E-Series Forms: Making Assessment More Explicit
Option E1: Part a. Inventory of Educational Effectiveness Indicators

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At the institutional level:					
College Now (Alternative admissions program curriculum)	https://www.umassd.edu/collegenow/	An annual report details issues and analyzes data. The program produces data on student needs and successes regularly.	Program staff continually evaluates program successes.	Serving a larger population of admitted students due to increased graduation rates of College Now/Start students.	2017
The Commonwealth Honors Program at UMass Dartmouth	https://www.umassd.edu/honors/programrequirements/	An honors thesis	The Honors Director oversees their completion of all honors requirements. Data on rates of graduation, representation of colleges, etc., are presented annually to the Honors Faculty Committee (which oversees the program) and the Vice Provost for Academic Affairs to whom it reports.	The creation of alternative requirements for the College of Engineering and Nursing that are more suited to their students' needs. Improvement in the dissemination of information about requirements. Engaging with both faculty and students to discuss the role of the faculty supervisor. These last two items are not typical for closing the feedback loop, but we have consulted with students and faculty, and they hold the best promise to improve learning outcomes.	2014

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Prelaw Program	Not applicable	3+3 Student Eligibility	Prelaw advisor annual report	Increased communication/collaboration with departments, programs, advising center, law school admissions, etc.	Annual Report to Vice Provost for Academic Affairs Spring 2018
For general education if an undergraduate institution:					
University Studies	https://www.umassd.edu/universitystudies/curriculum/	Each year student work from a different Cluster has been collected and analyzed to assess how well students are meeting the outcomes.	Reports on the assessment data are produced by the Director of General Education and presented to the General Education Committee, composed of faculty from the various Colleges.	After reviewing and discussing the assessment reports, the Gen Ed Committee considers whether changes to the learning outcomes are warranted. In those cases, recommendations are made to the Faculty Senate for updated outcomes. Additionally, the Gen Ed Committee develops criteria for reapproval of all courses in the Cluster that was just assessed, usually basing those criteria on the assessment results. For example, when students do poorly on a particular learning outcome, reapproval requires a plan to improve learning on that outcome.	Program review is an ongoing, annual process. The program review process provides for staggered review of each Cluster, one per year.

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College of Arts and Sciences/Undergraduate — Humanities Council					
English – Literature BA and English-Writing / Communication BA	Literature and Criticism: https://www.umassd.edu/programs/literature-criticism/ Writing, Rhetoric and Communication: https://www.umassd.edu/programs/writing-rhetoric-communication/	Collected sample papers from 3 Literature & Criticism courses and 3 Writing, Rhetoric & Communication courses; analyze student performance on exams in foundation courses (257 and 259).	The English Department Assessment Committee collects the sample work and scores it using a rubric based on department learning outcomes.	Piloted and revised assessment instruments (exams) in foundation courses (257 and 259).	AQAD review 2015
French BA and Spanish BA	https://www.umassd.edu/cas/fll/learning-objectives/	Learning assessments for FRN101-102 and assessment of capstone course learning outcomes for Spanish, using an approved rubric.	The Assessment Committee assessed individually by section (French section, Spanish section); the committee assessed capstone course outcome data.	The data showed uneven outcomes among students in different sections of FRN102, which creates a disparity among students' readiness for FRN201. The department is exploring ways to address the uneven 101-102 learning outcomes.	AQAD review 2017

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History BA	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2523&returnto=4346	Artifacts collected from capstone seminar and methods courses.	Departmental assessment committee and volunteer faculty assess the materials with an approved rubric.	Department used our findings to refine the department's common rubric and to direct the attention of instructors to areas where student skills ought to be improved, the aim being to get them to focus in a coordinated manner on these "problem areas".	AQAD review 2015.
Philosophy BA	Not applicable	A quasi-random sample of papers from philosophy major Senior Capstone Course, PHL 409 from two sections across 2018 and 2017, with reference given to Seniors. A sample of papers from Senior program minors in 2018 and 2017 was also included.	The department's assessment committee composed of department faculty, which uses rubrics to evaluate the papers: AACU Critical Thinking VALUE Rubric and AACU Written Communication VALUE Rubric.	Planned discussions for fall 2018 about the assessment procedure and goals, as well as deciding on appropriate learning outcomes.	AQAD review 2015

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Portuguese BA	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2532&returnto=4346	The committee assessed the first and second drafts of one of several short papers (400-500 words) assigned in POR301. It also assessed four sets of written assignments in POR331, encompassing pre-reading and post-reading activities on the same two reading assignments (from the beginning and mid-point of the semester, respectively).	The assessment committee uses an approved rubric to score the assignments.	The committee's recommended action plan is therefore to continue the redrafting writing practice in bridge courses and to encourage faculty to incorporate it as much as possible into all 300- and 400-level courses.	AQAD review 2016

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College of Arts and Sciences/Undergraduate — Sciences Council					
Biology BS	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2517&returnto=4346	Major Field Test was developed based on the content outcomes targeted across the undergraduate curriculum; for the graduate program, a rubric was developed to assess students at the proposal defense and the thesis defense.	Assessment committee scores the field test and the dissertation committee uses the rubric to assess the graduate students.	Assessment of analytical skills is planned for the future using lab reports for two cohorts of freshmen at the end of the first semester (BIO 131) and at the end of the two-year core (BIO 211). The MFT and graduate assessments will be improved in the future.	AQAD review 2016
Chemistry BS	http://catalog.umassd.edu/preview_program.php?catoid=53&poid=7624&returnto=4346	Undergraduate research Seminar presentation and Certification of the ACS degree requirements.	Faculty in Chemistry and Biochemistry Department.	Summer Bridge program implemented to improve math readiness before taking CHM151; curriculum mapping updated.	AQAD review in 2012-2013, ACS accredited 2015.

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Mathematics BA, BS Computational Mathematics BS	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2528&returnto=4346	Faculty Likert rating of students' attainment of skills in writing, reading, speaking, listening and library use in 12 different math courses spanning the curriculum from 100-400 level; also, capstone course assignments were assessed for evidence of content knowledge attainment.	The faculty member in the course where the work is done.	Areas for improvement have been identified through the assessment and an implementation plan has been recommended by the Assessment Committee to the department.	AQAD review 2008
Medical Laboratory Science Clinical BS (Also see Series E1.B Form)	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2529&returnto=4346	Comparison to ASCLS Entry Level Curriculum (ELC) document for new MLS graduates; Senior year math exam; Student and faculty surveys after program and after MLS 342 and 443.	Annually by the curriculum committee, the clinical affiliates, the program director and department.	Finalized last assessment marker for the Outcomes Matrix; Lab Math review is underway and department is assessing data from junior and senior lab math exams. Weight of exam was increased for more emphasis on the importance of exam and skills. Potential new book and addition of extra lab math in each course. Evaluating if MTH 148 should be required for students to strengthen math and chemistry skills.	NAACLS review was in Fall 2015. Received 5-year accreditation on 30 April 2016.

