CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

A. Mission Statement
Provide the institutional mission statement.

B. Program Educational Objectives
List the program educational objectives and state where these can be found by the general public.

C. Consistency of the Program Educational Objectives with the Mission of the Institution
Describe how the program educational objectives are consistent with the mission of the institution.

D. Program Constituencies
List the program constituencies. Describe how the program educational objectives meet the needs of these constituencies.

E. Process for Review of the Program Educational Objectives
Describe the process that periodically reviews the program educational objectives including how the program's various constituencies are involved in this process. Describe how this process is systematically utilized to ensure that the program's educational objectives remain consistent with the institutional mission, the program constituents' needs and these criteria.

CRITERION 3. STUDENT OUTCOMES

A. Student Outcomes

List the student outcomes for the program and indicate where the student outcomes are documented. If the student outcomes are stated differently than those listed in EAC Criterion 3, provide a mapping to the (a) through (k) Student Outcomes.

B. Relationship of Student Outcomes to Program Educational Objectives

Describe how the student outcomes prepare graduates to attain the program educational objectives.

C. Process for the Establishment and Revision of the Student Outcomes

Describe the process used for establishing and revising student outcomes.

D. Enabled Student Characteristics

All computing programs must show how they enable students to attain, by the time of graduation, CAC Criteria 3 characteristics (a) through (i) as well as any applicable characteristics defined within the program criteria. For each CAC characteristic listed either in the general CAC criteria or the applicable program criteria, indicate how the program enables that characteristic.

CRITERION 4. CONTINUOUS IMPROVEMENT

This section of your Self-Study Report should document your processes for regularly assessing and evaluating the extent to which the student outcomes are being attained. This section should also document the extent to which the student outcomes are being attained. It should also describe how the results of these processes are utilized to affect continuous improvement of the program.

Assessment is defined as one or more processes that identify, collect, and prepare the data necessary for evaluation. Evaluation is defined as one or more processes for interpreting the data acquired though the assessment processes in order to determine how well the student outcomes are being attained.

Although the program can report its processes as it chooses, the following is presented as a guide to help you organize your Self-Study Report.

A. Student Outcomes

It is recommended that this section include (a table may be used to present this information):
1. A listing and description of the assessment processes used to gather the data upon which the evaluation of each student outcome is based. Examples of data collection processes may include, but are not limited to, specific exam questions, student portfolios, internally developed assessment exams, senior project presentations, nationally-normed exams, oral exams, focus groups, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program.
2. The frequency with which these assessment processes are carried out
3. The expected level of attainment for each of the student outcomes
4. Summaries of the results of the evaluation process and an analysis illustrating the extent to which each of the student outcomes is being attained
5. How the results are documented and maintained

B. Continuous Improvement

Describe how the results of evaluation processes for the student outcomes and any other available information have been systematically used as input in the continuous improvement of the program. Describe the results of any changes (whether or not effective) in those cases where re-assessment of the results has been completed. Indicate any significant future program improvement plans based upon recent evaluations. Provide a brief rationale for each of these planned changes.

C. Additional Information

Copies of any of the assessment instruments or materials referenced in 4.A. and 4.B must be available for review at the time of the visit. Other information such as minutes from meetings where the assessment results were evaluated and where recommendations for action were made could also be included.