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**TEMPLATE FOR A
Readiness Review REPORT**

**2026-27 Readiness Review Cycle**

***Extracted from 2025-26 CAC Self-Study Questionnaire***

**COMPUTING ACCREDITATION COMMISSION (CAC)**

**ABET**

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# Introduction

This Readiness Review Report Template is largely extracted from the Self-Study Report Template that is used to prepare a Self-Study for an ABET evaluation.

The Readiness Review Report will be used by the Readiness Review Committee to:

* determine whether the program understands the key requirements for accreditation, particularly the program name requirements, Criterion 1 through Criterion 6, and program criteria if applicable,
* understand whether or not the program is ready to initiate a formal review before the program’s institution invests a significant amount of resources and personnel time in preparation for a formal review by the Commission,
* identify areas where it appears that the program may need more time to address issues related to compliance with the criteria prior to a formal review, and
* provide the program with suitable feedback concerning its state of readiness for a formal accreditation review.

The Readiness Review Report should reflect the extent to which the program meets applicable ABET Criteria and policies. For this reason, it is necessary that the Report address all methods of instructional delivery used for the program, all possible paths that students may take for completion of the degree, and any remote offerings available to students in the program.

ABET provides a template for each commission to assist the program in completing the Readiness Review Report.

# Requirements and Preparation

The program name used on the cover of the Readiness Review Report **must** be identical to the name used in all institutional publications, on the ABET Request for Readiness Review (RREv), and on the institution’s transcripts (records of academic work) of graduates/students. This will ensure that the program is correctly identified in ABET records.

A Readiness Review must be completed for a program(s) within an institution without previously ABET-accredited programs in a given commission.

While the *Template* focuses primarily on accreditation criteria, it also includes questions related to certain sections of the ABET *Accreditation Policy and Procedure Manual* (APPM).

While it is important that the overall structure in the *Template* be retained, it is not necessary to preserve notes or pages of instructions about preparing the Readiness Review Report.

A program may use terminology different from that used in the *Template*. If different terminology is used, it is important that the Readiness Review Report provide notes of explanation to clearly link the terminology in the Report to terminology used in the *Template*.

Tables in the *Template* may be modified in format to more clearly present the information for the program. When this is done, it is suggested that a brief explanatory footnote be included about why the table was modified. Rows may be added to or deleted from tables to better accommodate program information.

The **educational unit** is the administrative unit having academic responsibility for the program(s) undergoing a Readiness Review relative to a given Commission of ABET. For example, if a single program is being preparing for a readiness review, the educational unit may be the department. If more than one program is being reviewed, the educational unit is the administrative unit responsible for the collective group of programs undergoing a Readiness Review relative to that Commission.

# Supplemental Materials

Do **not** submit for Readiness Review.

# Submission and Distribution of readiness review Report

**The Readiness Review Report along with the required transcript information (student’s record of academic work) must be submitted through the ABET-provided link by September 1. Access to this link along with submission instructions will be provided once a Request for Readiness Review (RREv) is accepted. No email, data stick, or paper submission will be accepted.**

See Section **1.G**. below for information concerning transcripts that must be submitted for a Readiness Review.

If you have any questions, please send an email to ReadinessReview@abet.org.

# Confidentiality

All information supplied is for the confidential use of ABET and its authorized agents. It will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution or documents in the public domain.

# Template

The template for the Readiness Review Report begins on the next page.

**NOTE: In the places where it identifies a section and then directs that you not complete it for the Readiness Review, the purpose is to highlight the sections of the Self-Study Template that are not applicable/required for a Readiness Review.**

**CAC of ABET**

**Readiness Review Report**

**for the**

**<Program Name>**

**At**

**<Institution Name>**

**<Location>**

**<Date>**

**CONFIDENTIAL**

The information supplied in this Readiness Review Report is for the confidential use of ABET and its authorized agents, and will not be disclosed without authorization of the institution concerned, except for summary data not identifiable to a specific institution.

# BACKGROUND INFORMATION

## Contact Information

List name, mailing address, telephone number, fax number, and e-mail address for the primary pre-visit contact person for the program.

## Program History

Include the year when the program was implemented. Summarize major program changes with an emphasis on changes occurring around the Readiness Review submission.

