



UMass | Dartmouth

**Comprehensive Evaluation Self-Study
University of Massachusetts Dartmouth**



Prepared for the New England Commission of Higher Education

February 2020

Table of Contents

Institutional Characteristics

University Organization Chart

Table of CIHE Actions, Items of Special Attention or Concerns

Introduction and Institutional Overview i

Standards

Standard One: Mission and Purpose 1

Standard Two: Planning and Evaluation 3

Standard Three: Organization and Governance 7

Standard Four: The Academic Program 14

Standard Five: Students 29

Standard Six: Teaching, Learning, and Scholarship 42

Standard Seven: Institutional Resources 57

Standard Eight: Educational Effectiveness 72

Standard Nine: Integrity, Transparency, and Public Disclosure90

Appendices

Affirmation of Compliance

Financial Statements

E-Series-Student Achievement and Success

List of Workroom Documents

Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date February 10, 2020

1. Corporate name of institution: University of Massachusetts Dartmouth
2. Date institution was chartered or authorized: 1895
3. Date institution enrolled first students in degree programs: 1896
4. Date institution awarded first degrees: 1898
5. Type of control:

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church) _____

Proprietary

Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts Department of Higher Education

Bachelor of Arts

Bachelor Science

Bachelor of Fine Arts

Master of Arts

Master of Science

Master of Fine Arts

Master of Business Administration

Master of Art Education

Master of Arts in Teaching

Master of Public Policy

Doctor of Philosophy

Doctor of Education

Doctor of Nurse Practice

Juris Doctor

7. Level of postsecondary offering (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Less than one year of work | <input checked="" type="checkbox"/> First professional degree |
| <input type="checkbox"/> At least one but less than two years | <input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input checked="" type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input checked="" type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| <input type="checkbox"/> Associate degree granting program of at least two years | <input checked="" type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input checked="" type="checkbox"/> Four- or five-year baccalaureate degree granting program | <input checked="" type="checkbox"/> Other doctoral programs: EdD |
| | <input checked="" type="checkbox"/> Other (Specify) Undergraduate and post-baccalaureate certificates |

8. Type of undergraduate programs (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input checked="" type="checkbox"/> Professional |
| | <input checked="" type="checkbox"/> Other certificates |

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15 credit hours
 b) Graduate 9 credit hours
 c) Professional 15 credit hours

11. Student population:

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	5439	646	6085
Part-time student headcount	787	1025	1812
FTE	5663.2	1195.2	6858.4

- b) Number of students (headcount) in non-credit, short-term courses: 3

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Chemistry BS only	American Chemical Society (ACS)	1975	2019	2024
Bioengineering Civil Engineering Computer Engineering Electrical Engineering Mechanical Engineering BS only	Engineering Accreditation Commission of ABET (Accreditation Board for Engineering and Technology)	BNG-2011; CEN-1972; CPE-1984; ELE-1970; MNE-1972	2017	2023
Computer Science BS only	Computing Accreditation Commission of ABET (Accreditation Board for Engineering and Technology)	1988	2017	2023
Nursing (all levels excluding PhD)	Commission on Collegiate Nursing Education (CCNE)	2016 (previously under National League of Nursing- NLN)	2016	2026
Medical Laboratory Science, Clinical Option BS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	1985	2015	2020
Art + Design Art Education Art History Artisanry Fine Arts Visual Design	National Association of Schools of Arts and Design (NASAD)	1975	2015	2025
Master of Arts in Teaching Art Education Music Education	Commonwealth of Massachusetts Department of Elementary and Secondary Education (ESE)	1974	2017	2020
Accounting Finance General Business Administration Management Management Information Systems Marketing Operations Management Master of Business Administration Healthcare Management Technology Management	Association to Advance Collegiate Schools of Business International (AACSB International)	2000	2015	2020

Program	Agency	Accredited since	Last Reviewed	Next Review
Interior Architecture and Design, BS	Council for Interior Design Accreditation (CIDA)	2018	2018	2020
School of Law	American Bar Association (ABA)	2016	2016	2020

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
Star Store (New Bedford)	√	√	
School of Law (Dartmouth)	√		
School of Marine Science & Technology		√	
B. Out-of-state Locations			
None			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Economics	baccalaureate	100%	3.60
Economics – Healthcare Services Administration	baccalaureate	100%	10.47
English-Literature & Criticism	baccalaureate	100%	4.80
History	baccalaureate	100%	9.80
Political Science	baccalaureate	100%	20.60
Sociology and Anthropology	baccalaureate	100%	7.20

Public Policy	master's	100%	23.11
Educational Policy	post-baccalaureate certificate	100%	4.33
Environmental Policy	post-baccalaureate certificate	100%	8.33
Public Management	post-baccalaureate certificate	100%	11.00
Women's & Gender Studies	baccalaureate	100%	5.60
Women's & Gender Studies	certificate	100%	0.60
Liberal Arts	baccalaureate	100%	18.80
Public Administration	baccalaureate	100%	3.20
Accounting	baccalaureate	100%	50.20
Accounting	master's	100%	2.00
Finance	baccalaureate	100%	0.80
Accounting	post-baccalaureate certificate	100%	2.67
Finance	post-baccalaureate certificate	100%	0.00
Marketing	baccalaureate	100%	10.60
Management-Leadership	baccalaureate	100%	20.20
Operations Management-General	baccalaureate	100%	14.20
Management Information Systems – e-Commerce/Digital Business	baccalaureate	100%	0.00
Management Information Systems – Technology & Management	baccalaureate	100%	2.80
Healthcare Management	master's	100%	15.33
Technology Management	master's	100%	0.00
Business Foundation	post-baccalaureate certificate	100%	5.00
Business Analytics	post-baccalaureate certificate	100%	0.00
General Business Administration	baccalaureate	100%	39.60
International Business	post-baccalaureate certificate	100%	0.33
Master of Business Administration	master's	100%	113.67
Organizational Leadership	post-baccalaureate certificate	100%	4.33
Supply Chain Management	post-baccalaureate certificate	100%	0.00
Computer Science	master's	100%	9.33
Computer Science	post-baccalaureate certificate	100%	10.33
Medical Laboratory Science-Clinical	baccalaureate	100%	0.00
Nursing (RN transfer track)	baccalaureate	100%	54.20
Nursing-Global Public Health	master's	100%	9.67
Nursing-Nursing and Healthcare Education	master's	100%	15.56

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

The University of Massachusetts Dartmouth traces its roots to 1895, when the state legislature chartered the New Bedford Textile School (1895-1947) and the Bradford Durfee Textile School (1895-1946) in Fall River. By the middle of the twentieth century, the two schools became the New Bedford Institute of Technology (1947-1962) and in Fall River, the Bradford Durfee Technical Institute (1946-1957), which then became the Bradford Durfee College of Technology (1957-1962). These early institutions educated engineers, health care workers, teachers, and business leaders. In 1962, the state legislature created Southeastern Massachusetts Technological Institute (SMTI) by merging these Fall River and New Bedford institutions. With a clear public demand for a comprehensive university, SMTI became Southeastern Massachusetts University (SMU) in 1969. The University continued to grow through the 1970s, when its first residence halls were constructed, and through the 1980s, as research and studio facilities came into being. In 1991, a new University of Massachusetts structure combined the Amherst, Boston, and Worcester campuses with Southeastern Massachusetts University and the University of Lowell (now UMass Lowell).

The University of Massachusetts Dartmouth provides an active learning and living environment for students to become informed and productive global citizens. Undergraduate students choose among 92 fields of study with 58 majors, 59 minors, and 10 certificates; there are 16 doctoral programs, 34 master's programs, 36 graduate certificates, and the Juris Doctor program. This diverse array of high-impact educational opportunities for full and part-time students, offered on-site and online, meets the career and personal needs and aspirations of students while engaging students and faculty with local, national, and global perspectives.

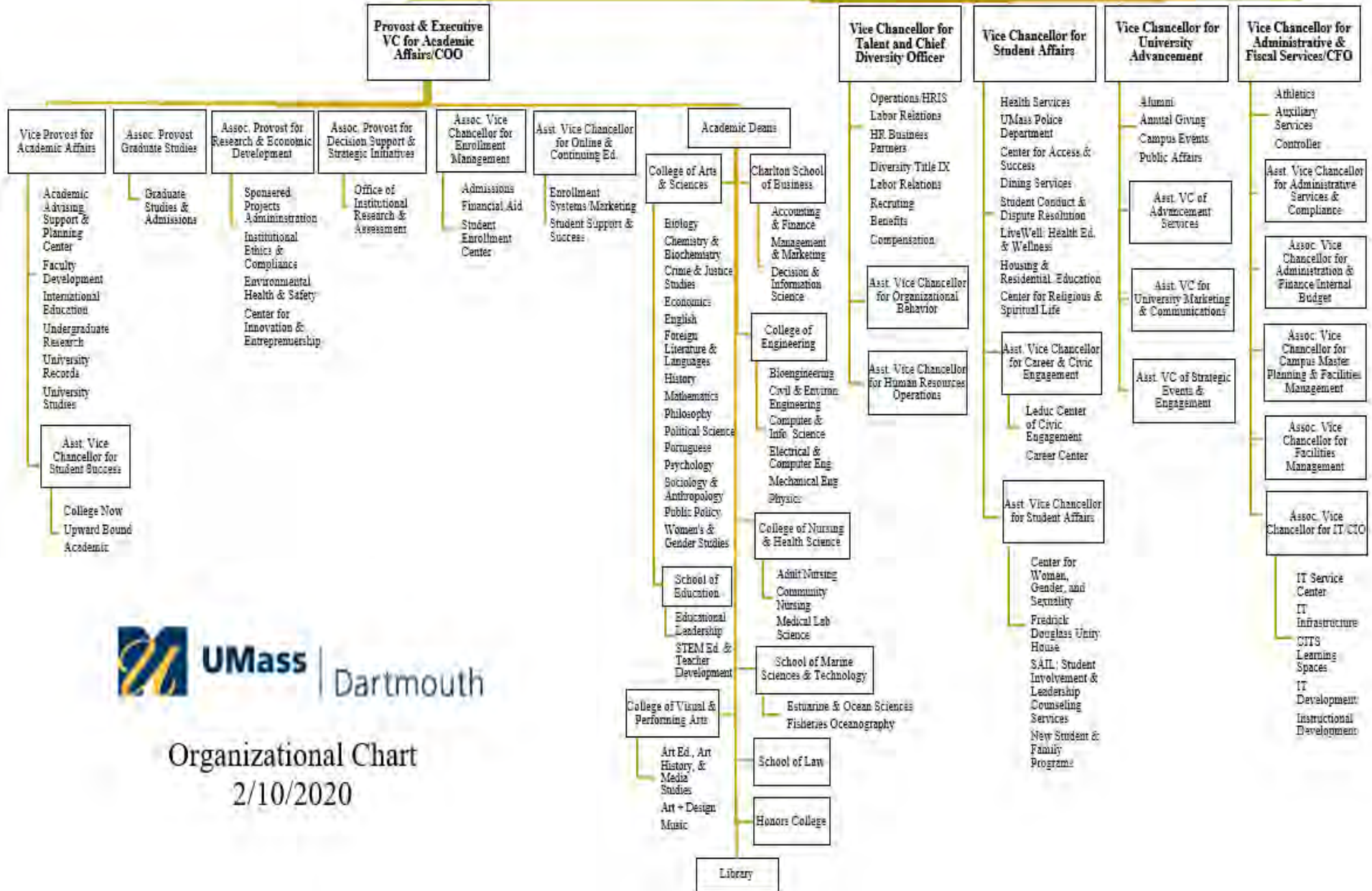
UMass Dartmouth has experienced numerous institutional shifts and changes since its last full accreditation review. In 2011, the Chancellor who had led the institution for 12 years retired; subsequently, two Chancellors served--one for three and one-half years and another for a one and one-half year interim appointment. Dr. Robert E. Johnson, was appointed as Chancellor in July 2017, bringing extensive leadership and entrepreneurial expertise and focusing on innovation, academic excellence, and the transformative power of higher education. Dr. Mohammad Karim joined the institution as Provost and Executive Vice Chancellor for Academic Affairs and Chief Operating Officer in July 2013. He too brought wide-ranging leadership experience and has overseen the University's achievement of Doctoral Research University status and numerous other strategic initiatives. Together, their leadership provides a solid foundation for institutional progress.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Robert J. Manning	Chairman	2017
President/CEO	Robert E. Johnson	Chancellor	2017
Executive Vice President	Mohammad Karim	Provost & Executive Vice Chancellor for Academic Affairs/Chief Operating Officer	2013
Chief Academic Officer	Mohammad Karim	Provost & Executive Vice Chancellor for Academic Affairs/Chief Operating Officer	2013
Deans of Schools and Colleges	Pauline Entin	Dean, College of Arts & Sciences	2018
Deans of Schools and Colleges	Kathryn Carter	Interim Dean, Charlton College of Business	2017
Deans of Schools and Colleges	Jean VanderGheynst	Dean, College of Engineering	2018
Deans of Schools and Colleges	Kimberly Christopher	Dean, College of Nursing & Health Sciences	2014
Deans of Schools and Colleges	A. Lawrence Jenkins	Dean, College of Visual & Performing Arts	2019
Deans of Schools and Colleges	Steven Lohrenz	Dean, School for Marine Science and Technology (SMAST)	2011
Deans of Schools and Colleges	Eric Mitnick	Dean, School of Law	2017
Chief Financial Officer	David Gingerella	Vice Chancellor for Administration & Finance/Chief Financial Officer	2019
Chief Student Services Officer	Shannon Finning	Vice Chancellor for Student Affairs	2018
Planning	Ramprasad Balasubramanian	Associate Provost for Decision Support & Strategic Initiatives	2018
Institutional Research	Tammy A. Silva	Director, Institutional Research and Assessment	2006

Function or Office	Name	Exact Title	Year of Appointment
Assessment	Tammy A. Silva	Director, Institutional Research and Assessment	2006
Development	Dean Hickey	Interim Vice Chancellor for University Advancement	2019
Library	Dawn Gross	Interim Dean, Library	2019
Chief Information Officer	Holger Dippel	Associate Vice Chancellor for Information Technology/CIO	2016
Continuing Education	David Pedro	Assistant Vice Chancellor for Online & Continuing Education	2018
Grants/Research	Alex Fowler	Associate Provost for Research & Economic Development	2017
Admissions	Hanan Khamis	Director, Admissions	2016
Admissions	Scott Webster	Director, Graduate Studies and Admissions	2007
Admissions	Craig Elkins	Director, College Now/START Program	2016
Registrar	Audra Callahan	University Registrar, University Records	2016
Financial Aid	Korinne Peterson	Director, Financial Aid	2016
Public Relations	Ryan Merrill	Public Affairs Specialist	2017
Alumni Association	Ellen Caccia	Assistant Vice Chancellor for Strategic Events and Engagement	2019
Enrollment Management	Robert Andrea	Associate Vice Chancellor for Enrollment Management	2018
Undergraduate Programs	Magali Carrera	Vice Provost for Academic Affairs	2012
Graduate Programs	Tesfay Meressi	Associate Provost for Graduate Studies	2014
Human Resources/Diversity	Mark Preble	Vice Chancellor for Talent and Chief Diversity Officer	2019

Chancellor



Organizational Chart
2/10/2020

TABLE OF NECHE ACTIONS

Date of Commission Letter	Detailed Actions, Item of Special Attention or Concerns	Self-study NEASC 2015 Standards cited in Letter	Self-study NECHE 2016 Standards: page number
April 2, 2015	Achieving its goal to secure classification as a Doctoral Research University, with attention to faculty working conditions	Standard 1.1 Standard 5.3 Standard 5.6	Standard 4, p. 22 Standard 4, p. 24-25 Standard 6, pp. 43-47 Standard 6, pp. 49-51
	Attaining American Bar Association (ABA) accreditation for the Law School	Standard 1.1	Standard 4, p. 22 Standard 5, p. 32
	Maintaining financial stability with emphasis on the diversification of revenue	Standard 9.2 Standard 9.3	Standard 7, pp. 59-66
	Continuing to strengthen its culture of assessment with emphasis on implementing evaluating the effectiveness of its plans to increase student access and success	Standard 2.4 Standard 4.48 Standard 4.49	Standard 2, pp. 4-5 Standard 4, pp. 14, 23 Standard 6, pp. 50-55 Standard 8, pp. 72-89
	Adopting the Faculty Senate Constitution	Standard 3.9	Standard 3, pp. 11-12
April 10, 2019	Substantive Change: Dual PhD program: UMassD/ Universidade de São Paulo Instituto Oceanográfico		Standard 4, pp. 23-24
July 8, 2019	Substantive Change: UMassD/Shorelight		Standard 4, p. 24

Introduction

University of Massachusetts Dartmouth's NECHE 2020 Self-study reflects on the institution's changing profile over the past ten years. The goals of this report were to assess the University's achievements and challenges relative to its Mission and Vision, identify and address areas needing improvement, and envision future aspirations. In addition to outlining the institution's self-evaluation process, this introduction also describes areas of focus that the institution was asked to address since the 2015 Interim Report in preparation for the UMass Dartmouth's 2020 NEASC/NECHE reaccreditation.

With the institution's continuing evolution, broad representation of the campus community in the preparation of the self-study was fundamental for success. UMass Dartmouth's NECHE reaccreditation process began in January 2017 with the development of three levels of organizational structure. The first level, the NECHE Self-Study Core Team, consisted of the Provost and Executive Vice Chancellor for Academic Affairs, the Vice Provost for Academic Affairs, the Associate Provost for Decision Support and Strategic Initiatives, the Associate Dean of the College of Arts and Science, the Director of Institutional Research and Assessment, the Director of General Education, and the Lead Editor. This group oversaw the reaccreditation effort, reviewing the 2010 Self-Study and the 2015 Interim Fifth-year Report and other evaluation documents and developing a plan with a two-year timeline for the 2020 self-study process. The Core Team also considered nominations for co-chairs and committee members from the Faculty Senate, staff, administrators, and the Student Senate.

In spring 2017, the Provost appointed the co-chairs of each standard, constituting the second organizational level. The co-chairs for each standard and Online Education consisted of an administrator and faculty member who led the development of draft reports. Because Standards Four and Five address distinct topics, Undergraduate/Graduate programs and Admissions Student Services and Co-Curricular Experiences, respectively, separate co-chairs and committees were established to bring appropriate focus and expertise to each of these areas. Committee members of 5 to 7 individuals were also appointed and represented all segments of the UMass Dartmouth community; these committees comprised the third level of the self-study structure. During this organizational phase, the Director of Institutional Research and Assessment prepared a plan for gathering data, completing required initial Data First forms, disseminating data, and providing assistance to each committee. The Core Committee members, with the exception of the Provost, were assigned as liaisons with one or two committees to monitor progress, address any questions, and provide broad editing and feedback on the drafts report.

In May of 2017, the Provost and Core Team met with standards' co-chairs to initiate University of Massachusetts Dartmouth's Comprehensive Self-study process. The Provost discussed the self-study goals and expectations with the group. Co-chairs were also provided with information about the review processes, a timetable for draft production, and preliminary Data First information for the specific standard. A copy of the Fifth-year Interim Report was made available as well. The formal launch of the self-study process occurred in September 2017, with academic year 2017-2018 designated for data gathering and assessment. Academic year 2018-2019 was designated for writing and revision of the self-study drafts. The first draft reports for each standard were completed in December 2018 and the Editor developed integrated narratives that were reviewed with the Core Team as well as co-chairs and committees.

In May 2019, a preliminary draft was posted on an internal portal and all faculty and staff were invited to comment by the Provost. This feedback was incorporated into a second self-study draft that was posted in September 2019 for comment by faculty, staff, and students. This draft was also provided to Carol Anderson, Vice President, NECHE, and Dr. Rodney Rogers, Chair of the NECHE Review Team, both of whom provided important feedback and comments. All comments were incorporated into the next draft.

From fall 2017 through fall 2019, the Provost regularly presented summaries of the status of the self-study report at the Faculty Senate's monthly meetings, the Management Council, consisting of senior administrations, and the Leadership Council, which included representatives from all segments of the University. In late January 2020, the 2020 NECHE self-study report was submitted for final review by the Chancellor and Provost. The report was then prepared for submission to members of the visiting team and NECHE Staff. The Self-study was posted on the campus' intranet and a public notification of the institution's Comprehensive Evaluation will be posted in the local newspaper, the campus newspaper, UMassD website, and a press release on February 17, 2020.

The Fifth-year Interim Report responded to concerns raised by the Commission in its letters of November 2010, May 2013, and January 2014, addressed standards, and included a reflective essay on student learning and success. NEASC confirmed a 10-year comprehensive evaluation for spring 2020, requesting that in addition to the information included in all self-studies, 2020 comprehensive evaluation give emphasis to the institution's success in:

- achieving its goal to secure classification as a Doctoral Research University, with attention to faculty working conditions;
- attaining American Bar Association (ABA) accreditation for the School of Law;
- maintaining financial stability, with emphasis on the diversification of revenue;
- continuing to strengthen its culture of assessment, with emphasis on implementing and evaluating the effectiveness of its plans to increase student access and success; and
- adopting the Faculty Senate Constitution.

Over the past ten years, the University of Massachusetts Dartmouth has engaged in substantive efforts to address these areas of focus and strengthen its processes and policies related to institutional effectiveness. This commitment and a thorough and broadly participatory self-study process demonstrate the University's continuing progress toward systematic assessment, quality assurance, and institutional improvement.

NECHE Self-study Team Members

Core Team

Mohammad Karim, Provost and Executive Vice Chancellor for Academic Affairs
Ramprasad Balasubramanian, Associate Provost, Decision Support & Strategic Initiatives
Magali Carrera, Vice Provost-Academic Affairs
Karen Dixon, Lead Editor
Douglas Roscoe, Professor, Political Science; Director, General Education
Amy Shapiro, Associate Dean, College of Arts and Sciences
Tammy A. Silva, Director, Office of Institutional Research and Assessment

Committee Co-Chairs

Standard One

Amy Shapiro, Associate Dean, College of Arts and Sciences
Kristen Sethares, Professor, Adult Nursing

Standard Two

Alex Fowler, Associate Provost-Research and Economic Development
Steven Cadrin, Professor/Chair, SMAST/Fisheries Oceanography

Standard Three

Ramprasad Balasubramanian, Associate Provost, Decision Support & Strategic Initiatives
Douglas Roscoe, Professor, Political Science; Director, General Education

Standard Four: Undergraduate

Magali Carrera, Vice Provost-Academic Affairs
Sarah Cosgrove, Professor/Chair, Economics

Standard Four: Graduate

Tesfay Meressi, Associate Provost for Graduate Studies
Chad McGuire, Professor/Chair, Public Policy

Standard Five: Admissions

Robert K. Andrea, Jr., Associate Vice Chancellor, Enrollment Management
Christopher Papenhausen, Professor, Management/Marketing

Standard Five: Students

Shannon Finning, Vice Chancellor, Student Affairs
Robert Darst, Associate Professor, Political Science

Standard Six

Kimberly Christopher, Dean, College of Nursing and Health Sciences
Thomas Stubblefield, Professor, Art History

Standard Seven

David Gingerella, Vice Chancellor for Administration and Finance
Kathryn Carter, Interim Dean, Charlton College of Business
Jia Wu, Associate Professor/Chair, Accounting and Finance

Standard Eight

Raymond Laoulache, Associate Dean, College of Engineering
Shari Evans, Associate Professor, English and Communication

Standard Nine

Dawn Gross, Interim Dean, Claire T. Carney Library
Ricardo Rosa, Associate Professor, Public Policy

Online Education

Shannon Jenkins, Professor, Political Science
David Pedro, Assistant Vice Chancellor, Online and Continuing Education

Institutional Overview

The University of Massachusetts Dartmouth traces its roots to 1895, when the state legislature chartered the New Bedford Textile School (1895-1947) and the Bradford Durfee Textile School (1895-1946) in Fall River. By the middle of the twentieth century, the two schools became the New Bedford Institute of Technology (1947-1962), and in Fall River, the Bradford Durfee Technical Institute (1946-1957) became the Bradford Durfee College of Technology (1957-1962). These early institutions educated engineers, health care workers, teachers, and business leaders. In 1962, the state legislature created Southeastern Massachusetts Technological Institute (SMTI) by merging these Fall River and New Bedford institutions. With a clear public demand for a comprehensive university, SMTI became Southeastern Massachusetts University (SMU) in 1969. The University continued to grow through the 1970s, when its first residence halls were constructed, and through the 1980s, as research and studio facilities came into being. In 1991, a new University of Massachusetts structure combined the Amherst, Boston, and Worcester campuses with Southeastern Massachusetts University and the University of Lowell (now UMass Lowell).

The University of Massachusetts Dartmouth provides an active learning and living environment for students to become informed and productive global citizens. Undergraduate students choose among 92 fields of study with 58 majors, 59 minors, and 10 certificates; there are 13 doctoral programs, 34 master's programs, 36 graduate certificates, and the Juris Doctor program. This diverse array of high-impact educational opportunities for full and part-time students, offered on-site and online, meets the career and personal needs and aspirations of students, while engaging students and faculty with local, national, and global perspectives.

UMass Dartmouth has experienced numerous institutional shifts and changes since its last full accreditation review. In 2011, the Chancellor who had led the institution for 12 years retired; subsequently, two Chancellors served--one for three and one-half years and another for a one and one-half year interim appointment. Dr. Robert E. Johnson was appointed as Chancellor in July 2017, bringing extensive leadership and entrepreneurial expertise, and focusing on innovation, academic excellence, and the transformative power of higher education. Dr. Mohammad Karim joined the institution as Provost and Executive Vice Chancellor for Academic and Student Affairs and Chief Operating Officer in July 2013. He too brought wide-ranging leadership experience and has overseen the University's achievement of Doctoral Research University status and numerous other strategic initiatives. Together, their leadership provides a solid foundation for institutional progress.

UMassDTransform2020, the strategic plan initiated in 2013, aligns with the University's Mission and serves as a guide to academics, research, and community. The annual assessment of the plan's goals documents accomplishment and progress across several areas. These include emphasis on and expansion of high impact research activities, including attainment of Doctoral Research University designation and creation of new doctoral and master's programs, as well as interdisciplinary baccalaureate programs; improved fiscal stability and budgeting, business and master planning; increased student participation in high impact practices including research, internships, experiential learning, and service-learning; decreased reliance on part-time faculty; use of data analytics in recruitment, retention, and student support initiatives; infrastructure improvements; increases in external grants and awards, and community engagement through

partnerships, collaborations, and cultural enrichment activities. Description and appraisal of these achievements are considered throughout the Self-study.

As academic year 2019-2020 has unfolded, the Chancellor and Provost used the results of the *UMassDTransform2020* assessment to spearhead a new strategic planning initiative. *FutureFocused2025* prioritizes the Future of Learning, the Future of Discovery, and the Future of Community. The new strategic plan builds on the outcomes described above and it is intended to address two significant challenges—declining enrollment and declining revenue—due to the national trend of decreasing numbers of high school students. Consequently, the University is aligning its priorities of educating learners, generation and dissemination of knowledge, and community engagement with an appropriate and sustainable financial plan.

Each priority is being developed by a team of faculty members, students, staff, and administrators. The teams are focused on gathering reports and analyzing data to identify strategic priorities and the financial resources necessary to support them. As part of the process, the University will assess its Mission, Vision, and Values to enhance its standing as a globally recognized research institution that is distinctive, engaged, and sustainable in an array of areas, including academic, infrastructure, and fiscal sustainability. The timeline calls for drafts of the plan to be shared with the campus community in late spring 2020.

An unanticipated event was the transfer of 222 students to UMass Dartmouth from Mount Ida College, which had abruptly closed in May 2018. The University worked with the Massachusetts Department of Higher Education, Mount Ida staff, UMass Dartmouth faculty, and support services to design individualized teach-out plans that transferred students into appropriate degrees. For students who transferred from Interior Architecture Design (IAD) and Fashion Design, the College of Visual and Performing Arts developed new curricular plans and offerings, supported by Mt. Ida faculty hired by the University. Fashion Design is now an approved concentration in the BFA in Art + Design. Interior Architecture Design is an approved new degree and is the only accredited IAD program at a public institution in New England.

There are also several key changes that demonstrate successful accomplishment of the areas of emphasis in the Commission's response to the 2015 Interim Report. Foremost among these is the designation of UMass Dartmouth as a Doctoral Research University in February 2016. The designation resulted from the continuous efforts of the University to increase its level of research and scholarship activity, expand its graduate offerings at both the doctoral and master's level, increase production of research-based PhD degrees, and increase expenditures to support research and graduate education. Overall, graduate enrollment has increased by 4% over the last ten years, while enrollment in our doctoral programs rose from 446 in 2010 to 543 in 2019. The production of research-based PhD degrees has increased from 3 graduates in 2010 to 29 graduates in 2019. Expenditures to support research and graduate education have also been significantly increased. Research expenditures have remained at about \$26M per year. Significant investment was made to improve the research infrastructure by renovating and expanding research laboratories, as well as supporting intramural grant programs. The newly renovated research laboratories are expected to enhance interdisciplinary research activity and better position the faculty as they compete for external research funding.

Another significant achievement is the accreditation of the University of Massachusetts School of Law Dartmouth. The Council of the Section of Legal Education and Admissions to the Bar of

the American Bar Association awarded full accreditation to the School of Law in December 2016. The School of Law currently boasts a first-time bar exam pass rate of 80%, a job placement rate of 80%, and is first in New England for public service jobs. See Standard 8 for additional information on the success of graduates.

Since the 2010 self-study and the 2015 Interim Report, UMass Dartmouth targeted substantial resources to strengthen the culture of assessment across the University and focused its efforts on student success. In 2012, the University appointed an Assistant Vice Chancellor for Student Success to align student success efforts and implement data-focused assessment of retention/persistence activities using enterprise software platforms. The institution also expanded use of the Mid-Semester Progress Indicator early alert system accessed through the student information system, which tracks the progress of students in their courses. The University has further intensified the use of data for decision making through the appointment of the Associate Provost for Decision Support and Strategic Initiatives, who assures accurate and timely data for administrators, deans, and staff.

The University reached a milestone in shared governance in 2014 when the Senate Constitution was ratified by the faculty. Approval by the Board of Trustees was issued in 2017, following amendments that distinguish By-Laws from the Constitution itself. The Senate provisions were removed from the 2017-2020 *Faculty Federation Agreement* and replaced with language that establishes a Senate and includes the freestanding Constitution and By-Laws through incorporation. The Faculty Senate and the administration have a positive working relationship.

The effectiveness of shared governance under this model is illustrated by the recent establishment of the Honors College. The Faculty Senate's Honors Committee developed a proposal for the College, which was built on the foundation of the previous Honors Program that provides students with a challenging curriculum and innovative learning environment, as well as fosters a spirit of regional, national, and global community responsibility. The first cohort will enter in the fall 2020 semester, and students in the current Honors Program will transition into the College. The Honors College will attract academically talented and ambitious students, providing them with an affordable and exceptional education.

The University has also addressed the Commission's comments regarding retention of high-quality faculty. As it has worked to expand graduate programs, research, and scholarship in its achievement of Doctoral Research University designation, the University has provided support to retain faculty. Support measures include the awarding of competitive start-up packages, seed grant funds, support for collaborative/interdisciplinary research, support for graduate student research, support for publication of research and scholarly writing, travel grants, public service grant awards, and sabbatical awards. For example, in the College of Arts and Sciences in academic year 2019-2020, these awards totaled more than \$532,000, with the Provost's Office contributing nearly \$219,000. The other colleges and schools received similar resources as well. Research infrastructure improvements also support faculty in their work and contribute to creating a community of scholars and researchers. There are still improvements to be made in recruiting and retaining diverse faculty and staff, however, substantial progress has been made.

The University has strengthened its fiscal stability, worked to diversify its revenue stream, and implemented cost-savings measures. As detailed in Standard Seven, from FY2015-FY2019, overall revenue grew by 11.6%, with average growth of 3.76% each year. Although operating

expenses also grew by 3.17% each year, the University aligned its expenses with actual revenue, so that operating margin exceeded budgeted operating margin in each of the last five years, with a minimum of 1% in FY2018 and a maximum of 3.4% in FY2017. Plans are in place to ensure that the actual operating margin again exceeds the budgeted operating margin of 0.7% in FY2020 and that the institution reaches an operating margin of 2.0% by FY2023. Revenue sources include state appropriations, student tuitions and fees, overhead from grants and contracts, Online and Continuing Education, and revenue from auxiliary services such as dining and housing.

While the self-study process documents the University's significant accomplishments, it has also brought to light areas that need improvement. For example, great strides have been made in the assessment of student learning outcomes in academic programs and University Studies; however, the University is taking steps to assist academic and co-curricular programs and departments that need support in assessment planning. Although resources for faculty teaching and learning, as well as research and scholarship, have increased, there is a need to better understand and assess faculty retention issues. Review of syllabi for compliance with the Federal Credit Hours requirements indicated a need to collaborate with the Faculty Senate to develop a plan to assure that all syllabi content demonstrate compliance. As part of the Student Affairs' strategic plan to improve its planning and evaluation processes, each of the 17 units in the Division will participate in a program review over the next five years and every five years thereafter.

Changing demographics in the high school-age population in the New England region have reversed growth trends. Cognizant of the implications of this trend, the University is adapting preemptively and proactively to meet evolving challenges in enrollment, retention, and revenue generation by aligning institutional priorities with appropriate and sustainable resources and financial planning.

Comprehensive steps have been taken to improve enrollment. Examples include the review of admission marketing strategies and increase in use of social media with calibrated coordination through weekly meetings of Admissions and University Marketing. Technological strategies for prospective student engagement, including more effective use of the TargetX CRM to support communication and outreach to a broader audience, and incorporation of Tableau and HelioCampus analytics, have enhanced data-driven decision-making. Recruitment activities increased focus on expansion of out-of-state enrollment and Financial Aid Services implemented new awarding strategies, as well as improved its efficiency in making awards earlier in the admissions process. Additionally, students admitted for fall 2020 will have a new living/learning first-year residence and dining facility that will include classrooms, multimedia and study lounges, computer learning commons, and recreation spaces.

To address student retention and success, the institution has also expanded the number of college-based professional advisors to better support students. A retention platform, an in-house student risk-management tool, is being deployed across the campus. This system enables advisors to have a detailed view of the student's academic standing and progress towards degree completion. It visualizes a student's academic performance by term and has enhanced notes and case-management functionalities.

Student Success staff, the Bursar, and Financial Aid continually monitor past due balances, which impact student progression and institutional revenue. Students routinely participate in

financial counseling, are informed of financial resources, and payment plans are established. For example, the University also established two new awards, FinishLine and HomeStretch, to financially assist seniors in good academic standing to enable them to complete their degrees.

Recognizing the institution's obligation to carefully steward taxpayer and student investments, the University has been working aggressively to reduce administrative expenses while continuing to provide high-quality programs, services, and facilities. Focused on the University's Mission and future success, over recent years, comprehensive University rightsizing was initiated to optimize institutional resources. Examples are summarized below.

The campus strategically aligned resources to match needs through budget monitoring that is supported by an aggressive plan to control operation costs and to minimize their negative impact on the operating budget. Budget allocations to divisions and departments are based on actual expense and changing college enrollments, as well as a strategy through the Provost's Office to support growth and strategic initiatives through re-allocation of resources. Payroll, accounts payable, and procurement functions have been centralized at the UMass System level.

The institution has implemented specific faculty and staff cost containment strategies. In 2014, faculty replacement and recruitment became carefully aligned with enrollment fluctuations and shifts. Only vacant staff positions that are critical to the University's mission and/or increase revenue are filled. In December 2019, the University implemented a cost-reduction initiative in the form of a Voluntary Separation Incentive Program (VSIP), which provides a one-time cash incentive to benefited faculty and staff who voluntarily terminate their employment at the University. The institution will eliminate more than \$5 million dollars from its current payroll by FY21, part of which will be used to make strategic hiring and other decisions.

The Chancellor has kept the campus community informed of these concerns and initiatives through Cabinet, Management Council, and Town Hall meetings that are open to all members of the campus. The Chancellor also offered numerous discussion opportunities to the campus, including Coffee with the Chancellor, Chancellor's Chats, and open office hours.

In summary, the University of Massachusetts Dartmouth has achieved Doctoral Research University designation, attained ABA accreditation, maintained fiscal stability, strengthened institutional assessment practices, and implemented a Faculty Senate Constitution. At the same time, the University is future focused in its efforts to improve student success, support robust and productive research activities, and carefully monitor its resources.

Standard One: Mission and Purposes

Description

The mission statement of UMass Dartmouth is: UMass Dartmouth distinguishes itself as a vibrant, public research university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. It serves as an intellectual catalyst for economic, social, and cultural transformation on a global, national, and regional scale. The vision is: UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community engagement.

The mission statement of UMass Dartmouth was first created in 1991 when Southeastern Massachusetts University became part of the University of Massachusetts System. The mission was subsequently updated in 2000, and again in 2008, when a vision statement was also added. The most recent full revision was conducted in 2013. To ensure the plan emerged neither from the top-down nor the bottom-up, a Strategic Planning Committee, comprised of representative students, faculty, administrators, and community stakeholders was established. The group gathered input from working groups across campus, and colleges and schools engaged in collaborative planning that included department-level aspirations. The resulting strategic plan, *UMassDTransform2020* (See workroom) was reviewed and vetted by the campus community, including senior leadership and many leaders in the external community. Following a public Town Meeting presentation and subsequent period for comment, the mission statement and final plan were approved by the UMass Board of Trustees in late spring 2014. That plan contains the current mission and vision and a list of five strategic goals, each with measurable outcomes, embodying five cross-cutting themes. The goals were updated in a 2018 revision.

Appraisal

The mission statement concisely and accurately delineates the University's character and services, and together with the vision statement, provides direction for University activities and growth. The efficacy of the mission and vision statement in guiding the strategic direction of the University is evaluated based on the scope of its use to determine campus activities and in five clearly articulated goals. Based on the 2018 update, the mission, vision, and strategic goals are used when determining the direction of the University. For example, a number of high impact undergraduate and graduate programs have been created to meet current societal needs, such as the BS in Data Science and BA degrees in Health and Society and Public Administration, the Healthcare Services Administration concentration in the BA in Economics, BS in Interior Architecture and Design, and the PhD in Integrative Biology. Several of the programs are offered in online and blended formats, thus increasing student access to the University. In addition, each time a degree program is recommended for development, a reaffirmation of alignment with the mission and vision of the University is a requirement of the approval review process. The mission and vision statements are included in the University's [undergraduate and graduate catalogs](#) and are found on the institution's website, on the sites of the colleges/schools and research centers, and in materials distributed by the Admissions Offices. The mission statement's relevance is periodically reviewed within the context of the annual updates to the strategic plan.

The University endeavors to enhance the communities it serves, both regionally and globally, through collaborations, partnerships, and community engagement. In the School for Marine Science and Technology, for example, nationally funded studies of coastal issues of importance to local communities include effects of climate change and protection of coastal watershed areas. The institution's global presence is felt in research partnerships with India to explore ocean effects, and with the Azores to examine health concerns of deportees. In addition, teacher preparation programs and faculty engaged research that enhances the educational practices in local K-12 education continues. Finally, students at all levels are participating in service learning activities that positively impact our communities, with 71% of the graduating class in 2019 participated in service learning.

Challenges inherent in meeting goals are linked to uncertain funding levels. Although there is a campus master plan, the implementation of it is dependent on outside revenue from the state. Also, accurate financial projection requires a stable endowment stream flowing from annual giving from a number of sources. A recent reorganization of the Advancement Office was aimed at achieving this goal. In addition, the national trend toward declining undergraduate enrollments highlights the need for the University not only to recruit and retain traditional students, but also to consider new populations of students to meet enrollment targets. These recent challenges have all been identified in the 2018 review.

