

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
At the institutional level:	For graduate programs, within the program website; for undergraduate programs, at https://www.uml.edu/Academics/Provost-office/Student-Success/Student-Learning-Outcomes/	AQAD reporting, direct assessment of authentic artifacts, focus groups, analysis of course syllabi, monitoring of DWF rates with intervention as needed.	Volunteer faculty and students, program committees in departments offering courses, Vice Provost for Student Success, Director of Curriculum Assessment & Accreditation.	Update of AQAD procedures, outreach to faculty; professional development in pedagogy; technology and resources for teaching; pedagogy minigrants; changes in program curricula and pedagogy.	Continuous
For general education if an undergraduate institution:	https://www.uml.edu/Catalog/Undergraduate/Core-Curriculum/ELO/ https://www.uml.edu/Catalog/Undergraduate/Core-Curriculum/BOK.aspx	Direct assessment of authentic artifacts, Core ePortfolio/focus groups, VALUE rubrics, analysis of course syllabi, VALUE institute national scoring.	Core Curriculum Committee (7 ELOs on a 3-year cycle), volunteer faculty and students, programs offering the courses that meet the BOKs, Director of Curriculum Assessment & Accreditation.	New gen ed program; direct outreach to faculty; professional development in pedagogy; changes in program curricula and pedagogy; changes to faculty senate bylaws and committee charges.	Continuous; For 2018, Applied and Integrative Learning and Information Literacy
DEGREE PROGRAMS	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
College of Education					
Education (PhD) <i>Leadership in Education</i> <i>Literacy Studies</i> <i>Research & Eval in Education</i>	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Language Arts & Literacy (EDD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Curriculum & Instruction (MED) <i>Autism Studies</i> <i>Economic Education</i> <i>English 2nd Language</i> <i>Exercise Teacher Option</i> <i>Initial Certification</i> <i>Technical Language</i>	Internally within the Department	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Curriculum & Instruction (EDS)	Internally within the Department	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Reading & Language (MED)	Internally within the Department	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018

Reading & Language (EDS)	Internally within the Department	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Leadership in Schooling (EDD)	Internally within the Department	Qualifying Exam and Dissertation with public defense, portfolio assessment	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Education Administration (MED) <i>Higher Education</i> <i>Human Services</i>	Internally within the Department	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Educ Admin Plan & Pol (EDS)	Internally within the Department	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Math & Science Education (EDD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Education (BA)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course and portfolio	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	New program - awaiting first cycle	AQAD 2018
College of Fine Arts, Humanities, and Social Sciences					
American Studies (BA) <i>General</i> <i>Thematic Option</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		
Art (BFA) <i>Animation & Interactive Media</i> <i>Graphic Design</i> <i>Studio Art</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Incoming portfolio requirement. Artistic expression/display/performance, Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Exit exam created by the program/department, Oral performance, critiques and oral reports in coursework, client presentations, Portfolio of student work, Senior exit portfolio, senior entrance portfolio, Student publication, grant proposal, or other work with a specific external audience, client work, fine art exhibitions in Lowell and within the campus, Supervisor or employer evaluation of student performance outside the classroom, required internships, Thesis or dissertation used for program-level assessment in addition to individual student evaluation, The capstone project is a body of artwork or design, methodology statement. Juried and competitive outside exhibitions. Alumni survey that contains self-reports of learning outcome achievement/preparation, Employer meeting/survey/interview about student learning outcome achievement, internship paperwork, Student reflection.	Course instructor(s) assessed evidence from their own students, Ad hoc faculty group senior incoming assessment. Used a rubric or scoring guide, Used professional judgment (no rubric or scoring guide used). Visiting Critics review work in some classes. Who decided what would be assessed? The instructor per course, the senior studio faculty for incoming seniors, the foundations faculty for incoming freshmen. What outcomes were studied? Mastery of the skill set for the discipline, quality of writing, communication skills, research, professional practice, What approach was taken? Portfolio analysis, oral defense, public critique and constructive criticism of peers/ peer review.	Assessment tool or procedure changes, Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Student support/student experience changes. In Design and Animation, we evaluate by job placement and salary offers. In Studio Art, how many people go to grad school, how many people have exhibitions (solo or group) after school. We rebuilt our assessment procedures in the last couple of years in anticipation of NASAD in the pursuit of a successful evaluation.	AQAD 2012; NASAD, 2017

<p>Crim Just & Criminology (PHD) <i>Crime, Criminals & Comm</i> <i>Global Pers on Crime & Justice</i> <i>Justice System & Policy</i> <i>Technology & Criminal Justice</i> <i>Terrorism Studies</i> <i>Victims, Crime & Justice</i></p>	<p>https://www.uml.edu/Catalog/Graduate/FAHSS/Criminal-Justice/PhD-Program.aspx#Expected-Academic</p>	<p>Discussions with faculty about student success. Discussions with students regarding experience in the program</p>	<p>Ph.D. program director and graduate committee made up of select faculty members Used professional judgment (no rubric or scoring guide used). A new Ph.D. program director was appointed and selected a committee to review the curriculum, the exam structure, and dissertation requirement. Based on feedback from the faculty experience in teaching and working with Ph.D. students, decisions to change the curriculum were determined.</p>	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level</p> <p>We have just implemented a new curriculum in fall of 2017. We will continue to monitor student success through preliminary and comprehensive exams and dissertation structures currently in place.</p>	<p>AQAD 2016</p>
<p>Criminal Justice (MA)</p>	<p>Internally within the Department</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Thesis or dissertation used for program-level assessment in addition to individual student evaluation Alumni survey that contains self-reports of learning outcome achievement/preparation, Interviews or focus groups that contain self-reports of learning outcome achievement</p>	<p>Standing faculty committee Scored exams/tests/quizzes, Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. The graduate curriculum has been modified and updated based on academic and professional trends in criminal justice, the strength of our faculty, as well as burgeoning job markets. The graduate curriculum committee reviews and approves all curricular issues. This is an ongoing joint effort of all members of the faculty, and at times with administrative input. Faculty have maintained familiarity with and are moving towards compliance of the Academy of Criminal Justice Sciences (ACJS) Standards as outlined by the ACJS Academic Review Committee, as well as the standards of the Massachusetts Board of Higher Education (MBHE). The graduate program has been approved by the MBHE since it first began reviewing programs in 2001.</p> <ul style="list-style-type: none"> • Our School has several mechanisms in place to insure that the curriculum is kept current and relevant. Our programs are externally reviewed annually by the BHE and any changes to our curriculum are reported and reviewed. Our internal measures of review include an Undergraduate and a Graduate Committee whose responsibility it is to bring curriculum issues to the attention of the School at our monthly meetings. This has been a regular occurrence and has resulted in frequent modifications to the curriculum. • Anonymous Student Exit Survey provides information about the impact our program has had on their development of skills, their satisfaction with course content and delivery, the program's relevance to their future goals, and any suggestions they have for changes to the current program. 	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Celebration of student success. We are currently reviewing all syllabi for M.A. graduate-level courses offered both on campus and on-line. This might include insights about assessment procedures, teaching and learning, and achievements in program assessment in this reporting period. We are currently moving towards a more routinized mechanism regarding program assessment. For example, by summer 2018 our graduate student exist survey will be converted to online delivery and we will explore the option of adding a mid-year M.A. graduate student "climate" online survey as a mechanism for gauging our M.A. graduate students' experiences with our program.</p>	<p>AQAD 2016</p>