## Options

List and describe any options, tracks, concentrations, etc. included in the program.

## Program Delivery Modes

Describe the delivery modes used by this program, e.g., days, evenings, weekends, cooperative education, traditional lecture/laboratory, off-campus, distance education, web-based, etc.

## Program Locations

Include all locations where the program or a portion of the program is regularly offered (this would also include dual degrees, international partnerships, etc.).

## Public Disclosure

Provide information concerning all the places where the Program Education Objectives (PEOs) and Student Outcomes (SOs) are posted or made accessible to the public. If this information is posted to the Web, please provide the URLs.

## Deficiencies, Weaknesses or Concerns from Previous Evaluation(s) and the Actions Taken to Address Them

This section is **not** applicable for Readiness Review.

**GENERAL CRITERIA**

# CRITERION 1. STUDENTS

For the sections below, attach any written policies that apply.

## Student Admissions

Summarize the requirements and process for accepting new students into the program.

## Evaluating Student Performance

 Do **not** submit for Readiness Review.

## Transfer Students and Transfer Courses

Summarize the requirements and process for accepting transfer students and transfer credit. Include any state-mandated articulation requirements that impact the program.

## Advising and Career Guidance

Summarize the process for advising and providing career guidance to students. Include information on how often students are advised, who provides the advising (program faculty, departmental, college or university advisor).

## Work in Lieu of Courses

Summarize the requirements and process for awarding credit for work in lieu of courses. This could include such things as life experience, Advanced Placement, dual enrollment, test out, military experience, etc.

## Graduation Requirements

State the name of the degree awarded (Bachelor of Science in Computer Science, Bachelor of Science in Information Systems, etc.) Summarize the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program. If applicable, describe the process for how course deviations are handled to ensure that graduation requirements are met.

## Records of Student Work/Transcripts

The program will provide records of academic work (transcripts) that certify completion of all program requirements and include the name of the program (major, field of study) the degree awarded and the date the degree was awarded.

The program name and degree awarded must be shown in English exactly as they appear on the Request for Evaluation accepted by ABET. (See APPM, Section 1.C.2.b)

Transcripts must also provide at minimum the following:

1. The name and address of the institution
2. The name and other identification as appropriate of the student
3. A record of academic work pursued at the institution including identification of courses and/or credits attempted, academic years of each attempt, grade or other evaluation for each attempt, and an indication of all required work attempted, and
4. A list of required courses and/or credits for which academic work pursued at another institution(s) was accepted to meet the requirements of the program. (See 2024-2025 APPM, Section I.C.2.a.)

For a Readiness Review, the program must include one graduate’s *official* transcript from the most recent graduating class at the time of the submission. If the program does not have any graduates by the time of the Readiness Review submission, please include a transcript of one student who is currently in the next graduating class or in the last year of the program study. Feel free to keep the graduate/student’s name anonymous. The transcript must be provided through the ABET-provided link as mentioned under Page 3 “Submission and Distribution of Readiness Review Report.”

If there are multiple options/tracks under the program, please include one copy for each option/track.

If your program is located outside the U.S. and the degree conferred information is typically not available on transcripts of your graduates, please include a copy of the graduation certificate/diploma/completion document/etc. that contains the degree awarded information for the same student graduate. An English translation must be provided if the official documents are issued in the native language (non-English) only.

Questions? Contact ReadinessReview@abet.org.

Please pay close attention to the Accreditation Policy and Procedure Manual (APPM; <https://www.abet.org/accreditation/accreditation-criteria/>) Section I.C.2. and I.C.4. regarding the transcript-related requirements.

# CRITERION 2. PROGRAM EDUCATIONAL OBJECTIVES

## Mission Statement

 Do **not** submit for Readiness Review.

## Program Educational Objectives

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

## Consistency of the Program Educational Objectives with the Mission of the Institution

 Do **not** submit for Readiness Review.

## Program Constituencies

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

Constituencies are defined by the program and should include those groups that have an interest in the program and are able to provide meaningful input regarding the program educational objectives. For illustrative purposes only, common constituencies include the program’s faculty, alumni, and employers of the program’s graduates.

## 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

## Student Outcomes

List the student outcomes for the program, including any outcomes that the program has defined beyond the required outcomes specified in the general criteria and any applicable program criteria.