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College of Arts and Sciences/Undergraduate — Social Sciences Council					
Economics BA	http://www.umassd.edu/cas/economics/undergraduateprograms/majorineconomics	Faculty assessment of key questions embedded in ECO301, ECO311, and ECO300; papers from 400-level courses; oral presentations from 200-level courses.	Faculty and the members of the Economics Department Assessment Committee.	In response to assessment and other factors, we have added a requirement for mathematical economics and have developed a required course on writing in economics. Developed a plan for forming 'unified' principles courses within the department. Analyzed the syllabi and identified the common subjects, topics, and keywords within each unit. Increased focus on oral and written presentation earlier in the curriculum.	AQAD review 2018
Political Science BA	http://www.umassd.edu/cas/polisci/undergraduateprograms/programoutcomes/	Each year the department gathers and reviews papers from required courses. Periodically the department conducts a longitudinal study of development of student writing in the major using archived papers collected over several years.	The Department Assessment Coordinator reports assessment results to the full department.	Considering the addition a new learning outcome to address research skills and suing appropriate evidence. Alignment of the 171, 249, and 349 courses has addressed gaps in research foundations discovered via the assessment process.	AQAD review 2013

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Psychology BA	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2533&returnto=4346	We have a rubrics for designated courses in which were assessed under APA learning outcomes. Data were collected via simulations, standardized exam questions and common assessments.	The department assessment committee and the undergraduate affairs committee.	Based on the assessment of the effect of the curriculum on the Research Methods courses now all foundations courses, Foundation I (PSY 101, 202, 205, 220, 250) and Foundation II (PSY 304, 308) courses must be taken prior to the RM course. This change will begin with the Fall 2018 semester.	AQAD review 2013
Sociology/ Anthropology BA	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2534&returnto=4346	AY 2018-2019 Plan: Review SOA 211 Writing Samples; review capstone course assignment to be determined.	The chair and departmental assessment committee.	Instituted a new required class, SOA 211, Thinking Through Writing in the Social Sciences. Begun the process of reviewing the learning goals, and proposing revisions, including reframing them as learning outcomes. Re-mapping of curriculum offerings based on recent faculty retirements.	AQAD review 2013

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Crime and Justice Studies BA	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2519&returnto=4346	1. CJS 400 Capstone course assesses all seven of our learning outcomes; 2. CJS 450 Internship assesses application of CJS concepts to lived experience and workplace competency; 3. Continued reviewing of strategies for assessing learning outcomes, including portfolio review incoming and outgoing student surveys, and course-by-course assessments.	The Assessment Coordinator interprets and documents the evidence in conversation with the Assessment Committee. Departmentally, we individually assess on a semester basis and discuss findings as a department in departmental meetings and strategic planning committee meetings.	Implemented, revised, and re-implemented learning outcomes, assessment rubrics, curricular maps, and sequencing that better fit the needs and development of the program. Identified and begun to develop electives and new areas of growth and streamlined curricular sequencing that uphold program goals.	The department founding was in July 2013. First AQAD review will occur during AY 2019 – 2020.
Women's and Gender Studies BA	http://www.umassd.edu/cas/wms/	The WGS Capstone course (WGS 499) and electronic portfolio, which is partly incorporated into the capstone.	The Assessment Committee of rotating WGS faculty interprets the evidence.	Relatively low scores on the core learning objectives prompted the current assessment plan to focus on student learning in the "bridging" class to the capstone (our upper level theory class: WGS 302, 305, 306, or 307).	AQAD review 2015
College of Arts and Sciences/Undergraduate — Interdepartmental					
Liberal Arts BA	http://www.umassd.edu/cas/liberalarts/	Capstone course; assessment of capstone papers; assessment of foundation-level papers; reflection exercises	The LAR Assessment Committee, made up of faculty, annually.	Revision of rubrics for evaluation; revision of curriculum in foundation course.	AQAD review 2017

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Multidisciplinary Studies BS/BA	n/a	Program has been revised	n/a	n/a	Not covered in academic review cycle
Charlton College of Business/Undergraduate					
BS Business Administration	In process	<u>Senior event for communication and critical thinking learning goals</u> (Beginning Fall 2018) Sample of seniors will participate in an event where a case will be analyzed and presented. Reviewed externally. <u>Discipline Knowledge</u> assessment (Fall 2018) Designing an "ETS-like" exam (Spring 2019) Have graduating seniors take the new "ETS-like" exam (fall 2019) Have graduating seniors take the new "ETS-like" exam	TO DATE - New Learning goals starting Fall 2016 - Annually, data collected (from the capstone class MGT490) and organized by the Learning &Teaching committee, then - Reviewed by the UGCC – undergraduate curriculum committee for determination of action ("close the loop") STARTING FALL 2018 - External reviewer	Fall 2018 - Based on 2 consecutive "fails" for Learning Goal #2 Digital Literacy (under 75%), a decision was made to add the use of Bloomberg Terminals to the Fall 2018 semester to MGT490 capstone class. -With one "fail" in the Ethics learning goal, a decision has been made to add second ethics case to MGT490 capstone class.	May 2018

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College of Visual and Performing Arts/Undergraduate					
Art Education BFA	http://catalog.umassd.edu/preview_program.php?catoid=53&poid=7609&returnto=4346	Taskstream process portfolios, students' written teaching philosophies, MTEL pass rate, department rubrics (Writing skills, Teaching Philosophical Statement), written reports of analysis of observations of teaching and classroom processes, lesson plans and Unit Curriculum (use of standards, objectives and assessments), DESE's Professional Performance Assessment (Candidate Assessment of Performance) document for licensure	Faculty who teach each specific course. Host supervising Practitioners, ESE, Program supervisors	TaskStream implemented, New Course AED 302 Researching Technology for K-12 Art Education approved by Curriculum committees, AED 411/412 Practicum Seminar as a capstone course approved by University Studies, Identified gaps in core courses, Design of Department Rubrics, Reduction of 3 credits in art ed major program in discussion by department curriculum committee, MTEL pass rate has improved with only 1 to 2 students not passing before student teaching., MTEL preparation tutoring Development of Field Placement Experiences, Prepracticum Preparation course as approved by Curriculum Committee	NASAD 2015 ESE 2017

