CAC SUPPLEMENTAL

QUESTIONNAIRE FOR REVIEW

of the

COMPUTER SCIENCE AND ENGINEERING PROGRAM

submitted by

_____

Institution

_____

Date

to the

Computing Accreditation Commission

Primary contact: _____

Telephone number: _____ **FAX Number:** _____

Electronic mail: _____

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This questionnaire is an abbreviated version of the complete CAC accreditation self-study questionnaire. The purpose is to supplement information in the ABET Self-Study. Please feel free to reference information in the ABET Self-Study rather than to repeat it here.

I.   Objectives and Assessments

INTENT: The program has documented, measurable objectives, including expected outcomes for graduates. The program regularly assesses its progress against its objectives and uses the results of the assessments to identify program improvements and to modify the program's objectives.

The ***Intent*** must be met in order for a program to be deemed accreditable. One way to meet the ***Intent*** of this criterion is to satisfy each one of the **Standards** listed below. To do this, answer the questions associated with the **Standards**. If one or more **Standards** are not satisfied, it is incumbent upon the institution to demonstrate and document clearly and unequivocally how the ***Intent*** is met in some alternative fashion.

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

Standard I-1. The program must have documented, measurable objectives.

Standard I-2. The program's objectives must include expected outcomes for graduating students.

A. Objectives

Please attach items that support or precede the objectives, e.g.,

- ➢   mission statements from institution, college, department, program
- ➢   plans (institution, college, department, etc.)
- ➢   all objectives including student outcomes (itemize)
- ➢   process for assessments
- ➢   who is involved in assessment and improvement?
- ➢   data from assessments
- ➢   inputs from any supporting Office of Assessment

2. Describe how your program's objectives align with your institution's mission.

Note: Below is a table which can be filled out with pertinent information relating to objectives, their measurement, and their effect on the implementation of program improvements.

B. Implementation of Objectives. Please complete the following table.

Objective	How Measured	When Measured	Improvements Identified	Improvements Implemented

Standard I-6. The results of the program's assessments and the actions taken based on the results must be documented.

E. Program Evolution

1. Describe in what respect, if at all, the philosophy and direction of computer science education has changed at your institution during the last five years (or since the last evaluation, whichever is the shorter duration).

2. Describe any major developments and/or progress made in connection with the program in the last five years (or since the last evaluation, whichever is the shorter duration) that is not included in your response in the ABET Self-Study.

F. Program Current Status

1. List the strengths of the unit offering the computer science program.

2. List any weaknesses or limitations of the institution or unit offering the computer science program.

3. List any significant plans for future development of the program.

II. Student Support

INTENT: Students can complete the program in a reasonable amount of time. Students have ample opportunity to interact with their instructors. Students are offered timely guidance and advice about the program's requirements and their career alternatives. Students who graduate the program meet all program requirements.

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If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

Standard II-1. Courses must be offered with sufficient frequency for students to complete the program in a timely manner.

A. Frequency of Course Offerings

1. List below the course numbers, titles, and credit hours of courses required for the major that are offered less frequently than once per year. Explain how it is determined when they will be offered, e.g., rotation, odd-numbered years, or whatever.

2. List below the course numbers, titles, and credit hours of courses allowed for the major but not required (i.e., either free electives or lists of courses from which students must choose a certain number), and explain how it is determined when they will be offered.

Standard II-2. Computer science courses must be structured to ensure effective interaction between faculty/teaching assistants and students in lower division courses and between faculty and students in upper division courses.

B. Interaction with Faculty

1. Describe how you achieve effective interaction between students and faculty or teaching assistants in lower division courses, particularly in large sections.

2. Describe how you achieve effective interaction between students and faculty in upper division courses. Give detailed explanation and/or documentation how you do this for sections with more than thirty students, if applicable.

III. Faculty

INTENT: Faculty members are current and active in the discipline and have the necessary technical breadth and depth to support a modern computer science program. There are enough faculty members to provide continuity and stability, to cover the curriculum reasonably, and to allow an appropriate mix of teaching and scholarly activity.

