ABET, Inc.

Computing Accreditation Commission

**PROGRAM EVALUATOR REPORT FOR 2025-26 VISITS**

Instructions

*The Program Evaluator Report (PER) is* ***required*** *for each program evaluator. It is completed by the Program Evaluator during the visit and left with the Team Chair.*

*For a General Review Visit, complete all forms in the Program Evaluator Report and submit them to the Team Chair at the conclusion of the visit.*

*For an Interim Visit, complete only the part of the Program Report relevant to the identified shortcomings.*

*Prior to the visit, complete the Curriculum Analysis and Transcript Analysis forms (unless these are not within the focus of the interim visit), the first two columns of the Program Evaluator Worksheet (PEW), and the relevant explanatory sections of the PEW to describe identified shortcomings. Submit a copy to the Team Chair at the first meeting of the team. Modify the forms during the visit as required, and at the end of the visit submit the final PEW and PER (reflecting the findings at the end of the visit) to the Team Chair.*

| The **Program Evaluator Worksheet**, **Program Audit Form, and the Exit Statement to the Institution** are of particular importance**.** Together, these form a basis from which the Team Chair will draft the Statement to the Institution. The **Program Audit Form** is completed online using the Accreditation Management System (AMS). A copy of the **Program Audit Form** is to be left with the institution at the end of the visit. Please, pay close attention to the instructions on these forms. |
| --- |

ABET, Inc.

Computing Accreditation Commission

PROGRAM EVALUATOR REPORT FOR 2025-26 VISITS

| Title of Program: | **Title of program as it appears on the Request for Evaluation (RFE)** | | |
| --- | --- | --- | --- |
| Name of Institution: | **Name of institution as it appears on the RFE** | | |
| Date of Visit: | **Dates of visit** | | |
| Evaluator name: | **Your name** | | |
| Office & home phone: | **Your office phone number** |  | **Your home phone number** |
| E-mail: | **Your email address** |  |

| Evaluation conducted in accordance with CAC General Criteria and the following applicable Program Criteria: |
| --- |
| **Name of program criteria, year** |
| Program Criteria and Date |

LIST OF PERSONS INTERVIEWED

| NAME | POSITION |
| --- | --- |
| 1. **Name of persons interviewed** | **Position of persons interviewed** |
| 1. **Note: Student names do not have to be listed individually, but indicate the nature of the group, e.g. student chapter members, senior class, etc.** |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### ABET, Inc.

Computing Accreditation Commission

**CURRICULUM ANALYSIS**

| Institution | **Name of institution on RFE** | Program | **Name of program on RFE** |
| --- | --- | --- | --- |

**Please complete two draft copies of this worksheet prior to your arrival for the visit and provide one copy to your team chair at the start of the visit. For this copy within your report, include any revisions as a result of visit findings.**

| **Curricular**  **Category** | **General Criteria**  **Requirement[[1]](#footnote-0)\*** | **Criterion 5 of**  **Self-Study** | **Visitor’s**  **Evaluation** |
| --- | --- | --- | --- |
| Computing Topics |  |  |  |
| Fundamental topics (must be > 0) | **Total of 30sch (45qch)** |  |  |
| Advanced topics (must be > 0) |  |  |
| Breadth provided | **Y/N** |  |  |
| Depth provided | **Y/N** |  |  |
| Computer Topics include: |  |  |  |
| Techniques, skills, and tools necessary for computing practice. | **Y/N** |  |  |
| Principles and practices of security and privacy in computing | **Y/N** |  |  |
| Local and global impacts of computing solutions on individuals, organizations, and society. | **Y/N** |  |  |
| Mathematics, statistics, and science appropriate to the discipline | **Y/N** |  |  |