In September of 2016, the University was classified as a Doctoral University: High Research Activity by Carnegie Classification of Institutions of Higher Education, thus reaching one of the *UMassDTransform2020* goals to achieve Doctoral Research University classification. In April 2018, Chancellor Johnson articulated his vision for the University entitled [Inventing Our Future](#), based on his conversations with campus and community members. From these conversations and his initial assessment of the University, he identified both strengths and challenges. Areas of strategic focus include innovation in academic programming, enhancing the research infrastructure, creating a strategic enrollment process, building a stable financial model, building a national reputation, building a culture of philanthropy, building campus pride, encouraging economic development, and addressing infrastructure challenges. As a result of the Chancellor's assessment, a planning team was tasked with reviewing the current *UMassDTransform2020* goals and beginning the strategic planning process for the next five years.

In academic year 2018-19, the University initiated the development of a new strategic plan, *FutureFocused2025*. Resulting in part from his listening tours, the campus master plan, and the NECHE accreditation process, Chancellor Johnson identified key priorities for the next five years, including improving the student experience and student outcomes, creating an environment for faculty to develop in their roles as teachers and researchers, and investing in regional economic and workforce development on the Southcoast of Massachusetts.

Projection

Led by the Provost, a review of the UMass Dartmouth mission statement will be undertaken as part of the new strategic plan process to be completed AY2020-2021.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.umassd.edu/about/mission-and-vision/	2014

Mission Statement published	Website location	Print Publication
Institution Website	https://www.umassd.edu/about/mission-and-vision/	Web distribution
Law Website	http://www.umassd.edu/law/about/mission/	Web distribution
Catalogue	https://catalog.umassd.edu/content.php?catoid=62&navoid=5030	Catalog
Catalogue	https://catalog.umassd.edu/content.php?catoid=64&navoid=5316	Graduate Catalog

Related statements	Website location	Print Publication
Institutional Vision Statement	https://www.umassd.edu/about/mission-and-vision/ https://catalog.umassd.edu/content.php?catoid=62&navoid=5030 https://catalog.umassd.edu/content.php?catoid=64&navoid=5316	Web distribution
Chancellor Welcome & Statements	http://www.umassd.edu/chancellor/	Web distribution
UMassD'Transform2020: Plan and Results	https://issuu.com/umdpublishations/docs/umassd-transform2020?e=1227777/41346926 https://www.umassd.edu/media/umassdartmouth/provost/UMassD'Transform2020_2015-2019_01.22.20.pdf	Web distribution
UMass System	http://www.massachusetts.edu/about-umass/overview	Web distribution
College of Arts and Sciences: Mission, Vision and Values	https://www.umassd.edu/cas/about/mission--strategic-goals/	Web distribution
College of Engineering: Mission and Strategic Goals	http://www.umassd.edu/engineering/about/missionandgoals/	Web distribution
College of Nursing: Mission, Vision and Core Values	http://www.umassd.edu/nursing/about/missionstatement/	Web distribution
College of Visual and Performing Arts: Mission	http://www.umassd.edu/cvpa/about/mission/	Web distribution
School of Law: Mission and Core Values	http://www.umassd.edu/law/about/mission/	Web distribution
Commitment to Student Learning	https://www.umassd.edu/universitystudies/umassdcommitment/	Web distribution
Leduc Center for Civic Engagement	https://www.umassd.edu/leduc-center/about/	Web distribution

Please enter any explanatory notes in the box below

Mission Statement
UMass Dartmouth distinguishes itself as a vibrant, public research university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. The University serves as an intellectual catalyst for economic, social, and cultural transformation on a global, national, and regional scale.

Vision Statement
UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community engagement.

Standard Two: Planning and Evaluation

Planning

Description

Planning and evaluation at UMass Dartmouth are ongoing and focused on ensuring that the University is achieving its mission and making progress toward its institutional goals and objectives. Specific accomplishments since the 2015 NEASC report include evaluation of progress toward the strategic goals of *UMassDTransform2020*, the development of a facilities and land use master plan, continued implementation of Academic Quality Assessment and Development (AQAD), external accreditation reviews, and annual department-level curricular reviews.

In response to UMass Dartmouth's 2012 NEASC focused visit in 2017, the campus completed a comprehensive facilities and land use [Campus Master Plan](#) that provides a road map for UMass Dartmouth's continued growth as a Doctoral Research University. The plan is focused on the renovation, repair, and replacement of buildings and infrastructure, addressing the \$562.3 million in deferred maintenance on the 710-acre main campus. Written and designed by designLAB architects (Boston), CRJA Landscape Architects, and Hord, Coplan, Macht, the plan is based on feedback from students, faculty, staff, and external stakeholders. It also considers the unique character of the campus' Paul Rudolph architecture and landscape.

The highlights of the plan include:

- Renovation, replacement, and expansion of academic facilities that are now between 30-50 years old. This will create 21st century flexible, collaborative, technology-rich, and engaging learning environments.
- Replacement of first-year housing that is now 40-plus years old to provide an attractive mix of living and learning options for students.
- Renovation and expansion of the Campus Center/Student Union to provide improved student activity and student government spaces.
- Improved athletics and recreational facilities to increase student participation, enhance recruitment of student-athletes, expand community access, and build a stronger sense of Corsair pride.
- Improved parking and signage to make the campus more welcoming to the community, parents, and visiting high school students.
- A renovated and re-designed Ring Road that integrates pedestrian, bicycle, and automobile traffic, and an improved main entrance and secondary entrance to enhance traffic safety at the main entrance to campus.
- Sustainability best practices in construction and landscaping.

A substantial investment of time and resources was made in developing the facilities plans and strategies, and the University has now shifted its attention from strategic planning to strategic doing. Metrics have been established to guide the Master Plan's alignment of financial resources with the Strategic Plan's objectives and priorities.

Financial planning over the past several years has used a comprehensive budget planning model. A responsibility centered management model was considered and was implemented as a pilot in

2016-2017 to demonstrate performance of the model and to promote fiscal responsibility within units but was not adopted. See Standard Seven (pages 59-66). A budget calendar structures the annual budget development process, and both short- and longer-range budget planning assumptions are constructed based on revenue estimates from several streams of funding. Representation of the various programs in the budget development process is accomplished through the Provost, Deans, and Vice Chancellors (the budget planning and review process is described in detail in Standard Seven).

UMassDTransform2020 was explicitly designed to align with the strategic priorities adopted by the UMass Board of Trustees for the five-campus UMass system. [Annual reports](#), including the Performance Indicators report to the Board, are designed to both reflect progress toward both campus goals and system-wide strategic priorities. These annual reports are supplemented by periodic reviews, such as the Chancellor's Five-Year Performance Review, and regular updates provided to the Board of Trustees by the Chancellor and Provost. Through ongoing engagement with UMass system staff and senior leaders, clear lines of communication and shared expectations help to ensure that campus activities remain aligned with the priorities of both the five-campus UMass system and the University's Mission and Strategic Plan.

In fall 2019, the Provost launched the development of [FutureFocused2025](#), the institution's new strategic plan. This plan builds on the outcomes of *UMassDTransform2020* and recognizes that the institution faces two significant challenges—declining enrollment and declining revenue—due in part to the national trend of decreasing numbers of high school students. To address these challenges, three committees will focus on three core priorities: educating learners, generation and dissemination of knowledge, and community engagement, and align these activities with an appropriate and sustainable financial plan.

Evaluation

Description

The University regularly and systematically evaluates and monitors its progress toward the achievement of its mission and purposes. The *UMassDTransform2020* Strategic Plan provides a clear set of goals and objectives and sets performance targets for outcomes in key areas. Information provided by the Office of Institutional Research and Assessment (OIRA) is supplemented by data gathered by relevant academic units, programs, faculty, and staff, and is used to monitor performance and evaluate progress toward campus goals. The outcomes have been regularly monitored since 2015.

There are three assessment tools used in the University's ongoing review of its academic programs: the Academic Quality Assessment and Development (AQAD) process, external accreditation reviews, and annual department/program assessment reports. AQAD, an academic program review mandated by the UMass Board of Trustees and implemented independently on each UMass campus, operates on a seven-year cycle to evaluate program quality and effectiveness and identify strategies for improvement.

AQAD reviews include a self-study, an external review by faculty from two different institutions, and a final action plan. Summary results of the previous academic year's AQAD reviews are reported to the UMass President's office each fall. Where appropriate, discipline mandated reviews by external accrediting bodies are recognized by the UMass President's office

as fulfilling the BOT requirement for mandated program reviews and the results and action plan must be reported to the UMass President's office as well. External review schedules are set by the accrediting bodies and are included in the [Program of Study Review Schedule](#), along with the AQAD review schedule. See Standard Four (pages 14-15). In addition to AQAD and external reviews, programs are reviewed through annual departmental assessment reports. These reports are the foundations for the E-Series form.

Based on verifiable information obtained through exit and alumni surveys, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to [inform the public about the institution](#). See Standard Six (pages 53-54) and Standard Eight.

The planning documents and evaluation strategies described above inform institutional priority-setting across a wide range of critical issues, including program development, strategic partnerships, operational and capital budgeting, and institutional performance and outcome measurement. Substantial actions were taken in recent years to update UMass Dartmouth's strategic planning documents and internal evaluation systems. These updates have yielded verifiable measures of the achievement of our institution's mission and purpose and have the information for improvement.

Appraisal

Since 2010, the success of planning and evaluation practices are demonstrated number of activities, such as a successful NECHE five-year review, program-specific external accreditation processes, AQAD reviews, internal reviews, Faculty Senate reviews, post-graduation surveys, and feedback from advisory boards. In addition to UMass Dartmouth's full accreditation from NECHE, disciplinary fields have specific accrediting agencies which review and accredit academic programs. These agencies accredit programs at either the undergraduate level only, or at all levels of study. The list of programs that are externally accredited is presented in the Institutional Characteristics document. As noted in the description section, programs not subject to review by external accrediting agencies complete the AQAD evaluation process.

The Report on Annual Indicators undergoes a system-wide review process every five years to measure progress towards achieving strategic priorities, identify what the institution does well, in what areas the institution would like to grow, and how the institution can maintain excellence in education, research, and service, as well as better serve the Commonwealth of Massachusetts. The [University of Massachusetts 2019 Report on Annual Indicators](#) documents the continued growth of the UMass system. The report encompasses a range of indicators of academic quality, student success and satisfaction, access and affordability, service to the Commonwealth, and financial health. The 2019 Annual Indicators Report provides broad information about how the University is fulfilling its role as a public research university.

The [Office of Institutional Research and Assessment](#) (OIRA) compiles semi-annual data books that present information on admissions, enrollments, and degrees conferred. The office maintains SUMMIT, an operational reporting system, for departments to monitor progress in their business processes.

UMass Dartmouth continues to implement mission-driven planning and evaluation processes. Building on the substantial progress of the last five years in monitoring and managing planning and evaluation efforts, UMass Dartmouth has made improvement in effectiveness of the institution's capacity for evaluation in several key areas such as academic program assessment, as well as budget and facilities planning. To continue to strengthen the institution's ability to conduct planning and evaluation activities, the Provost developed the position of Associate Provost for Decision Support and Strategic Initiatives, focusing on supporting key critical strategic outcomes in the areas of enrollment, student success, and research expansion.

Projections

The Associate Provost for Decision Support and Strategic Initiatives will oversee the implementation of data management tools, such as HelioCampus/Tableau, to enhance enrollment, retention and graduation, and research expansion by AY2021-2022.

Led by the Provost, *FutureFocused2025*, a new strategic plan, will focus on three priorities, *Future of Learning*, *Future of Discovery*, and *Future of Community*, and be launched in AY2020-2021.

The Coordinator of Institutional and Learning Assessment (CILA) will collect E-Series data annually and produce an annual report to assure that evaluation processes are on-going in program and service areas across the University. The design and implementation will begin in AY2020-2021.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Year approved by governing board	Effective Dates	Website location
	2008	https://www.umassd.edu/media/umassdartmouth/neche/neche-2020/Engaged-Embedded-Evolving_resize.pdf
	2014	https://issuu.com/umdpublishations/docs/umassd-transform2020?e=1227777/41346926
	2020	https://www.umassd.edu/strategicplan/

Immediately prior Strategic Plan
 Current Strategic Plan
 Next Strategic Plan

Other institution-wide plans*

Year completed	Effective Dates	Website location
2017	2017	http://www.umassd.edu/masterplan/
		within strategic plan
		within strategic plan
2010	2010-2015	Waiting on system level recommendations to update
2020	2020-2024	available in workroom
		within strategic plan
	2010	within strategic plan
2014	2014-2018	https://www.umassd.edu/fpdc/projects/fy14--fy18-capital-plan-update/

Master plan
 Academic plan
 Financial plan
 Technology Plan
 Enrollment plan
 Development plan
 Research Plan
 Capital plan

Plans for major units (e.g., departments, library)*

International Programs	2011	2011-2017	https://www.umassd.edu/media/umassdartmouth/international-programs/faculty/1_4-InternationalStrategicPlan2011October2011.pdf
Student Affairs	2014	2014-2018	https://www.umassd.edu/media/umassdartmouth/office-of-student-affairs/formspdfs/SASSE_Strategic_Goals_and_Objectives_1-14-14.pdf
College of Engineering	2013	2013-2020	https://www.umassd.edu/media/umassdartmouth/college-of-engineering/COE-strategic-plan-2020.pdf
School of Law		2014-2018	https://www.umassd.edu/media/umassdartmouth/school-of-law/about/strategicplan.pdf

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
 Program review schedule (e.g., every 5 years)

Website location

Academic Quality and Development Review for programs without external accreditation
 Last Update: 2016
 Schedule varies by accreditor and AQAD are generally 5-7 years. See
https://www.umassd.edu/media/umassdartmouth/provost/aquad_schedule_for_program_reviews_-2019_2020.pdf

Sample program review reports (name of unit or program)*

Biology
Economics
Engineering (ABET)
School of Marine Science and Technology

located in workroom
 located in workroom
 located in workroom
 located in workroom

System to review other functions and units

Program review schedule (every X years or website location of schedule)

https://www.umassd.edu/media/umassdartmouth/provost/aquad_schedule_for_program_reviews_-2019_2020.pdf

Sample program review reports (name of unit or program)*

College Now Annual Report

located in workroom

Other significant institutional studies (Name and web location)*

--

Date

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Three: Organization and Governance

Governing Board

Description

The University of Massachusetts Dartmouth, formerly Southeastern Massachusetts University, was incorporated into the [University of Massachusetts](#) System in 1991, joining the Amherst, Boston, and Lowell campuses, and the UMass Medical School in Worcester. Authorized by [Chapter 75 of Massachusetts General Laws](#), the University's Board of Trustees holds authority to grant degrees and oversee all educational programs. The Massachusetts [Department of Higher Education](#) (DHE) is the statutorily constituted agency responsible for coordinating some activities of the UMass system. DHE and its [Board of Higher Education](#) (BHE) affect the operation of the University directly through its authority to approve all new degree programs upon receiving specific recommendations on these issues from the UMass Board of Trustees. DHE also sets minimum admission standards for all public institutions.

The UMass [Board of Trustees](#) (BOT) is the legally constituted body responsible for governing the University System, maintaining the quality and integrity of the institution, and ensuring public accountability. The BOT is a system-wide board with twenty-two members: sixteen appointed by the Governor of the Commonwealth for five-year terms and may serve no more than two terms; the Secretary of Education serving as ex-officio; and five students – with two votes rotating among them – elected by the students on the respective campuses each for a one-year term. Among the Governor's appointees, Chapter 75 requires that an alumnus from each of the five campuses serves as trustee, and that one seat is reserved for an appointment made from a list prepared by the Massachusetts State Labor Council, AFL-CIO. Periodic evaluation of board members is defined in the BOT by-laws and is implemented by the Governance Committee.

The Board of Trustees oversees six standing committees that address the areas of Academic and Student Affairs, Administration and Finance, University Advancement, Governance, Compensation, and Audit. These committees meet as [scheduled](#) by the BOT. The Board additionally convenes task forces with specifically articulated responsibilities. Board-approved policies addressing conflict of interest, intellectual property, faculty research, data and computing, fiscal and general administration, personnel, student affairs, and other policies are listed on the [Board's website](#). Board members also have access to a shared drive with additional meeting and background materials, reports, and other information for orienting new members.

The [Board of Trustees Statement on University Governance](#), initially adopted in 1973 and amended in 1975, 1988, and 1993, affirms the concept of shared governance – the right of faculty and students to initiate recommendations in areas where they have “primary responsibility.” The statement acknowledges that the complexity and variety of tasks undertaken by the University require “...the interdependence of the governing board, the administration, the faculty and the students, as well as other groups.” The policy formalizes the right of faculty and students to participate in governing bodies, approved by the Trustees, and notes that, “When appropriate, governing bodies shall have the privilege of recommending policies and procedures affecting the campus and the University as a whole, including, among other issues, academic matters, matters of faculty status, and student affairs. Also, when appropriate, governing bodies

will have the privilege of contributing to long-range planning, the preparation of the annual budget request, and the allocation of available resources.”

The Chancellors of the five UMass system campuses attend the meetings of the Board of Trustees and its Committees. The Vice Chancellors attend the Board’s committee meetings related to their respective areas of responsibility, as well as meetings of the full Board. Three faculty members from each campus meet immediately following each Board meeting as part of the [Intercampus Faculty Council](#). Each campus also has a designated faculty representative to the BOT who attends Board meetings and reports back to the faculty; at UMass Dartmouth, this representative is elected by the faculty-at-large.

The Board of Trustees appoints and periodically reviews the performance of the UMass Dartmouth Chancellor, who is the chief executive officer of the campus and has primary responsibility for the management of the institution. The Chancellor reports to and is evaluated annually by the University President; he meets monthly with the President and the other campus Chancellors at the President’s Council.

Appraisal

External governance for UMass Dartmouth is complicated by the University’s incorporation within the University of Massachusetts System, which is also monitored by state and federal entities with separate oversight responsibility. In general, this structure functions well, and it provides the guidance and support necessary for a public institution of higher education.

At times, however, this organizational structure of shared governance may impede effective governance, particularly when the external governing bodies are involved. Frustration naturally flows from the amount of time the approval processes can entail. A focused interest in program innovation, partly driven by enrollment concerns, has emerged at UMass Dartmouth, but it has been disheartening to the faculty and the administration to wait for the processing of new degree approval to conclude as departments and admissions, for example, try to shape recruitment, enrollment, and retention planning.

Concerns have also been raised about the nature of the evaluations being made by both the UMass BOT and the Commonwealth’s BHE, which have become increasingly focused on particular program details and structures. As the BOT Statement on University Governance ([Doc. T73-098 I.B.2](#)) makes clear, it is the faculty’s “professional preparation and concern for learning and teaching” that justifies their primary responsibility in academic matters and, though the BOT has “general authority” over the University, “governing bodies of the faculty” have “a special concern and competence in certain areas”, and among these areas are academic affairs.

To be clear, the “primary responsibility” faculty have in academic matters, and in other areas, involves “the capacity to *initiate* recommendations, after appropriate consultation.” At the same time, the Statement on Governance makes clear these recommendations ought to carry substantial weight and should be “overruled only by written reasons stated in detail.” When the BOT and the BHE ask detailed questions about the academic structure of new proposals, faculty express concern that the BOT and BHE are not respecting their defined roles in governance. For example, while faculty recognize that Board members have a fiduciary responsibility to assess the resources needed by a new program, some also believe this responsibility has been overextended into the micromanagement of program details.

These concerns on campus have been heightened in light of a new set of procedures established by the Massachusetts Department of Higher Education (DHE) for new program approvals. Historically, the Massachusetts Board of Higher Education (BHE), under the DHE, has exercised its statutory authority under [MGL 15A\(9\)](#) for final approval of new programs at the end of the process, after program proposals have been fully vetted by the UMass campuses, the President's office, and the UMass BOT. In fall 2020 a new policy was established, described in the DHE document [Public Program Review Guidelines and Procedures](#), that gives the BHE a much more intrusive role much earlier in the program approval process. Under the new rules, the BHE will “formally approve a campus Letter of Intent (LOI) at the outset of the development of a proposal.” Review at this stage will be completed by staff in the Academic Affairs and Student Success Division of the DHE Campuses “should expect this to be an iterative process, and they may be asked to provide more detailed citations or other data points that staff find necessary.” Based on the LOI, the Academic Affairs Committee of the BHE votes to put the full proposal on the regular track of approval (campus, UMass BOT, BHE) or on the Fast Track, which provides more flexible deadlines and delegates final approval to the Commissioner of Higher Education. The early intervention by the BHE—and the key role of staff who may have no expertise in higher education program development—strikes many on campus as overreaching beyond DHE's appropriate regulatory role.

Internal Governance

Description

The Chancellor provides general leadership for the University and manages the institution through the administrative structure of the office. The Chancellor oversees the units that deal with academic affairs, student affairs, administration and finance, and advancement (which includes departments that manage marketing and public affairs), and the senior administrators responsible for these units report directly to him. These include the Provost/Executive Vice Chancellor for Academic Affairs and Chief Operating Officer, the Vice Chancellor of Administration and Finance, the Vice Chancellor for Advancement, the Vice Chancellor for Talent and Chief Diversity Officer, and the Vice Chancellor for Student Affairs.

The Chancellor meets weekly with a small group of senior administrators constituting the Cabinet, which includes his direct reports and staff from the public affairs area. He meets monthly with the Management Council, which includes the Cabinet, Deans, the Faculty Senate President, and the leadership of the Academic Affairs division, and he meets once a semester with the Leadership Council, which also includes the campus Associate and Assistant Vice Chancellors, Chief of Police, and Athletic Director.

The academic leadership is located in the [Academic Affairs](#) division and is comprised of the Provost/Executive Vice Chancellor, the Vice Provost, the Associate Provost for Graduate Studies, the Associate Provost for Research and Economic Development, and the Associate Provost for Decision Support and Strategic Initiatives. A number of units operate within the division of Academic Affairs, including those responsible for Institutional Research and Assessment, Sponsored Projects Administration, Student Success, Enrollment Management, Registrar, and Online and Continuing Education.

Additional units reporting to Academic Affairs include the Claire T. Carney Library and the seven colleges and schools: [College of Arts and Sciences](#), [Charlton College of Business](#), [College of](#)

[Engineering](#), [College of Nursing and Health Sciences](#), [College of Visual and Performing Arts](#), the [School of Law](#), and the [School for Marine Science and Technology](#). During the period since the last self-study, the School of Education, Public Policy, and Civic Engagement was restructured; the School of Education (Educational Leadership and STEM Education and Teacher Development departments) and the Public Policy department are now contained within the College of Arts and Sciences. The deans provide management and leadership for the faculty and departments in their colleges, schools, and the Library. The deans meet both individually and in monthly Deans' Council meetings with the Provost. Several of these colleges offer courses and programs through Online and Continuing Education, either entirely online, in a blended format, or as on-campus programs and courses. All academic policies, oversight, and evaluation policies and procedures apply uniformly to Online and Continuing Education program.

The academic departments are the basic units of campus academic organization and are overseen by chairpersons. Chairpersons, recommended to four-year terms by the tenured/tenure-track faculty, full-time lecturers with at least two years of experience, and professional technicians in their departments, are appointed by the deans. Deans regularly meet with their department chairpersons, both individually and in department chairs' group meetings. Faculty regularly contribute to programmatic revisions and innovations at the department, college, and university levels through their representation on various committees.

The [Student Government Association](#) (SGA) is the formal body representing student views and judgments in those matters in which students have a direct and reasonable interest. The [Graduate Student Senate](#) (GSS) represents the graduate student population in shared governance. The SGA and GSS leadership meet regularly with University administrative executives, including the Chancellor and the Vice Chancellor for Student Affairs. The SGA and GSS serve both to disseminate information to the students and to provide their input as appropriate. Students are represented on many departmental, college, and university curriculum committees, as well as on the Student-Faculty Academic Affairs Committee of the Faculty Senate. They also serve on search committees for academic deans, vice chancellors, and the Chancellor. As noted previously, there is an elected student representative on the Board of Trustees.

The [Faculty Senate](#) provides a faculty voice in shared governance by making recommendations to the Provost and Chancellor on a variety of topics related to the academic mission, educational policies, academic programs, and internal operations of the University. The Senate is defined by its Constitution and By-Laws and comprises 51 Senators elected by the faculty within their academic areas. The Senate is led by a President and Steering Committee elected by the Senate. The Steering Committee and Senate President meet at least monthly with the Provost, Vice Provost, and Associate Provosts to confer on academic matters and shape the Senate agenda. The Senate President has met monthly with the Chancellor, at least since 2016. Over a dozen standing committees cover the gamut of curricular, student, research, and institutional concerns. The Senate meets once each month during the academic year, and campus leaders are invited to present on a wide array of topics identified by the Senate Steering Committee.

Also central to the University's operational structure are the five unions which encompass faculty (Faculty Federation), professional staff (Educational Services Unit), support staff (American Federation of State, County and Municipal Employees, and the Massachusetts Maintainers, an affiliate of AFT), and Campus Police (The International Brotherhood of Police Officers Local 399 Dartmouth). [Collective bargaining agreements](#) for each unit are regularly

negotiated with these unions. The [Faculty Federation Agreement](#) (the collective bargaining agreement or CBA), for example, describes academic organizational units from colleges to departments and centers, sets the parameters for faculty working conditions, and outlines personnel evaluation and grievance procedures. It also defines the membership of search and screen committees for positions from Chancellor to faculty level, the budget review committee, and various faculty committees.

Appraisal

Over the last decade, internal governance has improved considerably, although some issues remain. One major development was the establishment of the freestanding [Faculty Senate](#) Constitution and By-Laws. Prior to this period, provisions for a Senate had been included in the CBA. It was the opinion of many, including the NEASC Commissioners, as stated in the review letters of 2010 and 2015, that the provisions for faculty governance were best decoupled from the CBA. There were concerns among many in the faculty that such a change would potentially weaken faculty governance, as the CBA provisions provided a legal backstop for the Senate's operation. Ultimately, the faculty concluded a freestanding constitution was advantageous because it permitted some separation between academic governance and the oversight of working conditions that were central to the Faculty Federation's role. Moreover, such a separation from the CBA would permit the flexibility of amending Senate procedures without having to bargain the changes. At the same time, a foundation for the Senate would be provided in two ways: by having the Constitution approved by the BOT under the provisions of its Statement on University Governance; and by including language in the CBA guaranteeing that the faculty would have a Senate governed by its own [Constitution](#) and [By-Laws](#).

As noted above, the Constitution and By-Laws were approved by the faculty in 2013. Subsequently, the Constitution was sent to the BOT for approval, but delays ensued because of concerns by the BOT's legal counsel about some of the provisions. It was not until 2016-2017 that further amendments were considered by the faculty to address these concerns, and ultimately amendments satisfactory to counsel were approved. Perhaps most importantly, these changes moved most of the details for procedures and processes to the By-Laws, thus avoiding the need to seek reapproval from the BOT for any further amendments (as is required for changes to the Constitution). Final Board approval was granted in 2017. The Senate provisions were removed from the 2017-2020 *Faculty Federation Agreement* and replaced with language that establishes a Senate and includes the freestanding Constitution and By-Laws through incorporation.

Under the new Constitution, faculty governance has been robust, perhaps even more so than it has been in the past. Elections to the Senate are now generally competitive, most Senate committees are filled with volunteers and are active, and the Senate has regularly made formal recommendations to the Chancellor, to which he/she has responded. The Senate leadership is kept informed by the Provost and the Chancellor of important campus developments and the faculty perspective is usually solicited in most decision-making areas, particularly those with academic components.

The Senate has actively collaborated with the administration on several topics and issues, making recommendations to the Chancellor. In spring 2018, they had an active role in assuring the success of the Mount Ida teach-out. See Standard Four (page 17). Working through its sub-committees, the Senate has recommended student policies, such as the [Grade Appeal](#) process and

Student Withdrawal policy, an [Academic Integrity Policy for Undergraduates](#), and procedural guidelines, such as the [Procedure for Establishing New Academic Units](#). The Faculty Senate's University Curriculum Committee (UCC) also reviews and makes recommendations regarding curricular matters, including new academic degrees, such as the new BS degree in Interior Architecture and Design, as well as new units, such as the Honors College, which are recommended by the UCC to the Chancellor for approval.

The success of shared governance notwithstanding, both faculty and administration have concerns about the campus climate and a culture of distrust. Some of this culture is residual from past disputes among administrators and faculty leaders who are no longer part of the campus community, but it also has stemmed, in part, from collective bargaining and the sense of responsibility on each side to advance their interests as robustly as possible. It is possible to have a culture of trust on a unionized campus, of course, but getting there requires a commitment among the faculty leaders and the administration to work on it. This commitment appears to be there and both sides have been working to improve the level of trust.

One route to working more effectively together is through labor-management committees, and there has been some discussion on several issues that might be addressed through such committees. The bargaining table has not been conducive to making these kinds of changes, but labor-management committees set up in the 2017-2018 Faculty Federation Agreement provide a space for faculty and administrators to work collaboratively to improve these rules and procedures. For example, labor-management committees have been established to develop eligibility guidelines for promotion to the rank of Commonwealth Professor (a post professor promotion), Student Rating of Classroom Teaching, and Committee on University Extension and Distance Learning.

During the negotiations of the 2017-20 Faculty Federation Agreement, the University administration sought to bargain for the creation of a separate bargaining unit for the department chairpersons due to the inherent conflict of having the supervisor (chairperson) and supervised staff (departmental faculty and technicians) within the same bargaining unit. Unable to resolve this matter through bargaining, in 2017, the University Administration filed a petition with the Massachusetts Department of Labor Relations to have the department chairpersons removed from the faculty bargaining unit. After months of preparation for the hearing and three days of testimony by the Provost and Associate Provost for Research and Economic Development, the University administration and the Faculty Federation reached a memorandum of understanding on key issues on the role of the chairpersons, their compensation, evaluation, appointment, and removal. A team of three members from each group developed a detailed document on the implementation of the MOU. Under this agreement, chairpersons would remain in the same bargaining unit as faculty, but would be appointed, evaluated, and, where appropriate, removed by the Dean.

Since the 2015 interim report, there have been several changes in leadership, including the Chancellor's position. The current Chancellor, Dr. Robert E. Johnson, joined the campus in July 2017, following the departures of Dr. Divina Grossman and Interim Chancellor Dr. R. Peyton Helm. Turnover in other areas also occurred over the last 10 years, with new individuals serving in the following positions: Dean of the College of Arts and Sciences; Dean of the College of Engineering; Dean of the College of Visual and Performing Arts; Dean of the Charlton College of Business; Dean of the Library; Vice Chancellor of Administration and Finance; Vice

Chancellor for Advancement; Vice Chancellor for Talent and Chief Diversity Officer; Vice Chancellor for Student Affairs; and Associate Vice Chancellor for Enrollment Management. The new hires in these key positions are individuals with experience managing their respective areas, which should improve overall university operations.

The Provost's Office has been a stabilizing influence during this time, with the current Provost, Dr. Mohammad Karim, having served since 2013. UMass Dartmouth has made substantial and significant accomplishments in meeting the goals and objectives of its strategic plan, *UMassDTransform2020*, and there is some sentiment that a fresh start can be made, and that new and more effective norms and governance processes can be put into place. Chancellor Johnson has exhibited an inclusive style of decision making, and on several issues, he has been willing to reconsider courses of action after concerns were raised by other campus stakeholders. These early examples foster optimism that a vibrant model of shared governance will be in place going forward.

Projections

The Faculty Senate and the Faculty Federation will delineate their respective roles in shared governance through a series of joint meetings and discussions over the next two years. A shared set of practices and procedures will be implemented by AY2021-2022.

Over the next five years, the administration will collaborate with the Faculty Federation, especially through labor-management committees, to ensure positive and productive working conditions at UMass Dartmouth.

**Standard 3: Organization and Governance
(Board and Internal Governance)**

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	University of Massachusetts
Website location of documentation of relationship	https://www.massachusetts.edu/about-umass/overview

Governing Board

By-laws	https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter75/Section1A
Board members' names and affiliations	https://www.umassp.edu/bot/members
Officers and Committee Leadership	https://www.umassp.edu/bot/meetings

Board committees *	Website location or document name for meeting minutes
? Board of Trustees	https://www.umassp.edu/bot/meetings/past/board
Committee on Academic and Student Affairs	https://www.umassp.edu/bot/meetings/past/comm-acad-stud-affairs
Committee on Administration & Finance	https://www.umassp.edu/bot/meetings/past/comm-admin-finance
Advancement Committee	https://www.umassp.edu/bot/meetings/past/advancement
Audit Committee	https://www.umassp.edu/bot/meetings/past/audit
Governance Committee	https://www.umassp.edu/bot/meetings/past/governance

Major institutional faculty committees or governance groups*

Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
Faculty Senate	http://www.umassd.edu/faculty/senate/
American Federation of Teachers, Local 1895, AFL-CIO Faculty Federation (AFT)	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/Faculty-Fed-Agreement-2017-2020.pdf
Faculty Committees	https://www.umassd.edu/faculty/senate/committees/
Faculty Constitution	https://www.umassd.edu/media/umassdartmouth/faculty-senate/Faculty-Senate-Constitution---Amended-April-2017.pdf

Major institutional student committees or governance

Major institutional student committees or governance	Website location or document name for meeting minutes
Student Senate	http://www.umassd.edu/studentaffairs/governance/government/
Graduate Student Senate	http://www.umassd.edu/studentaffairs/governance/graduatestudentse/nate/

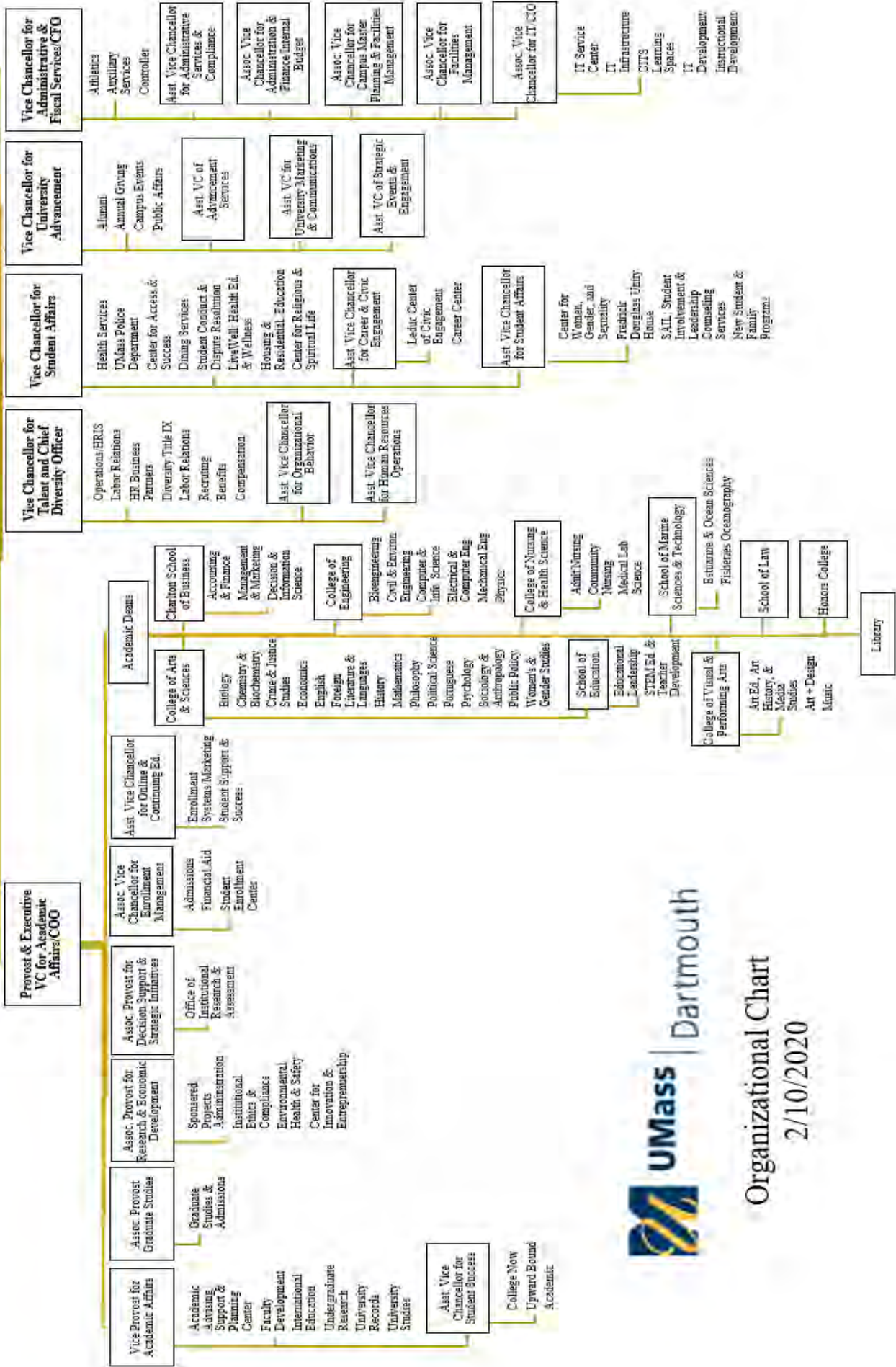
Other major institutional committees or governance groups*

Other major institutional committees or governance groups*	Website location or document name for meeting minutes
American Federation of Teachers, Local 1895, AFL-CIO Educational Services Unit (ESU)	https://www.umassd.edu/media/umassdartmouth/faculty-federation/Final.ESU-CBA.2014_2017wSignatures.pdf
American Federation of State, County and Municipal Employees, (AFSCME)AFL-CIO, Council 93, Local 507	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/AFSCME_Final_2017-2020.pdf
AFT Massachusetts Maintainers AFL-CIO, University of Massachusetts Dartmouth Local 6350	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/AFT-Maintainers-CBA-2017-2020-Final-Signed.pdf
International Brotherhood of Police Officers, Local 399, Dartmouth (IBPO)	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/IBPO--FINAL-SIGNED-2017-2020-CBA.pdf

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Chancellor



Organizational Chart

2/10/2020

**Standard 3: Organization and Governance
(Locations and Modalities)**

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			1 year prior (FY2017)	Current year (FY2018)	Current year (FY2019)
Main campus	N Dartmouth, MA	1964	8,192	7,793	7,977
Other principal campuses					
Branch campuses (US)	Not Applicable				
Other instructional locations (US)	N Dartmouth, MA (Law)	2010	239	239	231
	New Bedford, MA (Star Store)	2001	299	287	384
	New Bedford, MA (SMAST)	1997	24	28	38
	Fairhaven, MA	2007	104	18	0
	Fall River, MA	2002	0	12	0
Branch campuses (overseas)	Not Applicable				
Other instructional locations (overseas)	Not Applicable				

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			1 year prior (FY2017)	Current year (FY2018)	Current year (FY2019)
Distance Learning Programs					
Programs 50-99% on-line	1	2001	204	183	175
Programs 100% on-line	26	2009	695	664	881
Correspondence Education	0				
Low-Residency Programs	0				
Competency-based Programs	0				
Dual Enrollment Programs	0				
Contractual Arrangements involving the award of credit	0				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

University established in 1865, current main location constructed in 1964. Headcounts are unduplicated within location, not within university. Many students take classes at multiple locations.

Standard Four: The Academic Program

As a public Doctoral Research University with global impact, the University of Massachusetts Dartmouth offers numerous degree programs at the graduate and undergraduate levels, organized under the [five colleges and two schools](#). Undergraduate students choose among 92 [fields of study](#) with 58 majors, 59 minors, and 10 certificates. At the [graduate level](#), the University of Massachusetts Dartmouth offers 13 doctoral programs, 34 master's degree programs, and 36 graduate certificates. Curricula for all degrees, minors, and certificates are developed by the disciplinary faculty and overseen by faculty, the deans, and the Provost. The University [catalogs](#) provide the distribution of credit hours by college, degree program, and major, including concentrations. All new degrees, minors, and certificate programs are developed using standardized requirements and approval processes that include specific learning outcomes used for subsequent assessment.