The *Intent* must be met in order for a program to be deemed accreditable. One way to meet the *Intent* of this criterion is to satisfy each one of the **Standards** listed below. To do this, answer the questions associated with the **Standards**. If one or more **Standards** are not satisfied, it is incumbent upon the institution to demonstrate and document clearly and unequivocally how the *Intent* is met in some alternative fashion.

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

If different programs have different faculty members, please identify which faculty are associated with which program(s), and the percentage of time allotted, if they are associated with more than one.

Standard III-1. There must be enough full-time faculty members with primary commitment to the program to provide continuity and stability.

A. Faculty Size. The purpose of this section is to determine whether you have sufficient faculty to offer courses often enough for students to complete the program in a timely manner.

In the previous section you gave the course numbers of courses required for the major which are offered less frequently than once per year, and those allowed for the major but not required, and explained how it is determined when they will be offered. Explain (if applicable) any difficulties you have offering required or optional courses frequently enough, particularly as they might be affected by faculty size.

B. Faculty with Primary Commitment

1. Read the definition of "Primary Commitment" in the *Guidance* (Section III, point 3) and list here the number of faculty whose primary commitment is to this program:_____.

The purpose of the next questions is to ascertain the degree of continuity and stability provided by these faculty.

2.   Please list below the number of faculty with primary commitment to the program in each academic rank, broken down within rank by tenure status.

Standard III-2. Full-time faculty members must oversee all course work.

Standard III-3. Full-time faculty members must cover most of the total classroom instruction.

C. Faculty Oversight. Full-time faculty must oversee all course work allowed towards the major. That means that they must either teach a course or be the course chairperson or coordinator for all sections taught by other than full-time faculty, such as adjunct faculty or teaching assistants. For those courses with sections not taught by full-time faculty during the past academic year, list the course numbers below and the name of the full-time faculty coordinator. (The past academic year is the academic year immediately prior to the year in which this report is prepared.)

Standard III-4. The interests and qualifications of the faculty members must be sufficient to teach the courses and to plan and modify the courses and curriculum.

Standard III-5. All faculty members must remain current in the discipline.

Standard III-6. All faculty members must have a level of competence that would normally be obtained through graduate work in computer science.

Standard III-7. Some full-time faculty members must have a Ph.D. in computer science.

D. Interests, Qualifications, Scholarly Contributions. The criteria state that the interests, qualifications, and scholarly contributions of the faculty must be sufficient to teach the courses, plan and modify the courses and curriculum, and to remain abreast of current developments in computer science. This information should be contained in the faculty vitas attached to this report and need not be repeated here. This would be an appropriate place to insert a description of general departmental or institutional activities that promote faculty currency, if such exist. (A sample vita questionnaire is attached in section G below. Although it is not necessary to follow this format, it is important that whatever format is followed contain all the information asked for. And, to make things easier for the visiting team, please see that all faculty vitas are in the same format, whichever format is used.)

Standard III-9. Advising duties must be a recognized part of faculty members' workloads.

F. Support for Advising. Advising duties must be a recognized part of faculty members' workloads, which means that faculty with large numbers of advisees must be granted released time. Explain your advising system and how the time for these duties is credited.

G. Information Regarding Faculty Members

As an extension to the information about each faculty member in the ABET Self-Study, please furnish the following information for all faculty members that teach courses

allowed for the major, including those who have administrative positions in the department (chair, associate chair, etc.). Use the form given below as guidance. This form need not be followed exactly, but all the information asked for should be supplied. Please do use a common format for all vitas.

In case more than one program is involved, especially with separate campuses, please indicate clearly the program(s) an individual is assigned to, and the percentage of time to each, if more than one.

4. If you do not have a formal degree in computer science, describe any course work you may have taken, or other ways in which you have achieved competence in computer science; there is no necessity to repeat information here which is contained in later sections of this document.