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Art History BA	http://catalog.umassd.edu/preview_program.php?catoid=53&poid=7610&returnto=4346	4xx level: capstone course which includes catalog research essay. 3xx level: 10 page research paper, community engagement project. 2xx level: foundational ARH assessment papers: formal, methods and interpretive analyses papers. 1xx, exams testing foundational period knowledge.	Faculty in the area of study.	for 4xx level: exhibition class with a museum quality catalog and exhibit. for 2xx level--more in-class writing help, incorporation of Elizabeth Buck's new Writing Center. for 1xx level: transform from chronological to thematic survey.	NASAD 2015

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Art and Design BFA (All concentrations)	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2552&returnto=4346	Sophomore, junior and senior reviews; senior thesis/capstone course and exhibition with artist's talk and technical or thesis documentation/paper.	Faculty in the area of study.	Offering more printmaking classes; moving students beyond technical proficiency toward more progressive portfolio.\n\nRequiring Experimental Repeat Pattern before Screenprinting in Textiles; improving pattern structure and composition.\n\nDeveloping core writing and peaking assignments; improving painting and drawing students' ability to write and speak about their work.\n\nCreated a Character Design and Environments course; improving Illustration students' skills in development of both.\n\nReinforcing/reviewing technical skills in mid-level photography courses; to reinforce skills learned before entering fourth year.\n\nIncorporating 3D stereolithography printing; to allow for character model-making and board game component fabrication in Animation/Game Art. Moved Web Typography from 300-level (theory-based) to 200-level	NASAD 2015

(Cont.) Art and Design BFA (All concentrations)				(technical-based); allowing students more time on task with HTML/CSS. Aligned curricular requirements across 11 concentrations: 33 credits in the concentration + 3 credits in professional development + 18 credits in studio or free electives; allows students to weave together courses that meet their interests and influence their individual approach to their concentration	

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Music BA and Music- Education BA	http://catalog.umassd.edu/preview_entity.php?catoid=53&ent_oid=2553&returnto=4346	End of year jury; Junior Standing Exam (music history and theory); Piano Proficiency Exam; Capstone I and Capstone II; Senior Recital; Practicum/Massachusetts Dept. of Education Candidate Assessment of Performance tool for music education licensure students.	Jury of faculty members; Appropriate Music faculty; Piano professor; Faculty Committee and Capstone Professor for Capstone I and II; Department chair and primary Applied Professor; Department chair and Music Education Supervisor. Further, at the end of each year members of the department exam in more detail one or more specific areas. For example, for 2016/2017 it was the music education specific curriculum. In 2017/2018 it was Piano Proficiency and the pre-proficiency experiences and course work. And for 2018/2019 it is the Music Theory and the pre-proficiency experiences and course work.	Increase in conducting, history, music education course work added in 2014/2015. Complete overhaul of MUS 316 and 317 music education courses including an additional series of focused pre-practicum experiences with written assignments was completed in 2017/2018. And the music faculty is currently redesigning the piano coursework as a result of jury, proficiency, and other data reviews.	DESE 2017 AQAD

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College of Engineering/Undergraduate — Also see Series E1.B					
Bioengineering BS	https://www.umassd.edu/engineering/bng/undergraduate/studentoutcomes/	BNG required courses and the capstone course.	Annually by course instructors and the curriculum committee.	BNG 255/232 have replaced BIO 122/132. BNG 317 Biomechanics Lab, BNG 318 Biomeasurement Lab, and BNG 322 Quantitative Physiology Lab have been added. At least three BNG specialization courses are available per semester. EGR 241 Statics has been added again. Many BNG courses pre-req. have been updated.	ABET accreditation, Fall 2016

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Civil Engineering BS	https://www.umassd.edu/engineering/cen/undergraduate/studentoutcomes/ and https://www.umassd.edu/engineering/cen/undergraduate/programeducationalobjectives/	All CEN students take a 4 credit "capstone design course". They work on a project, write a report, and give an oral presentation in the presence of faculty and the CEN Industrial Advisory Board; Members of Industrial Advisory Board are asked if the program objectives were met; All CEN students must take the FE (Fundamentals of Engineering) exam before they graduate (a national exam administered by state licensing boards); Recent CEN alumni are asked to complete a survey to check if program outcomes were meet; Current CEN students are asked every semester if course objectives were met.	The ABET accreditation committee (CEN faculty) is responsible for reviewing data from surveys, FE exams, etc.	MTX 255 changed to BNG 255 for the class of 2014 due to renaming the Bioengineering department, and in 2014 the course was moved from junior to sophomore year in order to better fit the University Studies elective format. Due to scheduling conflicts, BIO 143 was offered as an alternative for BNG 255 for the class of 2019. CEN 402 (2 cr) was changed to EGR 303 (3 cr) for the class of 2014. This change was made since the course is required for both MNE/CEN students, and it satisfies the University Studies 4B requirement. EGR 111 (3 cr) replaced EGR 101 and 102 for the class of 2018; this was done at the COE level. A Science/Engineering elective requirement was added for the class of 2018, and removed for 2019 and beyond. CEN 209 was moved from sophomore to junior year to better align with other junior level courses.	The last program review by ABET (Accreditation Board for Engineering and Technology) was in 2016. Review by the department ABET committee is done on a regular basis.

| (Cont.) Civil Engineering BS | | | | For the class of 2019, 12 credits of core electives are required: any 4 of the following 5 course options
a) CEN 325
b) CEN 323
c) CEN 334 or CEN 419
d) CEN 411
e) CEN 307 or CEN 408

Previous curriculum had at least 2 courses in each of the five specialty areas
i) Structures
ii) Environmental
iii) Water Resources
iv) Geotechnical
v) Transportation
New curriculum allows a student to choose any 4 specialty areas, thus allowing more flexibility in taking technical electives of one's choice.