<p>Criminal Justice (BS) <i>General</i> <i>Corrections</i> <i>Crime & Mental Health</i> <i>Homeland Security</i> <i>Information and Technology</i> <i>Police</i> <i>Violence</i></p>	<p>https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product (e.g. written project or non-thesis paper). Interviews or focus groups that contain self-reports of learning outcome achievement, Student survey that contains self-reports of learning outcome achievement</p>	<p>Course instructor(s) assessed evidence from their own students, Standing faculty committee. Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. The Undergraduate Committee examines annually the results of our Undergraduate Exit Survey completed by all graduating seniors. The Undergraduate Coordinator also collects the grade distributions for the capstone projects (which consists of a policy paper on a topic of the student's choice) and coordinates with the 3 faculty who teach this course to assess the degree to which learning outcomes are achieved in that course. These grades are also presented to and discussed annually in the Undergrad Committee.</p>	<p>Results indicated no action needed because student work met expectations. Our capstone course has only been offered for 3 semesters, so the 3 faculty teaching this course have met and made changes to the capstone project assignment after 1 year of offering the course. The assignment was somewhat different (with different expectations and learning outcomes) depending on faculty member, and so the project was changed to ensure uniformity. The rest of our outcomes are in line with our expectations, and so no changes were required. Based on our exist survey results (which have been consistent from year-to-year), our graduates feel that they have made great strides in the most critical skill areas germane to future employment and career success, and our faculty are rated quite favorably in terms of their teaching. This might include insights about assessment procedures, teaching and learning, and achievements in program assessment in this reporting period.</p>	<p>AQAD 2016</p>
<p>Economics (BA)</p>	<p>https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Oral performance (oral presentation, conference presentation), Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements), Employer meeting/survey/interview about student learning outcome achievement</p>	<p>Course instructor(s) assessed evidence from their own students, Department chairperson. Used a rubric or scoring guide, Scored exams/tests/quizzes. One major part of economics training is logical reasoning and critical evaluation. By its nature, logical reasoning can be said right or wrong. As a result, instructors in economics tend to use quizzes, problem sets and exams to assess students' learning. Some individual instructors may also require term papers, in which making logically arguments is still the emphasis.</p>	<ul style="list-style-type: none"> • Advising is now more evenly allocated among faculty members so that students can receive more help. Provided faculty development on advising. • The minimum overall GPA requirement for economics major has been proposed to raise from 2.0 to 2.2 for students who entered Fall 2018 and beyond. • Resources have been allocated to support student research and travel. Last summer, six students received a research grant of \$500 each. A traveling fund of \$1,400 is made available to support the student studying aboard program. • There have been a stronger collaboration between our faculty members and the students in the economics society. • Last year, we had FED in Boston as our Employer in Residence. We will invite Abt Associates this year. • Insituted annual student celebration <p>For economics majors, the market still favors those with strong quantitative skills, including data analyzing abilities. The department will continue emphasizing its training on these areas. This is also reflected in our recruiting strategy. The department conducted two searches in past two years and we always look for well-trained empirical economists. In 2017, the department hired Prof. Epstein who not only teaches statistics but also supervises the student-organized FED challenge team.</p>	<p>AQAD 2015</p>

<p>English (BA) <i>Journalism & Prof Writing</i> <i>Literature</i> <i>Theatre Arts</i> <i>Creative Writing</i></p>	<p>https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product (e.g. written project or non-thesis paper), Portfolio of student work, Student publication, grant proposal, or other work with a specific external audience. Student reflection.</p>	<p>Course instructor(s) assessed evidence from their own students. Journalism and Professional Writing Faculty Committee assessed portfolios for students in that concentration. Used a rubric or scoring guide, Used professional judgment (no rubric or scoring guide used). Two groups in the department are engaged in assessment activities. First, there is a department-wide committee working on assessment. This committee meets multiple times a semester to talk about assessment practices and initiatives. Starting in fall 2016, the assessment committee asked all faculty teaching 4000-level or above to include a final reflection or portfolio in the course. The department-wide assessment committee has been collecting samples of these and is developing a process for a program-wide assessment of the artifacts as a larger group.</p> <ul style="list-style-type: none"> • Within concentrations, faculty are developing processes for creating and evaluating portfolios and reflections. Specifically, the Journalism and Professional Writing faculty have instituted electronic portfolios for majors as the capstone graduation requirement. Students submit their e-portfolios to the JPW faculty and the JPW faculty committee collaboratively evaluates each portfolio, using a rubric. While assessing portfolios, JPW faculty look for rhetorical awareness and for 3-8 pieces of writing for a public audience. This has created a larger conversation about graduation requirements in the department, and other concentrations are considering this model. • All our assessment activities have been grounded in the learning outcomes for each concentration that were developed before 2013. 	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Student support/student experience changes, Use is pending. The department-wide assessment committee is still developing systems for assessing the artifacts that we have collected. Results are pending the completion of this longer-term project.</p> <p>The process of collecting the reflections/portfolios has impacted the curriculum and assessment in courses 4000-level or above as instructors now implement reflection/portfolios in these courses and, thus, must grade them.</p> <p>The JPW e-portfolios (instituted for all JPW students entering the concentration since 2014) continue to change student advising experiences because advisors confer with students about their e-portfolios and help students to revise them before submitting them to the full JPW faculty committee. The process of evaluating these e-portfolios has influenced how JPW instructors teach their courses, encouraging instructors to include public assignments, revisit resumes, and to remind students about the graduation requirement.</p>	<p>AQAD 2016</p>
<p>Global Studies (PHD) <i>General</i> <i>Comparative Cultures</i> <i>Socio-Economic Development</i> <i>Security and Human Rights</i></p>	<p>Internally within the Department</p>	<p>Qualifying Exam and Dissertation with public defense</p>	<p>Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.</p>		<p>New Program Review 2016</p>
<p>History (MA) <i>U.S. History</i> <i>Global Comparative History</i></p>	<p>Internally within the Department</p>		<p>Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.</p>		<p>New Program Awaiting first review</p>
<p>History (BA)</p>	<p>https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment ** Note that this assessment relies upon voluntary submission of a paper by the student and thus is not comprehensive in any way. Student evaluations of classroom teaching.</p>	<p>Standing faculty committee (Committee on Prizes and Scholarships; Curriculum Committee), Department chairperson (Teaching Evaluations). Used professional judgment (no rubric or scoring guide used), Compiled survey results. See above</p>	<p>Curriculum changes (new degree requirements or other structural changes beyond the course level, Celebration of student success. What plans do you have to evaluate the effectiveness of changes?.</p>	<p>AQAD 2015</p>

Liberal Arts (BLA)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		
Music Education (MM) <i>Community Music Teaching</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		NASM 2014
Music Performance (MM)	Internally within the Department	Adjudicated recitals	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		NASM 2014
Music (BM) <i>Music Business Music Performance-Instrumental Music Performance-Voice Music Studies Sound Recording Technology</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Artistic expression display/performance, Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product (e.g. written project or non-thesis paper), Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Student reflection.	Every music student is required to: 1. Take four semesters of Musicianship and Analysis courses 2. Take at least six semesters of Applied Music (lessons on voice or their chosen instrument) • Regarding Musicianship and Analysis: The 16 assessments for these courses have been largely developed collaboratively by all of the faculty who teach the classes. We have shaped the assessments around areas of performance, composition and arranging, analysis, aural recognition and internal hearing, and general musical sensibilities. These assessments are in a constant state of renewal as we discover new examples and approaches. Extensive rubrics have been created for every assessment. Each semester ends with a capstone project that requires the students to capture elements of the various topics covered. • Regarding Applied Music: All music majors take at least six semesters of applied music, and they will perform at least 4 panel evaluations in front of faculty adjudicators. The criteria for each evaluation has been outlined in the various syllabi; these criteria were designed by previous faculty applied coordinators with input from many other faculty. Adjudicators are generally selected from the full-time faculty with knowledge of or expertise in the given performance areas. General guidelines are provided for the grading of these evaluations. However, adjudicators often rely on professional judgment in the areas of technique, style, and stage presence.	Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Program policy changes, Student support/student experience changes, Celebration of student success. Regarding Musicianship and Analysis: We regularly revise the assessments (and curriculum) for these four classes based on observed patterns in the student results. Such changes are regularly discussed in meetings with the instructors and exchanges on our Slack channel. Regarding Applied Music: We have recently formed an Applied Music Committee to discuss such matters and process the data effectively. Occasionally, students are reassigned to other instructors based on a combination of these evaluation results and other factors. Many of our Musicianship and Analysis assessments feature pieces specifically selected to emphasize the musical materials from the class. We have observed in several instances, the students incorporating some of this music into their ensembles through arrangement, quotation, or imitation of the general musical elements.	NASM 2014
Sound Recording Tech (MM)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		NASM 2014