8. Department, college, and/or university committees of which you are a member:

10. Other scholarly activity: grants, sabbaticals, software development, etc.:

13. Courses taught this and last academic year term-by-term. (This year is the year in which this report was prepared; last year was the year prior to this.) If you were on sabbatical leave, please enter the information for the previous year. Please list each section of the same course separately.

year/term	course number	course title	credits	No. of students

14   Other assigned duties performed during the academic year, with average hours per week. Indicate which, if any, carry extra compensation. If you are course coordinator for courses taught by other than full-time faculty, please indicate here which courses.

15 Number of students for which you serve as academic advisor:_____

16. Estimate the percentage of your time devoted to scholarly and/or research activities:_____% Please give a brief description of your major research and scholarly activities:

17. If you are not a full-time faculty member, state what percentage of full-time you work:_____% Percentage of this time allocated to the computer science program being evaluated:_____%

IV. Curriculum

INTENT: The curriculum is consistent with the program's documented objectives. It combines technical requirements with general education requirements and electives to prepare students for a professional career in the computer field, for further study in computer science, and for functioning in modern society. The technical requirements include up-to-date coverage of basic and advanced topics in computer science as well as an emphasis on science and mathematics.

(Curriculum standards are specified in terms of semester hours of study. Thirty semester hours generally constitutes one year of full-time study and is equivalent to 45 quarter hours. A course or a specific part of a course can only be applied toward one standard.)

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

A. Title of Degree Program. Give the title of the degree program under review, as specified on the transcript and diploma:

Transcript: _____

Diploma: _____

B. **Credit Hour Definition.** One credit hour normally means one hour of lecture or three hours of laboratory per week. One academic year normally represents from twenty-eight to thirty weeks of classes, exclusive of final examinations. Please describe below if your definitions differ from these.

C. **Prerequisite Flow Chart.** Attach a flow chart showing the prerequisite structure of computer science courses required or allowed towards the major.

D. **Course Requirements of Curriculum** (term by term and year by year)

Required and elective courses: In the tables on the following pages, List the courses in the order in which they are normally taken in the curriculum, classified in the appropriate categories. The data should clearly indicate how the program satisfies the CAC/ABET/CSAB criteria for curriculum as prescribed in the current issue of *Criteria for Accrediting Programs in Computer Science in the United States.* These tables are designed for the semester calendar; they may be easily altered for the quarter calendar.

Required courses: List courses by department abbreviation (Math, Chem, CS, etc.), number, title, and number of credits. Apportion the credits for each course by category.

Elective courses: Designate these courses "elective." If an elective is restricted to a particular category, then tabulate the credit hours in that category and indicate the category in the listing, e.g., "elective—science." In addition, be sure that you have supplied information elsewhere in this document indicating how you ensure that students take the course in the specified category (e.g., advisement, graduation check sheets, etc.). For free electives (i.e., those not restricted to a particular category), list the credits under Other. Use footnotes for any listings that require further elaboration.

Note: Individual courses may be split between or among curriculum areas if the course content justifies the split. For example, a discrete mathematics course may have some of its credits under mathematics and some under computer science. In such cases, assign credits to categories in multiples of one-half credit.

Year Semester	Course (Dept., Number,	Comp Science	Comp Science Advanc	Math	Scienc	General	Other

		Title)	Core	ed.		e	Ed	
First Semester Freshman Year								
Second Semester Freshman Year								
First Semester Sophomore Year								
Second Semester Sophomore Year								
SUBTOTALS								

Year Semester	Course (Dept., Number, Title)	Category (credit hours)					
		Comp Science Core	Comp Science Adv.	Math	Science	General Ed	Other
First Semester Junior Year							
Second Semester							

Junior Year							
First Semester Senior Year							
Second Semester Senior Year							
SUBTOTALS							
TOTALS							

The *Intent* stated at the beginning of this section must be met in order for a program to be deemed accreditable. One way to meet the *Intent* of this criterion is to satisfy each one of the **Standards** listed below. To do this, answer the questions associated with the **Standards**. If one or more **Standards** are not satisfied, it is incumbent upon the institution to demonstrate and document clearly and unequivocally how the *Intent* is met in some alternative fashion.

