ABET

Computing Accreditation Commission

**PROGRAM EVALUATOR WORKSHEET**

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| **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** |
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| **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** |  |  |  |  |  |  |
| The program must have documented and publicly stated student outcomes that include (1) through (5) below and any additional outcomes required by applicable Program Criteria. The program may define additional outcomes. |  |  |  |  |  |  |
| Graduates of the program will have an ability to: |  |  |  |  |  |  |
| 1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. |  |  |  |  |  |  |
| 1. Design, implement, and evaluate a computing-based solution 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. |  |  |  |  |  |  |
| 1. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline. |  |  |  |  |  |  |
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| **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 continuous improvement of the program. |  |  |  |  |  |  |
| 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 include mathematics, statistics, and science appropriate to the discipline and at least 30 semester credit hours (or equivalent) of up-to-date coverage of fundamental and advanced computing topics that provide both breadth and depth. |  |  |  |  |  |  |
| The computing topics must include: |  |  |  |  |  |  |
| 1. Techniques, skills, and tools necessary for computing practice. |  |  |  |  |  |  |
| 1. Principles and practices of security and privacy in computing.. |  |  |  |  |  |  |
| 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, 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: |  |  |  |  |  |  |
| 1. Ensure the quality and continuity of the program. |  |  |  |  |  |  |
| 1. Attract, retain, and provide for the continued professional development of a qualified faculty. |  |  |  |  |  |  |
| 1. Acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program |  |  |  |  |  |  |
| 1. 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 Baccalaureate Computer Science and Similarly Named Computing Programs**

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|  | **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 (Computer Science)** |  |  |  |  |  |  |
| **3. Student Outcomes** |  |  |  |  |  |  |
| In addition to outcomes 1 through 5, graduates of the program will also have an ability to: |  |  |  |  |  |  |
| 1. Apply computer science theory and software development fundamentals to produce computing-based solutions. [CS] |  |  |  |  |  |  |
| **5. Curriculum** |  |  |  |  |  |  |
| The curriculum requirements specify topics, but do not prescribe specific courses. These requirements are: |  |  |  |  |  |  |
| (a) Computer Science: At least 40 semester credit hours (or equivalent) that must include: |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| (b) 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. |  |  |  |  |  |  |
| (c) Science:Coursework that develops and applies the scientific method in a non-computing area. |  |  |  |  |  |  |
| **6. Faculty** |  |  |  |  |  |  |
| Some full-time faculty members must have a Ph.D. in computer science. |  |  |  |  |  |  |

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

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|  | **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: |  |  |  |  |  |  |
| a.At least 45 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. Fundamental 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 can broadly impact society as a whole. |  |  |  |  |  |  |
| 1. Advanced cybersecurity topics that build on the above crosscutting concepts and cybersecurity topics. |  |  |  |  |  |  |
| b. At least 6 semester credit hours (or equivalent) of mathematics that must include  discrete mathematics and statistics. |  |  |  |  |  |  |

**Program Criteria for Baccalaureate Information Systems and Similarly Named Computing Programs**

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|  | **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 Systems)** |  |  |  |  |  |  |
| **Definition: Information Systems Environment** - An information systems environment is an organized domain of activity within which information systems are used to support and enable the goals of the activity. Examples of information systems environments include (but are not limited to) business, health care, government, not-for-profit organizations, and scientific disciplines. |  |  |  |  |  |  |
| **3. Student Outcomes** |  |  |  |  |  |  |
| In addition to outcomes 1 through 5, graduates of the program will also have an ability to: |  |  |  |  |  |  |
| 1. Support the delivery, use, and management of information systems within an information systems environment. [IS] |  |  |  |  |  |  |
| **5. Curriculum** |  |  |  |  |  |  |
| The curriculum requirements specify topics, but do not prescribe specific courses. These requirements are: |  |  |  |  |  |  |
| (a) Information systems: At least 30 semester credit hours (or equivalent) that include coverage of fundamentals and applied practice in application development; data and information management; information technology infrastructure; systems analysis, design and acquisition; project management; and the role of information systems in organizations. |  |  |  |  |  |  |
| (b) Information systems environment: At least 15 additional semester credit hours (or equivalent) of a cohesive set of topics that provide an understanding of an information systems environment. |  |  |  |  |  |  |
| (c) A major project that requires integration and application of knowledge and skills acquired in earlier coursework. |  |  |  |  |  |  |
| (d) Appropriate mathematical and statistical models and techniques to solve a broad range of problems in Information Systems. |  |  |  |  |  |  |
| **6. Faculty** |  |  |  |  |  |  |
| Some full-time faculty members, including those responsible for the information systems curriculum development, must hold a terminal degree with a program of study in information systems. |  |  |  |  |  |  |

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

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|  | **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. Program Outcomes** |  |  |  |  |  |  |
| In addition to outcomes 1 through 5, graduates of the program will also have an ability to: |  |  |  |  |  |  |
| 1. Use systemic approaches to select, develop, 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: |  |  |  |  |  |  |
| 1. Information Technology: At least 45 semester credit hours (or equivalent) that must include: |  |  |  |  |  |  |
| * 1. 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 |  |  |  |  |  |  |
| * 1. Advanced and supplemental IT topics that build on fundamentals and applied practice to provide depth. |  |  |  |  |  |  |
| * 1. Experiential learning appropriate to the program. |  |  |  |  |  |  |
| * 1. Principles and practices of IT project management |  |  |  |  |  |  |
| 1. Mathematics: At least six semester credit hours (or equivalent) of mathematics that must include relevant discrete mathematics. |  |  |  |  |  |  |

**Program Criteria for Baccalaureate in Data Sciences, Data Analytics, and Similarly Named Computing Programs**

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|  | **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 (Data Sciences, Data Analytics)** |  |  |  |  |  |  |
| **3. Program Outcomes** |  |  |  |  |  |  |
| In addition to outcomes 1 through 5, graduates of the program will also have an ability to: |  |  |  |  |  |  |
| 1. Apply theory, techniques, and tools throughout the data science lifecycle and employ the resulting knowledge to satisfy stakeholders’ needs. [DS] |  |  |  |  |  |  |
| **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 45 semester credit 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: |  |  |  |  |  |  |
| * 1. 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 |  |  |  |  |  |  |
| * 1. Computing including data structures and algorithms |  |  |  |  |  |  |
| 1. Advanced data science coursework that provides depth. |  |  |  |  |  |  |
| 1. Coverage of at least one application area to provide a context for data science activities. |  |  |  |  |  |  |
| 1. A major project that incorporates an application area and requires integration and application of knowledge and skills acquired in earlier course work. |  |  |  |  |  |  |