Assuring Academic Quality

Description

Academic program innovation and continuous improvement are vital to the success of a vibrant research university and its students. All academic departments regularly develop new academic curricula, such as degrees, minors, and concentrations, and revise their current programs. The quality of academic programs is ensured through policies and [procedures](#) for all degree development, revision, and assessment that require review by the department, college curriculum committee, dean, and, in the case of new degrees or revisions that affect students in other colleges, by the University Curriculum Council. The Provost also participates in the review and approval processes, and new degrees must be approved by the [UMass Board of Trustees](#), as well as the Massachusetts Department of Higher Education's Board of Higher Education. Additionally, all new courses developed for online delivery must pass a rigorous review process using the [Quality Online Course Review Rubric](#) to ensure quality and accessibility.

All degree programs are assessed on a [regular schedule](#) through either internal or external reviews. Professional degrees of the Colleges of Engineering, Nursing and Health Sciences, Business, and Visual and Performing Arts, as well as the School of Law, are reviewed by external accreditors. The Medical Laboratory Science-Clinical BS degree is accredited by the National Accrediting Agency for Clinical Laboratory Sciences; the BS degree in the Chemistry Department is certified by the American Chemical Society; and the BS degree in Interior Architecture and Design is accredited by the Council for Interior Design Accreditation (CIDA). The College of Arts and Sciences and most graduate programs are assessed through the UMass Board of Trustees mandated Academic Quality Assessment and Development (AQAD) process to assure consistent quality. The Provost's Office notifies the individual departments of its upcoming AQAD review; the dean and department chair initiate the review visit by external accreditors and oversee the processes necessary to complete the review. For AQAD reviews, the Vice Provost, Associate Provost for Graduate Studies, and Director of the Office of Institutional Research and Assessment meet with the dean and department chair to outline the process and expectations for the review and provide preliminary data. The findings of accreditation reviews, including AQAD, are provided to the department and action plans must be developed with the approval of the dean. Results from all degree program reviews are summarized and sent annually to the UMass President's Office for presentation to the Trustees.

Appraisal

Prior to 2014, requirements and regulations regarding proposing new degrees, course revisions and other curricular changes were inconsistently summarized across various websites. To ensure faculty understanding and implementation of these internal and external procedures, in fall 2014, the Office of the Provost launched the [Academic Curriculum Development Guidelines and Procedures](#) website that provided detailed overviews of various academic program development procedures, suggested review/approval timelines, and the required forms. This effort resulted in improved and standardized development of new courses/course revisions, new degrees and concentrations, minors, and other curricular matters. In turn, this information allowed the Provost's Office to meet with departments to address weaknesses in submissions and ensure that curriculum review and approval requirements mandated by the UMass President's Office and the Massachusetts Board of Higher Education are followed. To continue to improve the processing of curriculum development and revision documentation, in fall 2019, the Registrar and Provost's Office launched *Curriculog*, a curriculum management system. Replacing the paper forms, this web-based system allows new minors, courses, concentrations/tracks, certificates, and course revisions to be proposed, reviewed, revised, and approved electronically. With this software, faculty and staff are able to follow the progress of the review and approval process of their proposals from start to finish.

These policies and procedures apply to all academic programs and courses, regardless of the college/school or mode of delivery. In addition, faculty developing and teaching online courses complete the Online Teaching and Learning Strategies course supported by the [Instructional Development \(ID\)](#) team to learn best practices in online education. Furthermore, all new courses developed for online delivery must pass a rigorous review process by the ID team and the Department of Online and Continuing Education, using the [Quality Online Course Review Rubric](#) to ensure quality and accessibility.

UMass Dartmouth Policy [ACA 053 Policy on Online Student Identity Verification](#) ensures that the University of Massachusetts Dartmouth operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, concerning the verification of student identity in distance learning and NECHE Policy.

Faculty-driven program reviews are conducted cyclically at multiple levels. Departments regularly assess achievement of program outcomes, providing the opportunity for incremental curricular modifications. In addition to these regular program assessments, all programs are subject to a cyclical review either by [external accrediting agencies](#) or by the UMass system's [Academic Quality Assessment and Development \(AQAD\) program](#). Programs use results of these assessments to shape curriculum, policies, and procedures. For example, the Economics Department benefitted from the AQAD reviewers' observation that there was inconsistent coverage between instructors teaching the same course. In response, the department standardized the course objectives and learning outcomes for micro and macroeconomics. Exit interviews with graduates are now being conducted as part of an effort to better track alumni, as reviewers suggested. As summarized in the E-Series forms, the review processes have resulted in improved program quality.

Academic planning and evaluation are central to the University's current strategic plan as demonstrated in the mission, vision, and goals of *UMassDTransform2020*. Program

consolidation or elimination take place in alignment with program reviews/evaluations, development of new programs, and/or revision of current degree programs. Such academic program realignment informs reallocation of resources. The addition or deletion of programs is consistent with the institutional mission and capacity. Programs/options eliminated and added since the 2010 self-study include Master of Arts in Teaching – Initial Licensure and Management post-baccalaureate certificate (eliminated), and Data Science at bachelor and master level and Integrative Biology PhD (additions). (Full listing available in workroom.)

The institution allocates resources on the basis of its academic planning needs and objectives. Programs are added in response to changing needs and prioritization. For example, the BA in Health and Society degree was developed to provide a career pathway for students who are interested in health services careers but do not want to enter the field through biology or chemistry degrees. This degree explores multiple perspectives on health, health care, and related systems and policies, and its enrollment has expanded quickly.

The faculty of the College of Visual and Performing Arts worked for almost two years to re-envision and consolidate the number of departments from six to three: Art Education, Art History and Media Studies; Art+Design; and Music. Under the new degree title, Art+Design, the three BFA. degrees became one degree with a common first and second year, after which students select a degree concentration. The Art+Design degree allows students more flexibility to investigate diverse visual areas and media. Additionally, consolidation also allowed resources to be allocated to support these changes, such as additional faculty and new studios for the new BS program in Interior Architecture and Design. Along with improved curricula, the CVPA has seen increased enrollment in the Art+Design degree.

When programs are eliminated, the institution makes appropriate arrangements for enrolled students so that they may complete their education with minimal disruption. For example, a regular review of education programs by the Commonwealth of Massachusetts Department of Elementary and Secondary Education (ESE) was conducted in the 2016-2017 academic year. The education programs completed a comprehensive self-study, and ESE conducted a site visit during which they interviewed groups of stakeholders (e.g., students, teachers in regional schools, graduates) and examined artifacts placed in a curated workroom. Recommendations were based on ESE's assessment of these resources. As a result of this review, the Department of Elementary and Secondary Education, in conjunction with a team of reviewers, determined that the University of Massachusetts Dartmouth be recommended for Probationary Approval with an at-risk designation. The four areas identified as needing improvement were: (1) sufficiency of organizational structure and capacity, (2) ability to meet PK-12 partner needs, (3) candidate advising, and (4) quality of the MAT 5-8 and 8-12 Initial post-baccalaureate programs. The University has since closed the MAT-Initial program for admissions and will complete the teach-out of students currently enrolled in the program by spring 2020. The MAT continues to be offered as a non-licensure program that allows students to complete the content courses required for the MAT, but an external agency that is approved to endorse licensure supervises the practicum. The program then helps students find a placement in a regional school where they work full-time as paid teachers and complete the practicum under supervision of the third-party endorser. Once completed, students are eligible for licensure. The College of Arts and Sciences has redirected its efforts toward providing teacher preparation for students in the MAT Professional program, continuing education, and certification programs for the regional school systems.

In spring 2018, UMass Dartmouth faculty and administration had to address planning and implementation of the Mount Ida teach-out. In early April 2018, the Faculty Senate's University Curriculum Committee (UCC), the Senate Steering Committee, the Chancellor, and the Provost met to review the issues around the Mount Ida teach-out and to collaborate on a plan for how faculty could work effectively and efficiently through the curricular and academic challenges of the teach-out. At that meeting, the UCC proposed several recommendations, including one that designates the Mount Ida students as "teach-out" students, rather than transfers, to address their individual needs for degree completion. These recommendations allowed colleges to review course and degree requirements to maximize transfer credits for Mount Ida students and develop individual plans that, in most cases, would not extend the time for degree completion. This included, when possible, cohort scheduling for at least one or two of their classes each semester with current Mount Ida students.

UMass Dartmouth conducts instructional programs at three off-campus instructional sites. These include the CVPA Star Store for the Arts, the School for Marine Science and Technology (SMAST), and the UMass School of Law Dartmouth. All facilities where instruction is offered meet NECHE standards and policies in terms of instructional capacity, access, support, and technology. Academic programming offered for credit at these sites is governed by the same policies and procedures as programs on the main campus and these sites participate fully in decisions regarding what courses and programs to offer.

UMass Dartmouth depends on information technology resources outside of its direct control. The University's contracts officer reviews agreements for externally-provided resources. UMass Online maintains the license and high-level administrative control for the learning management system (LMS) used for online courses at all UMass campuses. Library licenses for purchased and licensed electronic materials include continuation of access clauses when applicable. Students can access databases and the Primo discovery system from anywhere and are encouraged to use inter-library loan for materials outside the Library's collection. Librarians create Libguides for specific subject areas, including course-specific guides to assist students after instruction sessions. The Library has added to its instructional videos and tutorials and has created its own YouTube channel.

The University assesses collegiate-level skills in the English language as well as independent learning, information literacy, inquiry skills, and critical judgment at the undergraduate level, primarily through the University Studies (US) program curriculum. All undergraduate students are required to complete six credits in critical reading and writing and three additional credits in intermediate writing, with learning objectives addressing critical thinking, reading, and writing and communication as vehicles for engaged learning. Furthermore, effective oral and written communication is a key learning objective of the required capstone study in every undergraduate area of study. Assessment outcomes and improvements informed by those results are discussed in Standard Eight (pages 73-79).

For undergraduate international students who are non-native English speakers and do not meet TOEFL/IELTS admissions requirements, the American Languages and Cultures Institute ([ALCI](#)), provides comprehensive English language instruction in a university setting. Overseen by the English and Communication Department, the Institute offers Intensive English and ESL Pathways Programs. Its staff assists students in achieving language proficiency goals for academic, professional, and social purposes through multi-level language instruction. ALCI

courses are designed to help students develop academic English skills so they can succeed in their university studies. The focus of the language classroom is to create meaning and accessibility of academic/social/cultural content. All classes are integrated, utilizing all basic skills (listening/speaking/reading/writing) to engage students in specific academic content.

Undergraduates enroll in required 1-3 credit first-year experience courses within their respective colleges. Students connect individually with professors in their field and become acquainted with program information and resources available at UMass Dartmouth. Students also engage intellectually with timely relevant topics to pique interests and preview future study. These courses are an area for continuous evaluation and improvement. For example, in 2017 the Charlton College of Business adjusted the timing to ensure all business students enrolled in MIS101 during their first semester for immediate engagement with business faculty. The College of Arts and Sciences is currently evaluating the effectiveness of its 1-credit CAS101 class.

Undergraduate Degree Programs

Description

UMass Dartmouth's undergraduate programs include majors in discipline-specific and interdisciplinary studies. Minor and certificate programs are also available to undergraduates. A minimum of 120 credits is required for all baccalaureate degrees and from 18 to 27 credits for academic minors. The catalog, curricular guides used by many departments, and individual student advising sheets outline the distribution of those credits among three sets of requirements: University Studies, college-specific, and program-specific. Academic advisors help students make productive course selections and monitor progress toward completing their degrees, as well as discussing complementary minor programs and requirements. In addition, the Corsairs Online Information (COIN/PeopleSoft SIS) system provides students with an advisement report detailing the requirements they have fulfilled and those remaining.

Program plans are designed to give students a combination of breadth and depth in general knowledge and discipline-specific studies. All students experience an expansive introduction to broad areas of human knowledge, theories, and methods of inquiry through 40 credits of University Studies courses required for every degree. For students in the College of Arts and Sciences, CAS101 is the one-credit, first-year course seminar used to fulfill the 1E, *Foundation for Learning through Engagement*, University Studies requirement, thus reducing their general education course total to 38 credits. Students gain in-depth mastery of an academic or interdisciplinary area through a sequenced major program that builds from lower-level introductory courses to advanced specialized courses. Completion of lower-level prerequisite classes ensures foundational skills and knowledge for advanced study. All programs require that students complete a minimum of 30 credits at the advanced undergraduate (300-400) level, ensuring that students reach an appropriate level of understanding of content and methods of inquiry of the discipline. In addition to meeting these requirements, students must achieve a minimum cumulative GPA of 2.0 in order to graduate. All programs also allow students to take unrestricted elective courses, and some programs, such as Engineering, feature carefully selected clusters of upper-level electives designed to provide complementary intensive study in a disciplinary or interdisciplinary area.

In addition, there are special advising pathways for students interested in pre-health/pre-medical studies or pre-law. A pre-med advisor helps coordinate advising for medical school entry across the different colleges and majors. In addition, students may apply to the UMass Medical School's special summer programs, which offer research opportunities and enrichment programs for students interested in a medical career. A pre-law advisor assists students from any major to prepare for law school entry requirements and in completing the application process. UMass Dartmouth offers a [3+3 program](#) that provides a "fast track," allowing UMass Dartmouth undergraduate students in any major who complete the law school entry requirements to complete the baccalaureate and UMass School of Law degree in six years rather than seven. The School of Law has also established 3+3 program undergraduate agreements with other [public and private institutions](#), as well as joint master's/juris doctor programs with the Charlton College of Business-[Business Administration](#), College of Arts and Sciences-[Public Policy](#), and Bridgewater State University-[Social Work](#).

Appraisal

Through the alignment of University Studies, college, and major requirements, students gain competence in written and oral communication in English; scientific inquiry and quantitative reasoning ability; critical analysis and logical thinking skills; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. This is demonstrated through University Studies assessments of the various cluster requirements. Aligned with our strategic goals to develop innovative academic programs with student-centered experiences, UMass Dartmouth continues to create and promote more high-impact learning opportunities for students. Numerous opportunities for participation in programs that enhance the academic experience include the Honors Program, internships, undergraduate research, study abroad and study away, and other experiential learning. Service Learning is an option of the University Studies program (Cluster 5), adding experiential learning and fostering civic engagement within the undergraduate academic experience. Each of these programs is designed to advance learning outcomes by challenging students to apply knowledge outside of the classroom. Small, intellectually stimulating classes and opportunities for undergraduate research are the hallmarks of the Honors Program, part of the Commonwealth Honors Program, a statewide higher education initiative.

In fall 2018, the Honors Committee (a Faculty Senate appointed advisory committee), facilitated by the Honors Program Director and Associate Director, developed a proposal establishing an Honors College. This proposal has been approved at all levels of campus governance and is supported by the Office of the Provost. (See workroom.) The University of Massachusetts Board of Trustees approved the final proposal in August 2019. Moving from an Honors Program to an Honors College is part of an overall driving vision of "transformation rather than expansion," offering Honors College students transformational learning experiences, both in the classroom and through extra-curricular activities. With a planned initial student enrollment in fall 2020, the College will be in the forefront in implementing new and transformative courses and promoting high-impact teaching practices across the University.

General Education

Description

As a result of an extended review and revision of the former UMass Dartmouth General Education curriculum, beginning in fall 2012, undergraduate students are now required to complete the [University Studies curriculum](#) to meet general education requirements. The University Studies program is encapsulated in the [UMass Dartmouth Commitment to Student Learning](#), with program requirements structured by defined learning outcomes focusing on the key intellectual skills and competencies in that Commitment. There are fourteen requirements organized into five thematic Clusters. The field of social science, for example, is framed in Cluster 2 as *The Social World: Humanity and Society*, and the learning outcomes challenge students to think about broad areas of *Human Questions and Contexts*, *the Nature of U.S. Society* and *the Nature of Global Society* across disciplines and beyond the social sciences. With the exception of the first-year writing and reading courses (ENL101 and 102), students may choose from a large selection of approved courses to meet the requirements, and an ample number of sections and seats are provided in these courses each semester.

The Director and Assistant Director of General Education oversee the University Studies program, with curricular authority provided by the Faculty Senate's General Education Committee. The Committee, in coordination with the Director and Assistant Director, approves master syllabi for courses to be included in the program, designs and implements assessment, conducts regular reapproval of courses, and recommends curricular changes in the program to the Faculty Senate. Program assessment occurs in staggered cycles, such that the collection of evidence for one Cluster takes place in each year. The complete cycle for a single Cluster falls over four years: in year one, the General Education Committee plans assessment for the Cluster; in year two, assessment evidence is collected in accordance with the plan; in year three, the Director reports to the Committee about the assessment findings, and criteria for reapproval of the master syllabi are developed; in the fourth year, the General Education Committee considers reapproval of all courses in the Cluster.

Appraisal

The new University Studies program has been successfully implemented and challenges students to think critically about broad questions across disciplines and within their majors. Since 2010-2011 when new course approvals began, the General Education Committee has generally met monthly throughout the academic year to approve new courses, plan and discuss assessment, and consider course reapprovals. This work has included approval of over 300 courses, including capstones, for all undergraduate degree programs and engaged learning experiences for all students, and reapproval of courses in Clusters 2, 3, 4, and 5. Additionally, the Committee has on several occasions recommended revisions to the learning outcomes (all of which were subsequently approved by the Faculty Senate), including the addition of a new outcome focused on race and diversity in the Cluster 4B – US Society requirement.

Assessment has taken various forms in different years but has generally involved the collection of authentic student work that is then summarized quantitatively. In some cases (mainly in Cluster 2 The Natural World), this has involved analysis of closed-ended test questions, but in most cases, it has meant the collection of student writing followed by rubric-based scoring by trained readers.

The quality of the data has varied somewhat, and the General Education Committee has expressed some disappointment in the usefulness of the quantitative results. Some of these issues reflect limited collection of assessment materials (particularly for Clusters 2 and 5), but more often seem to be inherent in the nature of the evidence. For example, the assessment reports typically describe the mean rubric scores or percentage scoring proficient on each learning outcome, but the Committee has expressed uncertainty about what action should be taken in reaction to those data. In some years, they have identified the weakest learning outcome and asked instructors in the reapproval process to describe how they might improve learning in that area. In the assessment of Cluster 4, a survey of faculty teaching practices accompanied the scoring of student work, with the goal of identifying pedagogies that might be associated with higher levels of student learning. However, the results of that analysis were complicated by the omission of potentially important class- and student-level variables, and ultimately the Committee did not feel comfortable concluding that specific teaching practices could be recommended.

The Committee decided in 2018 to approach the subsequent rounds of assessment and reapproval differently, in part because of these limitations in the assessment data, but also to evaluate the program along a different dimension. Rather than focusing solely on assessing student work, the Committee also undertook an evaluation of the strategies designed to achieve learning outcomes through a comprehensive analysis of the course syllabi used by instructors teaching approved courses. The goal is to identify whether courses are indeed embedding activities and assignments to achieve the learning outcomes in each requirement and to provide an opportunity to revise syllabi as appropriate during the reapproval phase. In coordination with this process, targeted teaching development activities will be offered in areas where it is most appropriate.

In spring 2019, the General Education Committee commenced the reapproval process for Cluster 5, collecting syllabi from three semesters of each course and evaluating them according to a common rubric. Areas for teaching development were identified and will be addressed in individual meetings with the Assistant Director or potential workshops.

As part of the second round of assessment of Cluster 1, the Committee also worked with the Director of the First-Year English (FYE) Program, who organized two ad hoc committees to consider learning outcomes for 1A, 1B, and 1C. The committees: 1) wrote new learning outcomes for 1A and 1B and began the process of revising the curriculum to meet these new outcomes, and 2) identified points of consensus and contention on learning outcomes for 1C, recommending a more focused effort in the coming academic year to revise them. Additional information about General Education assessment is found in Standard Eight (pages 77-78).

In 2019 the Gen Ed Committee reviewed survey results of the undergraduate population that indicated students had mixed opinions about University Studies, with a significant percentage not seeing its value. For example, 52% agreed they wished they only had to take classes in their major and did not have to complete University Studies. Fewer than half agreed their University Studies courses were helping them to develop their thinking and/or communication skills. The Committee concluded that there is a need to help students understand the rationale for general education and the University Studies program in preparing them for success after graduation.

The Major or Concentration – Undergraduate

Description

All undergraduate students must declare a major by the time they earn 45 academic credits. Descriptions of all majors/concentrations' outcomes and requirements are published in the UMass Dartmouth catalog. Each major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work; a minimum of 30 credits of every degree must be at the 300 and 400 course level.

Appraisal

While plans of study are approved at the college and university level, departments determine sequencing of courses in accordance with the learning objectives they articulate for each major. Beyond mastering disciplinary knowledge, students learn the methods of inquiry pertinent to their respective fields of study. For example, in the College of Arts and Sciences, the Departments of Political Science, History, Sociology and Anthropology, Crime and Justice Studies, and others offer discipline-specific research methods courses, which assist the student to both analyze and conduct research in those fields; these skills are then assessed in the department's capstone course. Similarly, in the College of Nursing and Health Sciences, nursing students complete a series of clinical rotations. Moreover, the University Studies core competency and capstone courses are integrated into the program curriculum. For example, many departments require discipline-specific intermediate writing courses that fulfill both the University Studies requirement and an intermediate required course in the major. The University Studies capstone course requires the synthesis of knowledge and skills gained within the major integrated with knowledge and principles from the broader University Studies curriculum. Programs that provide professional training, such as Engineering and Nursing and Health Sciences, by design explicitly connect curricular content and effective practice in that particular field through engineering projects and clinical practice, respectively. As described above, faculty-driven program reviews are conducted cyclically either by [external accrediting agencies](#) or by the UMass system's Academic Quality Assessment and Development (AQAD) program.

Graduate Degree Programs

Description

UMass Dartmouth continues to emphasize and expand its graduate programs. As part of its strategic plan, *UMassDTransform2020*, the University has emphasized innovation and high-impact research and academic programs (Goal 1). Emphasis in meeting this goal has been placed on developing new graduate programs in key growth areas, such as the MS in Accounting and the PhD in Chemistry and Biochemistry, and on advancing and improving graduate education; the latter is evidenced by enhanced curricular flexibility and the addition of concentration areas to give students the opportunity to develop knowledge and skills in the specific focus areas of their interest. New PhD programs have been approved in applied and research-intensive disciplines; these include Integrative Biology and STEM Education. In addition, the University has committed resources to support both existing and new graduate programs. Examples of major milestones for graduate programs since the 2010 NEASC accreditation include the following:

- Doctoral Research University (DRU) classification achieved in 2016.
- Creation of the first public law school in the Commonwealth (2010), including full ABA accreditation in 2016.
- Establishment of seven (7) doctoral programs, five (5) master's degree programs, nine (9) post-baccalaureate certificate programs, and numerous options/tracks within existing degree programs.
- Expanded online offerings of post-baccalaureate certificates and master's programs.
- Increased research expenditure through strategic faculty hires, increased institutional investment in research, and emphasis on securing external research funding.

UMass Dartmouth's current PhD programs are research-oriented and require a qualifying exam, a thesis proposal defense, and a doctoral dissertation. Master's programs in the sciences and engineering prepare students for both research and professional practice. Master's programs have thesis options for students focusing on research, while programs designed to prepare students for professional practice do not require a research thesis. All master's programs have a required capstone experience through which students must demonstrate mastery of subject material at a level advanced beyond their undergraduate degree. For non-thesis options, the capstone experience most often takes the form of a comprehensive exam or an experiential learning component, such as an internship. The MFA is a terminal degree offered in various majors in the visual arts. In these programs, studies culminate with both a visual and written thesis, and some require an oral defense.

The quality and currency of programs, whether in face-to-face or online format, are reviewed by program faculty, and curricular revisions are made when appropriate. Programs that are not subject to external evaluation are reviewed on a five to seven-year cycle through the AQAD process. Results of these reviews are used to inform major curricular revision and development, to direct recruitment and retention efforts, and to plan for emerging trends in the labor force and graduate study. For example, the AQAD review of the Intercampus Marine Science program resulted in a list of action items to address the issues of enrollment and retention, faculty workload inconsistencies, contribution of SMAST faculty to undergraduate education, and curricular revisions to meet programmatic needs of students.

Institutional support for graduate programs has steadily increased as new programs are added. In an effort to support faculty in these new programs, start-up packages for newly hired tenure-track faculty have significantly increased. Renovation of research space for scientific and technical fields has also continued. The Research Office has hired two pre- and post-award specialists who will work with faculty to write and hone grant applications and manage awards. The Provost's Office has also hired external consultants to work individually or in groups with faculty to craft competitive grant proposals. Support for teaching assistants (TAs) has gradually increased, with the University continually encouraging departments to use TAs for laboratory instruction and recitation sections. Graduate students are increasingly involved in the delivery of laboratory and studio courses, thereby giving them valuable teaching experience. Faculty research is also supported by research assistants (RAs) supported by start-up or grant funding. The University received new external awards for FY19 in excess of \$15.4M. This represents an increase of more than 20% over FY18 and marks the largest number of new awards UMass Dartmouth has received since FY13, when we received \$15.7M. Research awards provide additional funding for graduate students.

In April 2019, the Commission approved the Substantive Change requested for a dual PhD program between the Universidade de São Paulo Instituto Oceanográfico (USP-IO), Brazil, and the University of Massachusetts Dartmouth (UMass Dartmouth) in Marine Science. The program involves co-supervision and research residencies of PhD students, leading to a dual diploma/degree in Oceanography (USP-IO)/Marine Science (UMass Dartmouth). The School for Marine Science and Technology administers the program. Additionally, in July 2019, the Commission approved a substantive change for a UMass system-wide partnership agreement with Shorelight Education LLC to offer inter-campus graduate certificates in Computer Science, Computer Engineering, Electrical Engineering, and Mechanical Engineering to international students. On October 31, 2019, the UMass campuses informed NECHE staff that due to a variety of factors, the implementation of this program was deferred to a later date.

Appraisal

The University has met all major projections identified for the graduate academic program in its 2010 NEASC reaccreditation self-study. In 2011, new programs were initiated in Educational Leadership (EdD and PhD), Nursing (DNP), and Engineering and Applied Science (PhD). As of fall 2018, Educational Leadership has graduated 33 students and currently has 26 students. There were 40 Nursing DNP degree completions with a current enrollment of 50, and Engineering and Applied Science has graduated 11 students and has 40 students enrolled.

There are three major internal awards (*distinguished doctoral fellow*, *doctoral fellow*, and *distinguished art fellow*) aimed at recruiting, supporting, and advancing graduate research and education. The University allocates about \$1 million per year in stipend and tuition payments for doctoral and fellowship programs.

As shown above, the University has met its broad graduate program development goals from approximately ten years ago. With the addition of the School of Law in 2010 (after the completion of the 2010 self-study), the University now has 1,749 students enrolled in graduate study (fall 2019) compared to 1,621 in fall 2015. Enrollments have held steady since the peak in fall 2010 from the Southern New England School of Law (SNESL) acquisition (1,683). Beyond the graduate programs noted above, the University successfully launched degree programs in Integrative Biology (PhD), Chemistry and Biochemistry (PhD), STEM Education (PhD), Accounting (MS), Data Science (MS), Finance (MS), Healthcare Management (MS), and Technology Management (MS). In addition, a variety of graduate certificate programs (face-to-face and online) have been added. A review of data collected for the E-Series indicates that some departments are lacking learning outcomes. See Standard Eight (page 74-75).

UMass Dartmouth has continued its focus on the development of online degree and certificate programs to meet the needs of those who cannot easily travel to the campus, as well as extending access in areas of specialty. Since the last ten-year comprehensive accreditation visit, the University has added five additional master's programs and six graduate certificate programs to its online offerings. The expansion of online graduate program offerings is expected to continue in the coming years as new areas of strategic growth are identified.

The increase in graduate academic programs has coincided with strategic hiring of research-oriented faculty since the previous accreditation. The goal has been two-fold: to increase the quality and quantity of research at the University, while concurrently providing the appropriate faculty expertise for all graduate academic programs. Measures of success in this regard include

achieving the status of Doctoral Research University, with research expenditures of about \$27M in 2018, and increasing research doctoral degrees awarded (PhD) from three (3) in 2010 to thirty-four (34) in 2017 and thirty (30) in 2018. The doctoral counts do not include the 62 professional doctoral degrees in Law and Nursing that were awarded in 2018. These quantitative and qualitative measures illustrate the success of graduate education at UMass Dartmouth.

Focusing internally on institutional support for faculty and programs, the University has implemented a new approach to creating an environment that supports faculty teaching at the graduate level by acknowledging the increased demands for research and scholarship. Research-based graduate theses and dissertations are supervised by research-active faculty. Also important is support for faculty teaching in professional graduate degree programs who often are professionals highly regarded in their fields, such as the Applied Behavioral Analysis concentration in the master's program in Psychology, and the widely respected artists who make up the MFA faculty. In order to maintain the University's DRU status and to support its professional mission, rebalancing of faculty workload has taken place on campus in addition to increased internal seed funding to enable faculty to pursue external funding.

Beyond faculty support, graduate programs also need to ensure high quality in graduate student outcomes. Through area-specific credentialing, existing graduate programs have been developed to align with national standards. Program rigor matches the strength of faculty teaching in these programs, most of whom are recognized experts in their fields. Strong applicant pools and admissions standards help to reinforce the graduate program quality and faculty expectations. On this measure, graduate program admission is generally selective, with an overall acceptance rate of 68%. Most graduate programs require the submission of standardized test scores (GRE, GMAT, MTEL, LSAT, and when appropriate, TOEFL/IELTS scores), GPA, letters of recommendation, and a statement of purpose. Admissions decisions are made at the program level.

The expanded emphasis on graduate education at the University has provided many benefits. For example, as noted, the University has recently obtained Doctoral Research University (DRU) classification. This reinforces the importance of graduate education and facilitating recruitment of high-quality research faculty and graduate students. To maintain the research status, faculty and students need the support of a well-staffed and focused graduate administration. Resources need to be prioritized to ensure seamless support for the admission and enrollment of graduate students, and graduate stipends need to be increased to attract well-qualified students.

UMass Dartmouth's strategic goals for developing graduate programs in areas of faculty and institutional strength have culminated in recent years with the creation of new graduate programs, attainment of DRU classification, and the hiring of research-oriented faculty directly and through cluster hiring. Despite the hiring of an International Admissions Liaison and an Assistant Director of Graduate Admissions, administrative support for graduate programs has been challenged to keep pace with increasing enrollment and the addition of several new programs.

Integrity in the Award of Academic Credit

Description

The University oversees the academic credit it awards in all its degree programs, guided by clear processes and policies established by the faculty and administration. The content of dual and joint degree programs and transfer credits is carefully evaluated as well. Policies regarding transfer and other kinds of non-institutional credit are clear and accessed in the catalog. The University is in compliance with NECHE's minimum total credits for undergraduate and graduate degrees.

The University awards three undergraduate degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and the Bachelor of Fine Arts (BFA). Degree requirements are specified in detail in the [catalog](#) and on the college websites. Graduate degrees offered are: PhD, EdD, DNP, JD, MA, MAE, MAT, MBA, MFA, MPP, and MS. Requirements for graduate degrees are specified in the [graduate catalog](#).

The University plans, reviews, and approves the content of courses and programs through departmental, college, and University curriculum committees that address program quality, student qualifications and progression, and academic policies through standing committees of the Faculty Senate, including the Admissions, Academic Ethical Standards, Student-Faculty Academic Affairs, and General Education Committees. New degree programs require approval from the UMass Board of Trustees as well as the Massachusetts Board of Higher Education and follow the [New Program Policy](#). All programs are reviewed regularly by either external accrediting agencies or through the AQAD process. See Standard Two (pages 4-5).

Department chairs work with faculty to determine course offerings each semester to meet the needs for student degree progression. Active participation of faculty in curriculum development and approval is designed to ensure the quality of all courses and programs, regardless of location of offering, modality, or delivery schedule. All degree and certificate programs have stated requirements included in the online graduate and undergraduate catalogs. A multi-level process (department chairs, deans, provost, registrar) for catalog updates is conducted annually to ensure accuracy. For students in online degree programs, the [Online and Continuing Education](#) website provides course listings with descriptions for all courses and offerings for each term. Courses are offered on a regular schedule, and class schedules are published prior to the early registration period each semester.

Oversight and evaluation of faculty and course work follow a multi-pronged approach. Each faculty member submits a Faculty Activities Report annually to a department Faculty Evaluation Committee. This report requires evidence of teaching effectiveness such as a peer evaluation. Student evaluations of teaching are conducted in each class, with standardized evaluation questions across the University, as well as questions that may be added by the departments. These student evaluations are also part of faculty annual evaluations. In May of each year, the department Faculty Evaluation Committee, department chair, and college dean evaluate each faculty member.

The Faculty Federation Agreement outlines the timeline and procedures for pre- and post-tenure reviews. Each department develops and has standards for tenure and promotion approved by the dean of the college/school and the Provost. See Standard Six (pages 47-48).

Undergraduate degree requirements and the Student Academic Integrity Policy are published in the [catalog](#) along with regulations and procedures for continuation in, dismissal from, or readmission to academic programs. These are developed by faculty and approved by the Faculty Senate and the Provost. Assistant/associate deans within the colleges administer these policies and monitor their effectiveness.

Appraisal

To comply with the Federal Credit Hour Policy, the institution has sought to assure that course credits awarded reflect an appropriate amount of work represented in stated learning outcomes and verified by evidence of student achievement. In 2016, to address this policy, the curriculum review process for new courses or for course revisions that entail a change of credit or level of course (from 200 to 300-level, for example) was revised to require syllabus review and approval by the dean to assure compliance with the policy on all course syllabi.

The collection and review of syllabi from a sampling of departments revealed that syllabi vary in meeting the Federal Credit Hour Policy. In response to this finding, the Faculty Senate and Provost's Office recommended inclusion of the policy on all syllabi through a link to an [Omnibus Document](#) developed by the Faculty Senate in fall 2018. Additionally, many of the syllabi, some of which were likely developed prior to 2016, were determined to be inconsistent in demonstrating evidence of an amount of work sufficient to meet the policy requirements, though ample work may have been conducted in the course. Considering evidence from both syllabi and course websites, more extensive follow-up collection and review conducted on syllabi collected in spring 2019 also indicated some improvement, but inconsistency remained a concern.

University [residency requirements](#) for undergraduate degrees ensure that students complete a minimum of 45 credits of coursework at UMass Dartmouth, at least 30 of which must be advanced or specialized credits. For graduate programs, the residency requirement is at least 24 credits. Student learning outcomes for approved courses serve as the criteria to evaluate the award of academic credit for study abroad, internships, and independent study. Policies regarding the award of special types of credit (including AP, CLEP, and military training) are published on the [Registrar's website](#). Credit is not awarded for remedial or pre-collegiate level work. [Placement testing](#) is designed to assure that first-year students and some transfer students have appropriate preparation for enrolling in math and language courses. Graduation requirements are clearly stated in the catalog, the advisement report in COIN, and degree tracking sheets used for advising. Department chairs certify that students have fulfilled all requirements for graduation, and this certification is verified by the deans.

The awarding of transfer credit for courses taken at other regionally accredited institutions prior to admission is determined by the Admissions Office and dean, or designee, of the appropriate college. [Transfer credit](#) is awarded if course content was equivalent to a course or appropriate to a curriculum offered at UMass Dartmouth and a grade of C- or higher was earned. The [Course Equivalency Guide](#) allows students to quickly and independently determine the acceptability of transfer credits. Most vocational or non-college level courses are not transferable. Advanced Placement (AP) and College-Level Examination Program (CLEP) credit is subject to receipt of official examination scores and cutoffs designated by academic departments.

UMass Dartmouth participates in [MassTransfer](#), a collaboration between the University of Massachusetts System, the Commonwealth's community colleges, and the state universities. Students who complete approved associate degrees at a community college are guaranteed a minimum of 60 transfer credits at participating universities, and students receive a tuition credit with a qualifying grade point average. UMass Dartmouth has articulation agreements with colleges for those programs in which MassTransfer does not apply. These [articulation agreements](#) guarantee transfer credit of appropriate courses from one institution to another in specific major areas.

A revised undergraduate [Academic Integrity Policy](#) is documented in the catalog and on all syllabi, is monitored by faculty in their respective courses, and is enforced through procedures administered by the Student Affairs Student Conduct and Dispute Resolution Department. Policies, the process, and an appeal brochure are posted on that [website](#).

Projections

By AY2021-2022, each degree program in the College of Visual and Performing Arts will have developed an approved assessment plan. The Coordinator of Institutional and Learning Assessment will work with program chairpersons to develop and implement the plans.

The development of curriculum and support services for the Honors College will be completed in AY2020-2021. The Office of the Provost will lead this initiative in coordination with the Faculty Senate.

In AY2020-2021, the Gen Ed Committee will monitor the implementation of revisions to the requirements for Cluster 1. The revisions will be implemented in AY2021-2022.

The General Education Committee, along with the Director of Gen Ed, will develop and implement a messaging campaign that engages students in understanding the value of the University Studies Program. The initiative will begin in 2020-2021 and will be assessed in 2024-2025 using the same survey items considered by the Committee in 2019.

All departments annually assess achievement of departmental outcomes, and the CILA will work with departments to review their outcomes and develop a report format in AY2020-2021.

The Associate Provost for Graduate Studies will work to fully integrate the administrative leadership, policy, and procedures for graduate programs in conjunction with the Graduate Council and the Faculty Senate Graduate Committee by AY2021-2022.

The Associate Provost for Research and Development will develop a system of support to promote success in grant writing to achieve an increase in available funding from \$16 to \$20 million by AY2024-2025 to support students in the form of research assistantships.

The Provost's Office will assess the feasibility of using indirect cost funds to increase graduate fellowship funding from \$1 million to \$1.25 million over the next five years, to enhance the enrollment of highly qualified graduate students.

The Office of the Provost will work with the Faculty Senate in AY2020-2021 to develop a plan to assure that syllabi content demonstrates compliance with the Federal Credit Hour requirements to be implemented in AY2021-2022.

**Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	NA	5,218	271	0	0	3	60	5,552
Main Campus PT	NA	297	200	54	0	0	22	573
Other Principal Campus FT	NA	NA	NA	NA	NA	NA	NA	0
Other Principal Campus PT	NA	NA	NA	NA	NA	NA	NA	0
Branch campuses FT	NA	NA	NA	NA	NA	NA	NA	0
Branch campuses PT	NA	NA	NA	NA	NA	NA	NA	0
Other Locations FT	NA	253	42	0	0	206	27	528
Other Locations PT	NA	24	50	0	0	72	4	150
Overseas Locations FT	NA	NA	NA	NA	NA	NA	NA	0
Overseas Locations PT	NA	NA	NA	NA	NA	NA	NA	0
Distance education FT	NA	413	146	0	0	4	3	566
Distance education PT	NA	470	365	1	0	0	2	838
Correspondence FT	NA	NA	NA	NA	NA	NA	NA	0
Correspondence PT	NA	NA	NA	NA	NA	NA	NA	0
Low-Residency FT	NA	NA	NA	NA	NA	NA	NA	0
Low-Residency PT	NA	NA	NA	NA	NA	NA	NA	0
Unduplicated Headcount Total	0	6,202	1,025	54	0	280	208	7,769
Total FTE	NA	5,650.67	719.78	33.22	0.00	247.47	140.00	6,791.14
Enter FTE definition:	NA	Total student credit hours divided by 15	Total student credit hours divided by 9	Total student credit hours divided by 15	Total student credit hours divided by 9	Total student credit hours divided by 15	Total student credit hours divided by 9	
Degrees Awarded, Most Recent Year	NA	1,430	397	7	0	47	29	1,910

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Degrees awarded excludes "Major2" degrees when both degrees are the same. If Major2 degree is different (ie. BA and BS) then both are counted. Location based on student's major. Data are for Fall 2019 enrollment and awards are AY 19.