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Standard IV-1. The curriculum must include at least 40 semester hours of up-to-date study in computer science topics.

1. If it is not obvious from the above tables that the curriculum includes at least 40 semester hours (60 quarter hours) of computer science topics, please explain.

Standard IV-2. The curriculum must contain at least 30 semester hours of study in mathematics and science as specified below under Mathematics and Science.

2. If it is not obvious from the above tables that the curriculum includes at least 30 semester hours (45 quarter hours) of study in mathematics and science, please explain.

Standard IV-3. The curriculum must include at least 30 semester hours of study in humanities, social sciences, arts and other disciplines that serve to broaden the background of the student.

Standard IV-4. The curriculum must be consistent with the documented objectives of the program.

3. If it is not obvious from the above tables that the curriculum includes at least 30 semester hours (45 quarter hours) of study in humanities, social sciences, arts, and other disciplines that serve to broaden the background of the student, please explain.

Standard IV-5. All students must take a broad-based core of fundamental computer science material consisting of at least 16 semester hours.

4. If it is not obvious from the above tables that the curriculum includes a broad-based core of fundamental computer science material consisting of at least 16 semester hours (24 quarter hours), please explain.

Standard IV-6. The core materials must provide basic coverage of algorithms, data structures, software design, concepts of programming languages and computer organization and architecture.

5. The core materials must provide basic coverage of the following five areas. Please indicate below the approximate number of hours in the core devoted to each topic. (This material can be gathered from your course descriptions, but it will ease the job for the visiting team if you do this in advance.)

   Algorithms _____, Data Structures _____, Software Design _____,
   Concepts of Programming Languages _____, Computer Organization and Architecture _____.

Standard IV-7. Theoretical foundations, problem analysis, and solution design must be stressed within the program's core materials.

6. The following areas must be stressed within the program's core materials. Indicate the course numbers of courses embodying a significant portion of these areas:

Theoretical
Foundations: _____

Problem Analysis: _____

Solution Design: _____

Standard IV-8. Students must be exposed to a variety of programming languages and systems and must become proficient in at least one higher-level language.

7. Typically, to what programming languages and operating systems are your students exposed?

8. In what computer language(s) do your students become proficient?

Standard IV-9. All students must take at least 16 semester hours of advanced course work in computer science that provides breadth and builds on the core to provide depth.

9. If it is not obvious from the tables above that your students take at least 16 semester hours (24 quarter hours) of advanced computer science, please explain.

10. List below the advanced areas in which your students may study. Make clear by your use of "and" and "or" and parentheses which areas are required and which may be chosen from (e.g., A and two of (B or C or D)).

Standard IV-10. The curriculum must include at least 15 semester hours of mathematics.

11.   If it is not obvious from the tables above that your students take at least15 semester hours (23 quarter hours) of mathematics, please explain.

Standard IV-11. Course work in mathematics must include discrete mathematics, differential and integral calculus, and probability and statistics.

12. If it is not obvious from course titles in the above tables, then explain below which required courses contain discrete mathematics, differential and integral calculus, and probability and statistics.

Standard IV-12. The curriculum must include at least 12 semester hours of science.

13. If it is not obvious from the tables above that your students take at least 12 semester hours (18 quarter hours) of science, please explain.

Standard IV-13. Course work in science must include the equivalent of a two-semester sequence in a laboratory science for science or engineering majors.

14. If it is not obvious from the tables above and from course descriptions and/or your catalog that the science requirement includes a full year (two-semester or three-quarter) sequence in a laboratory science for science and engineering majors, please explain.

Standard IV-14. Science course work additional to that specified in Standard IV-13 must be in science courses or courses that enhance the student's ability to apply the scientific method.

15. If it is not obvious from the tables above and from course descriptions and/or your catalog that the remainder of the science requirement is met with science courses or courses that enhance the student's abilities in the application of the scientific method, please explain. (Mathematics, statistics, and courses normally considered part of the computer science discipline should not be included here).

