

ABET Computer Engineering

Accreditation

The New Jersey Institute of Technology program in Computer Engineering is accredited by the Engineering Accreditation Commission of ABET, www.abet.org.



Engineering
Accreditation
Commission

CoE Program Educational Objectives

The undergraduate program leads to a Bachelor of Science degree in Computer Engineering (CoE), producing graduates who will, within 3-5 years:

- succeed in computer engineering areas or other diverse fields that require analytical and/or professional skills
- pursue professional development, including continuing or advanced education, relevant to their career plans
- contribute to their fields or professions and society.

CoE Student Outcomes

Students from the CoE program will attain (by the time of graduation):

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

CoE Undergraduate Enrollment and Degrees Awarded

Academic Year	FTFTU	Transfer	Total Enrollment	Degrees Awarded
2019-2020	98	19	379	70
2018-2019	97	37	398	50
2017-2018	87	35	373	61
2016-2017	66	29	340	44
2015-2016	75	29	296	26
2014-2015	75	17	266	39