## Publication of Student Outcomes

Describe where the student outcomes are publicly stated.

# CRITERION 4. CONTINUOUS IMPROVEMENT

This section of your Readiness Review 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 through 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 Readiness Review Report.

## 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
6. How and where the student outcome assessment process is documented

## 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~~. Do **not** submit this part for the Readiness Review.

## Additional Information

 Do **not** submit for Readiness Review.

# CRITERION 5. CURRICULUM

## Program Curriculum

1. Complete Table 5-1 that describes the plan of study for students in this program including information on course offerings in the form of a recommended schedule by year and term along with average section enrollments for all courses in the program over the two years immediately preceding the visit. **If there is more than one curricular path, a separate Table 5-1 should be provided for each path.** State whether you are on quarters or semesters.
2. ~~Describe how the program’s requirements are consistent with the program educational objectives~~. Do **not** submit this for the Readiness Review.
3. ~~Describe how the program’s requirements and its associated prerequisite structure support the attainment of the student outcomes~~. Do **not** submit this for the Readiness Review.
4. Attach a flowchart or worksheet that illustrates the prerequisite structure of the program’s required courses.
5. For each curricular area specifically addressed by either the general criteria or the applicable program criteria, describe how your program meets the specific requirements for this program area.
6. If your program allows cooperative education to satisfy curricular requirements specifically addressed by either the general or program criteria, describe the academic component of this experience and how it is evaluated by the faculty.
7. ~~Describe the materials (course syllabi, textbooks, sample student work, etc.), that will be available for review during the visit to demonstrate achievement related to this criterion. (See APPM Section I.E.5.b. (2) regarding display materials.)~~

Do **not** submit this for the Readiness Review.

## Course Syllabi

In Appendix A, include a syllabus for each course used to satisfy the mathematics, science, and discipline-specific requirements required by Criterion 5 or any applicable program criteria.

**INCLUDE only COURSE SYLLABI FOR THE DISCIPLINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

## Table 5-1 Curriculum

**Program Name**

|  |  | Subject Area (Credit Hours) |  |  |
| --- | --- | --- | --- | --- |
| Course(Department, Number, Title)List all courses in the program by term starting with first term of the first year and ending with the last term of the final year. | Indicate Whether Course is Required, Elective or a Selected Elective by an R, an E or an SE.[[1]](#footnote-1) | Math[[2]](#footnote-2) | Sciences2 | Computing Topics(Mark with an F or A for Fundamental or Advanced) | General Education | Other | Last Two Terms the Course was Offered:Year and Semester (or Quarter) | Average Section Enrollment for the Last Two Terms the Course was Offered[[3]](#footnote-3) |
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| Total Credit Hours for ABET Basic-Level Requirements | **-** |  |  |  | **-** |  | **-** | **-** |
| Overall Total Credit Hours for Completion of the Program | **-** |  |  |  |  |  | **-** | **-** |

Instructional materials and student work verifying compliance with ABET criteria for the categories indicated above will be required during the campus visit.

# CRITERION 6. FACULTY

## Faculty Qualifications

Describe the qualifications of the faculty and how they are adequate to cover all the curricular areas of the program and also meet any applicable program criteria. This description should include the composition, size, credentials, and experience of the faculty. Complete Table 6-1. Include faculty resumes in Appendix B.

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THEFACULTY MEMBERS WHO TEACH COMPUTING COURSES LISTED IN TABLE 5-1**

## Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements (for the year of the report).

## Faculty Size

Discuss how the faculty serving in the program are of sufficient number to maintain continuity, stability, oversight, student interaction, and advising for the program.

## Professional Development

Provide detailed descriptions of professional development activities for each faculty member.

## Authority and Responsibility of Faculty

Describe the role played by the faculty with respect to course creation, modification, and evaluation, their role in the definition and revision of program educational objectives, definition and revision of any additional student outcomes, and their role in the attainment of the student outcomes. Describe the roles of others on campus, e.g., dean or provost, with respect to these areas.