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	8	45	NA	53	5,552	5,605
Main Campus PT	14	90	NA	104	573	677
Other Principal Campus FT	NA	NA	NA	NA	0	NA
Other Principal Campus PT	NA	NA	NA	NA	0	NA
Branch campuses FT	NA	NA	NA	NA	0	NA
Branch campuses PT	NA	NA	NA	NA	0	NA
Other Locations FT	0	0	0	0	528	528
Other Locations PT	1	15	2	18	150	168
Overseas Locations FT	NA	NA	NA	0	0	NA
Overseas Locations FT	NA	NA	NA	0	0	NA
Distance education FT	3	3	NA	6	566	572
Distance education PT	103	105	NA	208	838	1,046
Correspondence FT	NA	NA	NA	NA	0	NA
Correspondence PT	NA	NA	NA	NA	0	NA
Low-Residency FT	NA	NA	NA	NA	0	NA
Low-Residency PT	NA	NA	NA	NA	0	NA
Unduplicated Headcount Total	127	256	2	385	7,769	8,154
Total FTE	67.03	111.72	0.40	179	6,791.14	6,970.29
Enter FTE definition:	Undergraduate: 15 and Graduate: 9	Undergraduate: 15 and Graduate: 9	Law: 15			
Certificates Awarded, Most Recent Year	72					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Many students take courses at multiple locations and multiple modalities (face-to-face and online). Location based on student's major. Data are for Fall 2019 enrollment and awards are AY 19.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

	Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Next Year Forward (actual) (Fall 2019)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
Accounting	30	2	1	5	10	10
Artisanry	36	1	2	0	0	0
Fine Arts	36	1	0	1	0	0
Pre-Medical Preparation Program	32	25	18	20	21	12
Pre-Professional Certificate in Mental Health	18	5	9	3	1	3
Women's and Gender Studies	18	0	0	2	2	2
Total		34	30	31	34	27
Associate (add more rows as needed)						
Not Applicable	NA	NA	NA	NA	NA	NA
Total						
Baccalaureate (add more rows as needed)						
College of Arts and Sciences						
Arts & Sciences (Undeclared)	120	425	456	412	390	336
Arts & Sciences (Undeclared) - Connect	120	69	68	57	41	
Biology/Marine Biology	120	340	294	343	346	321
Chemistry & Biochemistry	120-128	96	89	92	76	63
Crime and Justice Studies	120	376	338	348	371	368
Economics	120	58	53	58	60	65
English	120	199	190	169	150	147
French	120	13	6	6	4	3
Health and Society		-				78
History	120	119	114	109	107	100
Humanities / Social Science	120	1	2	1	0	
Liberal Arts	120	241	199	149	133	105
Mathematics	120	77	73	54	47	36
Medical Lab Science	123	207	188	164	132	
Multidisciplinary Studies	120	8	4	1	5	0
Philosophy	123	18	17	16	14	9
Political Science	120	123	142	136	148	142
Portuguese	120	14	15	13	11	10
Psychology	120	437	470	473	494	431
Public Administration	120					11
Sociology and Anthropology	120	129	95	96	93	72
Spanish	120	29	30	25	15	12
Women's and Gender Studies	120	26	26	29	25	17
Total		3005	2869	2751	2662	2326
Charlton College of Business						
Accounting	120	363	305	288	312	309
Business (Undeclared)	120	253	229	212	210	180
Business (Undeclared) - Connect	120	34	28	36	33	
Finance	120	181	182	170	178	187
General Business Administration	120	79	106	132	134	106
Human Resource Management	120	3	NA	NA	NA	
Management	120	286	259	255	274	262
Management Information Systems	120	61	66	83	95	101
Marketing	120	256	241	255	289	284
Operations Management	120	118	122	122	104	98
Total		1634	1538	1553	1629	1527

?	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (actual)	
		(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	
For Fall Term, as of Census Date							
?	College of Engineering						
	Bioengineering	120	124	134	118	108	105
	Civil Engineering	122	181	150	149	133	115
	Computer Engineering	122-128	105	98	89	96	92
	Computer Science	120	277	304	281	281	246
	Data Science	120	6	11	16	16	27
	Electrical Engineering	125	183	149	146	147	133
	Engineering (Undeclared)	120	59	46	49	40	29
	Engineering (Undeclared) - Connect	120	20	23	15	23	0
	Mechanical Engineering	123	338	334	305	290	259
	Physics	120	37	32	39	35	40
	Total		1330	1281	1207	1169	1046

?	College of Nursing and Health Sciences						
	Medical Laboratory Science - Clinical	123					106
	Nursing	122	613	605	619	597	621
	Total		613	605	619	597	727

?	College of Visual and Performing Arts						
	Art + Design	120	0	0	0	13	258
	Art Education	129	40	36	30	32	34
	Art History	120	12	10	5	3	4
	Artisanry	120	25	24	19	16	6
	Fashion Design	120	0	0	0	16	6
	Fine Arts	120	0	0	14	12	8
	Interior and Architecture Design	120	0	0	0	40	27
	Music	120	50	47	36	37	42
	Painting 2D Studies	120	28	21	14	8	2
	Sculpture 3D Studies	120	13	11	5	3	0
	Studio Arts (Undeclared)	120	28	25	26	39	13
	Studio Arts (Undeclared) - Connect	120	7	7	7	7	
	Visual Design	120	316	304	258	218	111
	Total		519	485	414	444	511

?	Interdisciplinary						
	College Now and START	120	119	130	130	124	196
	Total		119	130	130	124	196

Total Undergraduate 7254 6938 6705 6659 6360

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Includes double and triple majors.
 Medical Laboratory Science moved to College of Nursing and the College was renamed College of Nursing and Health Sciences in 2019.

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (actual)
	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)

Master's (add more rows as needed)

Accounting	30	17	39	52	38	27
Art Education	33	18	20	26	27	16
Artisanry	60	18	13	13	17	15
Biology/Marine Biology	30	20	22	21	26	21
Biomedical/Biotechnology Engineering	31	0	1	4	8	7
Chemistry & Biochemistry	30	25	26	20	20	23
Civil & Environmental Engineering	30	9	9	12	10	9
Coastal & Ocean Administration	34	3	2	2	4	2
Computer Engineering	30	28	20	29	16	17
Computer Science	30	124	123	108	91	81
Data Science	30	5	11	11	13	18
Educational Leadership & Policy	41	1	1	2	2	0
Electrical Engineering	30	31	29	26	23	27
Finance						8
Fine Arts	60	16	12	10	10	12
Healthcare Management	30	7	23	28	38	39
Marine Science/Technology	30-33	20	24	21	18	19
Master of Arts in Teaching	30	83	93	110	97	97
Master of Business Administration	30	293	285	242	290	342
Mechanical Engineering	30-33	23	30	31	25	23
Nursing	39	28	22	26	35	48
Physics	30	17	20	20	14	18
Portuguese Studies	30	4	3	2	2	2
Professional Writing	33	19	13	16	19	15
Public Policy	34-36	35	42	42	43	44
Psychology	36-60	75	82	92	91	92
Technology Management	30	3	16	24	24	27
Visual Design	60	9	11	9	5	5
Total		931	992	999	1,006	1,054

Doctorate (add more rows as needed)

Biomedical/Biotechnology Engineering	63	25	20	21	14	15
Chemistry & Biochemisry	55	16	16	15	20	22
Educational Leadership & Policy	82	45	49	29	26	21
Electrical Engineering	48	25	27	27	22	22
Engineering & Applied Sciences	66	25	31	34	40	42
Integrative Biology	55			0	5	7
Luso-Afro-Brazilian Studies and Theory	54	11	11	9	9	7
Marine Science/Technology	54	28	24	26	31	28
Nursing	73	31	26	24	25	23
STEM/Mathematics Education	72	18	18	18	23	22
Total		224	222	203	215	209

First Professional (add more rows as needed)

Juris Doctor	90	203	185	202	224	282
Nursing Practice	63	64	61	62	50	54
Total		267	246	264	274	336



Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (actual)
	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)

Other; specify (add more rows as needed)

Accounting PBC	12	2	1	0	3	9
Artisanry PBC	9	2	3	7	3	1
Business Analytics PBC	12			1	0	4
Business Foundations OGC	12	9	24	28	29	9
Communications PBC	15	0	0	0	0	1
Computing Infrastructure Security PBC	15			1	6	4
Computer Science OGC	15	0	2	9	9	21
Computer Systems PBC	15	0	1	0	3	0
Digital Signal Processing PBC	15	0	0	0	0	1
Education PBC	24	0	0	0	0	0
Education ESL Pre-K to 8 PBC	12	0	2	0	0	0
Educational Policy OGC	12	8	12	10	9	8
Electrical Engineering Systems PBC	15	1	0	0	0	1
Environmental Policy OGC	12	12	9	4	10	16
Fine Arts PBC	9	1	3	0	1	0
Finance PBC	12	0	1	1	0	1
International Business OGC	12	0	1	0	0	1
Marketing PBC	12	0	1	1	0	0
Organizational Leadership OGC	12	5	5	3	13	11
Professional Writing PBC	12	1	1	3	2	4
Psychology PMC	18	0	2	5	2	2
Public Management OGC	12	6	14	22	13	18
Software Development and Design PBC	15	1	0	0	0	0
Supply Chain Management PBC	12	1	1	2	2	0
Sustainable Development OGC	12	0	0	0	0	0
Total		49	83	97	105	112

Total Graduate	1,471	1,543	1,563	1,600	1,711
----------------	-------	-------	-------	-------	-------

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Includes double and triple majors.

**Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit



3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
-------------------------------	-------------------------------	------------------------------	------------------------------	--

Undergraduate (add more rows as needed)

College of Arts & Sciences	114,275.5	107,791.5	102,661.5	102,123.0	102,115.0
Biology	10,120.0	9,079.0	9,261.0	9,662.0	9,660.0
Chemistry	7,471.5	6,782.5	6,446.5	6,158.0	6,160.0
Crime & Justice Studies	5,202.0	5,367.0	5,697.0	6,152.0	6,150.0
Economics	4,506.0	4,731.0	4,713.0	4,876.0	4,880.0
English	21,887.0	21,054.0	19,927.0	19,879.0	19,880.0
Foreign Literature & Language	5,823.0	5,719.0	5,274.0	4,515.0	4,515.0
History	6,017.0	6,033.0	5,676.0	5,036.0	5,035.0
Mathematics	15,361.0	14,460.0	13,398.0	13,257.0	13,260.0
Medical Laboratory Science	3,847.0	3,957.0	3,776.0	3,356.0	3,360.0
Philosophy	4,905.0	4,206.0	3,814.0	3,648.0	3,645.0
Political Science	4,596.0	4,828.0	4,436.0	4,785.0	4,785.0
Policy Studies	285.0	222.0	222.0	177.0	180.0
Portuguese	1,441.0	1,209.0	1,227.0	1,167.0	1,170.0
Psychology	9,884.0	9,316.0	9,154.0	9,554.0	9,555.0
Sociology & Anthropology	7,953.0	6,086.0	4,878.0	5,072.0	5,070.0
Women & Gender Studies	2,649.0	2,241.0	2,104.0	1,935.0	1,935.0
Interdepartmental, Arts & Sciences	2,253.0	2,465.0	2,624.0	2,822.0	2,820.0
School of Education	75.0	36.0	34.0	72.0	55.0
STEM Education & Teacher Development	75.0	36.0	34.0	72.0	55.0
College of Business	30,346.0	30,000.5	29,591.5	30,629.5	30,635.0
Accounting & Finance	10,335.0	9,499.5	9,141.0	9,387.0	9,390.0
Decision & Information Sciences	8,604.0	9,090.0	8,763.0	9,573.0	9,575.0
Management & Marketing	11,373.0	11,376.0	11,656.5	11,637.5	11,640.0
Interdepartmental, Business	34.0	35.0	31.0	32.0	30.0
College of Engineering	25,995.5	25,506.0	24,846.0	23,521.5	23,525.0
Bioengineering	1,835.0	1,886.0	1,897.5	1,744.5	1,745.0
Civil & Environmental Engineering	2,107.0	2,105.0	2,079.0	1,761.0	1,760.0
Computer & Information Science	4,782.0	5,306.0	5,366.0	5,353.0	5,355.0
Electrical & Computer Engineering	4,856.5	4,232.0	3,981.5	4,055.0	4,055.0
Mechanical Engineering	3,797.0	4,076.0	3,722.0	3,310.0	3,310.0
Physics	5,800.0	5,309.0	5,247.0	4,934.0	4,935.0
Interdepartmental, Engineering	2,818.0	2,592.0	2,553.0	2,364.0	2,365.0
College of Nursing and Health Sciences	9,795.0	10,456.0	10,643.0	11,408.0	11,410.0
Nursing	9,795.0	10,456.0	10,643.0	11,408.0	11,410.0
College of Visual & Performing Arts	15,510.0	14,069.0	13,600.0	15,876.0	15,880.0
Art Education	273.0	306.0			
Art Education, Art History & Media Studies			2,802.0	2,484.0	2,485.0
Art History	3,096.0	2,475.0			
Art + Design			5,610.0	6,565.0	6,565.0
Artisanry	723.0	769.0			
Design	3,648.0	3,684.0			
Fine Arts	1,935.0	1,947.0			
Music	4,243.0	3,627.0	4,102.0	4,130.0	4,130.0
Interdepartmental, Visual & Performing Arts	1,592.0	1,261.0	1,086.0	2,697.0	2,700.0
School of Marine Science & Technology	240.0	174.0	258.0	297.0	300.0
Marine Science	240.0	174.0	258.0	297.0	300.0
University Wide - Interdisciplinary (AAC, ALC, BRF, LCE, UNV)	995.0	1,107.0	932.0	934.0	935.0
Honors	780.0	600.0	615.0	708.0	820.0
On Exchange	153.0	24.0	0.0	0.0	0.0
Other (LOW, MIL, NAV)	30.0	33.0	36.0	69.0	55.0

Total 198,120.0 189,761.0 183,183.0 185,566.0 185,675.0

Graduate (add more rows as needed)

College of Arts & Sciences	6,620.0	6,695.0	6,563.0	6,425.0	6,445.0
Biology	269.0	231.0	302.0	371.0	370.0
Chemistry	586.0	575.0	585.0	513.0	515.0
English	457.0	411.0	419.0	469.0	470.0
Foreign Literature & Language	21.0	87.0	36.0	60.0	60.0
History	117.0	138.0	111.0	69.0	70.0
Mathematics	108.0	132.0	132.0	81.0	85.0
Medical Laboratory Science	0.0	3.0	0.0	0.0	0.0
Policy Studies	834.0	930.0	959.0	926.0	930.0
Portuguese	171.0	168.0	108.0	105.0	110.0
Psychology	1,265.0	1,382.0	1,453.0	1,481.0	1,480.0
School of Education	2,792.0	2,638.0	2,458.0	2,350.0	2,355.0
STEM Education & Teacher Development	1,821.0	1,704.0	1,881.0	1,977.0	1,980.0
Educational Leadership	971.0	934.0	577.0	373.0	375.0
College of Business	6,870.0	7,948.0	6,882.0	7,071.0	7,085.0
Accounting & Finance	2,628.0	3,204.0	2,724.0	2,856.0	2,860.0
Decision & Information Sciences	2,025.0	2,247.0	2,232.0	2,244.0	2,245.0
Management & Marketing	2,217.0	2,497.0	1,926.0	1,971.0	1,980.0
College of Engineering	4,333.0	4,448.0	3,961.0	3,243.5	3,250.0
Bioengineering	30.0	66.0	117.0	75.0	75.0
Civil & Environmental Engineering	48.0	96.0	162.0	129.0	130.0
Computer & Information Science	1,920.0	1,806.0	1,446.0	1,198.0	1,200.0
Electrical & Computer Engineering	897.0	1,032.0	891.0	774.0	775.0
Mechanical Engineering	446.0	431.0	348.0	238.5	240.0
Physics	288.0	306.0	201.0	189.0	190.0
Interdepartmental, Engineering	704.0	711.0	796.0	640.0	640.0
College of Nursing and Health Sciences	1,394.0	1,172.0	1,358.0	1,285.0	1,426.7
Nursing	1,394.0	1,172.0	1,358.0	1,285.0	1,426.7
College of Visual & Performing Arts	1,125.5	1,048.0	1,025.5	882.0	880.0
Art Education	145.0	196.0			
Art Education, Art History & Media Studies			263.5	231.0	230.0
Art History	42.0	30.0			
Interdepartmental, Visual & Performing Arts	938.5	822.0	762.0	651.0	650.0
School of Marine Science & Technology	454.0	486.0	463.0	484.0	485.0
Marine Science	454.0	486.0	463.0	484.0	485.0
School of Law	5,074.0	4,717.0	5,578.0	6,080.0	7,000.0
Law	5,074.0	4,717.0	5,578.0	6,080.0	7,000.0
Other (BOS, LOW, NAV)	27.0	12.0	34.0	19.0	15.0
Total	25,897.5	26,526.0	25,864.5	25,489.5	26,586.7

Information Literacy Sessions

Main campus

Sessions embedded in a class

132	125	129	123	113

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

2	1	2	2	4
---	---	---	---	---

URL of Information Literacy Reports:

<https://www.umassd.edu/policies/active-policy-list/library/information-literacy-at-umass-dartmouth/>

Please enter any explanatory notes in the box below

Majority of exchange credits are not assigned until after completion. College of Visual & Performing Arts reorganized departments in FY18.
College of Nursing became College of Nursing and Health Sciences in 2019.

Standard Five: Students

The University of Massachusetts Dartmouth is a Doctoral Research University that is part of the University of Massachusetts System. The student body is comprised of 6,405 undergraduate and 1,749 graduate students. Approximately 50% of the undergraduates are female and 50% are male. Among graduate students, 54% are female and 46% are male. There are 145 international students at the undergraduate level and 271 at the graduate level. Undergraduate students include 196 students in the College Now alternative admissions program. Students enrolled in programs offered online include 518 undergraduates and 423 graduates. The majority of students are residents of Massachusetts, with nearly 15% drawn from the surrounding cities of Fall River and New Bedford and smaller towns throughout the region and the state.

Admissions

Description

Admission to UMass Dartmouth is guided by the admissions standards established for the University of Massachusetts System by the [Department of Higher Education](#) (DHE), as well as by the competitiveness of the applicant pool in a particular year for a specific program.

The [Undergraduate Admissions Office](#) works with each college to recruit and admit qualified students of diverse backgrounds to meet the enrollment targets established for their programs. Admissions staff are bachelor-degreed professionals who receive regular training to accurately promote the institution and to review applications for admission according to its standards. Admissions staff conduct high school visits and participate at college fairs throughout Massachusetts, New England, and increasingly beyond these areas. For the fall 2019, high school visits and participation in college fairs numbered almost 800, a fifteen percent increase from the previous fall. Staff conduct daily information sessions and tours on campus led by current students. The Admissions Office and the colleges collaboratively offer open house events in the fall and information sessions for admitted students in the spring.

Alternative admission is offered through the [College Now/START](#) program. Acceptance to College Now/START is based on the applicant's high school credentials, test scores, an essay, and recommendations, as well as a forty-five minute interview and skills assessment test with the applicant to determine his/her goals and what supports he/she may require. The program is focused on underserved students, including low-income, first-generation, and underrepresented groups. In fall 2019, 196 students enrolled. This program is described in more detail in the section on Student Services and Co-Curricular Programs.

The Office of Graduate Admissions works with individual colleges and programs to recruit qualified domestic and international applicants to the University's master's, doctoral, and post-baccalaureate certificate programs, working with the individual colleges and programs. The [Graduate Studies](#) website provides information on programs, application procedures and requirements, financial information, and more. In addition, the University recruits through the purchase of lists of prospective students from the Educational Testing Service (ETS) and uses third-party vendor websites (e.g. Hobson's, Peterson's). The Office actively recruits current UMass Dartmouth undergraduates through on-campus information events, participates in both off-campus and online virtual college fairs, and partners with third party recruiters and international recruitment tours to identify qualified international graduate students.

[Online and Continuing Education](#) (OCE) supports the overall mission and vision of the University through its flexibility and affordability for adult learners. OCE utilizes the TargetX Customer Relations Management (CRM) System to recruit students, providing a centralized prospect database, improved inquiry tracking, and individualized marketing campaigns for specific programs. Both undergraduate and graduate admissions for online programs follow the same standards as those used for on-campus students.

The [School of Law](#), which enrolled its first class in fall 2010 as a teach-out of the Southern New England School of Law's (SNESL) program, is now accredited by the Council of the Section of Legal Education and Admissions to the Bar, American Bar Association (ABA). To optimize enrollment, the School of Law has established relationships with all public colleges in the region and enhanced relationships with the pre-law advisors at other feeder schools' campuses. Nine [School of Law 3+3 agreements](#) were established with Massachusetts public and private institutions. A scholarship strategy was employed to target recruitment that aligns with the School of Law's mission and core values.

[Financial Aid Services](#) (FAS) provides students with assistance in identifying funding options through a consistent and equitable process that requires only the completion of the Free Application for Federal Student Aid (FAFSA). Students can review financial aid information in real time through the Corsair Online Information system (COIN). FAS communicates award information via email, text messaging, and social media. In addition to the website, financial literacy information is communicated to students through peer mentors and the counseling staff through information tables in the Campus Center, campus events, and weekly financial aid labs. The FAS [Net Price Calculator](#) allows families the opportunity to better understand college finances and options. Graduating students also participate in required exit counseling conducted through the Department of Education website.

In the 2017-2018 academic year, UMass Dartmouth students received \$65.5 million in federal aid, \$4.8 million in state aid, and \$32.6 million in institutional aid. While federal and institutional aid increased, all state aid declined. The University increased its institutional aid to offset, at least partially, the loss in state aid. Institutional aid is offered as grants and waivers, helping to alleviate student loan burden. Approximately 83% of full-time undergraduate students who applied received financial aid in FY2018. Weekly reports are generated to monitor the type and amount of institutional aid offered as grants and tuition waivers.

The University of Massachusetts Dartmouth complies with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). The University communicates student rights with respect to their educational records and specific institutional FERPA policies on the University's [active policies list](#) and in the 2018-2019 [graduate and undergraduate catalogs](#). The Registrar's Office provides additional information in the [FERPA: Frequently Asked Questions](#) webpage. The University follows the Record Management, Retention and Disposition Policy and Guidelines as set forth by the [University of Massachusetts Board of Trustees](#) and is consistent with Massachusetts General Law.

Appraisal

The University has experienced a decrease in total headcount from 8,916 in fall 2015 to 8,154 in fall 2019. The decline has been greatest at the undergraduate level, except for fall 2018 when enrollment experienced an increase largely attributable to the Mount Ida student enrollment.

While overall headcount declined, enrollment in online courses has increased, accounting for 8,899 course registrations in AY19, compared to 5,384 in AY15, a gain of 65%. With the full accreditation from the ABA, the School of Law enrollment increased from 205 in fall 2015 to 282 in fall 2019.

New freshman enrollment continues to fluctuate, decreasing from 1,431 (fall 2015) to 1,320 (fall 2019), increasing to 1,421 in fall 2018 but declining to 1,320 in fall 2019. The declining student population in Massachusetts specifically, and in the Northeast in general, has impacted enrollment prediction over the period. This demographic change has led to increased competition beyond traditional competitors. The Chancellor charged the AVC of Enrollment Management to develop a five-year Enrollment Strategic Plan, which was completed in January 2020. Implementation begins in spring 2020 for fall 2020 enrollment. See workroom.

The recent decrease in new freshman has resulted in the need to assess and improve recruitment and marketing strategies. For example, recruitment increased focus on out-of-state enrollment, specifically from Connecticut, New Hampshire, and Rhode Island, which resulted in an increase from 48 students from fall 2015 to 80 in fall 2019, a 67% increase. Technological strategies, including more effective use of the TargetX CRM to support communication and outreach to a broader audience, and incorporation of Tableau and HelioCampus analytics, have enhanced data-driven decision-making. Purchase of prospective student names from the College Board (PSAT and SAT) and the National Research Center for College and University Admissions (NRCCUA) have also increased. In 2015, 7% of undergraduates were from out-of-state, with the campus total, including undergraduate, graduate, and law enrollment, at 14%. In 2019, the percentage of out-of-state undergraduates increased to 11%, and the campus total increased to 17%, due in part to the enrollment of 78 out-of-state students from Mount Ida as a result of their institution's abrupt closing in spring 2018.

Quality indicators for new freshmen have varied little since 2015. Grade point average has improved modestly, from a mean of 3.20 in 2015 to a mean of 3.29 in 2019. The SAT went through major modifications in 2017 and 2019 represents the first year that no concordance tables were used in calculating the average scores, rendering trend comparisons difficult. The collection of trend data and analysis using only the new tests will begin with the 2019 cohort. For the entering class in fall 2019, the University piloted a Test Optional Policy (TOP) for the Charlton College of Business and the College of Visual and Performing Arts and enrolled 31 students. This policy allows students who do well on tests to submit them, but it also allows students that do not test well to be evaluated based on other factors. The University plans to evaluate the TOP program to determine its effectiveness once first semester GPA data are available for the first entering cohort and performance indicators for the full year have been collected. In fall 2019, the University has expanded its TOP policy to include the non-STEM programs within the College of Arts and Sciences.

Transfer enrollment increased from 564 in fall 2015 to 757 students (including those from Mount Ida) in fall 2018. New transfer enrollment decreased to 500 in fall 2019. The University has focused on negotiating, revising, and updating articulation agreements as a means to increase transfer enrollment. There are now 61 agreements with Massachusetts state community colleges and 20 agreements with out-of-state or international two-year and four-year institutions. The recently established [Plus Program](#) with Bristol Community College (BCC) provides a “unified admission” experience to ensure a smooth and successful transition from Bristol to UMass

Dartmouth. Eight students enrolled in the Plus Program in fall 2019, and the program continues to grow, bolstered by weekly promotional activities on the BCC campus. In May 2019, the University, Bristol, and Diman Regional Vocational Technical High School signed an agreement to launch the College Access Pathway (CAP). The agreement allows students to work toward a college degree as they complete a traditional four-year high school education. Upon graduation, students will be able to earn a bachelor's degree in engineering in only three additional years by earning community college credits through dual enrollment and transferring to UMass Dartmouth Engineering through existing articulation agreements. Students who complete the program with a bachelor's in engineering from UMass Dartmouth will see a cost savings of about \$23,000.

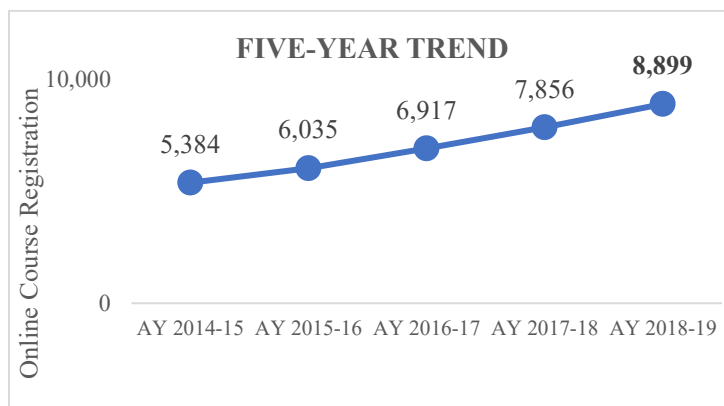
UMass Dartmouth has experienced growth in the enrollment of students of color. In 2015, 31.9% of undergraduates were students of color. In 2019, this percentage increased to 37.0% of undergraduates. Similarly, total campus enrollment of students of color, including undergraduate, graduate, and law, increased from 30.2% in 2015 to 34.3% in 2019. International undergraduate enrollment has not fared as well, decreasing from 164 in 2015 to 145 in 2019. An international admissions recruiter was added to develop strategies to increase undergraduate international student enrollment.

Graduate enrollment (excluding the School of Law) has increased from 1,416 in fall 2015 to 1,467 in fall 2019. Thirty-four percent of those students have online only enrollments. New STEM master's programs in data science, MBA-business analytics, finance-quantitative finance, and technology management; non-STEM master's programs in accounting, healthcare management, nursing-global public health, and nursing and healthcare education; and new research-focused doctoral programs in chemistry and biochemistry, integrated biology, and STEM education provide additional program opportunities and further enhance the institution's recent designation as a Doctoral Research University. These new doctoral programs enrolled 51 students in fall 2019 and are expected to continue to attract new graduate students in the future.

School of Law enrollments have fluctuated through the years as the teach-out program implemented upon acquiring SNESSL was completed (and enrollment dropped) and full accreditation from the ABA was achieved in 2016, after which enrollments rose. Enrollments fell from 316 in fall 2010 to 205 by fall 2015, but increased to 226 in fall 2018, and 282 in fall 2019. Applications increased from 725 in 2015 to 1,143 in fall 2019. Applicant data over the period remained consistent, with the mean undergraduate GPA at 3.1-3.2 and an LSAT average score of 148-150. The fall 2018 results for first-time Massachusetts Bar passage placed the School of Law third among law schools in the state.

Registration in online courses through Online and Continuing Education (OCE) has increased from 5,384 in FY15 to 8,899 in FY19. (See Figure 5.1.) The increase parallels the increase in the number of online programs from five undergraduate degree completion programs, three master's degree programs, and ten certificate programs in 2015, to nineteen undergraduate degree programs, one undergraduate minor, eight master's degree programs, and thirteen certificate programs (two undergraduate and eleven graduate) in 2019. The growth in academic programs has also led to improved services for adult learners.

Figure 5.1 Registration in Online Courses



Financial Aid Services (FAS) has implemented new awarding strategies, improved its efficiency in making awards earlier in the admissions process, and raised its visibility through peer mentor activities and presence at new student orientation. During 2018-2019, applicants were able to upload required documents through an electronic document portal, which allows students to maintain the privacy of personal identifiable information (PII). Information on award policies and requirements, terms, and conditions is communicated to students through mailings and the [FAS website](#). The average amount of debt for students leaving the institution in FY2019 increased 3% from FY2016; the percent of students with debt decreased from 84% in FY2016 to 81% in FY2019. The fluctuations were due to variable amounts of merit aid from year to year and stagnant state aid that have significantly affected borrowing. The FAS Student Loan Manager worked to assist students by reviewing their cases and helping them rehabilitate their loans, as well as reconciling discrepant information. Although the Cohort Default Rate (CDR) has risen to 7% for FY2015 from 5.7% in FY2012, the initiative is ongoing and the CDR will be monitored.

FERPA policy and procedures are readily accessible. Updated FERPA related forms (FERPA Authorization to Release Confidential Information and FERPA Release Restriction Request) are available on the [Registrar's website](#). New employees are required to complete an online FERPA training and quiz; however, employees' knowledge of the changing technological landscape impacting student privacy is a concern. Intercampus discussions to develop a plan to address training have been tabled while UMass system-wide IT updates are completed.

Student Services and Co-Curricular Experiences

Description

► Student Services and Activities - Student services programs help students as they transition to college, assimilate into the campus community, access needed services, and understand their rights and responsibilities. [Orientation](#) programs are tailored to the needs of first-year, transfer, veteran, graduate, international, and School of Law students. New Student Orientation is comprised of an overnight experience in June, a comprehensive online module to be completed in the summer, and a two-day program held on-campus in late summer. The June Orientation session includes a one-day program for parents and families. Transfer orientation is conducted online, but students may attend an on-campus advising session as well. The University provides both online and in-person orientation programs for students who are veterans.

[Housing and Residential Education](#) offers fourteen different living-learning communities for residential students, including a gender inclusive community. Resident Assistants (RAs) receive extensive training and ongoing development; RAs hosted more than 1,000 student-facing programs for over 12,000 students in 2017-2018. These programs and meetings help students integrate their goals and the residential life experience.

As part of orientation and the residential experience, students are introduced to the University's policies on student rights and responsibilities, including student conduct and grievance procedures. These policies and procedures are readily available online in the [undergraduate handbook](#), Student [Conduct and Conflict Resolution](#) website, the University's [Active Policies](#) page, and as part of a hazing email. The Director of Student Conduct and Conflict Resolution and Assistant Vice Chancellor for Student Affairs work closely to oversee the process to ensure consistent administration of policies and outcomes for involved parties.

The [Center for Access and Success](#) ensures that the University fully complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other relevant state and federal mandates. It offers a variety of educational opportunities to all students and accommodation services to students with disabilities, including working with faculty to ensure their course content is fully accessible to all students.

The [Student Activities, Involvement and Leadership](#) (SAIL) Office provides a myriad of programs, services, and activities throughout the academic year. It provides support services for more than 180 student clubs and organizations, as well as event planning. Among these organizations is the Student Veterans Association, which coordinates with other campus offices to provide activities and services designed for the needs of student veterans. There is also a dedicated student veteran lounge in the Campus Center.

The [Student Government Association](#) (SGA) and [Graduate Student Senate](#) (GSS) offer students the opportunity to participate in shared governance and leadership development. The SGA serves as a collective voice of the students across the University, approving the formation of new student organizations that address the needs and interests of every student group. The GSS works to support the goals, interests, concerns, and professional development of graduate students. GSS offers individual funding to students traveling domestically and internationally to conferences. Both SGA and GSS members gain leadership experience through participation on executive boards and specialized committees, such as Academic Affairs and Campus Infrastructure. SGA and GSS students play an important role in allocation of student fees to student groups on campus, as well as participating in other University policy decisions.

The University's [Department of Athletics and Recreation](#) is complementary to the educational programs offered across campus. As an NCAA Division III school, UMass Dartmouth does not award athletic related scholarships. The term "student-athlete" is purposeful; student comes first. Academic integrity, equitable financial treatment of all programs, collaboration with campus partners, and student-athlete educational programming are the fundamental components of the department. An NCAA-mandated and Chancellor-appointed faculty athletic representative meets regularly with the Athletics Department staff. NCAA compliance standards are maintained, including annual reporting on graduation rates, sports sponsorship, department expenditures, and Title IX.

► Health and Well-Being - Staffed by nurse practitioners, nurses, and a consulting physician, [Student Health Services \(SHS\)](#) functions both as an urgent care service and primary care provider and can meet most patient care needs without off-campus referrals. During AY2017-2018, there were only 113 referrals to off-campus specialists, urgent care, or ER services from 4,327 patient visits. SHS provides a 24-hour Nursing Telephone Triage Service for after-hours support. SHS utilizes the biannual American College Health Association – National College Health Assessment (ACHA-NCHA) survey data to identify and address students' health concerns and potential programming areas.

The Office of Health Education, Promotion and Wellness ([LiveWell](#)) works with students, staff, faculty, and community-based organizations to support student health, well-being, personal development, and academic success. The office provides health information, workshops, training, access to confidential HIV testing, and consultation to students. LiveWell utilizes ACHA-NCHA data, along with national and regional health trend data, to inform campus health education and promotion efforts with primary focus given to alcohol, sexual health, stress, and sleep. Additionally, the University has invested in the development and promotion of bystander intervention programming and the [Corsairs Care](#) campaign; many of these programs focus on health and wellness issues (alcohol poisoning prevention and response; opioid overdose response; suicide prevention).

The [Counseling Center](#) is accredited by the [International Association of Counseling Centers \(IACS\)](#) and provides a range of services to help students develop improved coping skills to address emotional, interpersonal and academic concerns through individual, couples, and group counseling, and psychiatric services. The Counseling Center offers primarily short-term counseling and helps students initiate referrals to community-based services when students need specialized or longer-term services. Counseling services are provided by licensed psychologists, licensed social workers, and unlicensed but advanced doctoral or master's-level trainees under the close supervision of licensed staff.

The [University of Massachusetts Dartmouth Police Department](#) is a full service Law Enforcement Agency accredited by the [Massachusetts Police Accreditation Commission](#). The department is committed to the goal of reducing crime and enhancing the quality of life on campus through workshops and presentations on community policing and personal safety, safety escorts, assistance for students with disabilities, Rape Aggression Defense classes, and other programs. The department annually files the required [Clery Report](#).

► Academic Support and Advising - The University offers numerous programs to support students academically and to enhance their success. The [College Now/START](#) program provides comprehensive support for students who enter the University through this alternative admissions program. Its intensive fall program includes a first-year experience consisting of a mandatory skill-building seminar course, academic development activities, including tutoring, and working with academic counselors and peer mentors. Students are conditionally admitted and must meet all program requirements in order to continue at the University.

Academic advising is provided by faculty and professional advisors. Faculty are assigned advising duties by their respective department chairpersons. Other advising units assist with specific student populations. The Advising Support and Planning Office (ASAP), staffed by full-time advisors, faculty members, and peer advisors, serves as the advisor for all Arts and Sciences

undeclared majors, manages both math and foreign language placement testing, and provides block-enrollment of all first term students. The College of Arts and Sciences (CAS) launched the [Student Transition and Resource Center](#) (CAS STAR Center). STAR Center professional advisors assist students with enrollment and registration, as well as connecting with appropriate resources across the University. CAS faculty and peer mentors provide support. The College of Engineering and the Charlton College of Business have also designed and implemented professional advising support programs.

Academic tutoring is provided by the Academic Resource Center, which encompasses the STEM Learning Lab and the Student Support Services/TRiO program. Staffed by professional and peer tutors, the ARC offers support for a broad range of subjects and exam review sessions. The [Multiliteracy and Communication Center](#) (MCC), created in academic year 2018-2019, provides tutoring support for written, oral, and multi-media communication needs for students from all majors.

► Co-Curricular Programs and Experiences - The University offers several co-curricular opportunities that align with institutional goals to graduate students who engage in and with their communities, use their knowledge and skills to think critically, and integrate their experiences in an ever-changing global society.

The [Career Center](#) provides a wide range of services, including interest assessments, resumé and interview workshops, and assistance with internships and job searches. The Career Center student portal provides access to online resources that support self-assessment, decision-making, and interview skills, as well as job search information and job and event postings. The Career Center supports students seeking internships by serving as a central clearinghouse for information and by guiding students through the process of identifying and securing a placement.

The Honors Program has effectively served students throughout its history and acted as a springboard for curricular innovation. Building on its success, a Faculty Senate appointed an advisory committee, facilitated by the Honors Program Director and Associate Director, developed a proposal establishing an Honors College. In fall 2019, after extensive work and review by faculty and staff, the [Honors College](#) was launched, replacing the Honors Program. The new Honors College curricula challenges students in a rigorous curriculum that builds oral and written communication skills, teamwork and problem solving, research skills, independent learning skills, and an appreciation and respect for openness and diversity of opinion. The program offers themed housing, a network of intellectually curious peers, and opportunities for faculty mentoring. Students who complete the four-year program graduate as Commonwealth Scholars. See Standard Four (page 19).

The [International Programs Office](#) (IPO) provides options for UMass students to participate in [study abroad](#) and faculty led international initiatives, as well as coordinating [international partnerships](#) and [exchange](#) programs. The [International Student and Scholar Center](#) provides support for visas as well as required documentation for international students and scholars while in the United States.

The [Leduc Center for Civic Engagement](#) creates engagement and leadership opportunities for students, through both community service and service learning. Each year, UMass Dartmouth students complete more than 250,000 hours of community service, and 71% of graduating students in 2019 have now participated in a service-learning experience. These experiences

provide the opportunity for students to better understand socio-cultural differences and to apply their learning to real world situations. See Standard Six (page 52) and Standard Eight (page 79).