Number of technical electives was increased from 2 to 5 for the class of 2019. | |

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Computer Engineering BS and Electrical Engineering BS	https://www.umassd.edu/engineering/ece/undergraduate/studentoutcomes/	Established program outcomes are assessed in individual courses throughout the freshman to senior years. Projects, labs, specialized exam questions, reports and special assignments are used to obtain data on student learning. Students complete a two-semester capstone project in the senior year. The capstone emphasizes the analysis, design, implementation, and testing of an open-ended design problem to meet customer design specifications. Instructors report the assessment of courses on departmental forms (POMEs) and the results from several courses are aggregated for each student outcome. Additional assessments of student learning are obtained through alumni surveys and employer surveys. These assessment processes are ABET-compliant.	The departmental ABET Committee collects and interprets the assessment data. The department conducts an ABET meeting session during the AY where the ABET Committee presents the assessment results and leads the department in establishing action items for the Computer Engineering Curriculum Committee and the Electrical Engineering Curriculum Committee, as well as other departmental committees as appropriate. The departmental committees incorporate these action items into their yearly agendas. These implementation processes for program	For Computer Engineering BS: ECE 257 dropped and replaced with ECE 256 Foundations of Cybersecurity; CIS 370 dropped and replaced with ECE 370 Design/Implementation of Real-Time Embedded Resource Management Systems; CIS 360 dropped and content picked up in multiple ECE courses; ECE 460 dropped as required course. All changes were due to an overall curriculum assessment using the IEEE/ACM Computer Engineering Body of Knowledge standards published in 2014. For Electrical Engineering BS: Dropped one technical elective and replaced it with ECE 388 Embedded Design Project. For both Computer Engineering BS and Electrical Engineering BS: College of Engineering dropped EGR 101 (2 credits) and EGR 102 (2 credits) and replaced them with EGR 111 (3 credits), resulting in less coverage of introductory circuit theory topics. This prompted a shift of topics covered in ECE 201 Circuit	The last program review by ABET was in 2016.

(Cont.) Computer Engineering BS and Electrical Engineering BS			improvement are ABET-compliant.	Theory I to ECE 202 Circuit Theory II. ECE 250 Fundamentals of MATLAB now includes a lab and is now a two-credit course. Made EGR 303 Engineering Economics required for University Studies Cluster 4C.	

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Computer Science BS	http://www.umassd.edu/engineering/cis/undergraduate/studentoutcomes/	Course Activities Report; Senior Exit Survey; Alumni Survey; ETS Major Field Test (MFT)	Annually by the PAC - Program Assessment Committee (the committee performs all activities related to Program Outcomes as well as Program Accreditation)	CIS 180: Add language to the catalog description to include introduction to efficiency, time complexity, and big-O notation.

CIS 181: Add coverage (at an introductory-level) of generics and the use of generics in JAVA collection classes. Recent changes in the JAVA language make this appropriate.

CIS 190: Add CIS 180 as a prerequisite and eliminate duplication of material between CIS180 and CIS190.

CIS 272: Change CIS 190 prerequisite to a co-requisite.

CIS 360: Update the catalog description to include coverage of Big-O, Theta and Omega notations, based on feedback from last accreditation review. | The last program review by CAS ABET (Computing Accreditation Commission/Accreditation Board for Engineering and Technology) was in 2018. |

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Data Science BS	https://www.umassd.edu/interdisciplinary/datascience/requirements-bs/	All data science students take a two-semester, 5-credit capstone course where they apply their learning to real-world data science problems. The students work on a project, write a report, and give a public, oral presentation. In addition, we engage with alumni (including those who graduated before the program existed but have careers related to data science) and industry advisors to help provide guidance. Students also fill out evaluations for each course about whether the course met the course outcomes which are tied to program outcomes.	The program's steering committee is responsible for reviewing the data and evidence.	After the first capstone projects in 2017-18, the steering committee decided to better structure the capstone course (DSC 498 and 499) to provide more structured feedback to students as they work on their projects instead of focusing on the final presentations.	N/A. The program started in 2015.

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Mechanical Engineering BS	https://www.umassd.edu/engineering/mne/undergraduate/studentoutcomes/	Alumni Survey; Employer Survey; Capstone Senior Design Project.	Industrial Advisory Board (annually); Department Curriculum committee; Department Focus groups and Department ABET committee (every semester.	Based on previous accreditation visit as well as using assessment data changes were made to the content as well sequence of the following courses: 1. We have four technical electives to allow students the flexibility of choosing courses that are interdisciplinary. 2. Senior Design has put focus on Codes and Standards 3. Introductory course in Mechanical Engineering (MNE 101) has been introduced as an inspirational course with design elements. 4. A template for career advising has been developed and offered in their sophomore and junior/senior years.	The last program review by ABET (Accreditation Board for Engineering and Technology) was in 2016.

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Physics BS	https://www.umassd.edu/engineering/phy/undergraduate/programobjectives/	Capstone projects are presented at department defense day and evaluated by faculty. The department regularly communicates with past graduates and colleagues at other institutions regarding the sufficiency of the academic preparation of our students for the workplace, graduate school, and REU feedback. The department plans to consider adopting physics education research (PER) concept inventories for assessing learning in upper division courses, as well as student courses portfolios and available MTEL (Massachusetts Tests for Educator Licensure) assessments.	The Physics Dept. Undergraduate Curriculum Committee reviews, discusses, interprets and acts upon the evidence through regular meetings.	Modifications based upon evidence. For example, (1) undergraduate-major laboratory sequence reorganized. (2) Changes to sophomore lab courses and PHY 322, 421 and 422, to feature a variety of topics based on faculty expertise. (3) Place required programming course during the sophomore year, developed a computational modeling course (PHY 343/410), integrated computation into many courses, and seek further integration including at intro level and to develop students' computational physics toolkit. (4) Astrophysics concentration strengthened by splitting the 2-course sophomore sequence into two courses, one for Physics majors, the other for non-science majors; more concentrations such as applied physics are being created to answer student interest. (5) Also, in upper-level courses, pedagogy using questions similar to those on Physics GRE. (6) To improve the mathematical performance of upper-level students and graduates, considering adding a second semester of mathematical physics to the curriculum	UMassD AQAD Review in 2012

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College of Nursing/Undergraduate					
Nursing BS	All course outcomes are identified on the course syllabi and all program outcomes are documented in the Undergraduate Student Curriculum handbook which can be access through the CON website. https://www.umassd.edu/nursing/student-handbooks/	Licensure examination; End of course evaluation, Student Exit survey, Alumni survey, Employer survey, Advisory Board meeting, and Employment rate after graduation.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, curriculum committee, and the faculty organization.	**Evidence -** Physical space was identified in faculty and student surveys as not being sufficient to enable the program to achieve its mission, vision and goals – **Change -** Preferred classrooms assigned to the CON, technology upgraded in classrooms, major skills laboratory renovation completed in September 2018. **Evidence** – NCLEX success rates varied from year to year with no consistent trends noted. **Change -** NCLEX preparation was upgraded to include one-on-one faculty/student tutoring after HESI 1. Students and faculty identify areas of concern and create a study plan. Students must achieve pre-determined score on practice question.	CCNE Accreditation site visit in February 2016 with a full accreditation.

