

ABET Mechanical Engineering

Accreditation

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



Engineering
Accreditation
Commission

ME Program Educational Objectives

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

- Graduates will meet or exceed the expectations of employers of mechanical engineers.
- Qualified graduates will pursue advanced study if they so desire.
- Graduates will pursue leadership positions in their profession and/or communities

ME Student Outcomes

Students from the ME 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.

ME Undergraduate Enrollment and Degrees Awarded

Academic Year	FTFTU	Transfer	Total Enrollment	Degrees Awarded
2019-2020	156	79	933	198
2018-2019	153	95	946	214
2017-2018	138	117	932	206
2016-2017	122	119	886	186
2015-2016	143	89	784	141
2014-2015	114	62	704	130