► Diversity, Equity, and Inclusion: The goals of the University's [Statement on Cultural Diversity and Inclusion](#) are reflected in the numerous programs, offices, and activities it supports to create an equitable, diverse, inclusive environment. The University's [Title IX](#) policies and procedures are a vital component of its training programs to create a welcoming, safe, and inclusive environment.

The [Center for Women, Gender and Sexuality](#) (CWGS) is a primary vehicle for supporting the diverse voices of women and the lesbian, gay, bisexual, transgender, and queer (LGBTQ) communities. Policies in the undergraduate and graduate catalogs address gender discrimination, and the [Trans Resources](#) website presents clear instructions on how students may choose a preferred name/request a name change in the student system (COIN).

The [Frederick Douglass Unity House](#) (FDUH) is an intercultural center that seeks to empower and transform the student experience by creating a supportive environment for the University's ALANA students and social justice allies. FDUH fosters a special awareness and appreciation of the identities, heritage, and cultures rooted in African Diaspora and offers a range of services and activities, including leadership seminars, student employment opportunities, and ALANA heritage events.

The [Center for Religious and Spiritual Life](#) provides pastoral counseling, co-curricular programming, leadership development opportunities, and support and advocacy for students in Catholic, Christian, Islamic, Hindu, and Jewish faith traditions. Campus ministers also provide community-based support following losses and significant events in the campus community.

Student employment opportunities also contribute to student development and inclusion. These positions include the Resident Assistants, Orientation Leaders, Green Navigators (hired and trained by the office of [Campus Sustainability and Residential Initiatives](#)), and the nationally recognized LiveWell Peer Health Educators. These positions all provide extensive training and supervision; students develop leadership, teamwork, and interpersonal skills.

All Admissions and Student Affairs professional staff hold qualifications aligned with their positions. They must have a bachelor's or higher degree as required by the Educational Service Unit, the union of which they are members.

Appraisal

In spring 2018, a division-level review of Student Affairs was conducted by the advisory services arm of NASPA - Student Affairs Administrators in Higher Education. The review noted staffing shortfalls for several units in the division, including the Career Center, Frederick Douglass Unity House, orientation and family programs, the Office of Student Affairs, and health education. Space limitations were noted for the Police Department, Health Services, Counseling Center, Career Center, and the Campus Center. Infrastructure and technology challenges were also articulated, including the need for professional development across the full division and for enhanced communications to students about engagement opportunities.

In direct response to the NASPA report, a comprehensive listening tour and review of personnel, programs, and resources, the new Vice Chancellor for Student Affairs convened a committee

charged with the development of a new strategic plan for the division. The strategic plan was completed in fall 2019, and the year one implementation is underway. Additionally, a professional development committee was charged with planning an annual in-service workshop for staff to share what they have learned through conference attendance. ‘Kick off’ meetings just prior to the start of each semester bring staff together to provide just-in-time training and updates and afford greater connection across units.

The Vice Chancellor for Student Affairs is working closely with the Vice Chancellor for Administration and Finance, the Chancellor, and key partners across the University, to advance the Campus Master Plan which will address many of the facilities and space challenges identified in the NASPA review.

► Student Services and Activities - Orientation is regularly evaluated. In the summer of 2018, 99% of new freshman students attended on-campus orientation, and 82% of those students completed the online orientation module. Student and family comments on a satisfaction survey, despite low response rates (11% on average), combined with best practices in orientation programs articulated by NODA (the National Association for Orientation, Transition and Retention in Higher Education), have led to changes to orientation, including the addition of a financial literacy session, more time for academic advising, greater focus on expectations in and outside of the classroom, and efforts to foster a greater sense of connection to and preparedness for success at the institution. These efforts also include an Instagram account (@UMassDStudents), a YouTube channel, and a Facebook page focused on content for families.

The UCLA Higher Education Research Institute’s Cooperative Institutional Research Program (CIRP) Freshman Survey, administered at orientation, provides data on incoming students’ background characteristics, high school experiences, attitudes, behaviors, and expectations for college. Survey results are shared with the Cabinet, Management Council, and department chairs. Results have been used in planning orientation and student activities.

The Office of Student Conduct and Conflict Resolution continues to educate students about their rights and responsibilities. Improved coordination for student conduct concerns, case management support, and behavioral intervention team efforts were enacted following the NASPA report, supported by the Maxient platform. Resident assistants follow the student conduct and Title IX policies/procedures as well. The Association of Title IX Administrators (ATIXA) has cited UMass Dartmouth’s policy and procedures as comprehensive and sound.

The Center for Access and Success has been successful in providing academic accommodations to students with disabilities. In the past, students traveled to multiple offices to tell and retell their stories when seeking housing, transportation, and other accommodation on campus. To address this, the Center for Access and Success recently implemented the Simplicity Accommodate software module that enables students to register online with any related campus office and download documentation for review.

The SAIL Office uses survey data from current undergraduate and graduate students to identify student interests and needs, as well as the best dates, times, and locations for student programming and engagement efforts. The SGA, which has broad reach across campus, is working with SAIL, college deans, other student affairs partners, and other groups to enhance student participation in events. Similarly, the GSS is working with graduate program directors to build support for these efforts. Student Affairs has implemented “In Case You Missed It”

(ICYMI), a bi-weekly email newsletter that announces upcoming programs, important deadlines, and SAIL, SGA, and GSS events.

The Department of Athletics complies with all NCAA standards, including those related to Financial Aid reporting. The department collaborates with Student Affairs to provide training on safety (including substance abuse and gambling), Title IX, student conduct (integrity, hazing, sexual violence), health and well-being, and many other topics.

► Health and Well-Being - Student Health Services (SHS) administrators review each semester's student satisfaction reports to identify opportunities for improvement of services. Based on student feedback, customer service training was provided to front-desk staff and an online appointment scheduling link was added to the website. SHS is currently launching a similar effort to assess student knowledge of appropriate antibiotic use via a survey in spring 2020. Based on the results of the survey, SHS will develop a campaign to provide students with accurate, evidence-based information about antibiotic use.

LiveWell is planning to administer the Healthy Minds Survey in spring 2020 to gather data to guide campus health promotion activities as part of the University's engagement in the JED Foundation, a non-profit organization that works to protect emotional health and prevent suicide among young adults, and plans to adopt the American Sexual Health Association's "Yes Means Test!" campaign to promote STI testing and treatment. LiveWell's Peer Health Educators program is a nationally recognized, comprehensive, year-long student leadership program.

The Counseling Center administers user satisfaction surveys at the end of the fall and spring semesters. Despite generally high levels of satisfaction, the limited availability of appointments was cited as a concern. After-hours mental health emergencies are currently handled by the University's Police Department, as the University does not have a counselor on call rotation or a contract with an external provider. To address these concerns, the Counseling Center will evaluate changes to its service delivery model and study after-hours emergency services to determine how to better meet the needs of all students.

► Academic Support and Advising - In addition to tracking the IPEDS cohorts, the College Now/START alternative admission program also tracks the retention and graduation rates of those students who successfully completed the conditional fall program. College Now/START students who complete the program have first-year retention rates that equaled or exceeded the overall UMass Dartmouth rates in five of the past six years. See Standard Eight (page 81). The program also evaluates graduation outcomes based on successful completion of the intensive Fall Academic Program (FAP) and acceptance into an academic program. Of the 103 students who successfully completed the FAP in 2011, 48 students, or 46.6%, graduated within six years, compared to 48.7% of the overall 2011 cohort. In addition, two students remain enrolled at UMass Dartmouth and are on track to earn their degrees by the end of the spring 2019 semester. This would increase College Now's completion rate to 48.5% after eight years. Research has shown that academically disadvantaged and underrepresented individuals often take longer than six years to complete their degrees.

► Co-Curricular Programs and Experiences - Co-curricular programs and experiences are in various stages of the assessment of their programs. The Leduc Center for Civic Engagement, however, has a well-established assessment program for both its Service Learning program and America Reads/Counts. See Standard Eight (page 79). The Center employs an average of 150

students, representative of the diversity of the community, as America Reads/Counts tutors each semester. A comprehensive assessment of the impact of the program on tutors was performed in 2015 (n=175). The evaluation showed a strong correlation to student's self-efficacy, with 81% of respondents reporting that they believe they can have a positive influence on their community, and 77% reporting they possess the knowledge to make their communities better. Data collected indicated that students' rating of their civic abilities pre/post the America Reads experience increased at a statistically significant level.

The Career Center has been restructured for fall 2019 in order to better integrate and deliver its services to students and employers. The new structure provides more opportunities for experiential learning and the expansion of employment opportunities for students, alumni, faculty, and staff via the Handshake platform. The impact of the restructuring on internships and other experiential learning activities will be monitored going forward.

► Diversity, Equity, and Inclusion - The University's efforts in the area of diversity, equity and inclusion have yielded some success. The Center for Women, Gender, and Sexuality (CWGS) coordinates campus initiatives to prevent sexual assault and intimate partner violence, educates students on issues of social justice, LGBTQ, women, feminism, and intersectionality, works with the Gender Punks student organization, transgender and non-binary support groups, and provides University-wide Safe Zone and Trans 101 training sessions.

Over recent years, institutions of higher education across the nation have seen an increase in activism and protests on their campuses. UMass Dartmouth has also experienced a rise in protests and demonstrations by students, faculty, and staff seeking to make their voices heard on concerns such as climate change, voter registration, and experiences of prejudice and discrimination against diverse groups. The University takes these concerns seriously. For example, in December 2019, the Chancellor signed an aspirational *Commitment Towards a Goal of Zero Carbon Emissions* and, in direct response to concerns about campus tensions raised by students participating in a sit-in during a fall 2019 campus Town Hall meeting, the Chancellor and other cabinet members continue to work directly with the student group to move forward from protest to dialogue.

These protests have highlighted the need for balance between individuals' right to free expression with their obligation to avoid behavior that is disruptive to the academic environment or disrespectful to other community members. The University is engaging with students and campus community leaders to articulate priorities in support of disparate opinions and identify common ground and processes for productive discourse.

The University has focused on its student veterans and was recognized as a veteran-friendly campus by Military Friendly Company™ in 2018 and 2019. The 2019 student veterans needs assessment survey indicated that some 30% of veterans have used services provided, and more than two-thirds identified assistance with obtaining benefits and online services most helpful. The Student Veteran Task Force is working to improve recruitment and admissions, transition to college, health and counseling resources, financial assistance, academic advising and support, and personal support and opportunities to thrive.

Projections

The Admissions Office and colleges/departments will implement their plan to promote 10 new degree programs in order to increase enrollment by 2% in these programs each year beginning in AY2020-2021.

Transfer enrollment is a strategic focus as the traditional high school age population decreases. The Transfer Office will work with deans and department chairs to identify potential articulation agreements in strategic program areas. Enrollment is targeted to increase by 1% in these programs each year beginning in AY2021-22.

Online and Continuing Education will work with deans and department chairs to increase the number of online degree programs. Enrollment/Registration is targeted to increase by 2% in these programs each year beginning in AY2021-22.

As part of the Division of Student Affairs' strategic plan, each of the 17 units in the Division will participate in a program review over the next five years and every five years thereafter. Initial areas of focus include, but are not limited to, new student and family programs, career center, religious and spiritual life, and student activities, involvement, and leadership.

To obtain better data on student satisfaction and to compare results to external peers, the Division of Student Affairs will implement administration of the nationally-normed Student Satisfaction Inventory. The survey will be administered biennially beginning in 2020.

For implementation in AY2021-2022, Student Affairs will conduct a comprehensive review of orientation programs, including the online Transfer Orientation module, to determine how to best meet the needs of students and families and ensure student success and engagement.

In AY2020-2021, the Chancellor and Cabinet will work with the campus students, faculty, and staff leaders to develop a common understanding of the rights and responsibilities of exercising free speech and procedures to assure the availability of campus resources to support the safe exercise of protected rights.

**Standard 5: Students
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2016) Fall 2015	2 Years Prior (FY 2017) Fall 2016	1 Year Prior (FY 2018) Fall 2017	Current Year (FY 2019) Fall 2018	Actual (specify year) (FY 2020) Fall 2019
Freshmen - Undergraduate					
Completed Applications	7,591	8,211	7,959	8,697	8,623
Applications Accepted	5,789	6,242	6,707	6,744	6,453
Applicants Enrolled	1,431	1,367	1,333	1,421	1,320
% Accepted of Applied	76.3%	76.0%	84.3%	77.5%	74.8%
% Enrolled of Accepted	24.7%	21.9%	19.9%	21.1%	20.5%
Percent Change Year over Year					
Completed Applications	-	8.2%	-3.1%	9.3%	-0.9%
Applications Accepted	-	7.8%	7.4%	0.6%	-4.3%
Applicants Enrolled	-	-4.5%	-2.5%	6.6%	-7.1%
Average of statistical indicator of aptitude of enrollees: (define below)					
Average Combined SAT	1029	1022	1094	1084	1091
Average weighted High School GPA	3.2	3.21	3.23	3.25	3.29
Transfers - Undergraduate					
Completed Applications	1,047	1,133	1,253	1,789	1,301
Applications Accepted	918	972	1,092	1,336	910
Applications Enrolled	549	521	619	743	500
% Accepted of Applied	87.7%	85.8%	87.2%	74.7%	69.9%
% Enrolled of Accepted	59.8%	53.6%	56.7%	55.6%	54.9%
Master's Degree					
Completed Applications	890	922	814	855	915
Applications Accepted	685	646	545	660	740
Applications Enrolled	337	357	356	354	348
% Accepted of Applied	77.0%	70.1%	67.0%	77.2%	80.9%
% Enrolled of Accepted	49.2%	55.3%	65.3%	53.6%	47.0%
First Professional Degree					
Completed Applications	806	821	817	968	1,159
Applications Accepted	537	500	533	555	642
Applications Enrolled	90	80	100	99	124
% Accepted of Applied	66.6%	60.9%	65.2%	57.3%	55.4%
% Enrolled of Accepted	16.8%	16.0%	18.8%	17.8%	19.3%
Doctoral Degree					
Completed Applications	132	97	100	100	87
Applications Accepted	103	72	64	75	68
Applications Enrolled	37	36	26	35	32
% Accepted of Applied	78.0%	74.2%	64.0%	75.0%	78.2%
% Enrolled of Accepted	35.9%	50.0%	40.6%	46.7%	47.1%
Graduate Certificates					
Completed Applications	75	118	125	104	107
Applications Accepted	73	101	111	98	105
Applications Enrolled	37	60	69	67	73
% Accepted of Applied	97.3%	85.6%	88.8%	94.2%	98.1%
% Enrolled of Accepted	50.7%	59.4%	62.2%	68.4%	69.5%

Please enter any explanatory notes in the box below

Undergraduate certificates are not included in transfer numbers. In Fall 2015, 15 enrolled; Fall 2016, 4 enrolled; Fall 2017, 17 enrolled; Fall 2018, 14 enrolled and Fall 2019, 7 enrolled in an undergraduate certificate and are not included in the above figures.

SAT tests were redesigned in Fall 2016, starting Fall 2017 SATs are using the new test scores.

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)



Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2016) Fall 2015	2 Years Prior (FY 2017) Fall 2016	1 Year Prior (FY 2018) Fall 2017	Current Year (FY 2019) Fall 2018	Actual (specify year) (FY 2020) Fall 2019
UNDERGRADUATE						
First Year	Full-Time Headcount	2,121	1,925	1,923	1,953	1,864
	Part-Time Headcount	55	44	49	43	32
	Total Headcount	2,176	1,969	1,972	1,996	1,896
	Total FTE	2,103	1,914	1,905	1,926	1,855
Second Year	Full-Time Headcount	1,384	1,382	1,256	1,311	1,135
	Part-Time Headcount	96	102	107	104	94
	Total Headcount	1,480	1,484	1,363	1,415	1,229
	Total FTE	1,408	1,400	1,279	1,334	1,158
Third Year	Full-Time Headcount	1,438	1,378	1,360	1,330	1,264
	Part-Time Headcount	216	222	222	224	216
	Total Headcount	1,654	1,600	1,582	1,554	1,480
	Total FTE	1,515	1,454	1,431	1,403	1,341
Fourth Year	Full-Time Headcount	1,260	1,261	1,203	1,256	1,169
	Part-Time Headcount	455	423	411	395	428
	Total Headcount	1,715	1,684	1,614	1,651	1,597
	Total FTE	1,398	1,406	1,340	1,383	1,297
Unclassified	Full-Time Headcount	51	65	48	45	33
	Part-Time Headcount	219	197	184	180	170
	Total Headcount	270	262	232	225	203
	Total FTE	117	117	93	92	77
Total Undergraduate Students	Full-Time Headcount	6,254	6,011	5,790	5,895	5,465
	Part-Time Headcount	1,041	988	973	946	940
	Total Headcount	7,295	6,999	6,763	6,841	6,405
	Total FTE	6,541	6,290	6,048	6,138	5,727
	% Change FTE Undergraduate	-	-3.8%	-3.8%	1.5%	-6.7%
GRADUATE						
	Full-Time Headcount	710	743	712	636	667
	Part-Time Headcount	911	905	931	1,036	1,082
	Total Headcount	1,621	1,648	1,643	1,672	1,749
	Total FTE	1,226	1,268	1,238	1,192	1,243
	% Change FTE Graduate	NA	3.4%	-2.4%	-3.7%	4.3%
GRAND TOTAL						
	Grand Total Headcount	8,916	8,647	8,406	8,513	8,154
	Grand Total FTE	7,766	7,558	7,286	7,330	6,970
	% Change Grand Total FTE	NA	-2.7%	-3.6%	0.6%	-4.9%

Please enter any explanatory notes in the box below

Unclassified includes Non-Degree and Undergraduate Certificates.

**Standard 5: Students
(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

<https://www.umassd.edu/financialaid/>

? Three-year Cohort Default Rate

(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2015)
5.7	5.4	6.8	7.0	7.0

? Three-year Loan repayment rate
(from College Scorecard)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

? Student Financial Aid

Total Federal Aid	\$65,457,886	\$64,976,320	\$65,542,718	\$66,721,222	\$66,500,000
Grants	\$12,606,643	\$11,611,978	\$12,561,626	\$13,159,666	\$12,300,000
Loans	\$51,786,737	\$52,109,285	\$51,908,453	\$52,511,556	\$53,000,000
Work Study	\$1,283,251	\$1,255,057	\$1,072,639	\$1,050,000	\$1,200,000
Total State Aid	\$7,742,268	\$5,083,309	\$4,819,037	\$4,540,822	\$4,900,000
Total Institutional Aid	\$27,774,842	\$39,675,162	\$32,623,136	\$35,334,456	\$35,000,000
Grants	\$27,774,842	\$39,675,162	\$32,623,136	\$35,334,456	\$35,000,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$13,041,140	\$13,699,214	\$14,073,407	\$14,507,089	\$14,800,000
Grants	\$1,273,356	\$1,145,508	\$962,979	\$1,007,089	\$1,200,000
Loans	\$11,767,784	\$12,553,706	\$13,110,428	\$13,500,000	\$13,600,000

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	84%	79%	78%	81%	80%
Graduates	71%	69%	72%	74%	79%
First professional students	83%	86%	82%	85%	83%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$32,099	\$31,992	\$32,226	\$33,092	\$31,000
Graduates	\$39,728	\$42,401	\$43,519	\$40,785	\$42,000
First professional students	\$98,730	\$107,227	\$102,245	\$112,416	\$118,210

Average amount of debt for students leaving the institution without a degree

Undergraduates					
Graduate Students					
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	1%	0%	0%	0%	0%
English (reading, writing, communication skills)	3%	4%	3%	1%	4%
Math	9%	9%	9%	8%	5%
Other					

Please enter any explanatory notes in the box below

Percent of First-year students in Developmental Courses data is for Fall semesters only.

Includes need and non-need aid

⁵Waiver programs are reported as State programs until 2015-2016; they become Institutional Aid and reported under that category for 2016-2017

**Standard 5: Students
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	5,388	4,027	929		
Male	4,536	3,336	891		
American Indian/Alaska Native	9	5	2		
Asian	531	451	61		
Black/African American	1,882	1,213	283		
Hispanic/Latino	1,736	1,184	210		
Native Hawaiian/Pacific Island	3	2	0		
Non Resident Alien	159	95	28		
Not Specified	476	333	78		
Two or more races	514	374	97		
White	4,614	3,706	1,061		
College Now/Start	484	410	196		
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	1,229	825	302		
Male	1,039	730	275		
American Indian/Alaska Native	8	2	1		
Asian	126	69	28		
Black/African American	175	73	32		
Hispanic/Latino	236	123	34		
Native Hawaiian/Pacific Island	2	0	0		
Non Resident Alien	232	208	76		
Not Specified	352	218	15		
Two or more races	69	44	18		
White	1,068	818	373		
Certificates	107	105	73		
Doctorate	87	68	32		
Juris Doctorate	1,143	626	113		
Masters	915	740	348		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2020)
Category of Students (e.g., male/female); add more rows as needed					
Female	2,659	558	3,217	2,823.60	50%
Male	2,806	382	3,188	2,903.80	50%
American Indian/Alaska Native	5	2	7	5.00	0%
Asian	206	21	227	212.20	4%
Black/African American	938	100	1,038	955.50	16%
Hispanic/Latino	571	76	647	592.90	10%
Native Hawaiian/Pacific Island	1	0	1	0.80	0%
Non Resident Alien	136	9	145	137.40	2%
Not Specified	194	145	339	234.30	5%
Two or more races	236	37	273	247.50	4%
White	3,178	550	3,728	3,341.60	58%
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (Fall 2020)
Category of Students (e.g., male/female); add more rows as needed					
Female	340	608	948	675.90	54%
Male	327	474	801	567.00	46%
American Indian/Alaska Native	2	2	4	2.86	0%
Asian	26	51	77	52.20	4%
Black/African American	34	53	87	63.60	5%
Hispanic/Latino	44	68	112	81.30	6%
Native Hawaiian/Pacific Island	0	0	0	0.00	0%
Non Resident Alien	202	69	271	247.40	15%
Not Specified	19	45	64	37.00	4%
Two or more races	16	28	44	30.90	3%
White	324	766	1,090	727.70	62%
Please enter any explanatory notes in the box below					
Data are for Fall 2019					

Standard Six: Teaching, Learning, and Scholarship

Faculty and Academic Staff

Description

The faculty and academic staff are central to meeting the University's mission to distinguish itself as a vibrant, public research university dedicated to the engaged learning and innovative research resulting in personal and lifelong student success. The University's 2010 NEASC report identified three key faculty priorities that support the goals of enrollment growth, expanded graduate programs, and Doctoral Research University (DRU) classification: alignment of enrollment growth with appropriate faculty recruitment and hiring; improved assessment processes to support faculty growth; and improved structures to support faculty.

Faculty classifications, working conditions, rights and responsibilities, evaluation processes, and salary ranges are clearly defined in the [Faculty Federation Agreement](#), which is the University's collective bargaining agreement (CBA), the [Faculty Handbook](#), the [Faculty Senate](#) website, and the Provost's [Faculty Resources](#) website. In fall 2019, UMass Dartmouth had 395 full-time instructional faculty, categorized as 123 tenured full professors (31.1%), 99 tenured/tenure-track associate professors (25.1%), 67 tenure/tenure-track assistant professors (17.0%), one non-tenure professor from predecessor school SNESE (0.3%), seven non-tenure clinical track assistant/associate professors (1.8%), and 98 full-time lecturers and senior lecturers (24.8%). In 2014, the clinical-track faculty line was established in the College of Nursing and Health Sciences. The track offers promotional opportunities in a non-tenured role, and the first faculty were hired in 2017. The role includes instructional, scholarship, service, and practice responsibilities. Minimal qualifications are identified, and standards for promotion from clinical assistant professor to clinical associate professor are fully approved. Clinical-track faculty undergo annual evaluation. Non-Instructional faculty include the titles of Research Associate Professor and Research Assistant Professor. Faculty hold appropriate degrees, with 79% of all full-time instructional faculty holding doctorates and 89% with terminal degrees. For tenured/tenure-track faculty, the percentages are 88% with doctorates and 98% with terminal degrees.

In fall 2019, the academic staff included 14 librarians, 10 professional advisors, and 17 professional/research technicians. Eleven librarians hold master's degrees, as do five of the professional advisors. The nine deans (one for each college, school, and the Library) also interact in academically meaningful ways with students, as do the 14 assistant/associate deans. All deans and associate deans of colleges and schools hold the terminal degree in their respective fields.

Statements and policies on academic freedom, employee conduct, professional advancement, and faculty work expectations are published on the [Human Resources](#) website, the [Provost's website](#), and in the Faculty Federation Agreement (*Article III*). The University has strengthened its processes and structures for faculty support and growth through strategic hiring, teaching support, and research support, and continues to advance faculty diversity efforts. In 2018, the Office of Human Resources (HR) integrated the Office of Diversity, Equity and Inclusion, led by the new Vice Chancellor for Talent and Chief Diversity Officer. In 2019, minorities (excluding non-resident aliens and "not specified") constituted 24.9% of the full-time faculty.

The [Office of Institutional Research and Assessment](#) (OIRA) maintains detailed data on faculty. HR's [Recruitment Portal for Staff](#) provides resources to guide faculty recruitment, selection and

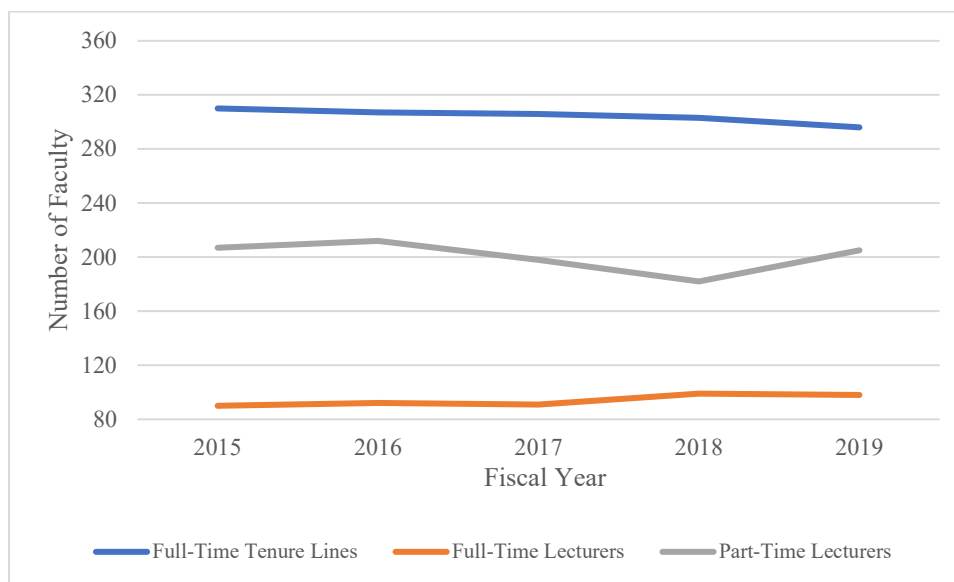
hiring, and to ensure equal opportunity and affirmative action. At the college level, departments have standards for faculty tenure and promotion to associate professor and promotion to professor that describe qualifications and performance expectations at each rank. These standards are approved by all appropriate parties and are distributed to faculty at time of hire.

Appraisal

► Faculty Composition, Size, and Qualifications - UMass Dartmouth's commitment to quality education at both the undergraduate and graduate levels, to the advancement of research, and to community engagement is supported by tenured and tenure-track faculty, full-time lecturers (FTLs), part-time lecturers (PTLs), and research and clinical faculty.

The 2015 Interim Report described the University's ongoing efforts to decrease reliance on part-time lecturers (PTLs) and increase the number of full-time lecturers (FTLs) as a means to improve quality and consistency of instruction and increase student advising capacity, particularly in high teaching demand areas such as English and Math. Figure 6.1 demonstrates campus efforts toward meeting this goal. While the number of tenured and tenure-track faculty remained consistent between 2015-2019, the number of PTLs, including Online/Continuing Education instructors, decreased slightly from 207 to 205. During the same period, the number of FTLs increased from 90 to 98. As a consequence, the percentage of courses taught by full-time faculty steadily increased between 2015-2019, at 70.4%, 71.4%, 73.5%, 76.0%, and 74.2%, respectively. While the number of students on campus has decreased since 2015, the number of faculty has not been reduced in response. As a consequence, the student to faculty ratio decreased from 18:1 to 16:1.

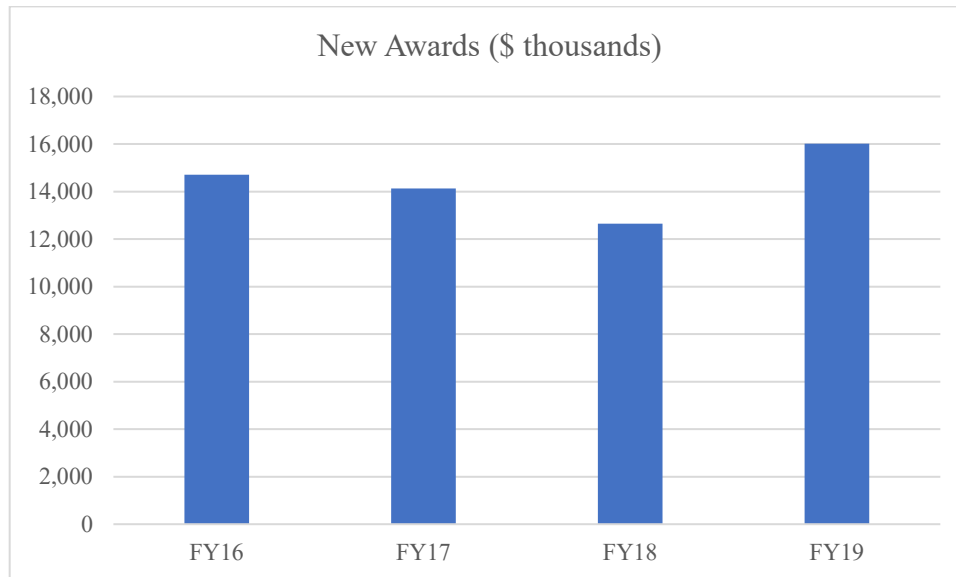
Figure 6.1 Change in Full-Time and Part-Time Faculty Staffing Levels 2015-2019



Evidence of faculty scholarship and creative activity includes funded research, peer-reviewed publications, patents, and artistic performances and exhibitions. With the University's recent elevation to DRU classification, productivity in research and scholarship has been emphasized

for all faculty. The per faculty publication rate for tenure line faculty at UMass Dartmouth, as recorded in the Web of Science core collection (which includes social science and humanities), increased from 0.64 articles per year in 2013 to 1.05 articles per year in 2018. After a period of funding decline from 2011 through 2015, the University made a number of changes to encourage and support external grant activity. The [Annual Research Reports](#) provide detailed information about grant activity and awards. The value of externally sponsored awards increased in FY19 to more than \$16 million as shown in Figure 6.2 below.

Figure 6.2 Externally Sponsored Grant Awards



External recognition of faculty excellence provides further evidence for the high-quality of UMass Dartmouth faculty. Since preparation of the 2010 Report, University faculty members or faculty groups have received seven *NSF CAREER Awards*, one *NIH K01 Award*, one *NIH R15*; three *NSF MRI Awards*, one *ONR DURIP Award*, and seven *Fulbright Awards*. In addition, a Chemistry faculty member was one of only three recipients of the *2015 Electrochemical Society Toyota Young Investigator Fellowship*; a Public Policy faculty member was one of two people awarded the *2015 Amartya Sen Essay Prize*; and a Foreign Language faculty won first place for the best Spanish language poetry book in Latin America and Spain. Two Nursing faculty shared the *2015 NLN/Chamberlain Research Award*. Since 2010, four faculty members have received external recognition for their excellence in teaching through the *UMass Manning Prize for Excellence Teaching* and one faculty member received the *IEEE Region 1 Outstanding Teaching Award*. See workroom.

► Faculty Recruitment - Between AY2015 and AY2019, an average of 30 full-time faculty members, including tenure-track and non-tenure track (clinical and full-time lecturers), have been hired each year, for a total of 151 during that period. Many of these hires directly addressed the University’s strategic goal to attain DRU status. These new faculty came from prestigious institutions including Princeton, McGill, Carnegie Mellon, Tufts, Brown, Michigan State, Ohio State University, Northeastern University, Boston College, University of Massachusetts Amherst, University of Rhode Island, University of Kentucky, University of Texas at El Paso,

Massachusetts Institute of Technology, University of Tehran, and others. The majority of these new faculty held terminal degrees at the time of the appointment.

As reported in the 2015 Interim Fifth-Year Report, replacing the large percentage of faculty who are at or expected to reach retirement age by 2020 is an opportunity to shape the intellectual capital of the University to meet changing demands and needs. Consequently, changes include a more centralized process for reallocation of lines to emphasize strategic alignment with the enrollment and distribution of students across majors and colleges. As student interest and employment trends have changed, for example, two retirements in the Sociology Department were not replaced and two departments experiencing growth, Psychology and Crime and Justice Studies, each received approval for a tenure-line faculty search.

The procedure for hiring faculty involves five steps: Request for Lines, Approval to Hire, Advertising, Screening Process, and Determining Finalists. This process is described in detail in the [Procedures for Recruitment, Selection & Hiring](#) handbook published by the Office of Human Resources.

Department faculty initiate the recruitment request based on faculty vacancies, instructional needs, and student enrollment. If approved by the Dean and Provost, the department submits advertising copy for the University website, national publications, and other outlets appropriate for the field. As outlined in HR procedures, a faculty-led search committee is responsible for ensuring a strong and diverse pool of candidates, screening, interviewing, and recommending finalists to the hiring authority. After the terms of the offer are approved by the Provost and the Office of Human Resources, an offer is made to the selected candidate. The written terms and conditions of employment are provided to the successful candidate upon appointment. The approved *Department Standards for Promotion and Tenure* are provided and reviewed with the candidate at the time of hire.

While the hiring of 151 faculty since 2015 has positively impacted research activity, diversity, and teaching excellence, faculty retention has been a concern in recent years. The institution lost between 11 and 25 faculty each year since fall of 2015 for professional or personal reasons other than retirement. Reducing faculty attrition would help to mitigate the cost of carrying out searches, provide a more stable base for expanding research activity, and strengthen student success efforts. A deeper examination of the reasons for faculty departures, perhaps using exit interview information that has been anonymized, could serve as a starting point to address this concern.

► Faculty Diversity - The University is committed to building a diverse faculty, and to this end, the deans of the seven colleges/schools met with representatives from the Office of Human Resources to determine ways the Office of Human Resources could support the efforts of the deans and colleges to recruit diverse faculty candidates. The Equal Opportunity and Affirmative Action Plan of 2015-2016 presented a number of areas for improvement and identified five areas for strategic support requiring additional focus and planning. A number of these areas have already been addressed. For example, the College of Engineering (COE) focuses recruitment on women and one of two faculty members hired in COE for AY2018-2019 was female. In July 2019, the American Society for Engineering Education announced academic year 2018-2019 rankings for the percentage of women in tenure-line faculty positions in engineering. UMass Dartmouth's College of Engineering was ranked in the top 50 as number 32 out of 251 schools.

The College of Nursing and Health Sciences (CNHS)) proactively seeks out diverse faculty by advertising on Black and Hispanic professional organizational websites; however, the Black and Hispanic applicant pool has not increased. In the College of Arts and Sciences (CAS), diversity recruitment efforts have been somewhat more successful, as a number of LGBTQ and non-white faculty have been hired over the past few years. For fall 2019, the college has hired three women of color in a special opportunity hiring effort for the Crime and Justice Studies Department. Table 6.1 below illustrates the current make-up of the faculty along different demographic characteristics.

Table 6.1 Faculty Demographics, Fall 2019

Category	Full-time	% Full-time	Part-time	% Part-time	Total	% Total
Male	211	53.0%	79	38.5%	290	48.1%
Female	187	47.0%	126	61.5%	313	51.9%
American Indian/Alaska Native	2	0.5%	0	0.0%	2	0.3%
Asian	65	16.3%	6	2.9%	71	11.8%
Black/African American	11	2.8%	7	3.4%	18	3.0%
Hispanic/Latino	9	2.3%	5	2.4%	14	2.3%
Non-Resident Alien	19	4.8%	0	0.0%	19	3.2%
Not Specified	12	3.0%	24	11.7%	36	6.0%
Two or more races	5	1.3%	3	1.5%	8	1.3%
White	275	69.1%	160	78.0%	435	72.1%
% Faculty of Color (excludes Non-Resident Aliens and Not Specified.)	92	25.1%	21	11.6%	113	20.6%

As can be seen from the table, faculty diversity has not kept pace with the diversification of the student population, in which students of color increased from 30.2% in 2015 to 34.3% in 2019. In contrast, faculty of color comprised 19.3% of all and 22.5% of full-time faculty in 2015, and 20.6% and 25.1%, respectively in 2019. The University recognizes it still needs to do more to attract a truly diversified faculty and continues its efforts by advertising in venues that attract a more diverse community of scholars and by recruiting directly with the Boston Black Doctoral Student group. Increasing diversity is a priority for the near and long-term future.

► **Salaries, Benefits, Professional Development** - The average salary for all full-time UMass Dartmouth faculty members was \$97,860 in FY2019. Broken down by rank, the average salary was as follows: full professors \$125,789; associate professors \$99,876; assistant professors \$90,598; and full-time lecturers \$67,704. In 2018-2019, the total expenditures for salaries at the University was just over \$39.3 million for full-time faculty members and the average salary rose to \$97,860. In addition, the University offers health insurance, dental insurance (available through the Faculty Federation), defined contribution and pension retirement packages, tuition remission for employees and their family members, as well as health savings accounts and

college tuition savings accounts to its full-time faculty. In total, the University spends approximately \$14 million dollars per year for full-time faculty benefits.

The University offers several opportunities for the faculty to develop their teaching skills and pursue their scholarship. Newly hired tenure-track faculty, regardless of prior teaching experience, receive a two-course workload reduction to participate in the year-long [New Faculty Institute](#), which familiarizes in-coming faculty with University resources and introduces best pedagogical and research practices. The [Office of Faculty Development](#) (OFD) offers regular workshops, lectures, and roundtables on teaching and research topics, open to all faculty members. These events are complemented by OFD travel grants for faculty presenting at conferences relating to teaching. Faculty are also given the opportunity to enroll in year-long teaching and learning fellowships, in which they study a given pedagogy or strategy with faculty across campus in order to directly implement these ideas in their classes. The [Instructional Development Office](#) (ID) also offers courses, workshops, and one-on-one consultations regarding new instructional technologies, such as Voicethread, Kaltura, and Blackboard Collaborate.

The Provost's Office offers yearly travel grants to fund [conference travel](#), seminar series grants to bring in speakers, and [seed money grants](#) to help fund research projects. In addition, individual departments and colleges often offer funds for travel to conferences and other forms of research assistance. The University also supports research by offering one and two-semester sabbaticals, which tenured faculty can apply for every six years.

► Workload - As defined in the CBA *Article VIII Working Conditions, A. Teaching Assignment and B. Determination of Teaching Load*, faculty workload includes teaching and advising, scholarship/creative activity and professional activities, university service, and public service. Each department establishes standards for tenure and promotion and evaluates faculty as described below.

► Faculty and Staff Resources Guide - UMass Dartmouth has clear criteria and policies for recruitment, appointment, retention, evaluation, promotion, tenure, and resolution of grievances. The [Office of the Provost website](#), the [Office of Human Resources](#), and [Faculty Federation](#) websites provide detailed information on such responsibilities, criteria, and policies. The administration continuously seeks to assess and improve these procedures and policies to make them as efficient as possible.