Standard IV-15. The oral communications skills of the student must be developed and applied in the program.

Standard IV-16. The written communications skills of the student must be developed and applied in the program.

16. Each student's oral and written communications skills must be developed and applied in the program, i.e., in courses required for the major. This information should be included in course descriptions; please give course numbers below.

Oral

_____

Writte
n

_____

Standard IV-17. There must be sufficient coverage of social and ethical implications of computing to give students an understanding of a broad range of issues in this area.

17. Social and ethical implications of computing must be covered in the program. This information should be included in course descriptions; please give course numbers below.

E. Course Descriptions

For each required or elective computer science course that can be counted for credit in the curriculum being reviewed for accreditation, append the information requested below to the course syllabi of the ABET Self-Study. If your documentation does not exactly follow this format, be sure that all of the indicated information (if applicable) is present, and please in any case adhere to a common format for all course descriptions.

> Note: The outline format calls for information on the content of the course in the areas of computer science theory, communications skills development and application, social and ethical implications of computing, and problem analysis and solution design experiences. This is not intended to suggest that every course must have some coverage of each of these topics. For a given course, please include the information from a listed area only if the course has significant content in that specific area.

> The course outline for each required or elective computer science course must also be included in a display of course materials that is available for study at all times during the program evaluation site visit. The course material display

must include at least the following for each computer science course that can be counted in the computer science segment of the curriculum being evaluated.

1. Textbook and other required material (e.g., manuals, reference booklets, standards documents, and so forth)
2. Syllabus and course policies
3. A complete set of assignments, tests, and important handouts
4. Samples of graded student work on all assignments, written reports and other documents, and tests. Examples of excellent, satisfactory, and poor student work should be included.
5. If some of the above documentation is online (e. g., in an instructor's web site), please indicate this, and have a computer available at or near the course displays so that the team can view it. Please give here the URL(s) for accessing any such materials:

COURSE DESCRIPTION

Department and Course
Number

Course
Coordinator

Course
Title

Total
Credits

Laboratory projects (specify number of weeks on each)

Estimate CSAB Category Content

	CORE	ADVANCED		CORE	ADVANCED
Data Structures	_____	_____	Computer Organization and Architecture	_____	_____
Algorithms			Concepts of Programming Languages	_____	_____
Software Design	_____	_____			

Oral and Written Communications

Every student is required to submit at least _____ written reports (not including exams, tests, quizzes, or commented programs) of typically _____ pages and to make _____ oral presentations of typically _____ minutes duration. Include only material that is graded for grammar, spelling, style, and so forth, as well as for technical content, completeness, and accuracy.

Social and Ethical Issues

Please list the topics that address the social and ethical implications of computing covered in all course sections. Estimate the class time spent on each topic. In what ways are the students in this course graded on their understanding of these topics (e.g., test questions, essays, oral presentations, and so forth)?

Theoretical Content

Please list the types of theoretical material covered, and estimate the time devoted to such coverage.

Problem Analysis

Please describe the analysis experiences common to all course sections.

Solution Design

Please describe the design experiences common to all course sections.

V. Laboratories and Computing Facilities

INTENT: Laboratories and computing facilities are available, accessible, and adequately supported to enable students to complete their course work and to support faculty teaching needs and scholarly activities.

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If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

> In Section VI we will ask you to describe laboratory equipment planning and acquisition processes. Please do not repeat any of that information here; simply refer ahead to that section if necessary to avoid duplication.

A. Computer facilities available for use in computer science programs. Describe the computer facilities available for use in programs in computer science.

> 2.   Are there any labs, courses, or policies that require two or more students to share a lab station? _____ If the answer is yes, please describe the situation(s) involved.

Standard V-2. Documentation for hardware and software must be readily accessible to faculty and students.

C. Documentation.   Describe documentation for hardware and software systems available to students and faculty in the computer science program. Explain how students and faculty have adequate and timely access to the documentation.

Standard V-3. All faculty members must have access to adequate computing facilities for class preparation and for scholarly activities.