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Nursing Accelerated BS	All course outcomes are identified on the course syllabi and all program outcomes are documented in the Undergraduate Student Curriculum handbook which can be access through the CON website. https://www.umassd.edu/nursing/student-handbooks/	Licensure examination; End of course evaluation, Student Exit survey, Alumni survey, Employer survey, Advisory Board meeting, and Employment rate after graduation.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, curriculum committee, and the faculty organization.	**Evidence** - myCourse shells for the online didactic courses had different layouts making it difficult for students to find materials and resources because each course had it in a different location. Modules and weeks were set up differently in each of the courses. Students felt that streamlining the navigation would ease in transition from one course offering to another. **Change -** Director of Online Education and Community Nursing Department Chair worked with Instructional Development to create a Master Template for all online courses. All ABSN courses that were already offered were updated into this template and all courses in the process of being built were changed over to this consistent template. **Evidence** – NUR 242 and NUR 250 were run as two seven week courses (242 followed by 250) in the demonstration cohort. Students reported that the content in NUR 250 would have been	CCNE Accreditation site visit in February 2016 with a full accreditation.

| (Cont.) Nursing Accelerated BS | | | | helpful as they were applying content in their NUR 255 labs and clinical agencies during the first seven weeks of the term. During the December 19, 2016 ABSN debriefing meeting, the faculty teaching in the ABSN track discussed this student report, reviewed the course for content, and determined that the students statement was valid and warranted a change.

Change –

During the summer 2017, NUR 242 and NUR 250 were revised into 14 week courses that ran simultaneously in Term II for Cohort 2. | |

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Nursing RN to BSN	All course outcomes are identified on the course syllabi and all program outcomes are documented in the Undergraduate Student Curriculum handbook which can be access through the CON website. https://www.umassd.edu/nursing/student-handbooks/	For RN- BS students, review of Associates Degree Transcript; End of course evaluation, Student Exit survey, Alumni survey, Employer survey, Advisory Board meeting, and Employment rate after graduation.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, curriculum committee, and the faculty organization.	**Evidence:** End of Course Survey data revealed an inability of full-time employees (students) to complete clinical hours, especially in an online program. **Change**: 1. Replacement of NUR 330/331 with a new course NUR 328 (Population Health Nursing). Students participate in a virtual clinical program that has documented verified outcomes and continues to meet the student and program learning outcomes. **Evidence**: Feedback from Nursing Advisor Council that nurses were required to have increasing complex knowledge of health care informatics. **Change**: Status change for NUR 410 (Healthcare Informatics) from elective to required.	CCNE Accreditation site visit in February 2016 with a full accreditation.

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Graduate Level					
College of Arts and Sciences/Graduate					
Biology/Marine Biology MS	All course outcomes are identified on the course syllabi.	Research thesis or a library thesis.	The thesis committee.	n/a	n/a
Chemistry and Biochemistry MS	All course outcomes are identified on the course syllabi.	Thesis	The thesis committee.	n/a	n/a
Professional Writing MA	Thesis Requirements Form: https://www.umassd.edu/media/umassdartmouth/english/Thesis_Requirements.pdf Other program materials at: https://www.umassd.edu/cas/english/resourcesandforms/	Portfolio Review at ENL's Student Research Conference (yearly); Survey of alumni advisory board (2018); focus group of graduating students (2017); analysis of enrollment data (2016).	The thesis committee.	Plan to revise outcomes; Revisions to Thesis Methods class; Revised schedule and focus of meetings with grad students.	n/a

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Portuguese Studies MA	All course outcomes are identified on the course syllabi.	**Option A**: comprehensive written exams **Option B:** two-tiered Master Research Project	**OPTION A**: The graduate exam committee. **OPTION B**: The student's faculty advisor.	n/a	n/a
Luso-Afro-Brazilian Studies and Theory PhD	All course outcomes are identified on the course syllabi.	Written and an oral exam and dissertation.	The thesis committee.	n/a	n/a
Psychology-Clinical	http://www.umassd.edu/cas/psychology/graduateprograms/clinicalpsychologyoption	Comprehensive examination, licensure rates and employment data.	Examinations are evaluated by department faculty.	Changes in the PSY 505 - Research Methods and Design and the PSY 593 - Seminar in Clinical Methods courses. We have made adjunct faculty changes as a result of various assessments. We have also made changes in the structure and content of the written comprehensive exam.	n/a

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Psychology-Applied Behavioral Analysis MA	All course outcomes are identified on the course syllabi.	Thesis, licensure rates and employment data.	The thesis committee evaluates the thesis documents. In addition, there is a public defense of the thesis.	n/a	n/a
Psychology-General MA (Research)	All course outcomes are identified on the course syllabi.	Thesis	The thesis committee evaluates the thesis documents. In addition, there is a public defense of the thesis.	n/a	n/a
Public Policy MPP	All course outcomes are identified on the course syllabi.	Submission of a work portfolio and a public presentation of the portfolio. We also look at student course evaluations.	Faculty members	n/a	Currently being reviewed
School of Education					
STEM Education (formerly Mathematics Education)PhD	http://catalog.umassd.edu/preview_entity.php?catoid=22&ent_oid=923&returnto=1367	Qualifying examination. Written dissertation and defense.	Examinations are evaluated by program faculty. The thesis committee evaluates the thesis documents.	New Program	New Program

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Teaching MAT -I	DESE, doe.mass.edu	External Program Review; CAP Assessment of performance.	DESE	Closure of program	February 2017 (all programs)
Teaching MAT-N	In development	Gateway Assessment External program review	Faculty, TEAC, K-12 stakeholders	Curricular realignment	February 2017 (all programs)
Educational Leadership & Policy Studies PhD EdD	All course outcomes are identified on the course syllabi.	Written comprehensive examination and an oral examination at the end of year 2 and dissertation.	Written and oral examinations are evaluated by program faculty. The thesis committee evaluates the thesis documents.		2017