► Professional Conduct - The University has a variety of policies in place to ensure that faculty act responsibly and ethically. Those policies are posted on the [University Policies website](#), [Office of Human Resources](#), and/or [Office of the Provost websites](#). General HR policies and employee conduct guidelines (e.g. employee conduct, conflict of interest law, fraudulent financial activities, drug-free workplace) are on the [HR website](#). [Academic/teaching/research polices](#) (e.g. academic policies and procedures, faculty instructional responsibilities) are on the Provost's website; and information about [non-discrimination policies](#) are on the [Office of Human Resources](#) website. As state employees, faculty are required to complete an online conflict of interest training every two years.

► Faculty Evaluation - The CBA identifies four areas of evaluation for faculty: teaching and advising, scholarship and research, including creative activity, university service, and public service; faculty may choose to be evaluated in either university and/or public service. All faculty

undergo annual evaluation using the [Faculty Activities Report](#) (FAR) as the basis of evaluation; tenure track faculty are reviewed every two years using department standards for promotion (*CBA Article VII, Section I*); and post-tenured faculty are reviewed every seven years using Periodic Multi-Year Review (PMYR) standards (*CBA Article VII, Section J*).

Using the FAR, faculty report their annual accomplishments in the areas specified in the CBA. Teaching effectiveness is evaluated by faculty peers and students. Peer evaluation is conducted with syllabi analyses, observation of face-to-face classroom instructional practice, and assessment of online class instructional practice.

Tenure-track and tenured faculty are evaluated for tenure and promotion to associate professor and promotion to professor according to department specific standards as indicated in the *CBA Article VII.A and VII.E*. These standards, developed to reflect the University mission and purpose, are reviewed every six years and approved by the majority of the department's tenured faculty, the department chair, the college/school dean, and the Provost.

Tenure-track faculty have two-year contracts and undergo scheduled contract renewal evaluations. Guided by promotional standards, tenure-track faculty provide detailed narratives of their accomplishments and evidence of their activities as a means to demonstrate effectiveness in their role. External evaluators are required as well. Evaluation is conducted at multiple levels and feedback is provided. Faculty may respond with additional narrative information and evidence of activities.

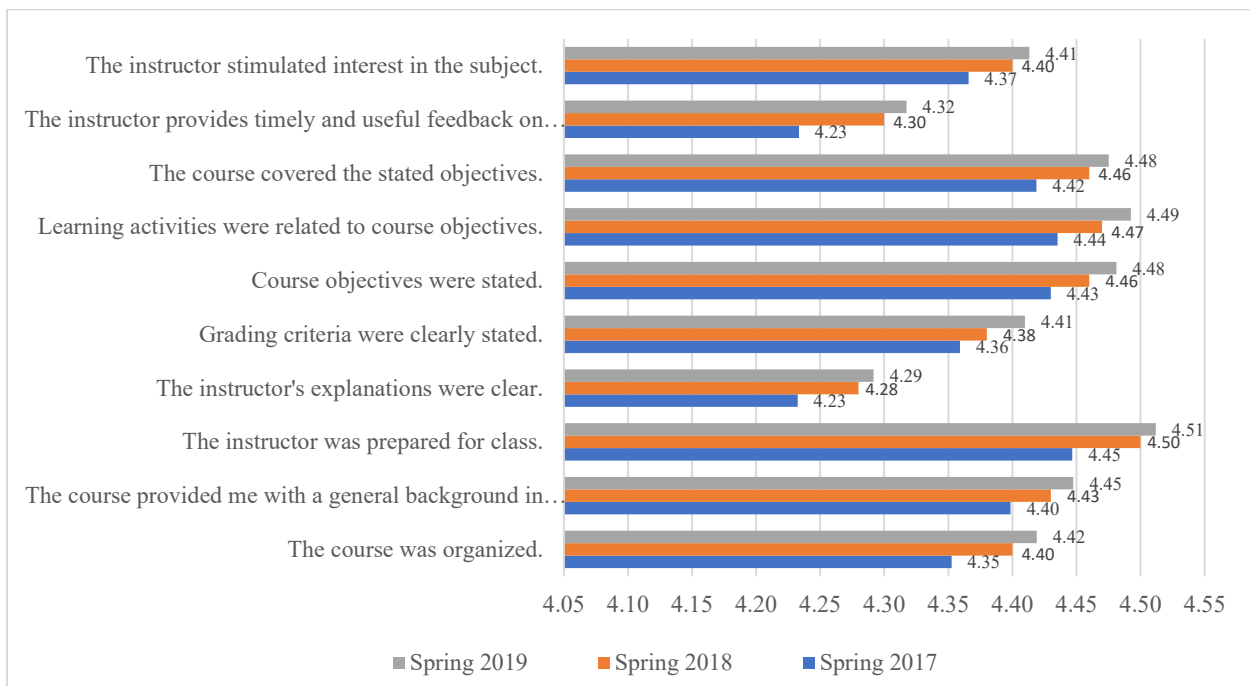
Tenure-track contract renewals, tenure and promotion to associate professor, and promotion to professor and PMYR evaluation all include multiple levels of review, including the department's Faculty Evaluation Committee (composed of tenured members of the department), department chair, College Academic Council, the college/school dean, the Provost, and Chancellor. Annual reviews are evaluated by the Faculty Evaluation Committee, department chair, and dean levels only. The goal of all reviews is to evaluate the extent to which a faculty member is meeting expectations, acknowledge contributions and accomplishments, determine actual or potential gaps in expectations, provide guidance and resources as appropriate, and ensure appropriate goals for the next review period. Feedback in pre-tenure annual and contract renewals is designed to retain faculty at the University. Feedback is provided post-tenure to ensure faculty remain current in their teaching practice and productive in their scholarship.

Currently, the level of rigor of these standards varies across campus as each department re-writes its standards to reflect UMass Dartmouth's status as a research institution. Slightly more than half of the departments have approved standards for tenure and promotion to rank of professor, but others are still engaged in the standard development process. The transition to DRU status has created some tension between teaching and research requirements for faculty, as many faculty feel that it is not feasible to raise scholarship standards while retaining the standard 3-3 teaching load. This is particularly challenging for departments without terminal degree programs where faculty do not receive thesis advisement course reductions or opportunities to work with students on advanced research projects. Humanities and social science departments find it more challenging to identify funding that may support their research and provide teaching reductions.

In departments with terminal degree programs, which are largely represented by the STEM fields, faculty benefit from collaborative research and graduate thesis work, which can support scholarship.

► Student Evaluation of Faculty - Figure 6.3 below presents the mean scores for student evaluation of faculty teaching for the 2017-2019 academic years. The evaluation instrument is a standardized, campus-wide assessment comprised of ten common questions and an unlimited number of department-specific additional questions, using a 5-point Likert scale. For each measure, there is a consistent upward trend across years in student satisfaction, indicating improvement in course delivery over time.

Figure 6.3 Mean Student Evaluation of Faculty Teaching, 2017 - 2019



► Support for Scholarship - There are many supports for faculty scholarship, research, and creative activity. The [Office of Research Support](#) assists new faculty and promotes collaborations, in part, by disseminating information about internal and external research funding opportunities. Its website provides links to: [Internal Awards RFPs](#), [Limited Submissions](#), [New & Young Investigator Program](#), and [Funding for Capital Equipment](#). The [Office of Research Administration](#) provides assistance to University faculty and staff in identifying funding opportunities, assisting with proposal development, and the financial administration of awards in support of the University’s scholarly activity and research mission. The [Office of Technology Commercialization and Ventures](#) (OTCV) is responsible for the protection and commercialization of intellectual property arising from research conducted at UMass Dartmouth.

In response to the decline in external grant activity that occurred from 2011 through 2015, the University has taken a number of actions to better support and encourage funded grant activity. The Provost’s Office has recently created a research support unit that provides administrative support for all aspects of securing and running an externally funded research program. The Provost’s office initiated a number of internal seed funding opportunities, including a multi-disciplinary seed funding program to promote multi-disciplinary team-based research and a multi-institutional seed funding program to promote inter-institutional collaboration. A staff member of the facilities planning unit was re-assigned to support maintenance and repair

functions in research laboratories. Numerous space renovations and reallocations were implemented to provide high quality research space for productive faculty members. A new space reallocation procedure was enacted to facilitate that. A comprehensive space utilization study was undertaken to assess productivity of main campus research laboratories. To manage workloads, the University provides course releases for faculty who win prestigious awards, such as NSF CAREER awards. The Colleges of Engineering and Arts and Sciences have implemented course release programs for highly productive faculty scholars. The Provost's Office and the College of Engineering also hired outside consulting firms to mentor cohorts of faculty in identifying funding and refining proposals.

The University also created or substantially revised several policies directly related to research, both to maintain excellent compliance with federal and state law, and to provide clearer and improved processes for increased efficiency and effectiveness. UMass Dartmouth is starting to see the positive effects of these efforts. The declines in research awards and expenditures have flattened out; new awards in FY18 were \$12.6 million, and it is anticipated that FY19 amounts will exceed \$15.5 million, the highest award total in the last five years. The [Office of Research Development](#) continues to expand its services to support faculty research, including offering faculty development programs designed to advance interdisciplinary research in the social sciences.

Faculty research is also promoted by the [Office of Faculty Development's](#) (OFD) research group, which features peer review of faculty work and a dedicated intern to proofread publications and assist with citations. OFD, individual colleges, and departments also offer funds for conference travel in addition to the Provost's travel grants, ensuring faculty have opportunities to disseminate their scholarship, network with colleagues, and stay abreast with developments in their respective fields.

► Academic Freedom - Academic freedom is a fundamental right in any institution of higher learning. UMass Dartmouth fully supports faculty and student academic freedom. This is explicitly stated in the CBA (*Article III.A*). The Faculty Federation membership and the Board of Trustees agree on the principles as stated in the CBA.

In addition to the CBA language, the Faculty Senate constitution and by-laws ensure that faculty have primacy over all curricular matters. Key faculty-driven committees such as the Senate Steering Committee, the General Education Committee, and the University Curriculum Committee ensure academic freedom of faculty and programs. Within each department, undergraduate and graduate curriculum committees have oversight on program matters.

► Institutional Support for Faculty and Staff - The University is committed to building a campus-wide academic culture of continuous assessment and quality improvement designed to ensure the campus is mission driven. The University achieves this goal several ways, such as supporting the [Office of Institutional Research and Assessment](#) (OIRA), supporting academic programs' national accreditation processes, and supporting the Academic Quality Assessment and Development process (AQAD) for programs without national accreditation standards. OIRA supports the creation, implementation, and maintenance of an information-driven, decision-making culture for purposes of improving the academic program and services for students. More specifically, OIRA provides support for learning outcomes assessment, including program-based assessment, course-based assessment, and assessment of co-curricular programs and student life.

Since the mid-term report in 2015, the University has supported the national accreditation processes of programs in six colleges and schools with successful outcomes in each (Business, Chemistry, Engineering, Nursing and Health Sciences, Visual and Performing Arts, Law, and Medical Laboratory Sciences-Clinical) as well as successful AQAD reviews. In addition, colleges and departments engage in programmatic quality assessment processes, developing assessment plans, collecting data, and revising programs as appropriate.

Teaching and Learning

Description

The [UMass Dartmouth Commitment to Student Learning](#) provides a shared vision of what and how students are learning. To achieve this vision, the University cyclically reviews the content and methods of instruction for each program through both external and internal practices See Standard Eight (page 72-73). This review of curricular content and methods encompasses face-to-face and online courses. Courses taught by individual faculty are also assessed by student evaluations and peer review of syllabi and classroom practices. Instruction is offered in face-to-face and online modalities, and technology is integrated at a variety of levels and for different learning purposes. A range of faculty areas of expertise and background ensures that students encounter different perspectives, knowledge, and instructional methods in the classroom. Academic advising is a key faculty responsibility and is supplemented increasingly by professional advisors in both college and university-wide settings. Students also have the opportunity to participate in research, scholarship, creative endeavors, and civic engagement and service from their first semester through their capstone experiences. This commitment to teaching and learning is found in our policies, practices, and the structures designed to support faculty and academic staff as described in this standard.

Additional instructional staff include teaching assistants, librarians, and clinical-track nursing faculty. The University ensures that personnel in each category have the academic and professional qualifications appropriate to their roles. Teaching assistants are graduate students, generally in doctoral studies, who provide classroom education in large, multi-section undergraduate courses, in laboratory courses, and professional degree clinical courses. These include courses in the departments of Art and Design, English and Communication, Math, Engineering, and Nursing. The Office of Graduate Studies provides a mandatory training session for new TAs which complements programs offered by individual departments, such as Chemistry, English and Communication, and Biology. Teaching assistants are evaluated by students using the same standard Likert scale 10 question teaching evaluation form, and department chairs review evaluation outcomes with TAs.

Librarians work closely with faculty to develop and maintain a strong collection of books, journals, reference works, and databases to meet the needs of various academic programs. Librarians offer [references and research services](#) designed to help faculty and students develop essential research skills. Subject librarians work closely with faculty to develop course integrated assignments, instruction sessions, and customized web class or subject guides. Librarians offer synchronous and asynchronous support for fully online classes. Using tools such as Blackboard Collaborate, Snagit, and LibGuides, librarians can impart the knowledge and skills students need to use information resources. See [Library Services](#) for a full list of Library resources.

Appraisal

► **Instructional Techniques and Innovation** - The faculty employ a range of instructional techniques and incorporate innovative practices to meet the expectations of an increasingly digitally-oriented student body. The Blackboard Learning Management System (LMS) is used for all classes. The Instructional Development Office (ID) provides online training, classes, and one-on-one consultations on Voicethread, Kaltura, and Blackboard Collaborate. Faculty also work with the librarians to integrate informatics and instructional technology into their classes. The majority of classrooms on campus offer instructional technology, including overhead projectors, document cameras, and speakers for video presentations. Over a dozen classrooms also feature Echo360 Lecture Capture system, which uploads a comprehensive video of the class to YouTube after each session. Classroom upgrades are ongoing based on a campus-wide schedule.

The online course delivery format is an attractive option for students who live on or off-campus, work, or have families. Over one hundred online classes are offered each semester through the [Online and Continuing Education Division](#) (OCE). Since the 2015 Fifth Year Report, online courses may be taught as part of regular instructional workload rather than as additional “off-load” courses, an increasingly popular option. *College Choice* ranked UMass Dartmouth #9 in the nation for best online bachelor's degree in Accounting in 2018.

The [University Studies](#) program’s general education curriculum integrates the critical thinking, communication, and analytical skills of a liberal education, not only into a set of required courses, but within major-specific courses and a capstone to facilitate application and assessment of these skills. The approval process for University Studies courses provides consistency of learning outcomes across all sections of a course. The first full cycle of assessment of University Studies is now complete. Results of the assessment are being used to shape the curriculum (for example, through approval of new courses) and to inform future assessments. See Standards Four (pages 18-21) and Eight (pages 77-78).

The [Leduc Center for Civic Engagement](#) offers an innovative learning opportunity for both faculty and students. The Center’s two-year faculty fellowship program supports faculty who study service learning pedagogy in the first year and then implement these strategies in the second year by developing a service learning course. Their courses integrate community partners to create experiences for students that benefit the local community. A survey of service learning participants conducted by the Leduc Center found that participation in service learning had a positive impact on students’ perceptions of their ability to apply knowledge and skills to real-world problems, their ability to see a situation from another individual’s point of view, and their desire to complete their education at UMass Dartmouth. (See [Service Learning Annual Reports](#).)

Numerous resources exist to support student learning, successful completion of degree requirements, and timely progression to graduation. The [College Now/START](#) alternative admission pathway provides academic counseling, supplemental instruction, and individualized attention to assist low-income or first-generation students as they transition to the University. The [Center for Access and Success](#) works with faculty and students to ensure that students who have documented disabilities receive appropriate accommodations, such as note takers, extended time on exams, and quiet testing facilities. Tutoring for all students is available through the [Academic Resource Center](#) (ARC), which includes discipline specific initiatives such as the

Writing and Reading Center (WRC) and the STEM Learning Lab (SLL). In fall 2018, UMass Dartmouth opened a new [Multiliteracy and Communication Center \(MCC\)](#) to help students prepare essays, presentations, and multimodal projects.

► Evaluation of Teaching - The University is committed to excellence in teaching and learning. It offers 92 fields of study, 58 majors, and 59 minors. Excellence in teaching is recognized by a series of campus awards. These include the Manning Prize for Excellence in Teaching, the Provost's Teaching and Learning with Technology Award, and the Faculty Federation Teacher of the Year Award.

To maintain high levels of academic rigor and consistency in learning outcomes, the University has implemented a university-wide curriculum review process. As described in the CBA, Departmental Curriculum Committees, College Curriculum Committees, and a University Curriculum Committee review and make recommendations regarding all curriculum matters involving new courses/programs or curriculum changes that impact multiple colleges. These committees base their review and recommendations on educational standards and the availability and qualifications of faculty, as well as the budgetary resources as determined by the appropriate dean. The [Faculty Handbook](#) section of the Provost's website page provides all the necessary information for such review and approval processes.

Each semester, faculty receive student feedback via the course evaluation process described in the previous section of this chapter. This feedback provides opportunities for reflection and adaptations, if necessary, of teaching strategies. Peer feedback is provided annually via the [Faculty Activities Report](#), which includes evidence of reflective teaching practices, including improvements undertaken and/or planned. Continuous assessment of academic programs sheds light on what and how students are learning, and on what needs to be modified to guarantee that students meet each program's learning goals. This "feedback loop" has led to adjustments in courses and associated prerequisites, and in programs that support student success. For example, after the Chemistry Department documented a correlation between math skills and success in first-year chemistry using the EAB, both the College of Engineering and the Biology Department changed the curriculum sequence to delay first-year chemistry until after students have completed pre-calculus. COE saw increased success in chemistry among their students, and Biology will know after spring 2020 whether the strategy benefits their students too.

Students also participate in the [National Survey of Student Engagement \(NSSE\)](#). Results from the most recent administration of the NSSE indicate that students are engaged to a significant degree in High Impact Practices. UMass Dartmouth ranked above its peers and improved its performance in the areas of senior student participation in internships/field experiences/clinical placements, community-based learning, and culminating senior projects. These results are indirect measures of the quality and impact of faculty teaching practices. See Standard Eight (pages 85-87).

As noted in the section on faculty, above, teaching effectiveness is assessed through the annual review process. Faculty submit a standardized Faculty Activities Report (FAR) each May. The CBA (*Article VII.A.I*) outlines the requirements for evaluation of teaching effectiveness, "Teaching effectiveness as assessed by the FEC will be based on analysis of the results of student course ratings, course syllabi, examinations, class assignments, teaching methods, peer visitations, etc." [The FAR form](#) also includes categories of course improvements and

innovations, development of new courses/curricula, as well as evidence related to teaching effectiveness. This information is coupled with student evaluations and submitted to the Faculty Evaluation Committee (FEC), the department chair, and dean. Though its importance varies between departments, the data from student evaluations is generally considered within a broader context of a faculty member's growth.

The 2010 letter from the NEASC Commission notifying the institution of its accreditation noted a need to address "implementing the common course evaluation and using the results for improvement." The evaluators' report emphasized that:

More consideration and wider discussion should be given to how the results of student course evaluations should be: a) used in the overall process of assessing teaching effectiveness for both summative and formative purposes (at the individual and university levels) and, b) how the results of student course evaluations relate to the University's overall efforts to obtain and integrate student feedback from different sources in order to improve teaching and learning.

The implementation of the common student evaluation has addressed these concerns to a certain extent. However, some departments continue to require minimal student evaluation ratings in order to achieve "excellent" ratings in the category of "Teaching and Advising" in faculty evaluation for tenure/promotion. Additionally, recent research published in [Inside Higher Ed](#) revealed limitations in using student evaluations to gauge teacher effectiveness. In light of these considerations, UMass Dartmouth needs to consider the place of these data in their evaluation of teaching and the possibility of a more formal role for peer review of teaching effectiveness. As a result of the recent contract negotiation, a Labor-Management Committee was formed to address the current student rating questions and their use; the Committee's work is in process and will be completed in late fall 2019.

► Academic Advising - UMass Dartmouth prioritizes academic advising, and all students with a declared major are paired with a faculty member in their department for this purpose. The University also provides advising through additional avenues. [The Advising, Support and Planning Office](#) (ASAP) assists all students and serves as the primary advisor for Arts and Sciences' undeclared students through the acquisition of 45 credits, and for first- and second-year Business majors, as well as students in transition. The ASAP staff also coordinates academic orientation for new and transfer students and administers placement tests in mathematics (as required by the Massachusetts Department of Higher Education), as well as a foreign language placement test to students whose programs require second-year proficiency in a language other than English. In each college, faculty advisors ensure that students stay on track to fulfill all necessary requirements. See Standards Five (pages 35-36) and Eight (pages 84-85).

A University-wide survey of undergraduates in both online and traditional degree programs in 2014-15 showed that most students (75%) agreed that their advising needs were met in relation to information about their major and advisor availability. While more than half (56%) said that advising heightened their awareness of campus resources, only 49% agreed that they were provided with sufficient information on co-curricular activities. Similar results were found in a survey conducted by the College of Arts and Sciences that same year.

To address these concerns, several colleges also provide professional advising support. The College of Arts and Sciences' Student Transition and Achievement Resource Center ([STAR](#)

[Center](#)) is staffed with professional academic advisors who provide intrusive, wrap-around advising. STAR Center staff, peer mentors, and faculty advisors help students with concerns about academic difficulty, adjustment to college, financial management, coursework, and career planning. In the same year as the advisement survey, the STAR Center achieved a student satisfaction rating of over 90%. To meet the growing needs of CAS students, the STAR Center moved to a larger space in September 2019.

Also in Arts and Sciences, the [Department of Psychology](#) has implemented a specialized advising intervention. Faculty members were trained to serve in one of five specialized roles: “Freshmanists” who advise all the freshmen, “Transferists” who advise all transfer students in their first year, “Generalists” who stay with the student until graduation, “Interventionists” who use mid-semester progress and other indicators to identify students at-risk, and “Probationists” who help the student to create a plan to address academic, social, and/or financial difficulties. Using this system, the department saw a 20% increase in freshman retention in the first year. In the second year of the intervention, retention increased by an additional 7%.

The [Engineering Student Support and Services](#) (ES³) program provides academic advising for students in the College of Engineering who have not declared a major, as well as to students in the Pre-Engineering program. The College of Nursing and Health Sciences has implemented the Wrap-Around Advising System, a service that provides “intrusive advising” for first- and second-year students who are not meeting the minimal course standards. Students sign an Engagement and Enrichment contract, which entails intensive tutoring support and communication with faculty advisors every two weeks. The Charlton College of Business has expanded its advising services as well.

► Support for Scholarship, Research, and Creative Activities - Both undergraduate and graduate students are encouraged to participate in research. For undergraduates, the [Office of Undergraduate Research](#) promotes student research and offers competitive summer stipends and small grants to cover expenses during the academic year and provides links to other organizations that offer grants/fellowships. At the graduate level, students are expected to complete a capstone experience that typically involves research or other creative activity. This work may be supported by individual faculty grants or by the University. The [Office of Graduate Studies](#) has several competitive fellowships for doctoral and MFA students. These include Distinguished Doctoral Fellowships (\$24,000 annual stipend plus full tuition credit), First Year Doctoral Fellowship (\$18,000 plus full tuition credit for one year), and Distinguished Art Fellowships (\$16,500 annual stipend plus full tuition credit for up to three years). The College of Arts and Sciences (CAS) offers 2-3 undergraduate summer research fellowships each year as well as \$500 thesis support grants each semester. The [Office of Institutional Ethics & Compliance](#) assists researchers, students, faculty, and staff to navigate the increasingly complex web of regulations, laws, and policies by providing researchers with advice, guidance, training, and education. The mission is to ensure that all research conducted on campus complies with all applicable laws, regulations, and University policies.

Projections

The Provost will establish a task force with representation from the deans, departments, and the Human Resources Office to assess faculty retention issues. The task force will submit a report on their findings by spring 2021, and an action plan will be developed by fall 2021.

College and school deans will use input from departments to develop strategies to reach diversity goals, with support from, and collaboration with, the Provost's Office and Human Resources. Deans will report their recommendations in AY2020-2021 and implement the plans for recruitment in AY2021-2022.

The General Education Committee is using the results of the assessment of University Studies (US) to guide an assessment of how course syllabi reflect the inclusion of the US cluster requirements. This initiative began in AY2018-2019 and will continue through AY2020-2021.

In AY2020-2021, Academic Affairs and faculty leadership will determine appropriate ways to evaluate the various current forms of student advising as a means to ensure appropriate allocation of resources.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2017) Fall 2016	(FY 2018) Fall 2017	(FY 2019) Fall 2018	(FY 2020) Fall 2019

? Number of Faculty by category

Full-time	307	301	296	290
Part-time	0	0	0	0
Adjunct	304	289	281	303
Clinical	0	4	7	7
Research	2	3	3	3
Visiting	0	1	0	0
Other; specify below:				
Total	613	598	587	603

Percentage of Courses taught by full-time faculty

71.4%	73.5%	76.0%	74.2%
-------	-------	-------	-------

? Number of Faculty by rank, if applicable

Professor	116	116	121	124
Associate	110	104	100	99
Assistant	81	82	75	67
Instructor	92	91	99	98
Other; specify below:				
Online/Continuing Ed instructor	57	61	47	32
Part Time Lecturer	155	137	135	173
Research Associate Professor	1	1	1	1
Research Assistant Professor	1	2	2	2
Clinical Assistant Professor	0	4	7	6
Clinical Associate Professor	0	0	0	1
Total	613	598	587	603

? Number of Academic Staff by category

Librarians	17	17	18	14
Advisors	10	11	11	10
Instructional Designers				
Other; specify below:				
College Deans	7	7	7	7
Associate/Assistant College Deans	11	12	13	14
Professional Technicians	15	14	16	16
Research Technicians	0	0	1	1
Library Deans	2	2	2	2
Total	62	63	68	64

Please enter any explanatory notes in the box below

All tenure track faculty must advise students. Some colleges have professional advisors along with the Academic, Support, and Planning Office. Percent of Courses taught by full-time faculty include full-time lecturers.

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**



		3 Years Prior	2 Years Prior	1 Year Prior	Current Year
		(FY 2017) Fall 2016	(FY 2018) Fall 2017	(FY 2019) Fall 2018	(FY 2020) Fall 2019
Highest Degree Earned: Doctorate					
Faculty	Professor	98	102	109	109
	Associate	98	94	91	84
	Assistant	66	71	71	60
	Instructor	43	48	51	55
	No rank	0	0	0	0
	Other	53	56	41	51
	Total		358	371	363
Academic Staff	Librarians	0	0	0	0
	Advisors	0	0	0	0
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Master's					
Faculty	Professor	17	14	12	15
	Associate	12	11	10	15
	Assistant	15	17	12	12
	Instructor	43	38	40	34
	No rank	0	0	0	0
	Other	93	79	93	95
	Total		180	159	167
Academic Staff	Librarians	13	13	13	11
	Advisors	5	6	4	5
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	1	0
	Instructor	6	7	8	8
	No rank	0	0	0	0
	Other	35	35	37	40
	Total		41	42	46
Academic Staff	Librarians	3	3	4	2
	Advisors	5	5	7	4
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total		0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Unknown					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	1
	Instructor	1	2	0	1
	No rank	0	0	0	0
	Other	31	24	11	20
	Total		32	26	11
Academic Staff	Librarians	1	1	1	1
	Advisors	0	0	0	1
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

Only Instructional Faculty shown here. Part-time are under Faculty other.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2017) Fall 2016		(FY 2018) Fall 2017		(FY 2019) Fall 2018		(FY 2020) Fall 2019	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0	NA	0	NA	0	NA	0	NA
Associate	2	NA	1	NA	0	NA	2	NA
Assistant	18	NA	13	NA	8	NA	14	NA
Instructor	16	NA	13	NA	14	NA	6	NA
No rank	NA	NA	NA	NA	NA	NA	NA	NA
Other	0	NA	5	NA	2	NA	2	NA
Total	36	0	32	0	24	0	24	0

Number of Faculty in Tenured Positions

Professor	115	0	114	0	120	0	122	0
Associate	107	0	101	0	97	0	95	0
Assistant	1	0	1	0	1	0	1	0
Instructor	NA	NA	NA	NA	NA	NA	NA	NA
No rank	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA
Total	223	0	216	0	218	0	218	0

Number of Faculty Departing

Professor	0	NA	1	NA	1	NA	1	NA
Associate	1	NA	0	NA	2	NA	2	NA
Assistant	2	NA	5	NA	7	NA	9	NA
Instructor	8	NA	4	NA	11	NA	10	NA
No rank	NA	NA	NA	NA	NA	NA	NA	NA
Other	0	NA	1	NA	3	NA	3	NA
Total	11	0	11	0	24	0	25	0

Number of Faculty Retiring

Professor	10	NA	4	NA	6	NA	6	NA
Associate	0	NA	2	NA	2	NA	3	NA
Assistant	1	NA	0	NA	0	NA	0	NA
Instructor	1	NA	0	NA	2	NA	2	NA
No rank	NA	NA	NA	NA	NA	NA	NA	NA
Other	0	NA	0	NA	0	NA	0	NA
Total	12	0	6	0	10	0	11	0

Fall Teaching Load, in credit hours

Professor	Maximum	12.00	NA	12.00	NA	12.00	NA	12.00	NA
	Median	9.00	NA	9.00	NA	9.00	NA	9.00	NA
Associate	Maximum	12.00	NA	12.00	NA	12.00	NA	12.00	NA
	Median	9.00	NA	9.00	NA	9.00	NA	9.00	NA
Assistant	Maximum	12.00	NA	12.00	NA	12.00	NA	12.00	NA
	Median	9.00	NA	9.00	NA	9.00	NA	9.00	NA
Instructor	Maximum	15.00	11.00	15.00	11.00	15.00	11.00	15.00	11.00
	Median	12.00	6.00	12.00	6.00	12.00	6.00	12.00	6.00
No rank	Maximum								
	Median								
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

Teaching loads are based on units (see faculty contract for more details). Part time faculty are appointed each semester and are not included in above. Other category includes clinical and research faculty.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2017) Fall 2016		(FY 2018) Fall 2017		(FY 2019) Fall 2018		(FY 2020) Fall 2019	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Biology	19	2	19	1	20	1	20	2
CAS Interdisciplinary	0	1	0	0	0	0	0	1
Chemistry/Biochemistry	19	4	19	4	20	4	19	3
Crime & Justice Studies	8	4	10	0	10	1	10	3
Economics	7	1	6	1	6	1	6	0
English & Communication	35	15	34	19	35	16	34	16
Foreign Literature and Language	6	13	6	12	6	10	6	9
History	10	3	9	3	9	2	9	3
Liberal Arts	0	1	0	1	0	1	0	1
Mathematics	16	9	16	9	17	9	17	10
Medical Laboratory Science	10	6	10	5	10	4	10	3
Philosophy	4	3	5	2	4	3	4	3
Political Science	9	3	9	2	9	1	9	3
Portuguese	5	1	5	2	5	2	5	2
Psychology	19	7	20	8	19	7	18	7
Public Policy	4	1	4	1	4	1	4	1
Sociology & Anthropology	11	4	10	4	8	2	7	1
Sustainability	0	0	0	2	0	1	0	1
Women's & Gender Studies	1	2	2	2	2	3	1	1
STEM Education & Teacher Development	9	7	9	11	9	3	8	8
Educational Leadership	4	3	4	1	4	1	4	0
Accounting & Finance	13	6	15	4	15	3	15	7
Decision & Information Science	13	3	13	4	12	7	12	5
Management & Marketing	15	12	18	11	17	9	16	9
Bioengineering	6	0	6	0	6	1	6	0
Civil & Environmental Engineering	9	2	9	2	9	1	8	3
Computer Information Science	11	1	12	1	11	2	11	2
Electrical & Computer Engineering	15	1	14	2	15	1	15	1
Mechanical Engineering	10	0	10	0	10	0	12	0
Physics	9	1	9	2	10	0	9	0
Adult & Child Nursing	16	15	15	12	13	12	14	19
Community Nursing	13	35	17	26	14	26	11	26
Dean Nursing	1	0	0	0	0	0	1	0
Art Education	3	2	-	-	-	-	-	-
Art History	4	2	-	-	-	-	-	-
Artisanry	5	2	-	-	-	-	-	-
Design	16	3	-	-	-	-	-	-
Fine Arts	9	3	-	-	-	-	-	-
Music	5	21	4	20	3	21	3	26
Art and Design	-	-	27	4	33	14	33	12
Art Education, Art History and Media Studies	-	-	7	1	7	2	5	3
Dean Visual and Performing Arts	0	0	2	0	2	0	2	0
Estuarine & Ocean Sciences	7	0	6	0	6	0	6	0
Fisheries Oceanography	8	1	8	0	8	0	6	0
School of Law	17	12	15	15	15	11	19	14
ESOL	0	0	0	2	0	0	0	0
Honors Program	0	1	0	1	0	0	0	0
University Extension	0	2	0	2	2	0	0	0
Navitas	0	2	0	0	0	0	0	0
Leduc Center for Civic Engagement	0	2	0	0	0	1	0	0
Total	401	214	404	194	405	182	395	205

Please enter any explanatory notes in the box below

CVPA Departments were combined in Fall 2017.

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2020)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	211	79	290	49%
Female	187	126	313	51%
American Indian/Alaska Native	2	0	2	0%
Asian	65	6	71	12%
Black/African American	11	7	18	3%
Hispanic/Latino	9	5	14	2%
Non Resident Alien	19	0	19	3%
Not Specified	12	24	36	6%
Two or more races	5	3	8	1%
White	275	160	435	72%
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (Fall 2020)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	27	0	27	44%
Female	34	0	34	56%
American Indian/Alaska Native	0	0	0	0%
Asian	4	0	4	7%
Black/African American	2	0	2	3%
Hispanic/Latino	0	0	0	0%
Non Resident Alien	0	0	0	0%
Not Specified	4	0	4	7%
Two or more races	3	0	3	5%
White	48	0	48	79%

Please enter any explanatory notes in the box below

Faculty includes Research only faculty. Academic Staff include Deans, Associate Deans, Assistant Deans, Professional Advisors, Librarians, and Professional Technicians. Data are for Fall 2019.

Standard Seven: Institutional Resources

To continue to meet its Mission, the University has strengthened its financial position while continuing to focus on and support diverse revenue growth, as recommended by the 2010 NECHE (NEASC) team. The University is guided by principles of sound financial management, including careful attention to the short- and long-term balancing of revenues and expenses.

Recruitment and retention have become key focus points for every strategic decision made on campus. The Associate Vice Chancellor for Enrollment Management has refocused processes and limited admissions resources, including student financial aid, applications processing, yield activities, and communications in more strategic ways to increase the number of incoming first-year students. A new financial aid student funding formula (*pro forma*) was designed to help both the University's best performing and most needy students. The net cost of this change was \$4M in additional financial aid awarded in FY19. The University's Online and Continuing Education (OCE) unit, formerly known as University Extension, continues to grow, especially in graduate enrollments, and generated revenues of \$12.4M in FY19. This represents a 125% increase compared to the previously reported \$5.5M in 2014. Of note, the University, through a Public Private Partnership (P3) agreement, has begun construction of new first-year residence halls, a new dining hall, and a Welcome Center for prospective students. Opening in fall 2020, this new facility will improve the first-year experience and allow the campus to be more competitive in the recruitment of first-year students. As a Doctoral Research University, the institution is also working diligently to raise its research profile through increases in grants and contracts received and increased research expenditures. Under the leadership of the Interim Vice Chancellor for Advancement, University Marketing staff are working closely with the deans, the Provost and Student Affairs to make marketing of programs and activities more impactful.

Human Resources

Description

As of fall 2019, UMass Dartmouth employed 397 full-time faculty, including lecturers and non-instructional research faculty, 205 part-time faculty, 696 full-time staff, and 51 part-time staff. All employees are hired, evaluated, developed, and compensated through clear and well-documented policies consistent with federal and state employment laws. There are five recognized unions at UMass Dartmouth: *American Federation of Teachers*, *American Federation of State, Municipal and County Employees*, *Educational Services Unit of American Federation of Teachers*, *Massachusetts Maintainers of American Federation of Teachers*, and *International Brotherhood of Police Officers*. The [five contracts](#) and related [Human Resources](#) (HR) policies and training information are available on the HR website. Approximately 85% of employees are unionized.

The University has a well-established, comprehensive grievance system in place to hear issues and complaints raised by employees and/or their union representatives. The Office of Human Resources investigates all grievance allegations, including allegations of discrimination. The Office administers the [Sexual Harassment](#) and the [Grievance Policy and Procedures](#), both of which are reviewed and updated on an annual basis.

While UMass Dartmouth is generally able to offer regionally competitive salaries, the University also offers a generous benefits package and a range of holidays, personal days, vacation days,

and professional development opportunities that support work/life balance. Key employee benefits include health insurance, life insurance, long-term disability insurance, retirement plans, flexible spending accounts, dental plans, and home/auto/legal insurance. The University participates annually in the College and University Professional Association for Human Resources (CUPA-HR) salary surveys and purchases its benchmarking data for compensation analyses for administrators, professionals, and faculty. All University employees are evaluated on an annual basis.

Unit hiring requests are submitted annually as part of annual budget requests that typically take place during the spring of the academic year. Vacated faculty positions are held in a central pool by the Provost. Staff positions from all units are held in a central pool. Hiring requests must support strategic priorities. The selection and authorization of new hires (including new positions and filling vacancies) are approved by an Executive Budget Panel, composed of the Chancellor, Provost, and the Vice Chancellor for Administration and Finance. Unexpected vacancies deemed critical are filled with temporary hires until permanent hires are completed. Jobs are advertised on the University's website and other targeted websites, such as [Diversity](#) and [Insight into Diversity](#). The selection process, interview process, and final candidate selection are supported and overseen by the Office of Human Resources in partnership with the diverse and trained hiring committees.

Appraisal

The University recognizes the related human resource implications of ongoing and changing priorities in meeting organizational and technological opportunities to advance the University and generate greater efficiencies. While the overall staffing level of the University is not expected to change significantly over the next few years, the University must properly allocate its human capital resources to support programmatic priorities. A recent Voluntary Separation Incentive Program (VSIP) will provide necessary flexibility. That program offers a one-time cash incentive to benefited faculty and staff who voluntarily terminate their employment at the University. As a result, the University estimates that it will eliminate more than \$5M dollars in FY21 from its current payroll, part of which will be used to make strategic hiring and other decisions. Data gathering and benchmarking are regularly used to inform personnel actions.

An organizational review of non-academic units, conducted in spring and summer 2018, resulted in a reallocation of campus security resources that increased focus on pro-active community policing. On the academic side, the number of college-based professional academic advisors was increased to provide support for student retention efforts and to track at-risk students. Over the past five years, a shift in hiring full-time lecturers rather than part-time faculty was initiated to improve student experience and student outcomes. This resulted in several part-time faculty positions being converted to full-time positions, especially in departments delivering large student credit hours. Between 2010 and 2019, the number of part-time lecturers decreased from 269 to 205, and the number of full-time lecturers increased from 55 to 98.

In addition to the challenges of changing personnel needs, some human resources processes are still evolving—which may lead to hiring delays and lost opportunities. The University has made improvements, however, over the last year to better manage its human capital. For example, the University is finalizing the implementation of position management processes to control vacancies and available budgets more effectively. The University has also implemented an

online applicant tracking system (PageUp) to manage search and selection processes. Those improvements include paperless transaction workflow that decreases wait time, while continuing to require necessary approvals.

In addition to the challenges presented with changes in personnel, functions, and processes in the Office of Human Resources and other units across the University, some of the current steps in the hiring process are still evolving and sometimes lead to hiring delays. The University has made improvements over the last year to better understand and manage human resources and available lines, such that the upper administration is now more confident in position management than at any previous time. The current [hiring process](#) is available through PageUp, a secured recruitment portal, managed by Human Resources.

