programs can emulate.

2. UNO mechanical engineering students bring a unique life-skills perspective to the classroom that enhances the learning environment and translates to high satisfaction rate for employers.

3. Industry advisors have a long history of supporting the program through sustained relationships as adjuncts, are active recruiters of UNO graduates and provide meaningful guidance on curricular matters.

Program Weakness

1. Criterion 8. Institutional Support This criterion requires that institutional support and leadership be adequate to ensure the quality and continuity of the program. The leadership at this institution has lacked continuity in the last few years. Several key administrative positions have been occupied on an interim basis. Sustained leadership to support the engineering programs at the president and provost level has been lacking in the past, making it difficult for
the engineering programs to plan and maintain the quality of the programs. A new president came to the university in February 2012. He has stated his commitment to supporting the engineering programs. A former provost was asked to serve as interim provost, but he is retiring in December 2012. A national search is in progress for a new provost. Interim deans have been serving the engineering college in the last few years. The current interim dean came out of retirement in the summer of 2012 to serve in that position.

This criterion also requires that resources including institutional services, financial support, and staff (both administrative and technical) provided to the program be adequate to meet program needs. Currently, there are no administrative support personnel in the mechanical engineering program, resulting in significant additional administrative burden on the faculty, diverting them from their primary responsibilities. The lack of a defined budget has a negative impact on the program’s ability to strategically plan for allocation of resources, including class offerings and faculty workloads.

This criterion further requires that the resources available to the program be sufficient to attract, retain, and provide for continued professional development of a qualified faculty. In the last several years, faculty members have left due to Hurricane Katrina, retirement, and attrition in the engineering college as well as supporting programs. Many of these faculty slots have not been filled and there appears to be no plan to fill them. Decreased faculty numbers are having a negative impact on the program by causing departments to increase class size and decrease the number of sections offered, particularly in the evening. Student enrollment in the college and the mechanical engineering program has been increasing since 2007. If the trend of increasing enrollment continues, the programs will be unable to offer the required courses needed for students to meet graduation requirements unless additional faculty are hired.

Finally, this criterion requires that resources available to the program be sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment appropriate for the program. The absence of budgets for laboratory equipment has adverse effects on the ability of the programs to plan for maintenance and replacement of this equipment, to provide maintenance in a timely manner, and to plan the purchase of expendables required for the proper operation
of the laboratories. Without a yearly budget allocation, programs are unable to manage and maintain quality laboratories needed for students to attain the program outcomes.

For all of these reasons, the program lacks strength of compliance with this criterion.

- **Due-process response:** The EAC acknowledges the receipt of documentation outlining steps taken to address each of the four elements of the shortcoming. (1) Relative to the lack of leadership in key university administrative positions, information indicating that the leadership has stabilized with the presence of the new president and recent hiring of a new provost has been received. It is anticipated that a new Vice President for Business Affairs will be hired in the near future. At the college level, the current dean will serve in that position at least through 2014. (2) Relative to the lack of administrative staff and timely budgeting, the information received indicates that the program expects that the issues associated with timely budgeting will be resolved as the restructuring of the budgeting process is completed under the new provost. The information received also indicates that as administrative personnel are added, duties will be reassigned to return a dedicated administrative assistant to the department. (3) Relative to the loss of faculty despite increasing student numbers, the information received indicates that the department added one new assistant professor and expects that funds to support adjunct faculty will be budgeted to the department in the future. (4) Relative to the lack of funds for laboratory supplies and maintenance, the information received indicates that the new budgeting process will place appropriate resources in the department’s budget.

- The weakness remains unresolved and will be a focus of the next review. In preparation for this review, the EAC anticipates documentation demonstrating that the program receives its operating budget in a timely manner, that it receives sufficient funding to hire qualified instructors as needed to offer courses so students are able to graduate on time, and that it receives sufficient funding to manage and maintain quality laboratories needed for students to attain program outcomes.
Naval Architecture and Marine Engineering
Program

Program Criteria for Naval Architecture, Marine Engineering, and Similarly Named Engineering Programs

Introduction

The naval architecture and marine engineering program is housed in the School of Naval Architecture and Marine Engineering (NAME), which was established in 1980 at the request of the local shipbuilding and offshore industry. The faculty of this program is performing both basic and applied research and focuses the research on ship and offshore structure design. The program has been growing since Hurricane Katrina and now has 122 undergraduate students, four full-time faculty members, five adjunct faculty members, and two professional staff members. During the 2010-11 academic year, 13 students graduated from the program.