Include the tables below if applicable to the degree (delete unnecessary program criteria tables)

| **Computer Science Program Criteria Requirements** | **Criteria**  **Requirement[[2]](#footnote-1)\*** | **Criterion 5 of**  **Self-Study** | **Visitor’s**  **Evaluation** |
| --- | --- | --- | --- |
| At least 40 semester credit hours (or equivalent) that must include: | 40s (60q) |  |  |
| 1. Substantial coverage of algorithms and complexity, computer science theory, concepts of programming languages, and software development. | Y/N |  |  |
| 1. Substantial coverage of at least one general-purpose programming language. | Y/N |  |  |
| 1. Exposure to computer architecture and organization, information management, networking and communication, operating systems, and parallel and distributed computing. | Y/N |  |  |
| 1. The study of computing-based systems at varying levels of abstraction. | Y/N |  |  |
| 1. A major project that requires integration and application of knowledge and skills acquired in earlier course work. | Y/N |  |  |
|  |  |  |  |
| Mathematics: At least 15 semester credit hours (or equivalent) that must include discrete mathematics and must have mathematical rigor at least equivalent to introductory calculus. | 15s (22q) |  |  |
|  |  |  |  |
| Science: Coursework that develops and applies the scientific method in a non-computing area. | Y/N |  |  |

If any of the curricular or program requirements are not met, please describe the specific weakness or deficiency on the PEV Worksheet (C341) and Program Audit Form (via AMS) as appropriate.

| **Cybersecurity Program Criteria Requirements** | **Criteria**  **Requirement[[3]](#footnote-2)\*** | **Criterion 5 of Self-Study** | **Visitor’s**  **Evaluation** |
| --- | --- | --- | --- |
| At least 45 semester credits hours (or equivalent) of computing and cybersecurity course work | 45s (67q) |  |  |
| Course work must include: | | | |
| Application of the crosscutting concepts of confidentiality, integrity, availability, risk, adversarial thinking, and systems thinking. | Y/N |  |  |
| Fundamental topics from each of the following: | | | |
| Data Security: protection of data at rest, during processing, and in transit. | Y/N |  |  |
| Software Security: development and use of software that reliably preserves the security properties of the protected information and systems. | Y/N |  |  |
| Component Security: the security aspects of the design, procurement, testing, analysis, and maintenance of components integrated into larger systems. | Y/N |  |  |
| Connection Security: security of the connections between components, both physical and logical. | Y/N |  |  |
| System Security: security aspects of systems that use software and are composed of components and connections. | Y/N |  |  |
| Human Security: the study of human behavior in the context of data protection, privacy, and threat mitigation. | Y/N |  |  |
| Organizational Security: protecting organizations from cybersecurity threats and managing risk to support successful accomplishment of the organizations’ missions. | Y/N |  |  |
| Societal Security: aspects of cybersecurity that can broadly impact society as a whole. | Y/N |  |  |
| Advanced cybersecurity topics that build on crosscutting concepts and fundamental topics to provide depth. | Y/N |  |  |
|  |  |  |  |
| At least 6 semester credit hours (or equivalent) of mathematics that must include discrete mathematics and statistics | 6s (9q) |  |  |

If any of the curricular or program requirements are not met, please describe the specific weakness or deficiency on the PEV Worksheet (C341) and Program Audit Form (via AMS) as appropriate.

| **Data Science Program Criteria Requirements** | **Criteria**  **Requirement[[4]](#footnote-3)\*** | **Criterion 5 of Self-Study** | **Visitor’s**  **Evaluation** |
| --- | --- | --- | --- |
| At least 45 semester credits hours (or equivalent) of computing and cybersecurity course work | 45s (67q) |  |  |
| Course work must cover: | | | |
| 1. Fundamental data science lifecycle topics: | | | |
| 1. Data acquisition and representativeness | Y/N |  |  |
| 1. Data management | Y/N |  |  |
| 1. Data preparation and integration | Y/N |  |  |
| 1. Data analysis | Y/N |  |  |
| 1. Model development and deployment | Y/N |  |  |
| 1. Visualization and communication of the knowledge obtained from the data | Y/N |  |  |
| 2. Concepts that span and are applied to the data science lifecycle: |  |  |  |
| Data ethics including legitimate use and algorithmic fairness | Y/N |  |  |
| Governance including privacy, security, and stewardship | Y/N |  |  |
| Applied Statistical and mathematical topics including inference, modeling, linear algebra, probability, and optimization | Y/N |  |  |
| Computing including data structures and algorithms | Y/N |  |  |
| 3. Advanced data science coursework that provides depth. | Y/N |  |  |
| 4. Coverage of at least one application area to provide a context for data science activities. | Y/N |  |  |
| 5. A major project that incorporates an application area and requires integration and application of knowledge and skills acquired in earlier course work. | Y/N |  |  |
|  |  |  |  |