Human Resource policies are currently scheduled for review and revision. Policy review committees reflect cross-functional, diverse groups that include all unions. Union collective bargaining agreements are typically negotiated every three years; the most recent agreements cover the period July 1, 2017 through June 30, 2020. The current collective bargaining agreements and associated salary schedules are available on the Human Resources [website](#). University employees are also bound by the [policies and procedures](#) established by the University of Massachusetts System.

Financial Resources

Description

The Division of Administration and Finance is led by the Vice Chancellor for Administration and Finance (A&F). Units reporting to the Vice Chancellor for A&F include the Budget and Financial Planning Office, the Controller's Office, Bursar's Office, Administrative Services, Facilities, Campus Master Planning and Capital Projects, Athletics, and Computer and Information Technology Services (CITS).

The University derives its financial resources from various sources, including state legislative appropriations, student tuition and fees, grants and contracts, Online and Continuing Education, and revenue from auxiliary services such as dining and housing. Annual spending is reviewed continuously to ensure revenues are matched to expenses. All revenues received by the University from the Commonwealth, tuition and fees, and outside granting agencies, are used to either directly or indirectly support the teaching, learning, and research objectives stated in the *UMassDTransform2020* strategic plan and the new strategic plan in progress. See Standard Two (page 4).

Table 7.1 shows that the University remains financially stable. During the FY15-FY19 period, revenue had an overall growth of 11.6%; on average revenue grew 2.8% each year. During this same period, on average, operating expense grew 3.2% annually. The University continues to be successful in controlling its expenses and aligning the same with actual revenue. As such, the actual operating margin exceeded the budgeted operating margin each of the last five years by a minimum of 1% in FY18 and a maximum of 3.4% in FY17. Plans are already in place in fall 2019 to assure that the actual operating margin yet again exceeds the budgeted operating margin of 0.7% in FY20, as well as reaching an operating margin of 2.0% by FY23.

Table 7.1 FY15-20 Financial Statement

Operating Margin Calculation	FY15	FY16	FY17	FY18	FY19	FY20
	Actual	Actual	Actual	Actual	Actual	Budget
Revenue						
Net Tuition & Fees	\$ 72,269	\$ 76,480	\$ 77,242	\$ 77,971	\$ 78,578	\$ 80,325
Grants	\$ 17,761	\$ 18,511	\$ 19,534	\$ 18,925	\$ 18,918	\$ 18,951
Sales & Service, Educational	\$ 40	\$ 71	\$ 45	\$ 96	\$ 164	\$ -
Auxiliary	\$ 47,374	\$ 48,835	\$ 48,349	\$ 47,666	\$ 49,451	\$ 52,413
Other Operation Revenue	\$ 6,447	\$ 5,016	\$ 6,237	\$ 4,438	\$ 2,955	\$ 2,958
State Appropriations	\$ 70,006	\$ 75,971	\$ 80,436	\$ 83,740	\$ 86,385	\$ 89,352
State Appropriations - Star Store	\$ 2,700	\$ 2,700	\$ 2,700	\$ 2,700	\$ 2,700	\$ 2,700
Other Non-Operating Revenue	\$ 15,195	\$ 16,063	\$ 15,362	\$ 17,195	\$ 19,668	\$ 19,486
Total Revenues-excluding unrealized gain	\$ 231,792	\$ 243,647	\$ 249,905	\$ 252,731	\$ 258,819	\$ 263,485
Operating Expenses						
Salaries & Fringe	\$ 138,028	\$ 142,174	\$ 142,247	\$ 150,061	\$ 151,746	\$ 156,795
Non-personnel	\$ 54,923	\$ 63,166	\$ 64,262	\$ 65,795	\$ 66,939	\$ 71,711
Scholarships & Fellowships	\$ 7,442	\$ 5,001	\$ 4,821	\$ 5,023	\$ 5,302	\$ 5,018
Depreciation	\$ 16,663	\$ 17,904	\$ 18,647	\$ 20,481	\$ 21,665	\$ 21,741
Interest	\$ 8,252	\$ 7,968	\$ 8,786	\$ 8,910	\$ 9,466	\$ 8,622
Total Operating Expenses	\$ 225,308	\$ 236,213	\$ 238,763	\$ 250,270	\$ 255,118	\$ 263,887
Surplus/(Deficit)	\$ 6,484	\$ 7,434	\$11,142	\$ 2,461	\$ 3,701	\$ 1,846
Actual Operating Margin Ratio	2.8%	3.1%	4.5%	1.0%	1.4%	

A five-year budget plan is submitted to the UMass system Office annually and consolidated with the budget plans from the other UMass campuses into a University System five-year plan. The campus five-year plans are reviewed by the UMass Board of Trustees annually. To prepare the budget, the Budget and Financial Planning Office works with appropriate offices, such as housing, institutional research, and auxiliaries to obtain non-financial data. For budget planning purposes, flat enrollments are assumed over the next five years.

Budget preparation follows several key parameters set by the University's Chancellor. They include:

- Budgets are built to strategically support teaching, learning, and research, with financial priorities given to areas that support recruitment, retention, and graduation rates.
- Budgets are built to support the expectations set by the UMass Board of Trustees (BOT) and the UMass President's Office; therefore, expenditures cannot exceed revenues with a built-in operating margin that the BOT establishes.
- Budgets are living documents, and as such, are reviewed and revised on a quarterly basis, taking into consideration significant change in enrollments, research dollars, auxiliary revenues, and fundraising.

The University continues to plan around its long-term debt capacity (not to exceed the 8% target set by the Board of Trustees for all UMass campuses) to maintain the overall functionality of the facilities. After having successfully completed the Charlton College of Business (CCB) expansion in 2015 and the School for Marine Science and Technology (SMAST) in 2017, the University is currently replacing the aging freshmen residence halls without increasing its debt service load. The University entered into a Public Private Partnership (P3) in 2018 for a new 1,210 bed residence hall for first-year students. A new dining hall that will serve the entire campus community is currently being built. The new residence hall, with this integrated dining facility and Welcome Center, will significantly help with student recruitment and retention.

Recognizing the institution's obligation to carefully steward taxpayer and student investments, the University has been aggressively working to reduce administrative expenses while continuing to provide the high-quality programs, services, and facilities that students deserve. Costs related to employee health insurance, student health and wellness, academic advising, video monitoring/building access control systems, compliance, and facility repairs are increasing. The institution has implemented several cost-saving measures, including:

- Implementation of efficient and effective procurement practices (\$1.7M savings);
- Re-bids of copier, elevator maintenance, and janitorial supply contracts (\$120,000 savings);
- Initiation of a partnership with the UMass Medical School to build out the wireless network (\$500,000 savings);
- Implementation of a new energy storage facility using new battery technology (\$500,000 savings);
- Implementation of an energy partnership with Dartmouth and Freetown solar facilities (\$325,000 annual savings, \$2.5M since FY13).
- Review of job descriptions and stipends related to additional compensation requests (estimated \$100,000 savings); and
- Monitoring of academic efficiencies, such as low-enrolled course cancellations (estimated \$100,000 savings).

The institution continues to fill only vacant staff positions that are critical to the University's mission and/or increase revenue. The University maintains a commitment to providing a high-quality educational experience for its students, including through facility upgrades, such as laboratories and classrooms.

The University has put an aggressive plan in place to control other operation costs and to minimize their negative impact on the operating budget by constantly looking to peers for best practices and for help in finding improved efficiencies. Payroll and accounts payable functions have been centralized at the UMass system level; procurement functions have also been added to the system-level to promote efficiency system wide.

There are several ethical oversight processes in place at the system and campus levels. Internal Audit at the System Office reports directly to the Audit Committee of the Board of Trustees and works within the President's Office. The UMass system staff is on-call at all times for any suspected misappropriations. In addition, they audit various units each year to be certain that campus policies and procedures are consistently followed. The campus is also included in the annual financial audit by external auditors.

Each member of the campus and system undergoes a biennial mandatory ethics and conflict of interest training required by the Massachusetts State Ethics Commission and overseen through the Office of Human Resources. This is in addition to the reading and acknowledgement of an annual conflict of interest notice.

Business and Operations Policies are posted on the [Administration and Finance Website](#). In 2017, the Business Expense Policy and the Moving Expense Policy were updated. Fund Carry Forward policies were updated in early 2019. All [active policies](#) are available on the campus website.

The Vice Chancellor for Administration and Finance and other members of the finance team meet regularly with the deans, Student Government Association, Faculty Senate, Budget Review Board (union representatives), and other groups requesting such meetings.

Appraisal

Between 2014 and 2019, there has been turnover in the Vice Chancellor for Administration and Finance position, as well as other financial leadership positions in the Division of Administration and Finance. During this time period, four administrators held this position, two as permanent and two as interim Vice Chancellors for Administration and Finance. In spring 2019, a permanent Vice Chancellor, with extensive experience in public and private institutions of higher education, was hired. With this appointment, Administration and Finance has regained stability and focused on bringing greater transparency to the state of University finances. Along with the new Vice Chancellor for Administration and Finance, an Associate Vice Chancellor for Capital Projects and Campus Planning, and an Associate Vice Chancellor for Administration and Finance/Internal Budget have all been hired within the last year.

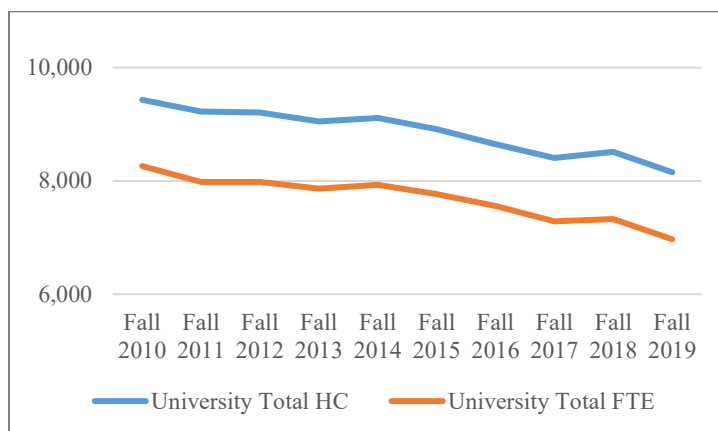
Despite these leadership and staff shifts, the financial trend data shown in Table 7.1 indicates that the University has been successful in (a) increasingly diversifying its revenue, (b) containing its overall costs by matching expenses with revenue, and (c) exceeding budgeted operating margin (OM) each of the last five fiscal years. The Board of Trustees' stated goal set for each of the campuses is to reach a 2% operating margin by FY23. With budgetary discipline, resource diversification, and enrollment strategies already in place, the campus is on track to reach this target by FY23. It is important to also note that all of this is being accomplished while the University is also able to improve its financial cushion (ratio of unrestricted net assets, UNA, and total operating expenses, OE) that went up from 4.5% in FY10 to 18.4% in FY19.

UMass Dartmouth’s revenue sources include state appropriations, tuition and fees, grants, contracts, gifts, and auxiliary units such as Housing, Dining, and Online and Continuing Education. The campus is actively working to both increase and diversify its means. Updates and projections of each revenue stream follow in the paragraphs below.

Consistent with most public universities, UMass Dartmouth’s state appropriations have grown in absolute dollars over time, but have not kept up with increases in salary, fringe benefits, technology, and inflation costs. Revenues from state appropriations have grown from \$61.9M in FY2010 to \$86.4M in FY2019. The University does not expect any significant changes in state support trends in the near future. Consequently, UMass Dartmouth will continue to pursue growth in other revenue streams and cost-containment strategies.

Following national trends, UMass Dartmouth is currently facing enrollment decline in the number of traditional high school students, lower enrollments in local community colleges, and international student immigration challenges. Enrollment trends are presented in Figure 7.1 below. The Southcoast region also faces socioeconomic challenges that negatively affect higher education entry and degree completion. Over the past decade, the University enrollment has declined by about 16% FTE, 8,263 in fall 2010 and 6,970 in fall 2019, with the largest decline at the undergraduate level.

Figure 7. University Enrollment Trends



To grow and diversify enrollment, the campus increased out-of-state and international student recruitment efforts, introduced new academic programs, expanded concentrations, and offered more programs online. Starting with fall 2018, new students with residency in the five other New England states were awarded proximity-grants. The number of out-of-state undergraduate students increased from 349 (5% of total undergraduates) in 2010 to 732 (11% of total undergraduates) in 2019. The number of out-of-state new first-year students and transfer students increased from 121 (5.5% of incoming undergraduates) in 2010 to 227 (12.5% of incoming undergraduates) in 2019. International recruiters were hired to promote the programs and campus overseas to attract more international student applications. Additionally, in 2010 the University engaged with a partner, Navitas, to develop the UMass Dartmouth-Navitas Global Success Program, to recruit international students for direct admission and a Pathways Program. These efforts resulted in increased international applications and enrollment, primarily at the graduate level. The international enrollment as a percent of total enrollment was 5% in fall 2019 (416 students) compared to 3% in fall 2010 (261 students). This contract will end in 2020 and spring

2020 students will be the last cohort. The University is taking steps to address international recruitment and enrollment.

Over the past several years, the University increased and improved student recruitment and retention efforts. Recruitment improved through better and more streamlined admissions policies and processes. Retention has been more variable, and several efforts have been undertaken to address this challenge, including implementing First-Year Experience (FYE) courses and the addition of professional advisors within colleges. See Standards Five (pages 30-31) and Eight (pages 79-84).

UMass Dartmouth projects relatively level enrollments for the next five years in light of the implications of changing demographics and continuation of the slow shift of some face-to-face enrollments to online enrollments. New retention initiatives are also being developed, including a web-based predictive tool to monitor student progress and performance. For recruitment and enrollment planning purposes, Table 7.2 shows the projected enrollment trends over the next five years. These projections are contingent on increased supports in marketing of academic programs and implementation of ongoing effective retention strategies.

Table 7.2 Five-Year Enrollment Projections

	HC	FTE
Fall 2020	8235	7082.1
Fall 2021	8317	7152.6
Fall 2022	8400	7224.0
Fall 2023	8484	7296.2
Fall 2024	8569	7369.3

The University used two primary strategies to increase grant generation over the past several years. The University hired faculty with a record of grant generation, when possible, and more assistance with grant generation and grant support has been provided to faculty consistent with Doctoral Research University status. The Associate Provost for Research and Economic Development has led and managed this endeavor. The University received new external awards for FY19 in excess of \$15.4M. This represents an increase of more than 20% over FY18 and marks the largest number of new awards UMass Dartmouth has received since FY13, when it received \$15.7M. The current F&A return rate of 59% is negotiated with federal agencies based on the cost of conducting research on campus. To incentivize researchers, a portion of the recovered F&A return is shared with the principal investigator and their department and college. (See policy [ACA 026](#).)

The current Interim Vice Chancellor for Advancement was hired in September 2019 to rebuild the Advancement Office and University Marketing, which reports to Advancement. As the [2019 UMass Annual Indicators Report](#) shows that despite the changing leadership in Advancement revenue generation through gifts has been relatively flat over the past years. The emphasis around fundraising has been on endowed student scholarships and laboratory renovations. The focus of University Marketing has shifted from externally facing event management to marketing of academic programs.

Residential and dining net revenues increased from \$38M in 2010 to \$43.7M in 2018. In July 2018, the UMass Board of Trustees approved a new \$132M UMass Dartmouth Public Private Partnership (P3) with Greystar, one of the largest and most experienced collegiate housing developers and managers in the U.S., to construct a 267,500 square foot first-year residential facility. At the same time, the Board approved another \$27.9M to construct a new dining facility. These new facilities will allow the campus to provide high quality first-year student experiences, support recruitment efforts, and address deferred maintenance. Both new facilities are scheduled to be open for fall 2020.

Online and Continuing Education (OCE) has led the way in increased revenue production over the last ten years by increasing enrollments and related revenue. Revenues from OCE have grown from \$9.7M in 2010 to \$12.4M in 2019. This represents a 29% increase in revenues. This increase in revenue was largely due to several new online degree programs developed by the faculty and initiation of a [revenue sharing model](#) to offer current campus programs online.

Overall, the campus experienced relatively low revenue growth over the last several years. The revenue grew 5% in FY16 from FY15; however, since then they have declined to 2.6%, 1.1%, and 2.4% respectively. At the same time, the University continued to have better than projected operating margins due to fiscal discipline, cost-cutting measures and auxiliary revenues (See Table 7.1). Within this context, the campus strategically aligned the limited resources by re-allocating budgets to divisions and departments based on actual expense and changing college enrollments, and by implementing a strategy through the Provost's Office to support growth and strategic initiatives with reallocation and not across the board cuts. Beginning in 2019, each key unit identified strategic priorities and made a budget request to a budget committee. This process further allowed units to articulate goals, strategies, and resources necessary to achieve them. Online education initiatives continue to be encouraged through a revenue sharing agreement with colleges and departments. Over the past five years, online program offerings have tripled. Degree and certificate programs are available for both undergraduate and graduate levels.

During FY17 and FY18, the campus initiated a review of budget models and explored a Responsibility Center Management (RCM) model for use by the campus, as well as a new budget software package. The RCM model was subsequently determined not to be the best fit for the campus at this time, and the UMass President's Office decided on another system-wide budget software tool, Axiom. Campus budget staff were involved in the system selection and are currently involved in the implementation phase. Axiom will be used by all campuses to submit budgets to the President's Office beginning with the FY21 budget. The software provides tools to allow for comparison of original budget to actual expense. The software also supports an electronic workflow for budget processing when fully implemented. UMass Dartmouth looks forward to the full implementation of this budget tool.

The UMass Annual Indicator Report shows the five-year trend of deferred maintenance ratios, debt service ratios, and primary reserve percentages. While the deferred maintenance has grown from \$175/sq ft to \$229/sq ft, the debt ratio has shrunk from 9% to 8% due to careful monitoring of expenditures and revenue (See Table 7.1 and page 121 of the 2019 Annual Indicator report). Debt was primarily incurred to construct or renovate residence halls, academic buildings, and research buildings. The Primary reserve (financial cushion) has risen from 5% to 15% during the same time period, indicating improving financial strength. This percentage equates to about thirty days of reserves.

Approximately 48% of total revenue is derived from tuition and fees. Increases in tuition and fee rates are requested annually through the UMass system to the President's Office. If approved by the President's Office, requests for increases in tuition are presented to the Board of Trustees for final approval. The President's Office has final approval authority for other fee increase requests, such as technology fees. The UMass system is committed to a balance of access and quality, so the amount of increase is frequently limited by the BOT and the President's Office.

The purchase of Mount Ida College's campus in Newton by UMass Amherst was completed on May 17, 2018. Part of the agreement provided assistance for displaced students as a teach-out for completion of their degrees by facilitating transfers to UMass campuses offering compatible programs. UMass Dartmouth, having recognized instructional capacity, assumed the lead in accommodating these students. UMass Dartmouth made a three-year budgetary projection, assuming a conservative estimate of 150 students entering in fall 2018, with a declining number each year until the teach-out was completed. A total of 222 students matriculated as transfers (211) and graduate students (11) to UMass Dartmouth. Incoming Mount Ida students were guaranteed that they would not pay more than what they had been currently paying. Due to this, the campus' discount rate increased significantly as they were billed at the full campus rate (most of the students were out-of-state students) and waivers and scholarships were provided to bring their charge down. Despite the discounting, the overall financial impact on the campus has been positive, as most of these students have persisted in their degree pursuit.

The campus financial aid discount rate was approximately 33% for FY18. Several years ago, in order to better monitor financial aid allocation, the campus created a financial aid working group composed of representatives of the various academic, student affairs, and finance offices to meet bi-weekly to discuss enrollment and financial aid matters. In FY18, the campus hired a consultant to review financial aid allocation and admissions data and to recommend a *proforma* for financial aid allocation. In FY2019, Academic Affairs appointed an Associate Provost for Decision Support and Strategic Initiatives to expand the use of predictive analytics to guide recruitment and retention efforts and the effectiveness of financial aid and budget strategies for Academic Affairs. The University is now using financial aid monies more strategically and shifting more funding into merit and less on need. These shifts in funding were supported by student success analyses and closer relationships with local community colleges. While most of the financial aid is awarded as waivers, other sources of funds, such as endowed scholarships, are used to offset these reductions in revenues. The proceeds of \$1.25M from the sale in FY17 of the campus radio station, WUMD, were allocated to endowment to provide need-based financial aid to undergraduate students. In FY19, these funds provided approximately \$50,000 in additional financial aid.

A comprehensive review of financial aid was made to the Board of Trustees through an annual presentation at one of its meetings. In addition, financial aid is frequently discussed at the BOT meetings, both throughout the year and when the tuition rate increase requests are reviewed for approval for the upcoming year. The impact of tuition increases on financial aid is considered when approving new rates.

Information, Physical and Technological Resources

Description

The Claire T. Carney Library provides an important information resource to faculty, students, staff, and the nearby community. Librarians provide class-specific information literacy instruction, respond to reference questions, conduct individual research consultations, and present workshops on specific tools or topics. Librarians in the Library Systems and Digital Services and the Technical Services divisions are responsible for configuring and supporting library applications and systems, as well as for the organization and discoverability of library information resources.

Library users have access to more than 350,000 physical volumes and 190,000 electronic book and journal titles in the UMass Dartmouth collections. To enhance collection breadth and to maximize cost savings, the Library participates in several consortia, maintaining memberships in the Boston Library Consortium (BLC), the East Academic Scholar's Trust (EAST), the Massachusetts Library System (MLS), and the NorthEast Research Libraries (NERL) Consortium.

The renovation of the Library's physical spaces completed in 2013 created areas designed to promote varied and flexible interactions, ranging from individual quiet study areas, such as the South Reading Room, to dynamic and collaborative group spaces, such as the Library Living Room. Desktop computers are provided in the Learning Commons, the Scholarly Commons, and in the Library's three computer labs. Laptops are available for checkout at the Library Circulation Desk. Whiteboards are distributed throughout the building, encouraging students to articulate ideas or visualize problems while working together.

UMass Dartmouth's 710-acre campus includes 15 academic and support buildings, 13 existing residence halls, and new first-year residence and dining halls under construction. There are campuses in New Bedford for the School for Marine Science and Technology and the College of Visual and Performing Arts' STAR Store. UMass School of Law-Dartmouth is located 2.8 miles from the main campus in Dartmouth. The Center for Innovation and Entrepreneurship is in Fall River, approximately 15 minutes from the main campus.

The University maintains significant infrastructure, including classrooms, labs, and research space to support its mission of teaching, learning, and research. The University uses an outside firm (Sightlines) to document deferred maintenance. The reports generated by this process are used to set priorities that balance the need for upgrades to facilities with available funding.

The construction, ownership, and ultimate responsibility for most of the real estate property at UMass Dartmouth lies with the Commonwealth of Massachusetts. Residence halls and some academic facilities were constructed and are owned by the University of Massachusetts Building Authority (UMBA), a distinct, quasi-public entity established by the Massachusetts Legislature to serve the University of Massachusetts and each of its five campuses through the planning, financing, design, construction, acquisition, capital maintenance, and replacement of University buildings, infrastructure, and real estate. UMass Dartmouth is responsible for the daily operation and management of its state-owned properties; however, within the purview of the laws of the Commonwealth, the University is subject to oversight in real estate and facilities planning,

design, and construction by the Division of Capital Asset Management and Maintenance (DCAMM) and UMBA.

Two major facilities projects are underway. In fall 2018, construction began on the new \$159.9M Public Private Partnership (P3) dining and residence hall facility. The project will provide a new 1,210 bed/267,500 GSF mixed-use residential facility designed to enhance recruitment and retention of first-year students. Existing 40-year old, first-year student housing will be replaced and \$80.6M of deferred maintenance (DM) will be eliminated, minimizing the impact on debt capacity. The developer will pay \$625,000 to the University on an annual ground lease that provides for a price escalation of 3% every five years. After 45 years, building ownership reverts to the University. A new \$27.9M dining commons is also included in the project. Funded through UMass Dartmouth and UMBA, the new 39,000 GSF dining facility will seat 800 and support student residence halls and the broader campus community. Both facilities are expected to open in fall 2020. The project is currently tracking within budget and on schedule.

The Science and Engineering (SENG) Building Systems Upgrade Project will address the most urgently needed repairs and upgrades to the building envelope, base-building HVAC system, fire alarm and fire sprinkler system, and accessibility upgrades. This renewal project will correct \$30.2M of deferred maintenance and \$1.6M in accessibility improvements needed to reset the facility and allow for future unencumbered programmatic renovations. The Schematic Design and Certified Study are complete. Design development and the selection of a construction management firm are currently in progress. The renovation work is anticipated to begin in December of 2020.

To support UMass Dartmouth's Mission as a "public research university dedicated to engaged learning and innovative research," [Computing and Information Technology Services](#) (CITS) has advanced the campus' IT services and infrastructure over the past ten years to address the expanding needs of students, faculty, and staff for diverse IT services. This includes developing infrastructure and support services, such as instructional technologies, computation research support, internet and email, data security, and enterprise systems, as well as creating IT supported learning commons. Details of the extensive IT services are listed on the [CITS website](#). Highlights of these services and the products utilized are summarized below.

To ensure that faculty have access to the newest generation of laptops with the latest versions of software, all full-time faculty may participate in the Faculty Instructional Laptop Program ([FILP](#)), which provides them with a laptop they may use for teaching and research. These are replaced every four years. These laptops can easily access standard (basic) classroom technology, which consists of a projector or large screen, speakers, document camera, HDMI connectivity for instructor laptops, and touch screen controls. The standard classroom technology is typically on a five-year lifecycle with an annual spending of about \$150,000 to \$200,000. Classrooms equipped with higher-level technology include use of Crestron AirMedia and Echo360. Team-based classrooms with laptops, digital screens, and whiteboards for each team are categorized as very high technology and have tripled from 3 to 9 between 2015 to 2019. The number of classrooms with technology in 2019 increased to 137, compared to 122 in 2015. The percent of classrooms with only the standard technology was 65% in 2015, and with the upgrades to higher-level technology, this percent in 2019 declined to 38%.

In addressing increasing internet access needs, the University uses *eduroam*, a federated wireless network that allows users to have free access to secure, high-speed wireless at any eduroam-member institution worldwide. In addition, UMass Dartmouth wireless coverage broadcasts Corsair Wi-Fi for guest users and home entertainment devices. Advanced network access controls (NAC) enable a true “living room” experience by allowing resident students to connect their gaming consoles, smart TVs, and streaming devices without compromising an enterprise-grade, secure wireless network. A wireless bandwidth allocation of 10M bit per device in the residence halls (no limit in academic buildings) guarantees fair-use, and access to academic content and entertainment media alike. Since summer 2018, the campus has completed installation of indoor wi-fi coverage. The campus features over 1,300 access points that support over 25,000 registered devices (an average of 2.5 devices per campus user) with approximately 8,000 actively connected at any given time (as of spring 2019).

UMass Dartmouth utilizes PrintLess, a print release solution that is tied to the UMassPass campus one-card. In the busiest locations, over 25,000 pages are printed per month. PrintLess significantly reduces paper and toner waste. Currently, 13 multi-function devices are strategically placed in academic buildings and residence hall locations. Students (and faculty) can email their documents to the print queue and conveniently print the document on the way to class. In spring 2018, mobile printing became available.

The University has consistently invested in disaster recovery and business continuity solutions over the past ten years. Enterprise and research computing resources are distributed between a local data center/computer room, UMass private cloud, [Mass Green High-Performance Computing Consortium \(MGHPCC\)](#), and commercial clouds. Local and UMass private cloud systems are backed up at a co-location facility. Enterprise applications continue to migrate to software as service solutions. These include Office365 productivity suite, as well as Salesforce CRM, Blackboard, 25Live, StarRez, Echo360, and Qualtrics.

Appraisal

The Library has expanded and modified its services in response to the mission of the institution and needs of the campus and community and technological advances. In AY2019-2020, 290 information literacy sessions were taught to 5,854 students. Digital resources are available to students and faculty from any location. Inter-library loan (ILL) services provide access to the broader universe of print and digital resources and the UMass Dartmouth ILL staff deliver requested materials efficiently and quickly. UMass Dartmouth theses and dissertations (ETDs), published in digital form, are open access and discoverable in the Library’s catalog and in Worldcat, an international union catalog.

Maintenance and operation of the University’s physical assets conform with all applicable state-mandated codes, regulations, and guidelines. Compliance is validated through regular inspections by the applicable agencies and appropriate semiannual and annual compliance submissions to regulatory bodies.

The [Department of Environmental Health and Safety](#) (EH&S) was established in March of 2011 in response to the need for a comprehensive program to ensure the health and safety of faculty, staff, and students, and to provide for environmental protection necessary to support a DRU. EH&S ensures compliance with environmental regulations mandated by the Massachusetts Department of Environmental Protection for the Dartmouth and all satellite campus facilities.

EH&S also provides guidance on standards, guidelines, and best practices pertaining to safety and health and oversees and manages the purchase, inventory, use, and disposal of all hazardous chemicals arriving on campus.

The P3 residence/dining project and the SENG renovation represent the first phase of the UMass system's plan to focus capital investment on the UMass Dartmouth main campus, which has seen just one major state-funded building project – the Claire T. Carney Library renovation – since the 1980s. Future construction plans include renovation and modernization of academic buildings, the campus center, road infrastructure, and athletic facilities,

UMass Dartmouth's CITS has responded well to the rapid developments in technology, security, infrastructure, and high-performance computing, while dealing with resource challenges. CITS has adopted [comprehensive IT policies](#) and procedures to ensure IT reliability, data security, and privacy. After a comprehensive review, IT policies were revised and updated in November 2019 and have been published on the University website.

In order to move to the next generation tool for improved business processes around additional compensation and on-boarding, UMass Dartmouth adopted BonitaSoft in fall 2019. It enables the efficient business process redesign, management, and automation, and supports complex processes with digital workflows, data integrations to ERP systems, and other platforms, such as Salesforce. UMass Dartmouth uses BonitaSoft in conjunction with DocuSign where e-signatures are required. Current process implementations include additional compensation workflow for faculty and researchers, employee off-boarding workflow, and the conflict of interest form, with part-time lecturer hiring process and change of major approval process to follow. Zoom is the campus' video conferencing platform of choice. It is integrated with myCourses (Blackboard Learn). Building on the success of Zoom, in fall 2019, CITS outfitted several meeting rooms with fully integrated Zoom video conferencing screens that allow touch control and annotation.

The UMass system has selected Qualtrics as its survey platform of choice. At UMass Dartmouth, Institutional Research and Assessment has oversight of campus surveys. Data and feedback from student satisfaction and graduation exit surveys, together with live-feedback at open forums, are used to continuously improve the academic and student-life experience.

Supported by CITS, the institution has partnered with HelioCampus to transition from reports to web-based visualizations that deliver performance metrics and support key academic and business decisions. Instead of running and analyzing reports, these tools provide online access to data models and dashboard visualizations of analytics and predictive nature. The visualizations are a vital tool in consistent institution-wide decision making on academic planning and the campus budget. The project is still in the implementation stages and should be fully operational for deans and department chairs, along with specific department directors, by AY2021.

To assure that computer infrastructure is up-to-date, [Virtual Desktop Infrastructure](#) (VDI) was launched in fall 2016 with the opening of the Charlton College of Business, and has been expanded to the College of Engineering computer labs. VDI allows students, faculty, and staff to have access to a full Windows-desktop experience, as well as licensed campus or college/department-specific software remotely on their devices, such as laptops, tablets, and iOS devices. As equipment in computer labs and learning commons ages, traditional PCs of fixed-installed computer classrooms will be replaced with VDI terminals.

Over the past decade, as graduate programs have expanded and UMass Dartmouth has gained the status as a DRU, there has been an increased demand for computing infrastructure. UMass Dartmouth also has significant research strengths in the area of scientific computing, spanning multiple colleges. Most of the scientific computing research has been coordinated through the Center for Scientific Computing and Visualization Research. The Center and the University have benefited by being part of the MGHPCC, which operated as a joint venture between Boston University, Harvard University, the Massachusetts Institute of Technology, Northeastern University, and the University of Massachusetts. The membership has given the University exposure to great opportunities and a voice in shaping the MGHPCC computing clusters. The University's nearly \$2M investment (since 2015) has not paid rich dividends. In the first few years of its formation, the campus and Center played a limited role in shaping the architecture of the MGHPCC. Consequently, the MGHPCC's computational resources were of very limited use to campus researchers and led to significant frustration among the computational-research faculty. The campus has overcome some of these limitations by hosting several specialized clusters (such as GPU-based clusters) on campus and at SMAST.

Projections

As the University develops its strategic plan for 2020-2025, Human Resources will align its processes to support the plan for strategic reallocations and additions to faculty and staff.

Over the next five years, the Administration and Finance leadership team will carefully monitor to assure that the institution maintains a debt ratio of 8 percent or lower as required by the BOT.

The Vice Chancellor for Administration and Finance/CFO will oversee the commitment made to reach or exceed a two percent operating margin by FY23 as mandated by the BOT.

The Provost's office will assess in FY21 the new incentive-based budget model implemented in FY20 for the individual colleges/schools.

To better align the Library's print and digital resources with academic program needs, in AY2021-2022, librarians and Library administration will initiate a comprehensive collection assessment project.

Over the next five years, CITS administrators, in cooperation with faculty and space planning, will convert additional classrooms to flexible learning spaces with advanced technology.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2017) Fall 2016			(FY 2018) Fall 2017			(FY 2019) Fall 2018			(FY 2020) Fall 2019		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	399	212	611	401	194	595	402	182	584	395	205	600
Research Staff	2	0	2	3	0	3	3	0	3	3	0	3
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	17	0	17	17	0	17	19	0	19	19	0	19
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	2	0	2	2	0	2	2	0	2	0	0	0
Student and Academic Affairs	13	16	29	14	4	18	14	3	17	19	2	21
Management Occupations	161	1	162	174	0	174	177	1	178	157	0	157
Business and Financial Operations	48	0	48	50	0	50	48	0	48	47	1	48
Computer, Engineering and Science	94	4	98	95	5	100	94	4	98	87	5	92
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	42	30	72	46	30	76	50	30	80	48	34	82
Healthcare Practitioners and Technical	8	1	9	6	1	7	7	1	8	7	1	8
Service Occupations	106	2	108	113	2	115	103	2	105	100	2	102
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	171	9	180	171	6	177	171	7	178	165	6	171
Natural Resources, Construction, Maintenance	35	0	35	32	0	32	30	0	30	29	0	29
Production, Transportation, Material Moving	23	0	23	20	0	20	19	0	19	17	0	17
Total	1,121	275	1,396	1,144	242	1,386	1,139	230	1,369	1,093	256	1,349

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 / 30)		2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$ 12,986	\$ 21,877	\$26,471	68.5%	21.0%
?	Cash held by State Treasurer	\$ 1,705	\$ 1,906	\$2,107	11.8%	10.5%
?	Deposits held by State Treasurer	\$ -	\$ -	\$ -	-	-
?	Accounts Receivable, Net	\$ 13,378	\$ 13,430	\$13,211	0.4%	-1.6%
?	Contributions Receivable, Net	\$ -	\$ -	\$ -	-	-
?	Inventory and Prepaid Expenses	\$ 174	\$ 711	\$998	308.6%	40.4%
?	Long-Term Investments	\$ 22,744	\$ 26,307	\$31,358	15.7%	19.2%
?	Loans to Students	\$ 3,394	\$ 3,046	\$2,771	-10.3%	-9.0%
?	Funds held under bond agreement	\$ 51,379	\$ 36,076	\$24,225	-29.8%	-32.9%
?	Property, plants, and equipment, net	\$ 362,361	\$ 362,201	\$373,397	0.0%	3.1%
?	Other Assets	\$ 25,102	\$ 19,552	\$22,455	-22.1%	14.8%
Total Assets		\$493,223	\$485,106	\$496,993	-1.6%	2.5%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$ 31,004	\$ 34,496	\$29,814	11.3%	-13.6%
?	Deferred revenue & refundable advances	\$ 1,969	\$ 1,132	\$1,622	-42.5%	43.3%
?	Due to state	\$ 27,144	\$ 26,062	\$25,427	-4.0%	-2.4%
?	Due to affiliates	\$ 600	\$ 400	\$393	-33.3%	-1.8%
?	Annuity and life income obligations	\$ -	\$ -	\$ -	-	-
?	Amounts held on behalf of others	\$ 1,068	\$ 1,255	\$1,249	17.5%	-0.5%
?	Long-term investments	\$ 233,691	\$ 218,982	\$232,173	-6.3%	6.0%
?	Refundable government advances	\$ 3,731	\$ 3,971	\$3,953	6.4%	-0.5%
?	Other long-term liabilities	\$ -	\$ -	\$ -	-	-
Total Liabilities		\$299,207	\$286,298	\$294,631	-4.3%	2.9%
NET ASSETS (in 000s)						
Unrestricted net assets						
	Institutional	\$ 22,032	\$ 28,013	\$37,358	27.1%	33.4%
?	Foundation	\$ 7,691	\$ 9,459	\$9,626	23.0%	1.8%
Total		\$29,723	\$37,472	\$46,984	26.1%	25.4%
Temporarily restricted net assets						
	Institutional	\$ 7,975	\$ 16,483	\$9,985	106.7%	-39.4%
?	Foundation				-	-
Total		\$7,975	\$16,483	\$9,985	106.7%	-39.4%
Permanently restricted net assets						
	Institutional	\$ 156,318	\$ 144,853	\$145,393	-7.3%	0.4%
?	Foundation				-	-
Total		\$156,318	\$144,853	\$145,393	-7.3%	0.4%
Total Net Assets		\$194,016	\$198,808	\$202,362	2.5%	1.8%
TOTAL LIABILITIES and NET ASSETS		\$493,223	\$485,106	\$496,993	-1.6%	2.5%

Please enter any explanatory notes in the box below

Most current year will be available after Board of Trustees December meeting (generally first week). Final FY19 numbers are dependent on UMBA amounts especially in regards to depreciation and interest expense. Generally UMBA values are not available until late September.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (6 / 30)		3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019) Budget	Next Year Forward (FY 2020)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$ 112,467	\$ 115,421	\$ 116,767	\$ 121,340	\$ 123,551
?	Room and board	\$ 44,484	\$ 44,644	\$ 43,483	\$ 45,590	\$ 48,707
?	Less: Financial aid	\$ (35,987)	\$ (38,179)	\$ (38,796)	\$ (42,762)	\$ (43,226)
	Net student fees	\$120,964	\$121,886	\$121,454	\$124,168	\$129,032
?	Government grants and contracts	\$ 14,526	\$ 15,318	\$ 15,191	\$ 14,199	\$ 14,782
?	Private gifts, grants and contracts	\$ 3,985	\$ 4,216	\$ 3,734	\$ 4,719	\$ 4,169
?	Other auxiliary enterprises	\$ 4,351	\$ 3,705	\$ 4,184	\$ 3,861	\$ 3,712
	Endowment income used in operations					
?	Other revenue (specify): sales & service, educational	\$ 71	\$ 45	\$ 96	\$ 164	\$ -
	Other revenue (specify): all other revenue not listed above	\$ 5,016	\$ 6,237	\$ 4,437	\$ 2,955	\$ 2,958
	Net assets released from restrictions					
	Total Operating Revenues	\$148,913	\$151,407	\$149,096	\$150,066	\$154,653
OPERATING EXPENSES (in 000s)						
?	Instruction	\$ 72,360	\$ 74,042	\$ 76,123	\$ 77,851	\$82,234
?	Research	\$ 11,654	\$ 10,698	\$ 12,242	\$ 11,636	\$12,580
?	Public Service	\$ 3,235	\$ 3,023	\$ 3,023	\$ 3,294	\$3,389
?	Academic Support	\$ 29,048	\$ 20,850	\$ 20,900	\$ 23,058	\$26,247
?	Student Services	\$ 13,211	\$ 17,900	\$ 18,062	\$ 18,452	\$18,335
?	Institutional Support	\$ 19,247	\$ 24,337	\$ 31,015	\$ 27,359	\$28,601
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$ 24,147	\$ 23,431	\$ 24,709	\$ 23,571	\$26,632
?	Scholarships and fellowships (cash refunded by public institution)	\$ 5,001	\$ 4,821	\$ 5,023	\$ 5,302	\$5,018
?	Auxiliary enterprises	\$ 32,438	\$ 32,228	\$ 29,782	\$ 33,464	\$30,488
?	Depreciation (if not allocated)	\$ 17,904	\$ 18,647	\$ 20,481	\$ 21,665	\$21,741
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$228,245	\$229,977	\$241,360	\$245,652	\$255,265
	Change in net assets from operations	-\$79,332	-\$78,570	-\$92,264	-\$95,586	-\$100,612
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$ 75,971	\$ 80,436	\$ 83,740	\$ 86,385	\$ 89,532
?	Investment return	\$ 1,447	\$ 1,374	\$ 2,182	\$ 2,712	\$ 1,815
?	Interest expense (public institutions)	\$ (7,968)	\$ (8,786)	\$ (8,910)	\$ (9,466)	\$ (8,622)
	Endowment income used in operations	\$ 2,158	\$ 2,434	\$ 2,639	\$ 1,976	\$ 2,056
?	Gifts, bequests and contributions not used in operations				\$ 2,142	\$ 2,805
	Other (specify): Unrealized Gain/(Loss) on Investments	\$ 239	\$ 396	\$ 257	\$ 516	\$ 250
	Other (specify): Other Non-operating Income (Loan Related)				\$ (43)	\$ -
	Other (specify): Non Operating Federal Grants	\$ 12,458	\$ 11,554	\$ 12,374	\$ 12,838	\$ 12,374
	Other (specify): Student Fundraising	\$ 95	\$ 784	\$ 340		
	Net non-operating revenues	\$84,400	\$88,192	\$92,622	\$97,060	\$100,210
?	Income before other revenues, expenses, gains, or losses	\$5,068	\$9,622	\$358	\$1,474	-\$402
?	Capital appropriations (public institutions)	\$ 30,057	\$ 9,824	\$ 3,204	\$ 4,320	\$ 2,700
	Other (specify): Capital Grant	\$ -	\$ -	\$ 250	\$ -	\$ -
	Other (specify): Disposal of Plant Facilities	\$ (194)	\$ (128)	\$ (58)	\$ (3,123)	\$ -
	Other (specify): Endowment Return (Net of amount used for Operations)	\$ (557)	\$ 488	\$ 202	\$ 167	\$ 202
	Other (specify): Additions to Permanent Endowments	\$ -	\$ -	\$ -	\$ -	\$ -
	Other (specify): Other Additions/(Deductions)	\$ (1,666)	\$ 230	\$ 836	\$ 716	\$ -
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$32,708	\$20,036	\$4,792	\$3,554	\$2,500

Notes: FY20 will be estimated budget numbers; no longer use these categories.

