ABET

Computing Accreditation Commission

**Associate Level Programs**

**PROGRAM EVALUATOR WORKSHEET**

| **Institution** | **Name of institution on RFE** |  |  |
| --- | --- | --- | --- |
| **Program Name** | **Name of program on RFE** | **Team Chair** | **Team Chair name** |
| **Visit Dates** | **Dates of visit** | **Program Evaluator** | **Your name** |

**Use “C” for concern, “W” for weakness, and “D” for deficiency in the appropriate line.**

**The result for each criterion will be the union of any C, W, or D within that criterion’s elements.**

|  | **Last**  **Visit** | **Pre-**  **Visit** | **Day**  **0** | **Day**  **1** | **Exit**  **Stmt** | **For each Deficiency (D), Weakness (W), and/or Concern (C), identify the basis for your conclusion** |
| --- | --- | --- | --- | --- | --- | --- |
| **Criterion 1. STUDENTS** |  |  |  |  |  |  |
| Student performance must be evaluated. |  |  |  |  |  |  |
| Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to obtain program objectives. |  |  |  |  |  |  |
| Students must be advised regarding curriculum and career matters. |  |  |  |  |  |  |
| The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. |  |  |  |  |  |  |
| The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements. |  |  |  |  |  |  |
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| **Criterion 2. PROGRAM EDUCATIONAL OBJECTIVES** |  |  |  |  |  |  |
| The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program’s various constituencies, and these criteria. |  |  |  |  |  |  |
| There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program’s constituents’ needs, and these criteria |  |  |  |  |  |  |
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| **Criterion 3. STUDENT OUTCOMES** |  |  |  |  |  |  |
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| The program must have documented and publicly stated student outcomes that include (1) through (5) below. The program may define additional outcomes. |  |  |  |  |  |  |
| Graduates of the program will have an ability to: |  |  |  |  |  |  |
| 1. analyze a broadly defined problem in the program’s domain and apply principles of the discipline to identify solutions, |  |  |  |  |  |  |
| 1. design and implement solutions to meet a given set of computing   requirements in the context of the program’s discipline, |  |  |  |  |  |  |
| 1. Communicate effectively in a variety of professional contexts, |  |  |  |  |  |  |
| 1. recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles, and |  |  |  |  |  |  |
| 1. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline. |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Criterion 4. CONTINUOUS IMPROVEMENT** |  |  |  |  |  |  |
| The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. |  |  |  |  |  |  |
| The results of these evaluations must be systematically utilized as input for the program’s continuous improvement actions. |  |  |  |  |  |  |
| Other available information may also be used to assist in the continuous improvement of the program. |  |  |  |  |  |  |
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| **Criterion 5. CURRICULUM** |  |  |  |  |  |  |
| The program’s requirements must be consistent with its program educational objectives and designed in such a way that each of the student outcomes can be attained. |  |  |  |  |  |  |
| The curriculum must combine technical, professional, and general education components to prepare students for a career, further study, and lifelong professional development in the computing discipline associated with the program. |  |  |  |  |  |  |
| The curriculum requirements specify topics, but do not prescribe specific courses. |  |  |  |  |  |  |
| The program must ensure its students have the mathematical or statistical skills required for practice in the program’s discipline and include at least 16 semester credit hours (or equivalent) of up-to-date coverage of: |  |  |  |  |  |  |
| 1. application of techniques, skills, and tools necessary for computing practice. |  |  |  |  |  |  |
| 1. practices of privacy and security in computing, and |  |  |  |  |  |  |
| 1. local and global impacts of computing solutions on individuals, organizations, and society. |  |  |  |  |  |  |

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| **Criterion 6. FACULTY** |  |  |  |  |  |  |
| Each faculty member teaching in the program must have competency and currency within the program’s discipline consistent with the contributions to the program expected from the faculty member. |  |  |  |  |  |  |
| The competence of faculty members must be demonstrated by such factors as education, professional credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills. |  |  |  |  |  |  |
| Collectively, the faculty must have the breadth and depth to cover all curricular areas of the program. |  |  |  |  |  |  |
| The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. |  |  |  |  |  |  |
| The faculty must have sufficient responsibility and authority to improve the program through definition and revision of program educational  objectives and student outcomes as well as through the implementation of a program of study that fosters the attainment of student outcomes. |  |  |  |  |  |  |
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| **Criterion 7. FACILITIES** |  |  |  |  |  |  |
| Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. |  |  |  |  |  |  |
| Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. |  |  |  |  |  |  |
| Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program. |  |  |  |  |  |  |
| The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty. |  |  |  |  |  |  |

