

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
College of Arts and Sciences				
ACS (American Chemical Society) Chemistry BS (also see Series E1.A)	Periodic multi- year (5 year) report submitted in June 2014.	None. Program was fully accredited and Department submits annual reports for certification of student graduates.	<p>Student metrics: the number of graduates, demographics, the type of placement (i.e. grad school, med school, industry, teaching).</p> <p>Metrics on the institutional environment and the faculty/staff including budget and expenditures, faculty demographics, diversity, contact hours and courses taught, support staff, etc.</p> <p>Infrastructure - instrumentation, equipment, lab and classroom facilities, library resources, lab and chemical safety metrics.</p> <p>Curriculum - data on all courses offered including syllabi, textbooks, student classroom hours, etc.</p> <p>Undergraduate research - policies, samples of student research reports.</p> <p>Student skills - how they are developed and how we assess them.</p> <p>Other program self-evaluation (for example AQAD.</p>	Program accredited 2015

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NAACLS Medical Laboratory Science-Clinical BS	April 30, 2016	None. Program received a 5-year award.	NAACLS Standards 18-21 of Accredited Educational Programs for CLS requires the following. Std 18. There must be a mechanism for continually and systematically reviewing the effectiveness of the program to include survey and evaluation instruments that incorporate feedback from a combination of students, employers, faculty, graduates, exit or final examinations, and accreditation review. Std 19. A review of outcomes measures (e.g. external certifying examination results, results from capstone projects) from the last three active years must be documented, analyzed, and used in the program evaluation. Std. 20. A review of graduation rates and placement rates must be documented, analyzed and used in the program evaluation. Std 21. The results of program evaluations must be documented and reflected in ongoing curriculum development and program modification, followed by an analysis of the effectiveness of any changes implemented.	Received 5-year accreditation.

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Charlton College of Business				
AACSB	Spring 2015	In terms of assessment, AACSB had no official recommendations but in discussion during the review they recommended we reduce our Learning Goals from 10 to about 4 and to reduce the quantity of assessment touch points. This has happened.	A process of assessment and proof of implementing the process – e.g., collect data, review data for “close the loop” opportunities, follow-up on “close the loop” recommendations with action, collect data again, review, repeat.	April 5 th to 7 th , 2020
College of Visual and Performing Arts				
NASAD	2015	None	NASAD Accreditation Standards	NASAD 2025
Massachusetts Department of Elementary and Secondary Education (ESE) Initial License and Professional License to teach in Art and Music Education	Periodic Multi-year review-every 5 years Submitted August Fall 2016. Rejoinder sent in October 2017.	The University Education Units are on probation Organizational structure and capacity are still insufficient, resulting in inconsistencies impacting candidate experience, as overall MAT Initial Candidates/Completers indicated significantly less satisfaction with their programs than Initial Music and Visual Arts Candidates/Completers. <input type="checkbox"/> UMD is not meeting PK-12 partner needs.	ESE Licensure, MTEL pass rate, ESE Subject Matter Knowledge, Professional Standards for Teachers Field-based experiences Student Teacher practicum Candidate Assessment of Performance (CAP).	ESE Formal Review visit, April 2020
College of Nursing				
CCNE; MA Board of Registration in Nursing (BORN)	CCNE February 2016; MA BORN, 2018	Continuous quality improvement required in collecting, analyzing, and using data for Program Improvement across the two undergraduate tracks (Pre-licensure and RN-BS).	NCLEX pass rate, student retention, graduation rate, student satisfaction, student employment rate, capstone completion.	CCNE-Continuous Improvement Progress Report due Dec. 2021 and a site visit in Spring 2026; MA BORN, annual review

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College of Engineering				
Bioengineering BS	October 2016	The program currently satisfies ABET criteria. Potential exists for the situation to change in student career advising and enough faculty to cover all curricular areas. In addition, CHM dept. needs to improve their lab safety measures.	ABET – EAC accreditation criteria.	Fall 2022 – General program review by ABET
Civil Engineering BS	October 2016	<ol style="list-style-type: none"> 1. FE Exam needed on certification checklist (fixed). 2. New student evaluation methods needed for post-2019 curriculum (fixed). Lab upgrades will be needed in the future (mostly fixed).	ABET accreditation criteria.	Fall 2022 – General program review by ABET
Computer Science BS (Computing Accreditation Commission)	August 2018	CAC ABET accreditation criteria (Stability and quality of faculty, elective course offerings, modern labs, technical lab support, stable budget).	CAC ABET accreditation criteria.	Fall 2022 – General program review by ABET

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Electrical Engineering BS	October 2016	<p>The program does not have a clear policy or plan for faculty replacement and recruitment and may face a shortage of qualified faculty members, which could affect the ability of the program's students to meet student outcomes in the future. Thus, future compliance with ABET Criterion 6 Faculty may be compromised.</p> <p>The program appears to lack plans to augment the administrative staff members and a possibility exists that the program may not have adequate administrative staff if high workload situations arise in the future, and, thus, future compliance with ABET Criterion 8 Institutional Support may be jeopardized.</p>	ABET accreditation criteria.	Fall 2022 – General program review by ABET

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Computer Engineering BS	October 2016	<p>The program does not have a clear policy or plan for faculty replacement and recruitment and may face a shortage of qualified faculty members, which could affect the ability of the program's students to meet student outcomes in the future. Thus, future compliance with ABET Criterion 6 Faculty may be compromised.</p> <p>The program appears to lack plans to augment the administrative staff members and a possibility exists that the program may not have adequate administrative staff if high workload situations arise in the future, and, thus, future compliance with ABET Criterion 8 Institutional Support may be jeopardized.</p>	ABET accreditation criteria.	Fall 2022 – General program review by ABET
Mechanical Engineering BS	October 2016	<ol style="list-style-type: none"> 1. There needs to be documented evidence that students are being advised on their career 2. Documentation of ethics in MNE 381 unclear 3. Documentation of students using standards need to be clearer 	ABET accreditation criteria.	Fall 2022 – General program review by ABET

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UMass School of Law				
American Bar Association, Section on Legal Education and Admissions to the Bar	2012 provisional approval, granted full approval in 2016	December 2, 2016 granted full ABA approval.	Employment Outcomes, Bar Passage Outcomes.	2020, full site visit

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.