Sound Recording Tech (BM)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Artistic expression display/performance, Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product (e.g. written project or non-thesis paper), Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Student reflection.	Every music student is required to: 1. Take four semesters of Musicianship and Analysis courses 2. Take at least six semesters of Applied Music (lessons on voice or their chosen instrument) • Regarding Musicianship and Analysis: The 16 assessments for these courses have been largely developed collaboratively by all of the faculty who teach the classes. We have shaped the assessments around areas of performance, composition and arranging, analysis, aural recognition and internal hearing, and general musical sensibilities. These assessments are in a constant state of renewal as we discover new examples and approaches. Extensive rubrics have been created for every assessment. Each semester ends with a capstone project that requires the students to capture elements of the various topics covered. • Regarding Applied Music: All music majors take at least six semesters of applied music, and they will perform at least 4 panel evaluations in front of faculty adjudicators. The criteria for each evaluation has been outlined in the various syllabi; these criteria were designed by previous faculty applied coordinators with input from many other faculty. Adjudicators are generally selected from the full-time faculty with knowledge of or expertise in the given performance areas. General guidelines are provided for the grading of these evaluations. However, adjudicators often rely on professional judgment in the areas of technique, style, and stage presence.	Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Program policy changes, Student support/student experience changes, Celebration of student success. Regarding Musicianship and Analysis: We regularly revise the assessments (and curriculum) for these four classes based on observed patterns in the student results. Such changes are regularly discussed in meetings with the instructors and exchanges on our Slack channel. Regarding Applied Music: We have recently formed an Applied Music Committee to discuss such matters and process the data effectively. Occasionally, students are reassigned to other instructors based on a combination of these evaluation results and other factors. . Many of our Musicianship and Analysis assessments feature pieces specifically selected to emphasize the musical materials from the class. We have observed in several instances, the students incorporating some of this music into their ensembles through arrangement, quotation, or imitation of the general musical elements.	NASM 2014
Peace & Conflict Studies (MA) <i>Conflict Resolution</i> <i>Organizational Leadership</i> <i>Policy Analysis</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New Program Review 2016
Peace & Conflict Studies (BA)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New Program Review 2016
Philosophy (BA) <i>General</i> <i>Communication & Critical Think</i> <i>Philosophy & Religious Studies</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Political Science (BA)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Student publication, grant proposal, or other work with a specific external audience, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Alumni survey that contains self-reports of learning outcome achievement/preparation, Interviews or focus groups that contain self-reports of learning outcome achievement	Ad hoc faculty group, Department chairperson. UML Research Staff Member from outside the department assisted by graduate student. Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. The Department as a whole created questions for the assessment. These questions were forwarded to a focus group expert and assistant for refinement.	Personnel or resource allocation changes, Student support/student experience changes, Use is pending. The Department is using the current AQAD evaluation process to figure out the best way to advise students and provide them with the courses they need to graduate on time. The Department was pleased with the method for discovering student concerns and will likely continue to conduct focus groups on a regular basis.	AQAD 2018

<p>Applied Psychology & Prevention Science (PhD)</p>	<p>https://www.uml.edu/FAHSS/Psychology/Programs/Graduate/PhD-APPS/Program-Objectives.aspx</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Oral performance (oral presentation, conference presentation), Portfolio of student work, Student publication, grant proposal, or other work with a specific external audience, Thesis or dissertation used for program-level assessment in addition to individual student evaluation. Interviews or focus groups that contain self-reports of learning outcome achievement</p>	<p>The standing PhD faculty committee decided what would be assessed. Assessment materials included course assignments (exams, response papers, final papers, oral presentations), substantive qualifying paper, and quantitative qualifying paper, conference presentations, and papers submitted for publication. These materials were studied for evidence of the following learning outcomes: -An understanding of the key concepts, theories, and methodology in the field -Ability to assess the costs and benefits of intervention programs designed to prevent problematic behavior, promote health behaviors, and maximize individual and organizational potential and well-being. -An understanding of and ability to work well with and empower diverse, underrepresented groups in real-world settings; -A thorough grounding in the ethical conduct of research and practice in real-world settings</p>	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Program policy changes, Student support/student experience changes. We have discussed changes such as minimizing the number of Directed Studies that students take in order to address the knowledge requirement of doctoral programs outlined by the American Psychological Association. We have also been mindful of the timeline we have set up for our students with respect to completion of their qualifying papers.</p>	<p>AQAD 2013</p>
<p>Autism Studies (MS) <i>General</i> <i>Applied Behavior Analysis</i> <i>Research Intensive</i></p>	<p>The Autism Studies Program has a "Verified Course Sequence," (VCS) that is reviewed by the Behavior Analyst Certification Board (BACB). Six courses in the program are part of this VCS. The learning outcomes are available online here: https://www.bacb.com/wp-content/uploads/2017/09/160101-BCBA-BCaBA-task-list-fourth-edition-english.pdf These outcomes apply to the Applied Behavior Analysis Option, although there are some courses from this VCS that are required for the Research Intensive Option.</p>	<p>Exam created by an external organization (e.g. licensure exam (please specify), Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements), Students in the Applied Behavior Analysis Option meet the requirements to sit for a national certification exam that is administered by the Behavior Analyst Certification Board (BACB). Our pass rate for this exam is an indicator of level of our graduates. Alumni survey that contains self-reports of learning outcome achievement/preparation, None</p>	<p>Graduate Program Coordinator. External organization/person analyzed data (e.g. licensing exam). The BIA Advisory Council met in November 2016 to discuss the pass rates and upcoming changes to the BACB task list (change from 4th to 5th edition). Discussion points included the changes that would need to be implemented to meet the new requirements. There was also an open discussion about strategies that were effective for instructors in providing feedback to students and activities that could be implemented to generate more student participation in the fully online courses that are part of the program.</p>	<p>Use is pending. We identified a common variable in the students who did not pass the exam on their first attempt. If they both completed their experience and supervision hours at the same practicum site. We do not have students currently placed at this site. If a student opts to apply for a position at this site in the future, we will have a meeting to discuss the role of the graduate student, their required activities, and the supervision activities that are planned, as we suspect these are contributing factors to their level of preparedness for the exam.</p>	<p>AQAD 2013; "Verified Course Sequence" reviewed by the Behavior Analyst Certification Board (BACB) renewed on January 30, 2018</p>
<p>Community Social Psychology (MA)</p>	<p>They are located on the current website under Practicum-basics-Core competencies</p>	<p>Capstone work product (e.g. written project or non-thesis paper), Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Employer meeting/survey/interview about student learning outcome achievement, Student reflection. Student survey that contains self-reports of learning outcome achievement</p>	<p>Course instructor(s) assessed evidence from their own students, Standing faculty committee, Persons or organization outside UML, Students. Used professional judgment (no rubric or scoring guide used). Primary assessment has been the practicum- long standing requirement of CSP (details already provided in previous answers). RE: Curriculum review, core faculty of program collectively met and developed mission and curriculum changes via consensus.</p>	<p>Curriculum changes (new degree requirements or other structural changes beyond the course level, Student support/student experience changes, Celebration of student success. Any changes already described herein. No plans for subsequent evaluation. They did not.</p>	<p>AQAD 2013</p>