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Charlton College of Business/Graduate					
Master of Business Administration MBA	https://www.umassd.edu/charlton/programs/graduate/learninggoals/	ePortfolio for learning goals (Through fall 2018) Graduating seniors complete an ePortfolio on overall learning goals plus an integrative essay. Senior event for communication and critical thinking learning goals (Beginning Fall 2018). Sample of seniors will participate in an event where a case will be analyzed and presented. Reviewed externally. Discipline Knowledge assessment (Fall 2018) Designing an "ETS-like" exam (Spring 2019) Have graduating seniors take the new "ETS-like" exam (Fall 2019) Have graduating seniors take the new "ETS-like" exam	New learning goals fall 2016 Annually, data collected and organized (from the capstone class MGT659) by the Learning &Teaching committee, then reviewed by the GCC graduate curriculum committee for determination of action ("close the loop").	Based on 2 consecutive "fails" for Learning Goal #2 Digital Literacy (under 75%), a decision was made to add the use of Bloomberg Terminals to the Fall 2018 semester to MGT659 capstone class. With one "fail" in the Ethics learning goal, a decision has been made to add second ethics case to MGT659 capstone class.	May 2018

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Technology Management MS	url in process	Senior event for communication and critical thinking learning goals (Beginning Fall 2018) Sample of seniors will participate in an event where a case will be analyzed and presented. Reviewed externally. Discipline Knowledge assessment (Fall 2018) Designing an "ETS-like" exam. (Spring 2019) Have graduating seniors take the new "ETS-like" exam. (fall 2019) Have graduating seniors take the new "ETS-like" exam.	Annually, data collected and organized by the Learning &Teaching committee, then Reviewed by the GCC graduate curriculum committee for determination of action ("close the loop"). External reviewer.	New program, 1st assessment review of all the learning goals is fall 2018	New program review scheduled for fall 2018

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Healthcare Management MS	url in process	Senior event for communication and critical thinking learning goals (Beginning Fall 2018) Sample of seniors will participate in an event where a case will be analyzed and presented. Reviewed externally. Discipline Knowledge assessment (Fall 2018) Designing an "ETS-like" exam. (Spring 2019) Have graduating seniors take the new "ETS-like" exam. (fall 2019) Have graduating seniors take the new "ETS-like" exam.	Annually, data collected and organized by the Learning &Teaching committee, then reviewed by the GCC graduate curriculum committee for determination of action ("close the loop"). External reviewer.	New program, 1st assessment review of all the learning goals is fall 2018.	New program review scheduled for fall 2018

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Accounting MS	url in process	Senior event for communication and critical thinking learning goals (Beginning Fall 2018) Sample of seniors will participate in an event where a case will be analyzed and presented. Reviewed externally. Discipline Knowledge assessment (Fall 2018) Designing an "ETS-like" exam. (Spring 2019) Have graduating seniors take the new "ETS-like" exam. (fall 2019) Have graduating seniors take the new "ETS-like" exam.	Annually, data collected and organized by the Learning &Teaching committee, then Reviewed by the GCC – undergraduate curriculum committee for determination of action ("close the loop"). External reviewer.	New program, 1st assessment review of all the learning goals is fall 2018.	New program review scheduled for fall 2018

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Finance MS	url will be added when learning goals finalized	Senior event for communication and critical thinking learning goals (Beginning Spring 2019) Sample of seniors will participate in an event where a case will be analyzed and presented. Externally reviewed. Discipline Knowledge assessment (Fall 2018) Designing an "ETS-like" exam. (Spring 2019) Have graduating seniors take the new "ETS-like" exam. (fall 2019) Have graduating seniors take the new "ETS-like" exam.	Annually, data collected and organized by the Learning &Teaching committee, then Reviewed by the GCC graduate curriculum committee for determination of action ("close the loop").	Newest program, approved 2018. 1st assessment review of all the learning goals is scheduled for spring 2019.	New program – learning goals to be prepared by MSF coordinator and reviewed by the GCC, fall 2018, data collected and assessed spring 2019.

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College of Visual and Performing Arts/Graduate					
Art Education MAE	All course outcomes are identified on the course syllabi.	Written literature review, IRB proposal, Action Research Study, and Power Point presentation. Partnership Evaluation study, and Power Point presentation, Art-based research study report with review of accompanying studio work. Pertinent special topics classes related to content areas of art history and studio topics. Thesis Proposal; Thesis and Defense Power Point; published thesis or alternative thesis report.	Faculty of record for the specific research and studio courses; Thesis advisor and committee. Department Curriculum committee reviews and has oversight of curriculum rigor and revisions.	Revised MAE courses- New course titles and revised course descriptions, program went from 36 credits to 33; Catalogue revisions; MAE, Changed Capstone to Thesis; Re-designed transcript review form for entrance into MAE program; incorporated TaskStream and mycourses as electronic portfolio ; Designed new course, AED630 Arts-based Research. 5 new content topics courses proposed and approved (to be implemented Fall 2019).	NASAD 2015 DESE 2016-2019
Artisanry MFA	All course outcomes are identified on the course syllabi.	Visual thesis, accompanying written report, oral defense, mid-term and end of semester reviews.	Student's Primary Advisor and Thesis Committee, Certified by Grad Program Coordinator.	MFA Program undergoing review by New Graduate Program Coordinator and Faculty. Current questions being resolved: Structure of Graduate Studios; How Candidates create their Thesis Committee; What is the structure for mid-term and final reviews. Review of core MFA courses to assure content coherence.	NASAD 2015

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Fine Arts MFA	Program Catalog http://catalog.umassd.edu/preview_entity.php?catoid=54&ent_oid=2606&returnto=4460	Visual thesis, accompanying written report, oral defense, mid-term and end of semester reviews.	Student's Primary Advisor and Thesis Committee, Certified by Grad Program Coordinator.	MFA Program undergoing review by New Graduate Program Coordinator and Faculty. Current questions being resolved: Structure of Graduate Studios; How Candidates create their Thesis Committee; What is the structure for mid-term and final reviews. Review of core MFA courses to assure content coherence.	NASAD 2015
Visual Design MFA	All course outcomes are identified on the course syllabi.	Visual thesis, accompanying written report, oral defense, mid-term and end of semester reviews.	Student's Primary Advisor and Thesis Committee, Certified by Grad Program Coordinator.	MFA Program undergoing review by New Graduate Program Coordinator and Faculty. Current questions being resolved: Structure of Graduate Studios; How Candidates create their Thesis Committee; What is the structure for mid-term and final reviews. Review of core MFA courses to assure content coherence.	NASAD 2015