## Table 6-1. Faculty Qualifications

**Name of Program**

Instructions: Complete table for each member of the faculty in the program. Add additional rows or use additional sheets if necessary. Updated information is to be provided at the time of the visit.

|  |  |  |  |  | Years of Experience |  | Level of Activity[[4]](#footnote-4)H, M, or L |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Highest Degree Earned:Field and Year | Rank[[5]](#footnote-5) | Type of Academic Appointment[[6]](#footnote-6)T, TT, NTT | FT or PT[[7]](#footnote-7) | Govt./Ind. Practice within the discipline | Teaching | Teaching at this Institution within the discipline | Professional Registration / Certification | Professional Organizations related to the discipline | Professional Development within the discipline | Consulting/Summer work in industry | Contributions to the Discipline | Other[[8]](#footnote-8) |
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Competence and Currency of Faculty

For each faculty member listed in Table 6-1, list which factors contribute to their competency and currency within the program’s discipline consistent with the contributions to the program expected from the faculty.

## Table 6-2. Faculty Workload Summary

**Name of Program**

|  |  |  | Program Activity Distribution[[9]](#footnote-9) |  |
| --- | --- | --- | --- | --- |
| Faculty Member (Name) | PT or FT[[10]](#footnote-10) | Classes Taught (Course No./Credit Hrs.) Term and Year[[11]](#footnote-11) | Teaching | Research or Scholarship | Other[[12]](#footnote-12) | % of Time Devoted to the Program[[13]](#footnote-13) |
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# CRITERION 7. FACILITIES1

Do **not** submit for Readiness Review.

# CRITERION 8. INSTITUTIONAL SUPPORT

Do **not** submit for Readiness Review.

# PROGRAM CRITERIA

Describe how the program satisfies any applicable program criteria.

**APPENDICES**

# Appendix A – Course Syllabi

**INCLUDE ONLY COURSE SYLLABI FOR THE DISCIPLINE-SPECIFIC COURSES OF THE PROGRAM FOR READINESS REVIEW**

The following is a suggested format for course syllabi. A different format may be used if all identified content areas are included in a format that is consistent for all syllabi within the Self-Study Report. Maximum length is two pages per syllabus.

Syllabi must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Course number and name

Credits, contact hours

Name(s) of instructor(s) or course coordinator(s)

Instructional Materials

Specific course information

brief description of the content of the course (catalog description)

prerequisites or corequisites

Educational objectives for the course (e.g. The student will be able to explain the significance of current research about a particular topic.)

Brief list of topics to be covered

# Appendix B – Faculty Vitae

**FOR THIS REPORT, INCLUDE ONLY RESUMES FOR THEFACULTY MEMBERS WHO TEACH COMPUTING COURSES LISTED IN TABLE 5-1**

The following is a suggested format for the faculty vitae. A different format may be used if all identified content areas are included in a format that is consistent for all vitae within the Self-Study Report. Maximum length is three pages per vita.

Vitae must be readily readable and digitally accessible with one-inch or larger margins, six or fewer lines of text per inch, and a readable font such as Arial (not Arial Narrow), Courier New, or Palatino Linotype at a font size of 10 points or larger; Times New Roman at a font size of 11 points or larger; or Computer Modern family of fonts at a font size of 11 points or larger.

Required Content Areas

Name

Education – degree, discipline, institution, year

Academic and Professional Experience – institution or entity, rank (if relevant), title, when (e.g., 2002-2007), full-time or part-time

Professional credentials, certifications, or licensing

Professional development activities

Contributions to the discipline (e.g., service, publications or presentations)

# Appendix C – Equipment

Do **not** submit for Readiness Review.

# Appendix D – Institutional Summary

Programs are requested to provide the following information.

## The Institution

1. Name and address of the institution
2. Name and title of the chief executive officer of the institution
3. Name and title of the person submitting the Report.
4. Name the organizations by which the institution is now accredited, and the dates of the initial and most recent accreditation evaluations.

## Type of Control

Description of the type of managerial control of the institution, e.g., private-non-profit, private-other, denominational, state, federal, public-other, etc.

## Educational Unit

Describe the educational unit in which the program is located including the administrative chain of responsibility from the individual responsible for the program to the chief executive officer of the institution. Include names and titles. An organization chart may be included.

## Academic Support Units

List the names and titles of the individuals responsible for each of the units that teach courses required by the program being evaluated for readiness, e.g., mathematics, physics, etc.