Program Strengths

1. The faculty members have strong ties to local naval architecture and marine engineering firms. There is also close interaction with the U.S. Navy’s Office of Research. These interactions have led to industry-sponsored projects, the involvement of practicing engineers as adjunct faculty members, consulting opportunities for the faculty, and active participation by industrial constituents in the program’s evaluation processes.

2. The student chapter of the Society of Naval Architecture and Marine Engineers (SNAME) is a strong, active group that allows students to participate in local chapter activities. A majority of the students are involved in these activities. Last year UNO’s electric boat team represented the program at a national contest. The team was recognized with a second place finish.

Program Weakness

1. Criterion 8. Institutional Support This criterion requires that institutional support and leadership be adequate to ensure the quality and continuity of the program. The leadership at this institution has lacked continuity in the last few years. Several key administrative positions have been occupied on an interim basis. Sustained leadership to support the engineering programs at the president and provost level has been lacking in the past, making it difficult for
the engineering programs to plan and maintain the quality of the programs. A new president came to the university in February 2012. He has stated his commitment to support the engineering programs. A past provost was asked to serve as interim provost, but he is retiring in December 2012. A national search is in progress for a new provost. Interim deans have been serving the engineering college in the last few years. The current interim dean came out of retirement in the summer of 2012 to serve in that position.

This criterion further requires that the resources available to the program be sufficient to attract, retain, and provide for continued professional development of a qualified faculty. In the last several years, faculty members have left due to Katrina, retirement, and attrition in the engineering college as well as supporting programs. Many of these faculty slots have not been filled and there appears to be no plan to fill them. Decreased faculty numbers are having a negative impact on the program by causing departments to increase class size and decrease the number of sections offered, particularly in the evening. Student enrollment in the college and the NAME program has been increasing since 2007. If the trend of increasing enrollment continues, the programs will be unable to offer the required courses needed for students to meet graduation requirements unless additional faculty are hired.

Finally, this criterion requires that resources available to the program be sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment appropriate for the program. The absence of budgets for laboratory equipment has adverse effects on the ability of the programs to plan for maintenance and replacement of this equipment, to provide maintenance in a timely manner, and to plan the purchase of expendable materials required for the proper operation of the laboratories. Without a yearly budget allocation, programs are unable to manage and maintain quality laboratories needed for students to attain the program outcomes.

For all of these reasons, the program lacks strength of compliance with this criterion.

- **Due-process response:** The EAC acknowledges the receipt of documentation outlining steps taken to address each of the three elements of the shortcoming. (1) Relative to the lack of leadership in key university administrative positions, information indicating that the leadership has stabilized with the presence of the new president and recent hiring of a new provost has been received. It is anticipated that a new Vice President for Business
Affairs will be hired in the near future. In addition, permanent appointments have been made in the positions of Director of Admissions and University Registrar. At the college level, the current dean and associate dean for student affairs will continue to serve in those positions. (2) Relative to the loss of faculty despite increasing student numbers, the information received indicates that the university will fill one faculty position in 2013-14, and budgetary support for the employment of two adjunct faculty members will be added to the department budget. In addition, funding for administrative personnel will be added to the School of NAME budget. (3) Relative to the lack of funds for laboratory supplies and maintenance, the information received indicates that the university will support efforts to establish dedicated laboratory fees for courses using the laboratories maintained by the School of NAME, add funds to the budget for the support of technical personnel who maintain and operate the equipment in the laboratories, and facilitate the generation of new revenue streams for the support of the laboratories.

- The weakness remains unresolved and will be a focus of the next review. In preparation for this review, the EAC anticipates documentation demonstrating that the program receives its operating budget in a timely manner, that it receives sufficient funding to hire qualified instructors as needed to offer courses so students are able to graduate on time, and that it receives sufficient funding to manage and maintain quality laboratories needed for students to attain program outcomes.