Psychology (BA) <i>General</i> <i>Behavior Analysis</i> <i>Clinical Psychology</i> <i>Community Social Psychology</i> <i>Developmental Disabilities</i> <i>Health Psychology</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Student survey that contains self-reports of learning outcome achievement	Standing faculty committee. Compiled survey results. Starting in Spring 2017, we conducted a survey of current majors in good standing in both the day school and the online program. The survey was spearheaded by our Student Success Committee. Students were asked a variety of questions about their experience in courses and in advising.	Use is pending. Thus far, the results have primarily be used to improve advising: -We held a Concentrations Workshop for students in the Fall -We are working to improve advising materials and create a guide for faculty -We will be encouraging all faculty to use online signups for the advising period this spring, and using student secretarial support to create the sign up page for any faculty not currently using one We are considering doing this survey annually.	AQAD 2013
Security Studies (MS) <i>CBRNE Security</i> <i>Critical Infrastructure Prot</i> <i>Cybersecurity</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New Program Review 2017
Security Studies (MA) <i>Homeland Defense</i> <i>Industrial & Econ Security</i> <i>International Security</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New Program Review 2017
Sociology (BA) <i>General</i> <i>Policy & Social Problems</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2012
World Languages (BA) <i>French</i> <i>Spanish/French</i> <i>Spanish/Italian</i> <i>Spanish</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Artistic expression/display/performance, Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Oral performance, Student publication, grant proposal, or other work with a specific external audience, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Student reflection. Student survey that contains self-reports of learning outcome achievement	By following the ACTFL guidelines of second language acquisition, faculty assesses the four skills of speaking, writing, listening, and reading through short quizzes, tests, interviews, close readings, essays, critical thinking, digital power point presentation, video projects, group works, etc. Coordinators and faculty discuss their syllabi, curriculum content, learning goals and outcomes, assessments, identify and implement curriculum improvements. Faculty assesses students' learning to achieve the learning goals established by ACTFL, and assessments are designed to progressively build students' skills so that at the completion of four language semesters (I through IV: Elementary and Intermediate levels) it is possible to verify the following outcomes: 1. That each student is able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations 2. That each student is able to meet most practical writing needs 3. That each student is able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places 4. That each student is able to read consistently, with full understanding, simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge	Regular and consistent evaluation of student learning vis-à-vis learning goals and course-specific outcomes within language programs has led to changes in the Department curriculum and culture. In terms of curriculum, the Department Curriculum Committee has successfully added two mandatory courses to the structure of our Major requirement. WLSP 3500 for our French/Spanish, Italian/Spanish and Spanish options of the major and a senior capstone (WLAN 400) for all four options of our BA (French, French/Spanish, Italian/Spanish and Spanish). This change unifies our majors' cohort, regardless of their BA option. These include: a foundation course, a methodology course and a capstone course that could be fulfilled by a study abroad experience or practicum experience. We will be starting teaching these courses in the Fal 2018. Moreover, the Department faculty has established a shared vision to focus efforts on recruitment, student support and success, and retention. We are committed to strengthening our advising process (professional development on advising has been scheduled for Spring 2018) to better serve the needs of our majors and minors. There is a long-term need for a systematic method of data collection and analysis of student learning at the departmental level. We currently do not have an Exit Exam in place.	AQAD 2016

Francis College of Engineering					
Biomed Engr & Biotech (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Biomed Engr & Biotech (MS)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Biomedical Engineering (BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Chemical Engineering (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Chemical Engineering (MSE) <i>Leadership</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Chemical Engineering (BSE) <i>General</i> <i>Biological Engineering</i> <i>Nanomaterials Engineering</i> <i>Nuclear</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Civil Engineering (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Civil Engineering (MSE) <i>Environmental</i> <i>Geoenvironmental</i> <i>Geotechnical</i> <i>Leadership</i> <i>Structural</i> <i>Transportation</i>	Internally within the Department	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Exam created by an external organization	Course instructor(s) assessed evidence from their own students, Department chairperson, Persons or organization outside UML. External AQAD reviewers. Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used), Compiled survey results, External organization/person analyzed data (e.g. licensing exam).		AQAD 2015
Civil Engineering (BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	NCEES FE (Fundamentals of Engineering) exam, Capstone course	NCEES, Department faculty		AQAD 2015; ABET 2018
Civil Engineering Tech (BET) <i>Environmental</i> <i>General</i>	Internally within the Department	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Civil Engineering Tech (AET) <i>General</i> <i>Water Treatment</i> <i>Wastewater Treatment</i> <i>Survey</i>	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Computer Engineering (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Computer Engineering (MSE)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Computer Engineering (BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015

Electrical Engineering (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Electrical Engineering (MSE) <i>Leadership</i> <i>Optics</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Electrical Engineering (BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Electronic Eng Tech (BET)	Internally within the Department	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Electronic Eng Tech (AET)	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Energy Engineering (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Energy Engineering (MSE) <i>Nuclear</i> <i>Solar</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Engineering Management (MS)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Environmental Engineering(BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Industrial Technology (BIT) <i>Manufacturing Option</i> <i>Plastics Option</i>	Internally within the Department	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Information Technology (MS)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Information Technology (BS) <i>Business</i> <i>General</i>	Internally within the Department	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Information Technology (AS)	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Mechanical Engineering (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Mechanical Engineering (MSE)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015
Mechanical Engineering (BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	ABET 2012; AQAD 2015
Mechanical Eng Tech (BET)	Internally within the Department	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.	AQAD 2015

Mech. Engineering Tech (AET)	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015
Plastics Engineering (PHD)	Internally within the Department	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Student publication, grant proposal, or other work with a specific external audience, Qualifying or comprehensive exam for program-level assessment in addition to individual student evaluation, Thesis or dissertation used for program-level assessment in addition to individual student evaluation. Alumni survey that contains self-reports of learning outcome achievement/preparation, Student survey that contains self-reports of learning outcome achievement	Course instructor(s) assessed evidence from their own students. Used a rubric or scoring guide, Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used). Some supervision by Grad coordinator	Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes.	AQAD 2015
Plastics Engineering (BSE)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Oral performance, Student publication, grant proposal, or other work with a specific external audience Project design/Hardware prototypes. Alumni survey that contains self-reports of learning outcome achievement/preparation, Employer meeting/survey/interview about student learning outcome achievement, Interviews or focus groups that contain self-reports of learning outcome achievement, Student survey that contains self-reports of learning outcome achievement	Course instructor(s) assessed evidence from their own students, Standing faculty committee, Department chairperson, Persons or organization outside UML. Used a rubric or scoring guide, Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. ABET guidelines implemented by Chair	Curriculum changes (new degree requirements or other structural changes beyond the course level, Program policy changes, Student support/student experience changes. Made 5 major program changes. Increased faculty participation in assessment and curricular planning.	AQAD 2015
Kennedy College of Sciences					
Biological Sciences (MS) <i>Biotechnology</i> <i>Biotechnology PSM</i> <i>Environmental Biotechnology PSM</i> <i>Biosafety PSM</i> <i>Management Life Sciences PSM</i>	https://www.uml.edu/Sciences/biology/Programs-of-Study/masters.aspx	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2014
Biology (BS) <i>General</i> <i>Bioinformatics</i> <i>Biotechnology</i> <i>Ecology</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2014
Chemistry (PHD) <i>Biochemistry</i> <i>Environmental Studies</i> <i>Green Chemistry</i>	Internally within the Department	Dissertation used for program-level assessment in addition to individual student evaluation.	Ad hoc faculty group. Used professional judgment (no rubric or scoring guide used). We did not undertake any formal assessment of the graduate curriculum during the period in question. Our main program level evaluation measure was thesis/dissertations.	Celebration of student success, Results indicated no action needed because student work met expectations. To date, there have been no changes proposed based on the metrics that we have tracked.	AQAD 2011; American Chemical Society Review 2014