If any of the curricular or program requirements are not met, please describe the specific weakness or deficiency on the PEV Worksheet (C341) and Program Audit Form (via AMS) as appropriate.

| **Information Systems Program Criteria Requirements** | **Criteria**  **Requirement[[5]](#footnote-4)\*** | **Criterion 5 of Self-Study** | **Visitor’s**  **Evaluation** |
| --- | --- | --- | --- |
| At least 30 semester credit hours (or equivalent) that include | 30s (45q) |  |  |
| Coverage of the fundamentals and applied practice in application development | Y/N |  |  |
| Data and information management | Y/N |  |  |
| Information technology infrastructure | Y/N |  |  |
| Systems analysis, design and acquisition | Y/N |  |  |
| Project management | Y/N |  |  |
| The role of information systems in organizations | Y/N |  |  |
|  |  |  |  |
| At least 15 additional semester credit hours (or equivalent) of a cohesive set of topics that provide an understanding of an information systems environment. | 15s (22q) |  |  |
| A major project that requires integration and application of knowledge and skills acquired in earlier course work; and | Y/N |  |  |
| Appropriate mathematical and statistical models and techniques to solve a broad range of problems in Information Systems | Y/N |  |  |

If any of the curricular or program requirements are not met, please describe the specific weakness or deficiency on the PEV Worksheet (C341) and Program Audit Form (vi AMS) as appropriate.

| **Information Technology Program Criteria Requirements** | **Criteria**  **Requirement[[6]](#footnote-5)\*** | **Criterion 5 of Self-Study** | **Visitor’s**  **Evaluation** |
| --- | --- | --- | --- |
| 1. Information Technology:At least 45 semester credit hours (or equivalent) that must include: | 45s (67q) |  |  |
| 1. Fundamentals and applied practice in: | Y/N |  |  |
| 1. information management | Y/N |  |  |
| 1. integrated systems | Y/N |  |  |
| 1. platform technologies | Y/N |  |  |
| 1. system paradigms | Y/N |  |  |
| 1. user experience design | Y/N |  |  |
| 1. networking | Y/N |  |  |
| 1. software development and management | Y/N |  |  |
| 1. web and mobile systems | Y/N |  |  |
| 1. Advanced and supplemental IT topics that build on fundamentals and applied practice to provide depth. | Y/N |  |  |
| 1. Experiential learning appropriate to the program. | Y/N |  |  |
| 1. Principles and practices of IT project management. | Y/N |  |  |
| 1. Mathematics: At least six semester credit hours (or equivalent) of appropriate mathematical topics that includes relevant discrete mathematics. | 6s (9q) |  |  |

If any of the curricular or program requirements are not met, please describe the specific weakness or deficiency on the PEV Worksheet (C341) and Program Audit Form (VIA AMS) as appropriate.

| **Are curricular requirements met in each of the following areas?** | **Yes** | **No** | **Weak** |
| --- | --- | --- | --- |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |

**If either “no” or “weak” is checked in any of the above categories**

**then please describe the specific weakness or deficiency below.**

ABET, Inc.

Computing Accreditation Commission

**TRANSCRIPT ANALYSIS**

| Institution | **Name of institution on RFE** | Program | **Name of program on RFE** |
| --- | --- | --- | --- |

**Please complete two draft copies of this worksheet prior to your arrival for the visit and provide one copy to your team chair at the start of the visit. For this copy within your report, include any revisions as a result of visit findings. (Note that space is provided for up to 10 transcripts in this table, actual analysis may include fewer transcripts. Replicate the table if necessary for more transcripts)**

| **ABET**  **Curricular**  **Category** | **Number of Credits\*[[7]](#footnote-6)\*** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ABET Criteria**  **Requirement** | **Credits Actually Earned by Student Number** | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Catalog Year |  |  |  |  |  |  |  |  |  |  |  |
| Computing Topics | 30s (45q) |  |  |  |  |  |  |  |  |  |  |
| Fundamental |  |  |  |  |  |  |  |  |  |  |  |
| Advanced |  |  |  |  |  |  |  |  |  |  |  |
| Mathematics, statistics, and science appropriate to the discipline |  |  |  |  |  |  |  |  |  |  |  |
| Techniques, skills, and tools necessary for computing practice. |  |  |  |  |  |  |  |  |  |  |  |
| Principles and practices of security and privacy in computing. |  |  |  |  |  |  |  |  |  |  |  |
| Local and global impacts of computing solutions on individuals, organizations, and society. |  |  |  |  |  |  |  |  |  |  |  |
| General Education |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | |
| Other Transcript Analysis Questions | | Is this requirement met?  YES or NO | | | | | | | | | |
| Transcript demonstrates the student meets all degree requirements? | |  |  |  |  |  |  |  |  |  |  |
| Transcript demonstrates the student follows all prerequisite requirements? | |  |  |  |  |  |  |  |  |  |  |
| Degree audit information matches the program’s published criteria? | |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |

Complete any applicable program criteria checks for each transcript in addition to the general requirements above. Remove tables for program criteria that do not apply.

| **Baccalaureate Computer Science Program Criteria:** | **Is Program Criteria Requirement Met?**  **YES or NO** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| At least 40 semester credit hours (or equivalent) that must include: |  |  |  |  |  |  |  |  |  |  |
| Computer science fundamentals |  |  |  |  |  |  |  |  |  |  |
| 1. Substantial coverage of algorithms and complexity, computer science theory, concepts of programming languages, and software development. |  |  |  |  |  |  |  |  |  |  |
| 1. Substantial coverage of at least one general-purpose programming language. |  |  |  |  |  |  |  |  |  |  |
| 1. Exposure to computer architecture and organization, information management, networking and communication, operating systems, and parallel and distributed computing. |  |  |  |  |  |  |  |  |  |  |
| 1. The study of computing-based systems at varying levels of abstraction. |  |  |  |  |  |  |  |  |  |  |
| 1. A major project that requires integration and application of knowledge and skills acquired in earlier course work. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| At least 15 semester credit hours (or equivalent) that must include discrete mathematics and must have mathematical rigor at least equivalent to introductory calculus. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| At least six semester credit hours (or equivalent) in natural science course work intended for science and engineering majors. This course work must develop an understanding of the scientific method and must include laboratory work. |  |  |  |  |  |  |  |  |  |  |

| **Baccalaureate Cybersecurity**  **Program Criteria** | **Is Program Criteria Requirement Met?**  **YES or NO** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| At least 45 semester credits hours (or equivalent) of computing and cybersecurity course work that includes: |  |  |  |  |  |  |  |  |  |  | |
| Application of the crosscutting concepts of confidentiality, integrity, availability, risk, adversarial thinking, and systems thinking. |  |  |  |  |  |  |  |  |  |  | |
| Cybersecurity fundamentals |  |  |  |  |  |  |  |  |  |  | |
| 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 can broadly impact society as a whole. |  |  |  |  |  |  |  |  |  |  | |
| Advanced cybersecurity topics that build on crosscutting concepts and fundamental topics to provide depth. |  |  |  |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  |  | |
| At least 6 semester credit hours (or equivalent) of mathematics that must include discrete mathematics and statistics |  |  |  |  |  |  |  |  |  |  | |

| **Baccalaureate Information Systems Program Criteria:** | **Is Program Criteria Requirement Met?**  **YES or NO** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| At least 30 semester credit hours (or equivalent) that include |  |  |  |  |  |  |  |  |  |  |
| Coverage of the fundamentals and applied practice in application development |  |  |  |  |  |  |  |  |  |  |
| Data and information management |  |  |  |  |  |  |  |  |  |  |
| Information technology infrastructure |  |  |  |  |  |  |  |  |  |  |
| Systems analysis, design and acquisition |  |  |  |  |  |  |  |  |  |  |
| Project management |  |  |  |  |  |  |  |  |  |  |
| The role of information systems in organizations |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| At least 15 additional semester credit hours (or equivalent) of a cohesive set of topics that provide an understanding of an information systems environment. |  |  |  |  |  |  |  |  |  |  |
| A major project that requires integration and application of knowledge and skills acquired in earlier course work; and |  |  |  |  |  |  |  |  |  |  |
| Appropriate mathematical and statistical models and techniques to solve a broad range of problems in Information Systems. |  |  |  |  |  |  |  |  |  |  |