D. Faculty Access.   Describe the computing facilities available to faculty for class preparation and for scholarly activities and research. Include specifics regarding resources in faculty members' offices.

Standard V-5. Instructional assistance must be provided for the laboratories and computing facilities.

F. Instructional Support. Describe the nature and extent of instructional support available to students in the laboratories.

VI. Institutional Support and Financial Resources

INTENT: The institution's support for the program and the financial resources available to the program are sufficient to provide an environment in which the program can achieve its objectives. Support and resources are sufficient to provide assurance that an accredited program will retain its strength throughout the period of accreditation.

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Standard VI-1. Support for faculty must be sufficient to enable the program to attract and retain high-quality faculty capable of supporting the program's objectives.

Standard VI-2. There must be sufficient support and financial resources to allow all faculty members to attend national technical meetings with sufficient frequency to maintain competence as teachers and scholars.

Standard VI-3. There must be support and recognition of scholarly activities.

A. One evidence of the long-term stability of a program is its ability to both attract and retain high quality faculty. Describe how your program does this. Some topics the description might address are sabbatical and other leave programs, salaries, benefits, teaching loads, support for and recognition of scholarly activity (including financial support for attendance at professional meetings), departmental and institutional ambiance, etc. Give counts of the total number of faculty and the number of resignations, retirements, and new hires for each of the last five years. Indicate whether there are significant problems attracting and retaining faculty, and if so, the causes.

Year	Total Faculty	Resignations	Retirements	New Hires

B. Summarize the professional activities of your faculty, attendance at meetings, university and professional honors won by individuals, etc. Just summarize here; details should appear in individual faculty vitas.

Standard VI-4. There must be office support consistent with the type of program, level of scholarly activity, and needs of the faculty members.

C. Briefly describe the level and adequacy of office support. The description should address secretarial support, office equipment, and the total group supported by this equipment and staff.

Standard VI-5. Adequate time must be assigned for the administration of the program.

D. Describe the adequacy of the time assigned for the administration of the program.

Standard VI-6. Upper levels of administration must provide the program with the resources and atmosphere to function effectively with the rest of the institution.

E. Describe the adequacy of the resources and the atmosphere provided by the upper administration for the program to function effectively with the rest of the institution.

F. Positive and constructive leadership at the college/school level and within the program's department are especially important to the program's quality. Evaluate this leadership and the interaction between these levels of administration.

Standard VI-8. Resources must be provided to support library and related information retrieval facilities that meet the needs of the program.

H. Library Resources. Briefly describe the resources available for the support of the library and related information retrieval facilities. Include information on how the institution determines the adequacy of the resources.

Standard VI-9. There must be evidence that the institutional support and financial resources will remain in place throughout the period of accreditation.

I. Discuss and show evidence of continuity of institutional support for the program in the past, and problems that have existed or are anticipated in this area, if any.

VII.   Institutional Facilities

INTENT: Institutional facilities, including the library, other electronic information retrieval systems, computer networks, classrooms, and offices, are adequate to support the objectives of the program.

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If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

A. Library

Standard VII-1. The library that serves the computer science program must be adequately staffed with professional librarians and support personnel.

1. Assess the staffing of the library (or libraries) that serve the computer science program. Are there adequate professional librarians and support personnel? Supply documentation if possible.

Standard VII-2. The library's technical collection must include up-to-date textbooks, reference works, and publications of professional and research organizations such as the ACM and the IEEE Computer Society.

2. Assess the adequacy of the library's technical collection and of the budget for subscriptions as well as new acquisitions. The library must contain up-to-date textbooks, reference works, and publications of professional and research organizations such as the ACM and the IEEE Computer Society. It should also contain representative trade journals. Supply documentation, if possible. Assess the process by which faculty may request the library to order books or subscriptions.

Standard VII-3. Systems for locating and obtaining electronic information must be available.

3. Assess the library's systems for locating and obtaining electronic information.

Standard VII-4. Classrooms must be adequately equipped for the courses taught.