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| **Criterion 8. INSTITUTIONAL SUPPORT** |  |  |  |  |  |  |
| Institutional support, resources, and leadership must be sufficient to: |  |  |  |  |  |  |
| a. Ensure the quality and continuity of the program. |  |  |  |  |  |  |
| b. Attract, retain, and provide for the continued professional development of a qualified faculty. |  |  |  |  |  |  |
| c. Acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program |  |  |  |  |  |  |
| d. Create and foster a respectful environment among the program’s students, faculty, staff, and administrators such that the student outcomes can be attained. |  |  |  |  |  |  |
| Resources include institutional services and policies, financial support, and administrative and technical staff. |  |  |  |  |  |  |
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| **ABET POLICIES AND PROCEDURES** |  |  |  |  |  |  |
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**Program Criterion: Each program must satisfy applicable Program Criteria (if any). Program Criteria provide the specificity needed for interpretation of the General Criteria as applicable to a given discipline. If a program, by virtue of its title, becomes subject to two or more sets of Program Criteria, then that program must satisfy each set of Program Criteria; however, overlapping requirements need to be satisfied only once.**

**For a program that is evaluated under specific program criteria, complete the applicable pages and delete the others**

**Program Criteria for Associate Cybersecurity and Similarly Named Computing Programs**

|  | **Last**  **Visit** | **Pre-**  **Visit** | **Day**  **0** | **Day**  **1** | **Exit**  **Stmt** | **For each Deficiency (D), Weakness (W), and/or Concern (C), identify the basis for your conclusion** |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM CRITERIA (Cybersecurity)** |  |  |  |  |  |  |
| **3. Student Outcomes** |  |  |  |  |  |  |
| In addition to outcomes 1 through 5, graduates of the program will also have an ability to: |  |  |  |  |  |  |
| 1. Apply security principles and practices to maintain operations in the presence of risks and threats. [CY] |  |  |  |  |  |  |
| **5. Curriculum** |  |  |  |  |  |  |
| The curriculum requirements are in addition to the General Criteria curriculum  requirements and specify topics, but do not prescribe specific courses.  These requirements are: |  |  |  |  |  |  |
| At least 30 semester credit hours (or equivalent) of computing and cybersecurity  course work. The course work must include: |  |  |  |  |  |  |
| 1. Application of the crosscutting concepts of confidentiality, integrity, availability, risk, adversarial thinking, and systems thinking. |  |  |  |  |  |  |
| 1. Cybersecurity topics from each of the following: |  |  |  |  |  |  |
| * 1. Data Security: protection of data at rest, during processing, and in transit. |  |  |  |  |  |  |
| * 1. Software Security: development and use of software that reliably preserves the security properties of the protected information and systems. |  |  |  |  |  |  |
| * 1. Component Security: the security aspects of the design, procurement, testing, analysis, and maintenance of components integrated into larger systems. |  |  |  |  |  |  |
| * 1. Connection Security: security of the connections between components, both physical and logical. |  |  |  |  |  |  |
| * 1. System Security: security aspects of systems that use software and are composed of components and connections. |  |  |  |  |  |  |
| * 1. Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation |  |  |  |  |  |  |
| * 1. Organizational Security: protecting organizations from cybersecurity threats and managing risk to support successful accomplishment of the organizations’ missions. |  |  |  |  |  |  |
| * 1. Societal Security: aspects of cybersecurity that broadly impact society as a whole. |  |  |  |  |  |  |
| 1. Programming or scripting skills. |  |  |  |  |  |  |
| 1. Advanced cybersecurity topics that build on the above crosscutting concepts and cybersecurity topics. |  |  |  |  |  |  |

**Program Criteria for Associate Information Technology and Similarly Named Computing Programs**

|  | **Last**  **Visit** | **Pre-**  **Visit** | **Day**  **0** | **Day**  **1** | **Exit**  **Stmt** | **For each Deficiency (D), Weakness (W), and/or Concern (C), identify the basis for your conclusion** |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM CRITERIA (Information Technology)** |  |  |  |  |  |  |
| **3. Student Outcomes** |  |  |  |  |  |  |
| In addition to outcomes 1 through 5, graduates of the program will also have an ability to: |  |  |  |  |  |  |
| 6. Use established approaches to apply, integrate, and administer secure computing technologies to accomplish user goals. [IT] |  |  |  |  |  |  |
| **5. Curriculum** |  |  |  |  |  |  |
| The curriculum requirements are in addition to the General Criteria curriculum  requirements and specify topics, but do not prescribe specific courses.  These requirements are: |  |  |  |  |  |  |
| At least 21 semester credit hours (or equivalent) of Information Technology course work. The course work must include: |  |  |  |  |  |  |
| 1. Fundamentals and applied practice in each of the following areas: |  |  |  |  |  |  |
| 1. substantial coverage of |  |  |  |  |  |  |
| 1. information management |  |  |  |  |  |  |
| 1. networking |  |  |  |  |  |  |
| 1. software development and management |  |  |  |  |  |  |
| b. exposure to |  |  |  |  |  |  |
| 1. integrated systems |  |  |  |  |  |  |
| 1. platform technologies |  |  |  |  |  |  |
| 1. system paradigms |  |  |  |  |  |  |
| 1. experience design |  |  |  |  |  |  |
| 1. web and mobile systems |  |  |  |  |  |  |
| 2. Supplemental information technology topics that build on fundamentals and are appropriate to the program; and |  |  |  |  |  |  |
| 3. Experiential learning appropriate to the program. |  |  |  |  |  |  |