| **Baccalaureate Information Technology Program Criteria:** | **Is Program Criteria Requirement Met?**  **YES or NO** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| At least 45 semester credit hours (or equivalent) that must include: |  |  |  |  |  |  |  |  |  |  |
| Fundamentals and applied practice in: |  |  |  |  |  |  |  |  |  |  |
| 1. information management |  |  |  |  |  |  |  |  |  |  |
| 1. integrated systems |  |  |  |  |  |  |  |  |  |  |
| 1. platform technologies |  |  |  |  |  |  |  |  |  |  |
| 1. system paradigms |  |  |  |  |  |  |  |  |  |  |
| 1. user experience design |  |  |  |  |  |  |  |  |  |  |
| 1. networking |  |  |  |  |  |  |  |  |  |  |
| 1. software development and management |  |  |  |  |  |  |  |  |  |  |
| 1. web and mobile systems |  |  |  |  |  |  |  |  |  |  |
| Advanced and supplemental IT topics that build on fundamentals and applied practice to provide depth. |  |  |  |  |  |  |  |  |  |  |
| Experiential learning appropriate to the program. |  |  |  |  |  |  |  |  |  |  |
| Principles and practices of IT project management. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| At least six semester credit hours (or equivalent) of appropriate mathematics that must include relevant discrete mathematics. |  |  |  |  |  |  |  |  |  |  |

| **Baccalaureate Data Science, Data Analytics Criteria** | | | | | | | | **Is Program Criteria Requirement Met?**  **YES or NO** | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | | 2 | | 3 | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| At least 45 semester credits hours (or equivalent) of data science course work that must cover: | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| 1. Fundamental data science lifecycle topics: | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| * 1. Data acquisition and representativeness | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| * 1. Data management | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| * 1. Data preparation and integration | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| * 1. Data analysis | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| 1. Model development and deployment. | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| 1. Visualization and communication of the knowledge obtained from the data. | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| 1. Concepts that span and are applied to the data science lifecycle: | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| a Data ethics including legitimate use and algorithmic fairness. | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| 1. Governance, including privacy, security, and stewardship. | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
| 1. Applied Statistical and mathematical topics including inference, modeling, linear algebra, probability, and optimization 2. Computing including data structures and algorithms 3. Advanced data science coursework that provides depth. 4. Coverage of at least one application area to provide a content for data science activities. 5. A major project that incorporates an application area and requires integration and application of knowledge and skills acquired in earlier course work.. | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
|  | | | | | | | |  | |  | |  | |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  | |  | |  | |

### Objectives, Outcomes, and Continuous Improvement Information

1. List any additional student outcomes beyond the required student outcomes required by the general criteria and any applicable program criteria.
2. Has a complete assessment cycle been completed, including feedback and action on the evaluation of assessment results? Briefly explain.
3. Discuss the effectiveness of the program’s transition process in moving to the new 2019-20 criteria requirements.
4. Summarize your overall evaluation of the quality of their assessment process, gauging your appraisal of the extent to which their assessment is done seriously. Include any pertinent information pertaining to the assessment instruments, evaluation, feedback, and/or action processes.

**Additional Information (if any)**

Include any additional information or notes that you wish relative to your findings on the program.

**RECOMMENDED ACCREDITATION ACTION FORM**

**Institution (as shown on the RFE) Program (as shown on the RFE)**

**Evaluator Your Name Here**

**\_\_\_** NGR This action indicates that the program has no Deficiencies or Weaknesses. This action is taken only after a Comprehensive General Review and has a typical duration of six years.

**\_\_\_** RE This action indicates that satisfactory remedial action has been taken by the institution with respect to Weaknesses identified in the prior IR action. This action is taken only after an IR review. This action extends accreditation to the next General Review and has a typical duration of either two or four years.

**\_\_\_** VE This action indicates that satisfactory remedial action has been taken by the institution with respect to Weaknesses identified in the prior IV action. This action is taken only after an IV review. This action extends accreditation to the next General Review and has a typical duration of either two or four years.

**\_\_\_** SE This action indicates that satisfactory remedial action has been taken by the institution with respect to all Deficiencies and Weaknesses identified in the prior SC action. This action is taken only after either a SCR or SCV review. This action typically extends accreditation to the next General Review and has a typical duration of either two or four years.

**\_\_\_** IR This action indicates that the program has no Deficiencies but has one or more Weaknesses. The Weaknesses are such that a progress report will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years.

**\_\_\_** IV This action indicates that the program has no Deficiencies but has one or more Weaknesses. The Weaknesses are such that an on-site review will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years.