B. Classroom Equipment. Describe the equipment typically available in classrooms where you teach your courses. Assess its adequacy for the purpose.

Standard VII-5. Faculty offices must be adequate to enable faculty members to meet their responsibilities to students and for their professional needs.

C. Discuss and assess the adequacy of faculty offices to enable faculty to meet their responsibilities to students and for their professional needs.

Appendix II. General Information on the Unit Responsible for the Computer Science Program

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

A. Type of unit

1. Name of computer science program unit: _____

   URL _____

E. Computer-Related Undergraduate Degree Programs. List all undergraduate computer-related degree programs offered by the institution, beginning with the program(s) being evaluated.

Program Title	Years Req'd	Degree Awarded	Admin. Unit	If accred., by whom

Are these programs adequately differentiated in all university information? Explain how.

Appendix III.   Finances

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

A. Finances Related to the Computer Science Program(s)

1. For the computer science program, indicate below the funds expended during the fiscal year immediately preceding the visit [1].

	Institutional Funds	Non-recurring or Outside Funds
Administrative Salaries		
Faculty Salaries		
Non-teaching Professionals' Salaries[2]		
Support Personnel Salaries & Wages Secretarial		
Technician		
Other (specify)		
Graduate Students		
Operating Expenditures (excluding research operations and travel)		
Capital Equipment Expenditure: (including value of allocated time for teaching and research):		
Teaching		
Research		
Computer Expenditures: (total, including value of allocated computer time for teaching and research) Hardware		
Software		
Allocated time		
Travel Expenditures (non-research funds)		
Scholarship Awards (if administered by the Computer Science Program Unit)		
Library (if administered by Computer Science Program Unit)		
Research (if separately budgeted)		
Other (specify)		

Total		

[1] It is understood that some of the data may have to be estimated to cover the entire fiscal year. In such case, unless the differences are insignificant, an updated report should be provided for the evaluation team at the time of the visit.

[2] Non-teaching professionals would include research professors, faculty members on paid sabbatical leave, post-doctoral research associates, and other degreed professionals.

2. Report funds for the fiscal year immediately preceding year of visit, broken down according to source.

	AMOUNT
Institutional funds (recurring)	
Gifts and non-research grants	
Research contracts and grants	
Other (explain)	
Total	

B. Operating and Computing Expenditures for the Five Fiscal Years Immediately Preceding that Reported in III A.

1. Operating expenses for the computer science program unit.

Fiscal Year					
Institutional Funds					
Outside Funds					

2. Computer hardware/software capital expenditures (excluding equipment used primarily for research) for the computer science program unit.

Fiscal Year					
Institutional Funds					
Outside Funds					

C. Additional Funding. If additional funds, other than those listed in Table A.1 above, are available to faculty to support scholarly activities such as travel to technical meetings, e.g., consulting support, give the number of faculty for whom this type of support is appropriate and an estimate of the amount of support available.

Appendix IV. Computer Science Program Personnel and Policies Towards Consulting, Professional Development, and Recruiting.

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

A. Term of appointment of administrative head.

9 month	12 Month	Other (specify)	
_____	_____		_____

C. Policies. Provide a brief description to give an overview.

1. Describe policy toward private consulting work, sponsored research projects, and extra compensation.

2. State the standard teaching, administrative, research, and other loads on the faculty, in general terms.

3. Describe policies and procedures for recruiting faculty for the computer science program. Describe any barriers to hiring the appropriate faculty.

Appendix V.   Computer Science Program Enrollment and Degree Data

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

Give below enrollment figures for the first term of the current and five previous academic years and the number of undergraduate and graduate degrees conferred. (The current year is the year in which this report is being prepared.) List data beginning with the most recent year first. If part-time students are involved, give the number as FTE/actual number, e.g., 10/40.

Institution as a Whole

| Academic Year | Year Enroll | | | | | Total | Total | Degree | | |
	1st	2nd	3rd	4th	5th	Undergrad	Grad	Bachelor	Master	PhD