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
College of Engineering/Graduate					
Civil & Environmental Engineering MS	http://www.umassd.edu/engineering/cen/graduate/programobjectives/	The ability to carry out research and write a MS thesis or project report is used to measure the outcome. Thesis/project examination by a committee of 3+, public presentation and rigorous questioning are used to assess outcome.	Department faculty interpret/discuss the results and make recommendations for potential changes.	Course contents have been continually updated to reflect current research. New courses have been introduced. More emphasis has been put on interdisciplinary research.	AQAD 2012
Computer Engineering MS and Electrical Engineering MS	http://www.umassd.edu/engineering/ece/graduate/programeducationalobjectives/	Master's candidates must demonstrate mastery of a content area by completing a thesis, project or engineering internship. An approved proposal is required for all the tracks. The student pursuing the Thesis track must successfully present and defend the thesis to the student's MS Thesis Committee. The student pursuing the Non-Thesis track must submit a written report of the project work approved by the student's graduate advisor.	The faculty on the Graduate Committee meets regularly to assess observations on student research and make recommendations for program changes. Course content is regularly updated to reflect current research. New research methods are continuously introduced.	The MS comprehensive examination track has been removed. The engineering internship was added as one of the two alternative requirements for the student pursuing the Non-Thesis track. A new set of guidelines and evaluation standards for MS Thesis defenses has been developed. Modifications to the MS project requirements have been made to remove the project committee.	AQAD 2012

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Electrical Engineering PhD	http://www.umassd.edu/engineering/ece/graduate/programeducationalobjectives/	PhD students must meet qualifying requirements; pass a written and oral comprehensive exam; and successfully prepare and defend a research dissertation. The qualifying requirements cover separate assessments to evaluate undergraduate and graduate academic qualifications, and the ability to conduct independent research. The comprehensive examinations assess competency to conduct scholarly research in the selected area of the PhD dissertation. The student must successfully defend a written dissertation to the student's PhD Committee. Dissertation results are expected to be published in refereed journals or conferences.	The faculty on the Graduate Committee meet regularly to assess observations on student research and make recommendations for program changes.

Course content is regularly updated to reflect current research. New PhD level courses are introduced as needed. | PhD committees must include at least one member from outside the University. Majority of the committee must be permanent UMassD faculty with at least two members coming from the ECE department. A new set of guidelines and evaluation standards for PhD Dissertation defenses has been developed. | AQAD 2012 |

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Engineering & Applied Science PhD	Published in Graduate Catalog https://www.umassd.edu/engineering/graduate/doctoraldegreeprograms/egrandappliedsciencephd/overview/ And EAS program website. http://catalog.umassd.edu/preview_program.php?catoid=54&poid=7917&returnto=4460	Beyond passing courses and maintaining a minimum GPA, students must pass a qualifying exam, defend a dissertation proposal, complete a dissertation, and successfully defend it. There is also an expectation that the student would have published at least one manuscript in a peer-reviewed journal or conference.	Program committee reviews student progress annually.	As a relatively new program, a cycle of evaluation feedback has not been completed.	New program; AQAD review scheduled for 2019-2020.

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Computer Science MS	https://www.umassd.edu/engineering/cis/graduate/programobjectives/	Each student is required to complete three core courses chosen from algorithm and complexity (CIS 522), theoretical computer science (CIS 560), advanced computer systems (CIS 570), and paradigmatic software development (CIS 580). A detailed, significant Master's project in computer science is developed under the close supervision of a faculty member, perhaps as one member of a student team. This project may be a software implementation, a design effort, or a theoretical or practical written analysis. Project report with optional oral presentation must be evaluated by three faculty members including the project supervisor.	The department has responded to the need for an advanced Algorithms class by offering CIS 522 to the graduate program. Students were given the option to have CIS 522 counted as one of the three core courses. Data about Master's Project concerning their quality (product and process – how long did it take to complete the project, faculty driven vs. student driven) are discussed in Graduate Committee as well as in Faculty meetings when making decisions about the graduate program.	Changes in policy on granting extensions for the MS Projects; Formalizing the process of MS Projects.	AQAD 2012

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Data Science MS	https://www.umassd.edu/interdisciplinary/datascience/requirements-ms/	All data science Masters candidates are required to demonstrate their understanding and skills by completing a thesis (DSC 690) or practicum (DSC 550). The thesis and project are supervised and evaluated by program faculty and require a public presentation.	The program's steering committee is responsible for reviewing the data and evidence.	Course contents are continually updated to reflect current research. With the addition of new faculty, the program has added new courses in advanced machine learning, data mining, and visual analytics. In addition, the program reviews courses throughout the university that can serve as electives for the program.	N/A. The program started in 2015.
Mechanical Engineering and Industrial & System Engineering (ISE) MS	https://www.umassd.edu/engineering/mne/graduate/programobjectiveandoutcomes/	The ability to carry out research and write an MS thesis/report or ISE project report is used to measure the outcome. Thesis/project examination by a committee of 3+, public presentation and rigorous questioning are used to assess outcome.	Department faculty interpret/discuss the results and make recommendations for potential change.	Course contents are continually updated to reflect current research. New research methods are constantly introduced.	AQAD 2012
Physics MS	https://www.umassd.edu/engineering/phy/graduate/programobjectives/	For research students, the ability to carry out research and write an MS thesis or project report is used to measure the outcome. Thesis/project examination by a committee of 3+, public presentation and rigorous questioning are used to assess	Department faculty who are members of the GCC interpret/discuss the results and make recommendations for potential changes.	Course contents are continually updated to reflect current research. New research methods are constantly introduced.	AQAD 2012

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Engineering/ Biotechnology PhD	https://www.umassd.edu/engineering/graduate/doctoraldegreeprograms/biomedicalengineeringandbiotechnology/bmebtprogramoverview/ https://www.umassd.edu/programs/biomedical-engineering-biotechnology/	As students advance, they will have to meet requirements in addition to satisfactory completion of courses, including participation in seminars and symposiums, passing a qualifying examination, defending a dissertation proposal, completing a dissertation, and defending it. A capstone course taken as students move into the doctoral phase of study validates preparation to advance.	Program committee	As a new program, a cycle of evaluation feedback has not been completed.	Projected AQAD review scheduled not before 2019