**\_\_\_** SCR This action indicates that a currently accredited program has one or more Deficiencies. The Deficiencies are such that a progress report will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years. This action cannot follow a previous SC action for the same Deficiency(s).

**\_\_\_** SCV This action indicates that a currently accredited program has one or more Deficiencies. The Deficiencies are such that an on-site review will be required to evaluate the remedial actions taken by the institution. This action has a typical duration of two years. This action cannot follow a previous SC action for the same Deficiency(s).

**\_\_\_** NA This action indicates that the program has Deficiencies such that the program is not in compliance with the applicable criteria. This action is usually taken only after a SCR or SCV review, or the review of a previously unaccredited program. Accreditation is not extended as a result of this action.

If this is a new program, indicate the date at which accreditation is to begin.

**For a program obtaining initial accreditation, the accreditation normally will apply to all students who graduated from the program no earlier than the academic year prior to the on-site review**. For exampleif the on-site review is in Fall 2019, the date would be October 1, 2018(see section I.E.6 of the

Accreditation Policy and Procedures Manual) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EXIT STATEMENT TO THE INSTITUTION**

INSTRUCTIONS (NOT to be read at exit meeting)

This statement should include the Program Evaluator’s findings relative to the applicable General Criteria, Program Criteria, and Accreditation Policy and Procedure Manual (APPM). The general format for the statement should be as follows: 1) General Description of the Program, *[2) Strengths]*, 3) Shortcomings and 4) Observations.

The General Description of the Program normally includes information about the program’s administrative location at the institution, its enrollment and faculty size, and number of recent graduates.

*[Each program strength should have three components: a) the observed facts that represent the strength, b) what makes it stand out above the norm, and c) what positive effect it has on the program.]*

The Shortcomings sections should be in order of 1) Deficiencies, 2) Weaknesses and 3) Concerns, and a section should exist only if one or more Criteria or APPM elements have that type of shortcoming.

Please ensure that any shortcoming relates directly to the Criteria or APPM. Each shortcoming should have three components: a) the applicable part of the criterion, using the exact language from the Criteria or APPM where possible, b) the observed facts that are inconsistent or potentially inconsistent with the stated criterion or APPM element, and c) the negative impact on the program of the inconsistencies or potential inconsistencies. It is essential that all deficiencies and/or weaknesses identified on the Program Audit Form, which could lead to an action different than NGR, be discussed in this statement exactly as they are discussed in the Program Audit Form.

*[To save time during the Exit Meeting, the Team Chair may read the citations for any of shortcomings common to all of the programs that were evaluated, first explaining that they were common to all programs. However, the shortcoming will be cited in each program section in the Draft and Final Statements as applicable.]*

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. They may include suggestions based on the Program Evaluator’s experience, and are provided in the interest of general program improvement. They must not appear prescriptive, and have no consequence relative to accreditation if ignored by the institution.

**PROGRAM EXIT STATEMENT**

**(Exit statement goes here)**

1. \* Enter minimum number of credits based upon 30 semester credit hours, 45 quarter credit hours, or equivalent. For areas with no minimum requirement, indicate Y/N if the criteria is met. [↑](#footnote-ref-0)
2. \* Enter minimum number of credits based upon 30 semester credits, 45 quarter credits, or equivalent. For areas with no minimum requirement, indicate Y/N if the criteria is met. [↑](#footnote-ref-1)
3. \* Enter minimum number of credits based upon 30 semester credits, 45 quarter credits, or equivalent. For areas with no minimum requirement, indicate Y/N if the criteria is met. [↑](#footnote-ref-2)
4. \* Enter minimum number of credits based upon 30 semester credits, 45 quarter credits, or equivalent. For areas with no minimum requirement, indicate Y/N if the criteria is met. [↑](#footnote-ref-3)
5. \* Enter minimum number of credits based upon 30 semester credits, 45 quarter credits, or equivalent. For areas with no minimum requirement, indicate Y/N if the criteria is met. [↑](#footnote-ref-4)
6. \* Enter minimum number of credits based upon 30 semester credits, 45 quarter credits, or equivalent. For areas with no minimum requirement, indicate Y/N if the criteria is met. [↑](#footnote-ref-5)
7. \* Computed as in curriculum analysis table [↑](#footnote-ref-6)