Chemistry (MS) <i>Chem & Polymer Science PSM</i> <i>Pharmaceutical Biochem PSM</i>	Internally within the Department	Thesis used for program-level assessment in addition to individual student evaluation.	Ad hoc faculty group. Used professional judgment (no rubric or scoring guide used). We did not undertake any formal assessment of the graduate curriculum during the period in question. Our main program level evaluation measure was thesis/dissertations.	Celebration of student success, Results indicated no action needed because student work met expectations. To date, there have been no changes proposed based on the metrics that we have tracked.	AQAD 2011; American Chemical Society Review 2014
Chemistry (BS) <i>General</i> <i>Forensic Science</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Course instructor(s) assessed evidence from their own students. Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used)	Program policy changes (e.g. admissions requirements, grade requirements, course evaluation changes). Course Added to Program.	AQAD 2011; American Chemical Society Review 2014
Applied Chemistry (AS) <i>Biotech Option</i> <i>Hazardous Waste Option</i>	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		
Computer Science (PhD) <i>Computational Math</i> <i>Bio/Chem Informatics</i>	Program self-study	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Computer Science (SCD) <i>Computational Math</i> <i>Bio/Chem Informatics</i>	Program self-study	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Computer Science (MS) <i>Bio/Chem Informatics</i> <i>PSM CS-Entrepreneurship</i> <i>Software/Entrepreneurship</i>	Program self-study	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Computer Science (BS) <i>General</i> <i>Bio/Chem Informatics</i> <i>Data Science</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2018
Environmental Studies (MS) <i>Atmospheric Sciences</i> <i>Environmental Engin Sciences</i> <i>Environmental Geoscience</i> <i>Prof Sci Master Atmos Science</i> <i>Prof Sci Master Envir Geosci</i>	Internally within the Department	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Oral performance, Student publication, grant proposal, or other work with a specific external audience, Supervisor or employer evaluation of student performance outside the classroom, Thesis or dissertation used for program-level assessment in addition to individual student evaluation Alumni survey that contains self-reports of learning outcome achievement/preparation. AQAD external review team report (2-day campus meeting with faculty and students)	Course instructor(s) assessed evidence from their own students Used a rubric or scoring guide, Scored exams/tests/quizzes. Our department did not conduct a formal assessment of learning outcomes. Each course is assigned specific outcomes by the professor, and stated explicitly in the syllabus. The graded assignments, tests and projects reflect the success of addressing the learning outcome for each specific course.		AQAD 2017

Environmental Science (BS) <i>Atmospheric Science</i> <i>Environmental Science</i> <i>Environmental Studies</i> <i>Environmental Geoscience</i> <i>Geoscience</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Oral performance, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Alumni survey that contains self-reports of learning outcome achievement/preparation. AQAD external review team report (2-day campus meeting with faculty and students)	Course instructor(s) assessed evidence from their own students. Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used) Our department did not conduct a formal assessment of learning outcomes. Each course is assigned specific outcomes, some include university-required essential learning outcomes. The graded assignments reflect the success of addressing the learning outcome for each specific course. The required courses are designed to specifically meet the stated learning outcomes/objectives for each option within the environmental science major.	Curriculum changes (new degree requirements or other structural changes beyond the course level, Student support/student experience changes, Celebration of student success. We have since revised out degree pathways for all options and will implement these new requirements starting in the Fall of 2018—pending approval of faculty senate.	AQAD 2017
Marine Science & Tech (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense			
Mathematics (MS) <i>Appl & Computational Math</i> <i>Applied Mathematics</i> <i>Computer</i> <i>Industrial Mathematics PSM</i> <i>Math for Teachers</i> <i>Probability and Statistics</i> <i>Scientific Computing</i> <i>Statistics</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Mathematics (BS) <i>General</i> <i>Applied Computational</i> <i>Business Applications</i> <i>Bioinformatics</i> <i>Computer Science</i> <i>Probability & Statistics</i> <i>Teaching</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Mathematics (BA)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Mathematics (AS)	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Physics (PHD) <i>Applied Mechanics</i> <i>Atmospheric Science</i> <i>Energy Engineering</i> <i>Medical Physics</i> <i>Radiological Sciences</i>	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Physics (MS) <i>Optical Science</i> <i>Photonics</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Rad Science & Protect (MS)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016

Physics (BS) <i>General</i> <i>Radiological Health Phys</i> <i>Photonics</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Manning School of Business					
Business Administration (PHD) <i>Accounting</i> <i>Entrepreneurship</i> <i>Finance</i> <i>Leadership/Organization Studies</i> <i>Management Information Systems</i>	https://www.uml.edu/MSB/Programs/Doctoral-Program/	Capstone work product (e.g. written project or non-thesis paper), Oral performance (oral presentation, conference presentation), Qualifying or comprehensive exam for program-level assessment in addition to individual student evaluation, Thesis or dissertation used for program-level assessment in addition to individual student evaluation. We also consider student placement as an indirect (or higher level) measure of student learning and program quality. The doctoral program has achieved an outstanding placement record with its first graduating cohort (May 2017). All were placed in full-time, assistant professor positions at peer or aspirant schools, including several placements at doctoral degree granting business schools.	Ad hoc faculty group. Used a rubric or scoring guide, Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used). The four learning goals previously established for the Ph.D. BA program are: functional specific knowledge, communication skills (oral & written), research skills, and ethical skills. <ul style="list-style-type: none"> • Comprehensive/ Qualifying exams assess functional specific knowledge skills, including theory and methods. • A required first-year paper and dissertation assess communication and research skills at two different times during the program. It is evaluated by a minimum of two faculty. • The dissertation is the final step before graduation and is evaluated by the dissertation committee, comprised of a minimum of three faculty. • Ethical skills are currently assessed through completion of an appropriate Institutional Review Board training module and/or through the inclusion of ethics questions within the first-semester research course required of all doctoral students. This requirement is being formalized for the next cohort to assure consistent assessment of all students. 	Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Celebration of student success. Review of the assessment efforts indicated room for improvement in how Ethical skills are assessed. A more consistent approach is being formalized to assure assessment of all students.	AACSB 2014; AQAD 2018
Accounting (MS)	AACSB Report and Website	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Exam created by an external organization (e.g. licensure exam (please specify), Exit exam created by the program/department Alumni survey that contains self-reports of learning outcome achievement/preparation, Employer meeting/survey/interview about student learning outcome achievement, Interviews or focus groups that contain self-reports of learning outcome achievement	Course instructor(s) assessed evidence from their own students, Standing faculty committee, Department chairperson, Dean or administrator. Program Coordinator and Accounting Advisory Board. Used a rubric or scoring guide, Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. Discussed in the AQAD Report	Assessment tool or procedure changes Curriculums were revisited the results were not upto the mark, Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Program policy changes, Student support/student experience changes, Celebration of student success. The program coordinator and the department faculty revisited the minimum GMAT and TOEFL requirements. Additionally, the group revisited the requirements for electives and prerequisites. Department added instruction on tax software, FASB codifications, data analytics, etc	AACSB 2014; AQAD 2018

Business Analytics (MS)	Department website	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Oral performance (oral presentation, conference presentation) Interviews or focus groups that contain self-reports of learning outcome achievement	Course instructor(s) assessed evidence from their own students, Persons or organization outside UMass Lowell, Other: MSBA Program Coordinator. Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used) The general approach to assessment is being discussed by faculty teaching in the program. It is expected that individual faculty members will determine assignments that best match with the program learning objectives. Inputs from advisory board members are being collected and will be incorporated into the assessment plan.	Program policy changes, Celebration of student success. (1) Improve curriculum coherence; (2) Improve sequence of course offerings; (3) Adjust program pre-requisites. Results are forthcoming	Awaiting first review
Entrepreneurship (MS)	https://www.uml.edu/Catalog/Graduate/Business/masters/MSEentrepreneurship.aspx	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Oral performance, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Student survey that contains self-reports of learning outcome achievement	Assessments were initiated through the Graduate Programs Committee (GPC) during the Summer of 2016. The college-level objectives of Analytical Skills and Global Awareness were assessed using same SurveyMonkey assessment tool that was used by the MBA for both Global Awareness and Analytical Skills objectives. In the Winter of 2018, the MSE Program Coordinator distributed an anonymous survey to 19 recent MSE graduates (Fall 1016 or later). Eight surveys were completed. The purpose of the survey was to assess how well they thought the MSE learning objectives were met.	We added a Global Awareness module to the Capstone course We required that their group projects incorporate a global markets component We changed the name of the program from Masters of Science in Innovation and Technology Entrepreneurship (MSITE) to Masters of Science in Entrepreneurship (MSE) We are currently evaluating possible curriculum changes	AACSB 2014; AQAD 2018
Finance (MS)	Internally within the Department	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Exam created by an external organization (e.g. licensure exam (please specify) Chartered Financial Analyst (CFA) Certification Level I exam for investment professionals. Interviews or focus groups that contain self-reports of learning outcome achievement	All departmental faculty members participate in the assessment decisions. We collectively decided to assess analytical skills and global awareness learning objectives in the first round. Our program is a relatively new so we will assess all the learning objectives in the coming years. We did assessment based on evidence generated internally, such as percentage of student scores in exams and assignments.	Based on the assessment results, we decided to restrict the waiver of some admission requirements such as GMAT and TOEFL because many students with such waivers were not able to adjust the level of rigor required by the MSF curriculum. We also decided to offer more courses on campus instead of just offering them online because the online medium was not suitable for some students in terms of their ability to learn certain topics. The faculty came to the conclusion that we need to collect more evidence related to assessment that includes sending surveys to program alumni.	AACSB 2014; AQAD 2018