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College of Nursing/Graduate					
Nursing MSN	All course outcomes are identified on the course syllabi and all program outcomes are documented in the Master's program handbook which can be accessed through the CON website.	End of course evaluation, Student Exit survey, Alumni survey, Employer survey, Advisory Board meeting, Employment rate and Certifications after graduation.	The CON has a systematic program evaluation plan which details which data are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, MS program (curriculum) committee, and the faculty organization.	**Evidence**: Since the preparation of the Nurse Practitioner moved from the Master's level to the doctoral level in 2011, the number of students enrolled in the University of Massachusetts Dartmouth (UMass Dartmouth) College of Nursing (CON) Master's of Science (MS) program steadily declined. The Master's committee conducted a needs assessment which included the communities of interest (e.g.: alumni, prospective graduate students, employers). The assessment yielded the following three conclusions: 1. The course offerings were not conducive to the working professional and face-to-face offerings were not feasible. 2. The program offering required too many practicum hours for a non-advance practice degree. 3. There was not enough didactic content applicable to the career path	CCNE Accreditation site visit in February 2016 with a full accreditation.

(Cont.) Nursing MSN				for which the student was being prepared.	
				Change:	
				Revision of the program of study, renaming the tracks to concentrations: (a) Nursing and Healthcare Education (NHCE) and, (b) Global Public Health (GPH). Additionally, the program was changed to an asynchronous online format**.**	
				The first cohort for this program plan was admitted Fall 2017.	

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Doctor of Nursing Practice (DNP)	All course outcomes are identified on the course syllabi and all program outcomes are documented in the Doctor of Nursing program and DNP Capstone (Scholarly Project) handbooks which can be accessed through the CON graduate office. Both handbooks are currently under revision to reflect recent program updates and current policies. Course descriptions are available via the university "acalog" (i.e., electronic catalogue).Updated plans of study for the DNP tracks (i.e., the Adult/Gerontology BS-DNP track, the Psychiatric-Mental	End of course evaluation, Student Exit survey, Alumni survey, Employer survey, Advisory Board meeting, Employment rate and American Nurses Credentialing Center national nurse practitioner certification after graduation. Additionally, DNP students are required to defend their scholarly project proposals, followed by an open formal final defense in order to graduate.	The CON has a systematic program evaluation plan which details the data that are collected by which committee, and the formal process for analyzing and reporting these data. The three main committees involved in this process are the evaluation committee, curriculum (i.e., the DNP program committee for DNP program), and the faculty organization.	**Evidence:** CON identified a lack of Psychiatric-Mental Health (PMH) nurse practitioners in the southcoast area. No PMH-NP program existed south of Boston to meet the needs of our population. Thus, a new PMH DNP track was developed and approved. **Change**: In 2016, the DNP Program began admitting students to the newly approved PMH track. **Evidence**: We identified challenges in successfully implementing the "residency" (i.e., scholarly project) course sequence during the summer. **Change**: In 2017, the DNP program committee held a 2-day intensive retreat to examine how the course sequence/delivery for the scholarly project might be improved. The plan has been that the courses for this important part of the DNP program begin in the summer. However, the logistics and pedagogy of launching this important work in the summer entailed a variety of problems: notably delays and barriers to accessing clinical sites/resources, staffing challenges when faculty were "off-contract," and limited mentor availability during the summer.	CCNE Accreditation site visit in February 2016 with a full accreditation.

(Cont.) Doctor of Nursing Practice (DNP)	Health BS-DNP track, and the post MS-DNP track) are available via the CON DNP website.			**Change**: The faculty team approved a new course plan with updated courses. After review at the college and university levels, the plan was approved to begin Fall 2019 with a Fall, Intersession, Spring sequence in the final year of the program. The DNP committee plans workshops during Spring 2019 to help prepare students for independent summer work to be ready for a Fall start-up. We will evaluate the new plan according to the evaluation process in place along with careful monitoring during implementation by faculty with student and mentor input. A second retreat in 2018 focused on the overall curriculum plan and other issues such as enrollment. Additionally, in 2018 after careful review of the programmatic needs, faculty have been appointed to key leadership roles of: Director, Track Coordinator, Clinical Coordinator, and Residency (Scholarly Project) Coordinator. Ongoing evaluation and planning for 2018-19 focus on enrollment, our 5-year curriculum plan and delivery options, and implementation of the new scholarly project course plan. Thus, planning and evaluation processes are ongoing.	

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School of Marine Science and Technology/Graduate					
Marine Science and Technology MS		MS Thesis Option: public presentation of thesis, oral defense of thesis. MS Non Thesis: a research report.	Office of the Dean and the Graduate Program Director keeps a tracking sheet of student grades and major accomplishments; approval of thesis and oral defense by thesis committee; approval of non-thesis research report by major advisor and one other faculty member.	Recommendations for increased frequency of student-advisor meetings and review of tracking sheet; student surveys conducted to assess student satisfaction and well-being.	Spring 2018
Marine Science and Technology PhD		PhD: Qualifier Exam including Dissertation Proposal, public presentation of dissertation, oral defense of dissertation.	Office of the Dean and the Graduate Program Director keeps a tracking sheet of student grades and major accomplishments; approval of dissertation proposal, dissertation, and oral defense by dissertation committee.	Recommendations for increased frequency of student-advisor meetings and review of tracking sheet; student surveys conducted to assess student satisfaction and well-being.	Spring 2018

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UMass School of Law					
Law-JD	https://www.umassd.edu/law/about/learning-outcomes/	Upper-level writing requirement, code requirement, foundation requirement, practice requirement, pro bono hour program, grading on independent legal research requirement. Bar Exam Passage. Surveys of faculty, supervisors, employers, and students.	As required by ABA Standard 315, the law school implemented in 2016 an ongoing institutional assessment of student learning outcome achievement. The assessment is conducted by the faculty's Institutional Planning and Accreditation Committee, which reviews student exams and papers, reviews simulated lawyering exercises, analyzes bar exam and other standardized test outcomes, and surveys faculty, internship and clinical supervisors, employers of recent graduates, and students.	None to date	ABA full approval December 3, 2016.

Institutions selecting E1a should also include E1b.\
Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.