## Non-academic Support Units

List the names and titles of the individuals responsible for each of the units that provide non-academic support to the program being evaluated for readiness, e.g., library, computing facilities, placement, tutoring, etc.

## Credit Unit

It is assumed that one semester or quarter credit normally represents one class hour or two or three laboratory hours per week for approximately 15 weeks. One academic year normally represents at least 28 weeks of classes, exclusive of final examinations. If other standards are used for this program, the differences should be indicated.

## Tables

Complete the following tables for the program undergoing the Readiness Review.

## Table D-1. Program Enrollment and Degree Data

**Name of the Program**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Academic Year | Enrollment Year | TotalUndergrad | TotalGrad | Degrees Awarded |
|  | 1st | 2nd | 3rd | 4th | 5th | Associates | Bachelors | Masters | Doctorates |
| Current |  | FT |  |  |  |  |  |  |  |  |  |  |  |
| Year | PT |  |  |  |  |  |  |  |  |  |  |

For Readiness Review, give the official fall term enrollment figures (head count) and undergraduate and graduate degrees conferred for the current year. The *current* year for a Readiness Review means the academic year preceding the Readiness Review submission.

FT — full time

PT — part time

## Table D-2. Personnel

**Name of the Program**

Year[[14]](#footnote-14): \_\_\_\_\_\_\_\_\_

|  | HEAD COUNT |  |
| --- | --- | --- |
| Employment Category | FT | PT | FTE[[15]](#footnote-15) |
| Administrative2 |  |  |  |
| Faculty (tenure-track)[[16]](#footnote-16) |  |  |  |
| Other Faculty (excluding student assistants) |  |  |  |
| Student Teaching Assistants[[17]](#footnote-17) |  |  |  |
| Technicians/Specialists |  |  |  |
| Office/Clerical Employees |  |  |  |
| Others[[18]](#footnote-18) |  |  |  |

Report data for the program being evaluated.

## Signature Attesting to Compliance

Do **not** submit for Readiness Review.

1. **Required** courses are required of all students in the program, **elective** courses (often referred to as open or free electives) are optional for students, and **selected elective** courses are those for which students must take one or more courses from a specified group. [↑](#footnote-ref-1)
2. If math and science courses are chosen from a list indicate this and include information elsewhere on the courses that students may choose from. [↑](#footnote-ref-2)
3. For courses that include multiple elements (lecture, laboratory, recitation, etc.), indicate the maximum enrollment in each element. For selected elective courses, indicate the maximum enrollment for each option. [↑](#footnote-ref-3)
4. The level of activity, high, medium or low, should reflect an average over the year prior to the visit plus the two previous years. [↑](#footnote-ref-4)
5. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other [↑](#footnote-ref-5)
6. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track (specify title/type of position) [↑](#footnote-ref-6)
7. At the institution. [↑](#footnote-ref-7)
8. Please detail other factors from Criterion 6 regarding faculty activity. [↑](#footnote-ref-8)
9. Program activity distribution should be in percent of effort in the program and should total 100%. [↑](#footnote-ref-9)
10. FT = Full Time Faculty or PT = Part Time Faculty, at the institution. [↑](#footnote-ref-10)
11. For the academic year for which the Readiness Review Report is being prepared. [↑](#footnote-ref-11)
12. Indicate sabbatical leave, etc., under "Other." [↑](#footnote-ref-12)
13. Out of the total time employed at the institution. [↑](#footnote-ref-13)
14. Data on this table should be for the fall term immediately preceding the visit. Updated tables for the fall term when the ABET team is visiting are to be prepared and presented to the team when they arrive. [↑](#footnote-ref-14)
15. Persons holding joint administrative/faculty positions or other combined assignments should be allocated to each category according to the fraction of the appointment assigned to that category. [↑](#footnote-ref-15)
16. For faculty members, 1 FTE equals what your institution defines as a full-time load. [↑](#footnote-ref-16)
17. For student teaching assistants, 1 FTE equals 20 hours per week of work (or service). For undergraduate and graduate students, 1 FTE equals 15 semester credit-hours (or 24 quarter credit-hours) per term of institutional course work, meaning all courses — science, humanities and social sciences, etc. [↑](#footnote-ref-17)
18. Specify any other category considered appropriate, or leave blank. [↑](#footnote-ref-18)