Business Administration (MBA) <i>Accounting Professional</i> <i>Business Analytics</i> <i>Entrepreneurship & Innovation</i> <i>Finance Professional</i> <i>General Business</i> <i>General Business Professional</i> <i>Information Tech. Professional</i>	https://www.uml.edu/Catalog/Graduate/Business/business-mba-learning-outcomes.aspx	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Exit exam created by the program/department, Oral performance (oral presentation, conference presentation) We are in the process of administering our first program exit survey to MBA students.	The MBA was scheduled to assess two learning goals, Global Awareness and Analytical Skills, in the Spring of 2016, and then again in the Fall and Winter of 2016. The goals were assessed using a survey monkey questionnaire with content specific questions covering the topics. Students in the capstone course, MGMT6910, were asked to complete the questionnaire at some point before the end of the semester. Participation was voluntary. We have rubrics available for all program learning outcomes.	We've seen that we have inconsistencies in coverage of global awareness in the curriculum and will work with faculty to ensure that the courses have cases covering this objective. We are also adding analytics electives and a Business Analytics option to the MBA, which will give the program more electives that are computational. It has led to the determination that a content specific test administered via Survey Monkey was not an appropriate evaluation tool. It could not compare well across cohorts or with peers, course-based tools would be more appropriate, and/or external assessment tools. We are in the process of implementing course-based assessment to mirror what is being done with EL0s at the undergraduate level, and reviewing potential external assessment tools for some outcomes.	AACSB 2014; AQAD 2018
Business Administration (BSBA) <i>Accounting</i> <i>Analytics & Operations Management</i> <i>Entrepreneurship</i> <i>Finance</i> <i>International Business</i> <i>Management</i> <i>Management Info Systems</i> <i>Marketing</i> <i>Supply Chain & Oper Mgmt</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Exam created by an external organization (e.g. licensure exam (please specify) Oral performance, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements). Employer meeting/survey/interview about student learning outcome achievement, Student reflection (essay, portfolio, self-assessment) of their learning outcome, Student survey that contains self-reports of learning outcome achievement	The Assessment committee determines the schedule for assessments to spread out the work and learning outcomes across years, ensuring that each outcome is measured at least twice in the 5 year AACSB cycle. The Manning School of Business has developed a survey instrument to test the learning of some of the outcomes, rubrics for use to evaluate in course assignment for some outcomes, and a feedback mechanism for internships and projects including feedback from employers. The survey tool was used for 3 years and the past year has been spent evaluating its effectiveness as a tool. Feedback from AACSB reviewers expressed concern about our ability to use the results to benchmark to other peer and aspirant peer schools. We are reviewing the potential use of externally validated assessment tools for some program learning outcomes (e.g. ETS business school instrument). The assessment committee is also evaluating how to integrate the required assessment for Essential Learning Outcomes (many of which mirror program level outcomes) with the existing model to ensure quality assessment and efficient use of resources.	Examples of changes based on the evaluations include that the Manning School is evaluating the linkage of Ethics throughout the curriculum. This work is being led by the new Donahue Center on Ethics and Social Responsibility. We have joined a number of organizations to help develop the linkage with sustainability, social responsibility, and ethics including the UN PRME initiative. The results also demonstrated a need to continue to build on the analytics presented to students so they have reinforcement of the skills in their concentration courses. The Accounting department and the Operations and Information Systems department are actively engaged in developing opportunities to explore applications of analytics in accounting. Guest speakers are being brought in to support both faculty and students in exploring this important analytical topic. The finance department has worked to formalize the coverage of material to better prepare students for the professional CFA exam. This includes integrating Bloomberg data system skills and development of practical applications of financial theories. The School has made some revisions to the first year introduction to business course and are monitoring if this change supports increased retention in the program. During the interim AACSB reporting (2015-2016), reviewers expressed concerns regarding the instrument used for this assessment. In particular, that there was no mechanism in place to compare the data other than to previous cohorts in the Manning School. We are also reviewing our program level learning outcomes as part of our AQAD and AACSB self-study process based on employer, alumni, and student feedback, as well as benchmarking with our peers.	AACSB 2014; AQAD 2018
Management (AS)	Internally within the Department	Course outcomes	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		

Zuckerberg College of Health Sciences					
Clinical Lab Sciences (MS) <i>Clinical Lab Sci PSM</i> <i>Clinical Research</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Clinical Lab Sciences (BS) <i>Clinical Science</i> <i>Medical Lab Science</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Exam created by an external organization, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements) Medical Laboratory Scientist Board of Certification Exam offered by ASCP (American Society for Clinical Laboratory Science). Alumni survey that contains self-reports of learning outcome achievement/preparation, Employer meeting/survey/interview about student learning outcome achievement, Student survey that contains self-reports of learning outcome achievement	The MLS Program has a Continuous Assessment and Quality Improvement Plan in place that outlines identifiable assessment methods, outcome measures, and timelines for the systematic review of the effectiveness of the program. This includes: Faculty Evaluations, Course Evaluations, Medical Laboratory Science Board of Certification Exam Scores, Clinical Affiliate Evaluations, MLS Program Evaluations, Graduate Exit Surveys, Alumni Surveys, and Employer Surveys. Clinical Affiliate Evaluations are completed by students following each of their clinical practicum experiences. These evaluations are used to assess the clinical instructors and student preparation for the clinical experience. MLS Program Evaluations are completed by clinical instructors following each clinical practicum experience. This survey is used to assess the clinical experience, educational preparedness of the students, and overall program effectiveness. A Graduate Exit Survey evaluates program resources, learning experiences in the program, and readiness to enter the workforce. One year after graduation, program graduates are asked to complete an Alumni Survey. Employer surveys are administered every two years to assess the performance of program graduates in the workplace. The MLS Program underwent a NAACLS (National Accrediting Agency for Clinical Laboratory Science) re-accreditation in 2017, which include submission of a Self-Study Report in 2016, and a Site Visit in 2017. Feedback from NAACLS Self-Study reviewers and Site Visitors has been used in overall program evaluation. The MLS Program Director in consultation with the Department Chair determines what will be assessed. This is also outlined as part of our accreditation standards.	Curriculum changes (new degree requirements or other structural changes beyond the course level, Program policy changes, Student support/student experience changes. As mentioned above, the program used feedback from surveys to initiate a curriculum restructure. We are currently in the process of moving that forward. Once the new curriculum is in place, we will monitor the effectiveness of the changes by continuing to monitor ASCP-Board of Certification Exam pass rates, graduation/attrition rates, and placement rates. In addition, the surveys listed above will continue to be used to monitor student, graduate, clinical instructor, and employer feedback. A specific question or set of questions related to the curriculum restructure may be added to further evaluate this change.	NAACLS 2017; AQAD 2016
Health Informatics & Mgmt (MS) <i>Health Care Management</i> <i>MS HS Health Care Management</i> <i>Health Informatics</i> <i>Health Policy</i>	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		
Nursing (PHD)	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015

<p>Nursing (DNP)</p>	<p>https://www.uml.edu/Health-Sciences/Nursing/Programs/Doctoral/DNP/default.aspx</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Exit exam created by the program/department, Oral performance, Portfolio of student work, Student publication, grant proposal, or other work with a specific external audience, Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements), DNP scholarly project. Alumni survey that contains self-reports of learning outcome achievement/preparation, Student reflection (essay, portfolio, self-assessment) of their learning outcome, Student survey that contains self-reports of learning outcome achievement</p>	<p>Course instructor(s) assessed evidence from their own students, Standing faculty committee, Department chairperson, Dean or administrator Used a rubric or scoring guide, Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. Through individual faculty constructed and nursing department developed student surveys, each course is evaluated at the completion of the course.</p> <p>Individual faculty are evaluated per MSP contract Outcomes studied are: how effective the teaching was, how good the book and assigned readings were, teaching techniques, how much the student thought s/he learned, meeting g the DNP essentials and in which course, what change occurred in the student's career as a result of earning the DNP degree. These assessments were decided upon by the faculty to align with the DNP essentials and DNP competencies and align with criteria established by CCNE.</p>	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.)</p> <ul style="list-style-type: none"> • We are currently in the process of planning curriculum changes in the DNP program. This will include a proposal for the startup of a Post Baccalaureate-to-DNP program. • The results of the student surveys indicted no need for change in the Post Master's DNP Program. The proposed development of the Post Baccalaureate-to-DNP program is in direct response to changing markets and the need for preparing for the anticipated requirement in 2025 for the DNP degree to be required for professional certification as an APRN. A student post-graduation survey showed that the student respondents were either completely satisfied or satisfied with their outcomes post-graduation, and all of the graduates were functioning in a leadership role as a result of their DNP degree 	<p>AQAD 2015; CCNE 2016</p>
<p>Nursing (MS) Admin of Nursing Service Family Health Adult Gerontological Adult Psych/Mental Hlth Occupational Health Health Promotion</p>	<p>https://www.uml.edu/Health-Sciences/Nursing/Programs/Doctoral/phd/default.aspx</p>	<p>Assignment/exam/paper completed as part of regular coursework and used for program-level assessment, Capstone work product, Oral performance, Portfolio of student work, Student publication, grant proposal, or other work with a specific external audience, Qualifying or comprehensive exam for program-level assessment in addition to individual student evaluation, Supervisor or employer evaluation of student performance outside the classroom, Thesis or dissertation used for program-level assessment in addition to individual student evaluation. Alumni survey that contains self-reports of learning outcome achievement/preparation, Employer meeting/survey/interview about student learning outcome achievement, Interviews or focus groups that contain self-reports of learning outcome achievement, Student reflection. Student survey that contains self-reports of learning outcome achievement</p>	<p>Course instructor(s) assessed evidence from their own students, Standing faculty committee, Ad hoc faculty group, Department chairperson, Persons or organization outside UML, Students, Dean or administrator. Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data, External organization/person analyzed data</p> <p>For the AQAD report, we used formal surveys from current students and alumni and they also came to campus for a group meeting with the evaluators. For the AQAD report we had the curriculum mapped to demonstrate its congruence with the national standards for PhD in nursing programs. We mapped the course objectives to program objectives as well. Similarly, we had another extra School of Nursing review in 2017 and external reviewers interviewed PhD and other graduate students about the program. The PhD Program Committee meets monthly and the agenda includes an evaluation of course descriptions, learning objectives and how they meet the program objectives once per semester. In addition we review student program on qualifying examinations, course progression and dissertation progress monthly.</p>	<p>Curriculum changes (new degree requirements or other structural changes beyond the course level, Student support/student experience changes. As noted we have partnered with 2 other departments (Criminology and Psychology) to take their 2 courses for statistics with their PhD students on a trial basis starting in Fal 2018. No additional discoveries to report here.</p>	<p>AQAD 2015; AACN 2016</p>
<p>Nursing (BS)</p>	<p>https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/</p>	<p>Capstone course</p>	<p>Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.</p>		<p>AQAD 2015</p>

Nutritional Science (BS)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2016
Pharmaceutical Sci (PHD) <i>Clinical Research Drug Discovery Imaging Medicinal Chemistry Nanopharmacology Nuclear Pharmacology & Imaging Pharmacogenomics</i>	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New program, awaiting first review
Pharmaceutical Sci (PSM)	Internally within the Department	Thesis and oral defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New program, awaiting first review
Pharmaceutical Sci (BS) <i>Pharmaceutical Marketing & Mgmt</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Capstone course	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		New program, awaiting first review
Physical Therapy (DPT)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	<ul style="list-style-type: none"> • National Physical Therapy Exam • Alumni survey that contains self-reports of learning outcome achievement/preparation • Employer meeting/survey/interview about student learning outcome achievement, Interviews or focus groups that contain self-reports of learning outcome achievement • Student survey that contains self-reports of learning outcome achievement • Surveys of clinical education faculty for assessments on the students • Feedback from our advisory Board 	<p>Course instructor(s) assessed evidence from their own students, Standing faculty committee, Ad hoc faculty group, Department chairperson. Scored exams/tests/quizzes, Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data, External organization/person analyzed data (e.g. licensing exam). Curriculum committees, faculty, department chair/Program Director, ad hoc committees, Associate Program director, Director and Associate Director of Clinical Education.</p> <p>Outcomes studied were passing rates, graduation rates, licensure passing rates, employment rate, clinical experiences pass rates.</p> <p>Approach taken was: discussion, surveys, focus groups, summarizing surveys, graphing.</p>	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Program policy changes, Student support/student experience changes, Celebration of student success, Results indicated no action needed because student work met expectations. We have formed subcommittees to evaluate the entire program. We make changes to the curriculum according to findings. We plan a thorough evaluation to continue over the next 2 years.</p> <p>Course changes,</p>	CAPTE 2010; AQAD 2015
Exercise Physiology (BS)	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Supervisor or employer evaluation of student performance outside the classroom (Internship, clinical, practicum placements), Exit survey. Employer meeting/survey/interview about student learning outcome achievement, Student reflection. Student survey that contains self-reports of learning outcome achievement, practicum employer meeting	<p>Course instructor(s) assessed evidence from their own students, Ad hoc faculty group, Department chairperson, Program Director. Used a rubric or scoring guide, Used professional judgment (no rubric or scoring guide used), Compiled survey results, Used qualitative methods on interview, focus group, or open-ended response data. EP Program Curriculum committee decided what would be assessed, reviewed and made changes over time. Course instructor/coordinator based on agreement with Program Director decided Program curriculum committee Student learning outcomes are assessed.</p> <p>Both student learning outcomes and program outcomes were assessed. The approach taken was by survey</p>	<p>Assessment tool or procedure changes (SLOs revised, curriculum maps or rubrics created or altered, communications with faculty, course evaluation items or surveys created, etc.), Curriculum changes (new degree requirements or other structural changes beyond the course level, Personnel or resource allocation changes, Program policy changes, Student support/student experience changes, Celebration of student success. As indicated above. We plan to evaluate the effectiveness of changes at our year end faculty retreat and reassess.</p>	AQAD 2015

Public Health (MPH) <i>Dietics</i> <i>Epidemiology</i> <i>Gerontology</i> <i>Global Environ Sustainability & Health</i> <i>Healthcare Management</i> <i>Nutrition</i> <i>Population Health</i>	https://www.uml.edu/Health-Sciences/Public-Health/Programs-of-Study/masters/MPH.aspx	Thesis and oral defense	Course instructor(s) assessed evidence from their own students. Standing faculty committee, Department chairperson. Used professional judgment (no rubric or scoring guide used). Used competencies established by an outside accrediting body to revise curriculum in anticipation of submitting an application for accreditation in May 2018. Competencies of the accrediting body (Council on Education in Public Health (CEPH) were used to map the curriculum	Curriculum changes (new degree requirements or other structural changes beyond the course level, Other:.. Curriculum changes scheduled to go through the approval process this semester. Results will align the curriculum with CEPH competencies.	New Program Review 2017
Public Health (BS) <i>Community Hlth/Health Promo</i> <i>Environmental/Occupational Health</i> <i>Health Sciences</i>	https://www.uml.edu/Academics/Provost-Office/Student-Learning-Outcomes/Search/	Undergraduate curriculum has just undergone a major curriculum review in order to prepare for an application to an outside accrediting body being submitted in May 2018.	Standing faculty committee, Department chairperson. Used professional judgment (no rubric or scoring guide used). The undergraduate curriculum committee worked over a 2 year period to align the curriculum with the competencies outlines in the Council on Education in Public Health (CEPH). The curriculum was approved by the Faculty Senate in the fall, ELOs are currently being evaluated for several courses.	Curriculum changes (new degree requirements or other structural changes beyond the course level, Other:.. Used to enhance the curriculum to meet CEPH competencies.	AQAD 2013
Work Environment (SCD) <i>Epidemiology</i> <i>Hygiene</i> <i>Ergonomics</i> <i>Cleaner Prod/Poll Prev</i> <i>Policy</i>	Internally within the Department	Qualifying Exam and Dissertation with public defense	Department faculty collect/analyze student work to determine their level of achievement, investigate curriculum coherence annually.		AQAD 2015

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

(1)	(2)	(3)	(4)	(5)
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	Date and nature of next scheduled review.
College of Education				
Graduate Programs National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP)	2010 Accredit Both Initial and Advanced Preparation.	No issues identified	<ul style="list-style-type: none"> • MTEL Exam: state educator licensure • Alumni survey • Action research project • Case study/action plan • MA Preservice Performance Assessment • Mentor teacher survey • Employer survey 	2019-20 Comprehensive review <i>(Will not be sought.)</i>
College of Fine Arts, Humanities, and Social Sciences				
Art (BFA) National Association of Schools of Art and Design (NASAD)	2017 Accredit	• Completion and proper operation of ventilation system for Expanded Media Fabrication Lab	<ul style="list-style-type: none"> • Senior capstone • Juried exhibitions • Alumni survey 	2025-26 Comprehensive review
Music Graduate and Undergraduate Programs in Performance National Association of Schools of Music (NASM)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • Panel/jury evaluation each semester • Recitals with adjudication • Composition projects 	2023-24 Comprehensive review
Music Sound Recording Technology (BM) National Association of Schools of Music (NASM)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • Job placement rates • Alumni surveys 	2023-24 Comprehensive review
Music Sound Recording Technology (MM) National Association of Schools of Music (NASM)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • Job placement rates • Alumni surveys • Thesis or project 	2023-24 Comprehensive review
Music Business (BM) National Association of Schools of Music (NASM)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • Internship 	2023-24 Comprehensive review
Francis College of Engineering				
Biomedical Engineering and Biotechnology (PhD), Medical Physics Option Commission for Accreditation of Medical Physics Educational Programs (CAMPEP)	2015		<ul style="list-style-type: none"> • Qualifying comprehensive examination • Capstone project • GPA • Dissertation 	2020-21 Comprehensive review

Chemical, Civil, Computer, Electrical, Mechanical and Plastics Engineering (BSE) Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)	2013 Accredit	<ul style="list-style-type: none"> • Strengthen broad statement of program goals for students • Sufficient basic science requirements outside of engineering 	<ul style="list-style-type: none"> • Performance targets of 11 student outcomes • Capstone design portfolio • GPA outcomes • Graduating student exit survey • Individual course surveys • NCEES Fundamentals of Engineering (FE) exam • Employment rate • Alumni survey • Traditional faculty evaluations 	2018-19 Comprehensive review
Civil Eng Tech (BET), Electronic Eng Tech (BET) and Mechanical Eng Tech (BET) Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology (ABET)	2015 Accredit	<ul style="list-style-type: none"> • Resource the program sufficiently to ensure courses are offered with adequate frequency to ensure students timely progress to graduation 	<ul style="list-style-type: none"> • Projects • Laboratory performance • Laboratory reports • Oral presentations and/or exams that assess performance criteria for each outcome • Alumni and employer surveys 	2020-21 Comprehensive review
Kennedy College of Sciences				
Physics and Applied Physics, Radiological Sciences-Medical Physics (PhD) Commission for Accreditation of Medical Physics Educational Programs (CAMPEP)	2018 Accredit		<ul style="list-style-type: none"> • Qualifying comprehensive examination • Capstone project • GPA • Dissertation 	2022-23 Comprehensive review
Physics and Applied Physics, Medical Physics (MS) Commission for Accreditation of Medical Physics Educational Programs (CAMPEP)	2017 Accredit		<ul style="list-style-type: none"> • GPA • Thesis 	2022-23 Comprehensive review
Physics and Applied Physics, Radiological Sciences and Protection (MS) Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET)	2017 Accredit		<ul style="list-style-type: none"> • Thesis or project • Technical presentations • Laboratory reports • Internship • Course grades • Alumni surveys • Employer surveys 	2022-23 Comprehensive review
Physics and Applied Physics, Radiological Health Physics (BS) Commission for Accreditation of Medical Physics Educational Programs (CAMPEP)	2017 Accredit		<ul style="list-style-type: none"> • Laboratory reports • Capstone project • Internship • GPA • Exit interviews • Alumni surveys • Employer surveys 	2022-23 Comprehensive review

Manning School of Business				
All programs Association to Advance Collegiate Schools of Business, International (AACSB)	2014 Accredit	<ul style="list-style-type: none"> • Increase response rate on ETS field exam • Develop/implement assessment plan for MSA program • Clarify scholarship qualifications for faculty teaching in doctoral program 	<ul style="list-style-type: none"> • Exit surveys • Written case analysis • Exams • Presentations • Projects • Alumni survey • Graduate exit survey • E-portfolios 	2018-19 Comprehensive Review
Zuckerberg College of Health Sciences				
Clinical Lab Sciences (BS) National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2017 Accredit	<ul style="list-style-type: none"> • Use of outcomes measures for curriculum and program improvement, resource allocation • Change control for annual reporting practices 	<ul style="list-style-type: none"> • Student exit survey • Employer survey • National Credentialing Agency for Laboratory Personnel (NCA) exam • Alumni survey • Graduation rates • Job placement rates 	2021 Interim report 2026-27 Comprehensive review
Nursing (PHD) Commission for Collegiate Nursing Education (CCNE)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • Preceptor and clinical site evaluations • Overall and course GPA • Rubric evaluation of coursework • Student surveys • Alumni surveys 	2025-26 Comprehensive review
Nursing (DNP) Commission for Collegiate Nursing Education (CCNE)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • Preceptor and clinical site evaluations • Overall and course GPA • Rubric evaluation of coursework • Student surveys • Alumni surveys 	2025-26 Comprehensive review
Nursing (MS) Commission for Collegiate Nursing Education (CCNE)	2016 Accredit	No issues identified	<ul style="list-style-type: none"> • American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC) certification exam • Alumni surveys • Employer satisfaction surveys 	2025-26 Comprehensive review
Nursing (BS) Commission for Collegiate Nursing Education (CCNE)	2016 Accredit	<ul style="list-style-type: none"> • Implementation of articulated plan to improve NCLEX-RN results 	<ul style="list-style-type: none"> • National Council Licensure Examination for RNs (NCLEX-RN) • Alumni surveys • Employer satisfaction surveys 	2025-26 Comprehensive review

Physical Therapy (DPT) Commission on Accreditation of Physical Therapy Education (CAPTE)	2012 Accredited	<ul style="list-style-type: none"> • Sufficient administrative and technical support staff 	<ul style="list-style-type: none"> • National Physical Therapy Association licensure exam (NPTE) • Graduation rate • Graduating student surveys • Employment rate 	2020-21 Comprehensive review
Work Environment (MS) Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET)	2017 Accredited	<i>(Program no longer admitting new students.)</i>	<ul style="list-style-type: none"> • Graduating student exit surveys • Course survey forms • Alumni surveys • Faculty evaluation of student work • Course objectives evaluation form • Capstone portfolio evaluations • Job placement • Employer surveys • Certified Industrial Hygiene (CIH) Exam 	2022-23 Comprehensive review <i>(Will not be sought.)</i>