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6 / 30)		3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
	Long-term Debt					
	Beginning balance	\$ 212,309	\$ 199,523	\$ 219,710	\$ 209,430	\$ 219,699
	Additions		\$ 26,795	\$ -	\$ 20,374	\$ 17,351
	Reductions	\$ (12,786)	\$ (6,608)	\$ (10,280)	\$ (10,105)	\$ (9,942)
	Ending balance	\$199,523	\$219,710	\$209,430	\$219,699	\$227,108
	Interest paid during fiscal year	\$ 7,968	\$ 8,786	\$ 8,910	\$ 9,466	\$ 8,622
	Current Portion	\$ 88,525	\$ 42,621	\$ 57,103	\$ 62,165	\$ 60,000
	Bond Rating	AA, Aa2 & AA-	AA, Aa2 & AA-	AA, Aa2 & AA-	AA, Aa2 & AA-	AA, Aa2 & AA-
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	What is definition of operating income? 7.3 bottom total? Or operating revenue + state appropriations? Or change in nets assets from operation + state appropriations + endowment income used in operations + non-operating federal grants?				
	Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	1.28	1.20	1.10	1.15	
	Debt to Assets Ratio Long-term Debt / Total Assets	0.48	0.47	0.45	0.47	
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.						
The UMass Building Authority is the University's instrument for financing of capital. Recent borrowing interest rates have ranged between 2-4%. Debt service is paid twice a year November 1 and May 1. UMD has three primary funding sources that pay the debt service: Dormitories-paid by Room and Board revenues; Academic and Research buildings -shared by philanthropy receipts and university operating funds; Labs and classrooms primarily paid by university operating funds.						
Line(s) of Credit: List the institutions line(s) of credit and their uses.						
NA						
Future borrowing plans (please describe).						
New dining hall constructions planned borrowing \$17,000,000 with tentative timeframe of 3rd quarter of FY20.						

Note: Campus uses Debt service to operations ratio.

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6 / 30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
NET ASSETS					
Net assets beginning of year	\$141,272	\$173,980	\$194,016	\$198,808	\$202,362
Total increase/decrease in net assets	\$32,708	\$20,036	\$4,792	\$3,554	\$2,500
Net assets end of year	\$173,980	\$194,016	\$198,808	\$202,362	\$204,862
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$24,307	\$25,086	\$25,010	\$28,747	\$29,440
Federal, state and private grants	\$18,733	\$17,914	\$18,808	\$19,316	\$19,000
Restricted funds					
Total	\$43,040	\$43,000	\$43,818	\$48,063	\$48,440
% Discount of tuition and fees	32.0%	33.1%	33.2%	35.2%	34.9%
? % Unrestricted discount	21.6%	21.7%	21.4%	23.6%	23.8%
Net Tuition Revenue per FTE	\$15,372	\$16,006	\$16,324	\$16,680	\$17,871
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	NA	NA	NA	NA	NA
Please indicate your institution's endowment spending policy:					
The University of Massachusetts spending rule achieves two objectives by making funds available for expenditure during a fiscal year that commences on July 1, 4% of the Endowment fund's average market value for the preceding fiscal year. Only quarters with funds on deposit shall be included in the average.					
Please enter any explanatory notes in the box below.					
Composite score is not required for public schools. FTE are from IPEDS 12 month enrollment survey.					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6 /30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
CASH FLOW					
Cash and Cash Equivalents beginning of year	system level only	system level only	system level only	system level only	system level only
Cash Flow from Operating Activities	system level only	system level only	system level only	system level only	system level only
Cash Flow from Investing Activities	system level only	system level only	system level only	system level only	system level only
Cash Flow from Financing Activities	system level only	system level only	system level only	system level only	system level only
Cash and Cash Equivalents end of year	\$0	\$0	\$0	\$0	\$0
LIQUIDITY RATIOS					
Current Assets	\$467,431	\$493,223	\$485,106	\$496,993	NA
Current Liabilities	\$293,451	\$299,207	\$286,298	\$294,631	NA
Current Ratio	1.59	1.65	1.69	1.69	NA
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	system level only	system level only	system level only	system level only	system level only
<p>Please enter any explanatory notes in the box below that may impact the institution's cash flow.</p> <p>Cash Flows are done on system level not campus level.</p>					
<p>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</p> <p>NO</p>					
<p>Please enter any explanatory notes in the box below.</p>					

**Standard 7: Institutional Resources
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

Total Expenditures

Materials	\$1,549,981	\$1,592,596	\$1,617,393	\$1,586,701	\$1,600,000
Salaries & wages (permanent staff)	\$2,459,231	\$2,247,267	\$2,158,148	\$2,342,529	\$2,350,000
Salaries & wages (student employees)	\$366,645	\$383,971	\$361,731	\$336,437	\$340,000
Other operating expenses	\$458,777	\$525,869	\$355,787	available Mar	available Mar

Expenditures/FTE student

Materials	\$200	\$211	\$222	\$213	\$220
Salaries & wages (permanent staff)	\$317	\$297	\$296	\$315	\$315
Salaries & wages (student employees)	\$47	\$51	\$50	\$45	\$50
Other operating expenses	\$59	\$70	\$49	available Mar	available Mar


Collections


Percent available physically	59%	61%	57%	available Mar	available Mar
Percent available electronically	41%	39%	43%	available Mar	available Mar
Number of digital repositories	173,377	162,192	192,320	available Mar	available Mar

Personnel (FTE)

Librarians - main campus	14	14	14	13	14
Librarians - branch /other locations					
Other library personnel - main campus	18	18	16	16	16
Other library personnel - branch/other locations					

Availability/attendance

 Hours of operation/week main campus	109	106	106	106	106
Hours of operation/week branch/other locations					

 **Consortia/Partnerships**

Boston Library Consortium (BLC)
Massachusetts Library System (MLS)
East Academic Scholar's Trust (EAST)
NorthEast Research Libraries (NERL)

URL of most recent library annual report:

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

**Standard 7: Institutional Resources
(Technological Resources)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

Course management system

Blackboard Learn v9.1

Number of classes using the system

2,408	2,557	2,810	3,200	3,775
-------	-------	-------	-------	-------

Bandwidth

On-campus network

1000Mbps	1000Mbps	1000Mbps	1000Mbps	1000Mbps
----------	----------	----------	----------	----------

Off-campus access

commodity internet (Mbps)

2000Mbps	2500Mbps	3500Mbps	4500Mbps	5000Mbps
----------	----------	----------	----------	----------

high-performance networks (Mbps)

1000Mbps	10000Mbps	10000Mbps	10000Mbps	10000Mbps
----------	-----------	-----------	-----------	-----------

Wireless protocol(s)

1200+ APs	1400+APs	1700+ APs	2000+ APs	2300+ APs
-----------	----------	-----------	-----------	-----------

Typical classroom technology

Main campus

Basic: projector and document camera
 Medium: Basic plus Crestron control, digital projector, modern document camera, HDMI & VGA connections for laptops, audio connection and room speakers, and instructor podium.
 High: Medium plus multiple screens, Crestron AirMedia for wireless or Echo 360.
 Very High: High plus laptops, a digital screen and whiteboard.

Branch/other locations

Note: Basic, Medium, High, and Very High descriptions apply to both main and satellite locations.

Software systems and versions

Students

PeopleSoft v9.0, PeopleTools v8.55.14,

Finances

PeopleSoft v9.1, PeopleTools v8.54

Human Resources

PeopleSoft v9.2, PeopleTools v8.54 (note: upgrading to 8.55 on

Advancement

iModule

Library

Alma Sep 2017, Primo Aug 2017, Illiad v8.7, EZproxy v6.2.2,

Website Management

Terminal 4 v8.1, Concept3d/Campus Bird

Portfolio Management

Taskstream

Interactive Video Conferencing

Zoom v4.0.38 : 192 hosts, 1 Webinar 100, 3 Zoom Rooms, 3 H.323/sip

Digital Object Management

Perceptive Software, Perceptive Content v.7.1

Website locations of technology policies/plans

Integrity and security of data

Will be updated based upon BOT/UMass IT Policy group recommendations

Privacy of individuals

None

Appropriate use

Will be updated based upon BOT/UMass IT Policy group recommendations

Disaster and recovery plan

Kuali Ready

Technology replacement

Newly instituted Faculty Laptop Refreshment Sum 2017.

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable	Assignable Square
	Buildings	Feet (000)
Main campus	76	1,607
Other U.S. locations	5	156
International locations	0	0

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
Revenue (\$000)					
Capital appropriations (public institutions)	\$25,714	\$8,458	\$408	\$1,533	\$0
Operating budget	\$2,660	\$4,578	\$3,690	\$2,612	\$1,965
Gifts and grants	\$0	\$13	\$73	\$40	\$65
Debt	\$6,000	\$6,095	\$3,748	\$1,782	\$0
Total	\$34,374	\$19,144	\$7,919	\$5,967	\$2,030
Expenditures (\$000)					
New Construction	\$25,161	\$6,311	\$0	\$0	\$0
Renovations, maintenance and equipment	\$9,068	\$12,801	\$7,916	\$5,917	\$2,000
Technology	\$145	\$32	\$3	\$50	\$30
Total	\$34,374	\$19,144	\$7,919	\$5,967	\$2,030

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	103	6	109
Laboratory	140	85	225
Office	199	42	241
Study	94	6	100
Special	49	1	50
General	90	12	102
Support	29	4	33
Residential	900	0	900
Other	3	0	3

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Charlton College of Business	Classrooms	13000	\$15,000	2017
SMAST/Marine Fisheries	Marine	37000	\$55,000	2018
Fitness Center Expansion	Athletics (Fitness Center)	7500	\$5,000	2013

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
P3 Residence Hall, Dining Hall	Residence/Dining	314000	\$159,900	2020

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Library Renovation / Infill	Library	140000	\$46,000	2012
Research Lab Improvements	Classroom / Laboratory		\$13,000	2013-2014
Energy / Water Savings Project	Infrastructure		\$4,000	2013
Tripp Athletic Center – Locker & Training Room Renovation	Athletics		\$2,000	2013
Residence Hall Repairs	Residence Deferred Maintenance		\$2,000	2014
Campus Center Loading Dock/ Freezer	Dining		\$1,000	2015
Classroom, Teaching, Laboratory, Learning Space Improvements	Classroom / Laboratory		\$5,000	2015
Main Quad Steam line Replacement and Accessible Landscape upgrades	Infrastructure		\$4,000	2014-2017
Woodland Dorm Chiller Replacement	Infrastructure		\$1,500	2016-2017
LARTS Learning Commons	Student	6000	\$1,000	2016
Track, Throwing Cage, Turf, Bleacher Replacement	Athletics		\$3,000	2017-2018

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Campus Center Air Handler Replacement	Infrastructure		\$1,700	2020
SENG Exterior Envelope Upgrade	Deferred Maintenance	185000	\$45,000	2021-2023
Existing Dining Repurpose	Student Services	13000	\$5,000	2021
East Campus Dorm Demolition	Dormitory	375000	\$5,000	2021
Campus Center Expansion - Renovation	Student Ammentities	85000	\$50,000	2023

Please enter any explanatory notes in the box below

Standard Eight: Educational Effectiveness

Description

UMass Dartmouth has made substantial progress in assessing educational effectiveness in the years since the 2010 and 2015 self-study reports and continues to use a variety of quantitative and qualitative methods to monitor, evaluate, and improve student learning. The University has focused on developing a culture of assessment that emphasizes closing the loop by using assessment results to improve effectiveness at the course, program, and department level.

Learning goals for students are informed by the University Mission, the campus strategic plan, and domain specialists within each academic department. The University's website publishes a public statement of what students will gain through their education at UMass Dartmouth, the [Commitment to Student Learning](#):

A University of Massachusetts Dartmouth education is a foundation from which graduates continually engage and impact their community, both locally and globally. In all aspects of their lives, UMass Dartmouth graduates skillfully locate, analyze, synthesize, and evaluate information, and can communicate their knowledge effectively and creatively. They have depth in a field of study and broad knowledge across many areas of inquiry, and they continue after graduation to explore and to acquire understanding within and beyond their field of study. UMass Dartmouth graduates think critically and possess the confidence to integrate and apply their learning to solving complex problems. They have excellent interpersonal skills and a sense of purpose. Guided by empathy and integrity, UMass Dartmouth graduates respond constructively to changing personal, professional, and societal challenges in a diverse world.

The Commitment to Student Learning encapsulates student-learning outcomes for a liberal education through University Studies, the development of depth of knowledge and skills through academic programs, and personal growth, development, and engagement through co-curricular activities. Assessment efforts, with enhanced support from the Office of Institutional Research and Assessment (OIRA) and the academic leadership, have engaged faculty and staff at all levels to develop an evidence-based decision-making system for all modalities of learning. This is evidenced in Academic Quality Assessment and Development (AQAD) and external accreditation results, in revisions to the University Studies General Education curriculum based on assessment outcomes, and the recent assessment initiatives of graduate programs that go beyond the use of qualifying exams and the thesis.

As detailed in Standard Four (pages 14-15), all academic programs undergo cyclical assessment through either external accreditation processes or the AQAD process. External accreditation requires programs to develop plans based on assessment evidence to address shortcomings in student learning outcomes. Departments and colleges earning re-accreditation in recent years include Business (AACSB International, 2015); Chemistry and Biochemistry (ACS, 2019, BS degree); Medical Laboratory Science-Clinical (NAACLS, 2015), Education, including Art Education, Music Education, and the MAT – Professional (Massachusetts Department of Elementary and Secondary Education [ESE] 2017); Engineering (Engineering and Computing Accreditation Commissions of ABET, 2017, all undergraduate Engineering and Computer Science majors), Nursing, all levels excluding PhD (CCNE, 2016), and Visual Arts (NASAD, 2015). The School of Law Dartmouth achieved accreditation by the Council of the Section of

Legal Education and Admissions to the Bar of the American Bar Association (ABA) and has prepared its self-study report for the ABA's site visit in spring 2020. Review teams from AACSB, ESE, NAACLS, CIDA for Interior Architecture and Design, and the MA Department of Higher Education (DHE) for Commonwealth Honors will visit in 2020.

The [Program of Study Review Schedule](#) includes both the AQAD and external review timelines, including the date when the last review was completed. All undergraduate and graduate programs in the College of Arts and Sciences (CAS), with the exception of Medical Laboratory Science-Clinical (recently relocated to the College of Nursing and Health Sciences) and undergraduate Chemistry, and programs in education, are subject to AQAD review. Programs completing the AQAD process since the NEASC Interim Report in 2015 include English (undergraduate and graduate), Portuguese (undergraduate and graduate), Foreign Literature and Languages, Liberal Arts, Mathematics, Philosophy, Biology (undergraduate and graduate), Economics, Crime and Justice Studies, History, Psychology (undergraduate and graduate), and Sociology and Anthropology. The results of these reviews identify whether students are achieving desired outcomes.

Appraisal

► Undergraduate Program - The AQAD review requires an assessment of whether students are meeting the department's stated learning outcomes. Achievement of the learning outcomes is assessed in a variety of ways. For example, the Economics Department assesses various forms of student work to evaluate student learning, including a 400-level research paper, answers on key questions embedded in exams, and results of assignments in microeconomics, macroeconomics, and concepts in mathematical economics. The most recent analysis of the research papers indicated that students were meeting the expected benchmarks for application of economic concepts, written communication, and control of syntax and mechanics. However, students were not meeting expectations for source integration and source documentation criteria and were weakest in comparison and evaluation of costs and benefits of government policy. In response to these results, faculty advisors now strongly recommend that students complete ECO 350 (Intermediate Writing) before enrolling in 400-level classes as they consider if ECO 350 should be a pre-requisite for ECO 492, the Senior Seminar capstone class. Similar steps were taken to remedy weaknesses in student outcomes on the other measures.

Each department in the College of Arts and Sciences has developed its own assessment rubrics and metrics and is supported by an assessment coordinator who assists with data collection and analysis. Reports, submitted to the Associate Dean for Undergraduate Studies, illustrate the department's assessment practices, student outcomes, and planned action steps. For example, the Department of Political Science made several programmatic changes based on a review of artifacts from PSC 498, Capstone Seminar in Political Science, that indicated students were not meeting expectations related to the political science research processes. The faculty adopted a learning outcome requiring that students demonstrate mastery of the ability to "form and answer political science research questions using research skills and appropriate evidence." Consequently, the learning outcomes and material covered in PSC 171, 249, and 349 were aligned to better prepare students for PSC 498, and a 90-credit prerequisite for enrollment in PSC 498 was implemented.

In the College of Arts and Sciences, students in the Department of STEM Education and Teacher Development are required to pass the state's pre-licensing exam, the MTEL. The students obtained an exemplary pass rate of 100% for the years 2016-2019, except for 96% in 2018.

Colleges with external accrediting bodies comply with the appropriate assessment requirements. The College of Nursing and Health Sciences' Systematic Program Evaluation Plan (SPEP) was revised in 2012-14 to follow the standards of the American Association of Colleges of Nursing's Commission on Collegiate Nursing Education (CCNE). The SPEP provides a comprehensive framework for collecting data to determine program effectiveness of all nursing programs, including PhD programs. The program's educational effectiveness is best measured by student performance on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Between 2015-2019, the pass rates were 87%, 81%, 97%, 98% and 95%, respectively. The striking rise in 2017-2018 coincided with changes in the CNHS's academic curriculum and advising practices that were implemented as a result of data collected for the SPEP.

In spring 2019, the College of Engineering adopted new ABET learning outcomes for continuous improvement at the course and program levels. Each undergraduate engineering and computer science program has a program evaluation committee that evaluates learning outcomes and program-specific outcomes using course-level and program-level data and input from Industrial Advisory Boards. The next scheduled review by ABET will take place in AY2022-2023.

The Charlton College of Business (CCB) reduced its programs' shared learning outcomes from eleven to four and revised its Assessment of Learning processes to demonstrate how results are used to improve student learning following the guidance from AACSB. CCB determined that performance met the stated goals with scores ranging from 95% to 97% in 2016, 93% to 98% in 2017, and 65%-92% in 2018 across all four learning objectives. Even when an assessment revealed 100% performance by students, outside evaluation of oral communication was implemented to further validate the assessment. So far in 2019, only three sub-measures of learning objectives have been assessed. All fell below 75% and curricula for all are being revised. The college is currently undergoing accreditation review by AACSB International (AY2019-2020).

Recently, the College of Visual and Performing Arts (CVPA) conducted a major reorganization of its degree structure. In addition to consolidating six departments into three, the college has developed a plan to teach-out the programs of the students who transferred to UMass Dartmouth following the abrupt closure of Mount Ida College. See Standards Four (page 17) and Five (pages 66). While the individual departments and concentrations have continued to conduct year-end assessments, the consolidation of six departments into three and the restructuring of curricula require that the program assessment plans be revised. With the appointment of a new Dean of the college in July 2019, this revision will take place in AY2020-2021 with assistance from the Coordinator of Institutional and Learning Assessment (CILA) in OIRA. The next scheduled review of CVPA degree programs by the National Association of Schools of Art and Design (NASAD) will take place in AY2024-2025.

► Graduate Programs - The University has strengthened its focus on the assessment of graduate programs. Like many graduate programs, assessment of learning outcomes is primarily carried out in the form of theses, dissertations, and other written works. However, the University is working to ensure that outcomes-based assessment is initiated across graduate programs.

Graduate programs are subject to the AQAD review process if not externally accredited. CAS graduate programs in Biology, Chemistry and Biochemistry, Educational Leadership, English and Communication, Public Policy, and Psychology, as well as all graduate programs in SMAST and the College of Engineering, have recently completed the AQAD review process. The AQAD process requires an action plan in response to the external review and evaluation.

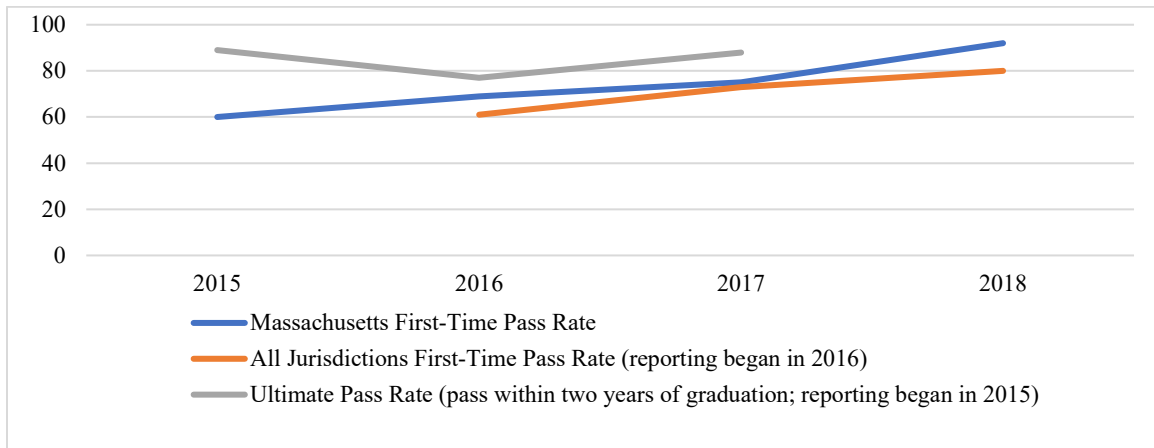
For example, the AQAD review of the Biology Department's programs, conducted in AY2017-2018, called for improved assessment of graduate learning in the MS program. In response, the department developed three comprehensive learning objectives that are in line with other MS and PhD programs in Biology, such as the programs at Washington State University, American University, and Northeastern University. The tentative assessment plan calls for assessing student outcomes through coursework, lab/experimental work, a qualifying exam (PhD only), a written research proposal and oral defense of a research proposal, annual committee meetings, publications, conference presentations, a final written thesis/dissertation, and an oral defense of that work. The PhD in Integrative Biology became active after the AQAD review but will be included in the next, scheduled for AY2024-2025. The department will report on the implementation of the assessment system and student outcomes in its annual assessment report to the Dean of Arts and Sciences.

In addition, learning outcomes and assessment practices have been established for the master's in Professional Writing (MPW), master's in Clinical Psychology, and the master's in Public Policy (MPP). These are outlined in the programs' AQAD reports.

The master's degree programs in both Clinical Psychology and in the concentration of Applied Behavioral Analysis (ABA) in Psychology prepare students for licensure exams, which are used for program evaluation purposes. The first-time pass rate for the ABA program, published by the Behavior Analyst Certification Board (BACB), was 84% in 2015; however, the rate declined to 50% in 2018. During that period, BACB required several iterations of curriculum changes, which have now been incorporated into the ABA program curriculum. The ABA program expects these changes to positively impact student outcomes on the test.

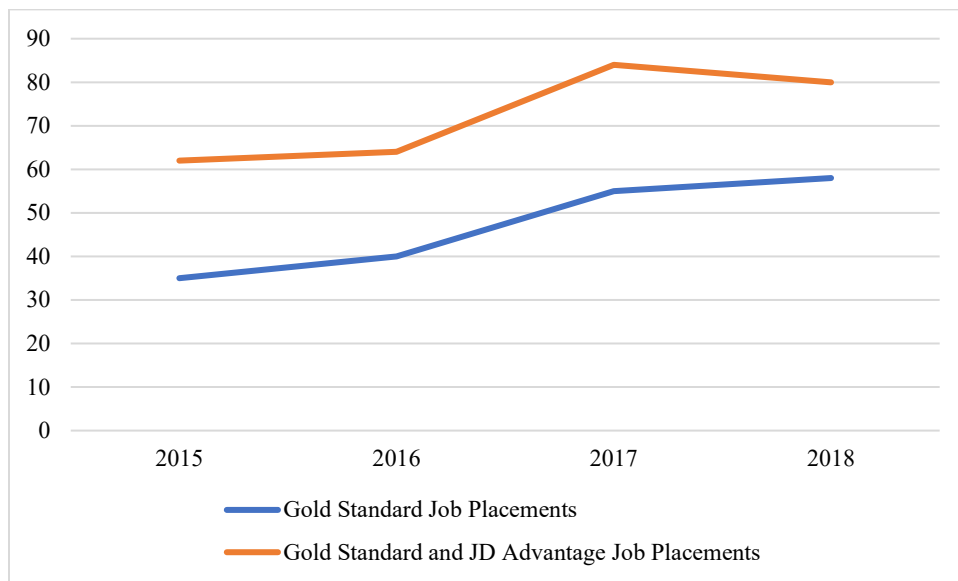
The UMass School of Law Dartmouth is accredited by the American Bar Association. The School's Institutional Planning and Accreditation Committee is responsible for implementation of the [Learning Outcomes and Performance Criteria](#), adopted in spring 2016, which reflect the core competencies that every School of Law graduate should develop in the areas of legal doctrine and analysis, professional skills, and professional identity. The outcomes for student performance on the bar exam, illustrated in Figure 8.1, have risen steadily since 2015. The First-time Bar Pass Rate was 92% for those taking the Massachusetts bar exam, 80 % for All Jurisdictions, including Massachusetts, and the Ultimate Bar Pass Rate (rate of passing within two years of graduation) was 88%. These figures place the School of Law Dartmouth above most of its peers in New England.

Figure 8.1 School of Law Bar Exam Pass Rates 2015-2018



Another strong indicator of educational effectiveness in the School of Law is job placement. The employment rates for School of Law Dartmouth graduates for ABA's so-called "Gold Standard" jobs (full-time, long-term, bar exam required) and "JD Advantage" jobs (e.g., having a JD was a requirement in the job description, but bar exam not required) have increased over time, as illustrated in Figure 8.2, with major increases seen in these choice job placements after 2016.

Figure 8.2 Job Placement Rates for School of Law Dartmouth Graduates 2015-2018



► Online Programs - Aligned with UMass Dartmouth’s mission, the institution currently offers fully online degrees in nineteen undergraduate programs, one minor, eight graduate programs, and two undergraduate and eleven graduate online certificate programs. All online programs and courses are subject to academic departmental oversight, planning, and assessment practices, including scheduled program evaluations such as the AQAD, or external accreditation. For example, the Public Policy program, which offers a completely online master’s program, completed the AQAD process in 2015. Online programs are required to have the same

curriculum and assessments as the face-to-face programs. Instructors are required to complete an online pedagogy course, and all new online courses are reviewed by the University's Instructional Development Team, which also offers professional development for faculty.

► **University Studies: A New Approach to General Education** - Since the 2010 comprehensive accreditation visit, UMass Dartmouth has made progress in the collection, analysis, dissemination, and use of data to drive educational effectiveness. Effective fall 2012, all undergraduate students complete the courses and learning experiences that comprise the [University Studies](#) curriculum. Driven by the [UMass Dartmouth Commitment to Student Learning](#), curricular content and learning outcomes are organized into five clusters: (1) Foundations for Engagement: Skills for the 21st Century; (2) The Natural World: Scientific Inquiry and Understanding; (3) The Cultural World: Aesthetic and Interpretive Understanding; (4) The Social World: Humanity and Society; and (5) The Educated and Engaged Citizen: Integrating the UMass Dartmouth Experience.

Each cluster in the University Studies curriculum is assessed in a five-year cycle. Year One focuses on data collection; Year Two on analyzing data and addressing any problem areas identified through the assessment; and Year Three on re-approving courses in the cluster. Newly approved or re-approved courses are implemented in Year Four, and the cycle begins anew in Year Five. These cycles allow for the design, implementation, and review of assessment activities by the faculty-led Gen Ed Committee, and they "close the loop" by identifying adjustments or changes to the cluster curricula based on the results of the assessment process. Two examples illustrate the assessment process, the knowledge and skills measured, student outcomes, and how the outcomes were used to improve the curriculum.

The assessment of Cluster 2 (Scientific Inquiry and Understanding) in AY2014-2015 collected data on student performance on test questions and assignments in approved 2A (Natural World) and 2B (Science in Engaged Community) courses. Student learning outcomes are expressed as the percentage of students correctly answering questions related to each learning outcome (LO):

- Cluster 2A: LO1 (fundamental concepts) 65%; LO2 (scientific method) 74%; LO3 (quantitative methods) 64%; LO4 (problem solving) 66%
- Cluster 2B: LO1 (analysis of information) 65%; LO2 (application of knowledge) 75%; LO3 (communication of information) 89%

There are caveats to these results, as only 21% of the sections sampled returned data, and the response patterns suggested that sections enrolling STEM students were less likely to participate. The Gen Ed Committee, however, used the data to focus on the weakest outcomes during the reapproval of Cluster 2 courses in AY2015-2016. Cluster 2A instructors were required to explain how they would improve student learning in Outcome 3, the weakest area; 2B instructors were asked to target Outcome 1 for improvement. The reapproval process therefore generated concrete actions among the faculty for improving their courses in ways identified as most in need of improvement.

Similarly, the assessment of Cluster 4 (Humanity and Society) in AY2015-2016 led to a targeting process during reapproval in AY2017-2018. The assessment data came from a collection of student work in courses in each area (4A Human Questions/Contexts; 4B US

Society; 4C Global Society) scored by trained readers. The percentages scoring “emerging” or “proficient” (as opposed to “marginal” or “missing”) for each outcome were as follows:

- Cluster 4A: LO1 (different perspectives) 78%; LO2 (ethical issues) 73%; LO3 (synthesis of sources) 80%; LO4 (evaluate arguments) 58%
- Cluster 4B: LO1 (analysis of contexts) 74%; LO2 (synthesis of sources) 61%; LO3 (evaluate arguments) 59%
- Cluster 4C: LO1 (analysis of issues) 77%; LO2 (synthesis of sources) 61%; LO3 (evaluate arguments) 69%

The Gen Ed Committee noted that “evaluate arguments made in support of different perspectives” had the lowest score in each cluster: 4A Human Questions and Contexts, 4B US Society, and 4C Global Society. Consequently, this critical thinking outcome became the target for reapproval. Faculty were asked to share best practices and success stories related to instruction in critical thinking, and these were compiled and shared with Cluster 4 instructors. As the assessment cycles return to these Clusters 2 and 4, there will be an opportunity to examine whether the targeted improvements resulted in increased levels of student performance on these outcomes. Cluster 2 is undergoing assessment in AY2019-2020; the next assessment of Cluster 4 will take place in AY2021-2022.

The Commitment to Student Learning, which encapsulates the University Studies requirements, was adopted in 2012. Students admitted beginning in fall 2012 are subject to the University Studies requirement, while those enrolled prior to that time were subject to the requirements of the previous General Education Program. The Office of Institutional Research and Assessment implemented an assessment of the Commitment to Student Learning through an exit survey of graduating students that asks them to indicate the extent to which their skills were enhanced in each of the areas identified in the Commitment, using a four-point response (high, medium, low, or not at all).

The assessment [data](#) reflect variability over the past five years in most areas; however, there appears to be a trend toward higher scores following the implementation of the University Studies in the skill areas of Communications (up 11 points), Ethical Reasoning (up 6 points), Purpose (up 4 points), and Civic Engagement, Interpersonal Skills and Integrative Learning (all up 4 points when compared to the 2013-2014 year). The area showing the least variability in scores is Knowledge, defined as depth in a field (i.e. the major) and broad knowledge across many fields (University Studies), where consistently high scores (90% rating of high or medium) indicate the strength of the academic program. While the results are not robustly positive, there are some promising areas for further assessment, such as inquiry and analysis skills and critical thinking that may be used in concert with the first full cycle of University Studies to improve the program.

► Co-Curricular Assessment - The University has expanded outcomes-based assessment practices to co-curricular programs, such as Undergraduate Research, Honors, Study Abroad, Internships, and Service Learning/Civic Engagement activities. For example, the Honors Program revised its assessment plan in 2014 in response to a program review. The new plan measures student learning outcomes through direct evidence (artifacts) and indirect evidence (exit surveys, tracking of graduate school and job placement, conference presentations). The program also collects qualitative outcomes data, highlighting one student’s invitation to

participate in the Council on Undergraduate Research's annual "Posters on the Hill" session (only 60 students in the U.S. are chosen each year), and another student who earned both a Truman and a Marshall scholarship.

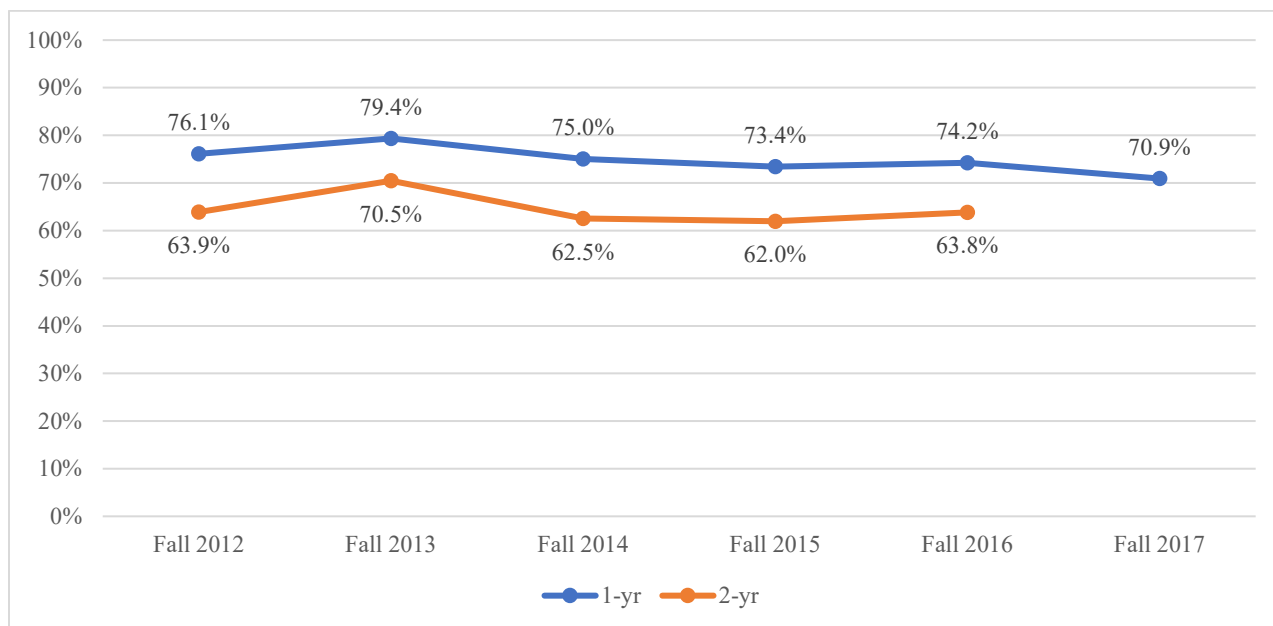
UMass Dartmouth's Strategic Plan, *UMassDTransform2020*, has as its first goal increasing innovative and high impact research and academic programs. The recent [assessment](#) of the plan, covering the period 2015-2019, indicates some variability in the number of credit-bearing internships. During the same years, internships in the School of Law rose consistently from 54 to 72, and then to 81. The percent of students participating in at least one service-learning experience in FY19 was 71%. Undergraduate internal research grant awards rebounded to 39 in FY18, the same number recorded in FY16, after a decrease to 32 in FY17. Study abroad program participation, however, fell from 104 students in AY16 to 82 in AY18. It is difficult for many UMass students to study abroad, as a large percent have family obligations or must work. Overall, the University is making progress in providing students with high impact experiences.

The [Leduc Center for Civic Engagement](#) supports the University's goal of fostering productive community engagement activities. The Center accomplishes this through both service learning (SL) and civic engagement. During AY2018-2019, 6,580 students participated in 198 SL courses; 71% of the class of 2019 graduated with at least one service-learning experience. To support the faculty teaching SL courses, the Center sponsors Service Learning Faculty Fellows who study the pedagogy of SL and then develop courses that integrate it. The program has grown from six faculty members in AY2008-2009 to a total of 90 faculty members involved today. The program uses a robust assessment model and measures self-reported civic knowledge, skills and abilities, class learning objectives, and desire to continue to complete a degree at UMass Dartmouth. Survey results showed significant increases in civic skills following participation in SL classes. The results also indicated that students' attitudes toward solving social problems and applying what they learned improved. Importantly, SL experience was positively associated with students' desire to graduate from UMass Dartmouth. The most recent [Leduc Center annual report](#) includes more details on the evaluation and analysis of service learning.

The Office of Student Affairs has also made strides in developing learning outcomes, assessment measures, and using the results of assessment to inform decision making in a number of areas, ranging from career development services, to student activities, to orientation, to health services, and more. As noted in Standard Five (pages 37-39), an external review of the division was conducted in spring 2018 and the division responded by initiating the development of strategic plans for each of its programs/offices. The division also used the results of satisfaction surveys of the orientation program to restructure the programs, and an evaluation of the response rate to the satisfaction survey resulted in a change in survey administration. Similarly, the Student Health Services Office developed a staff training program for front desk staff in response to its student satisfaction survey.

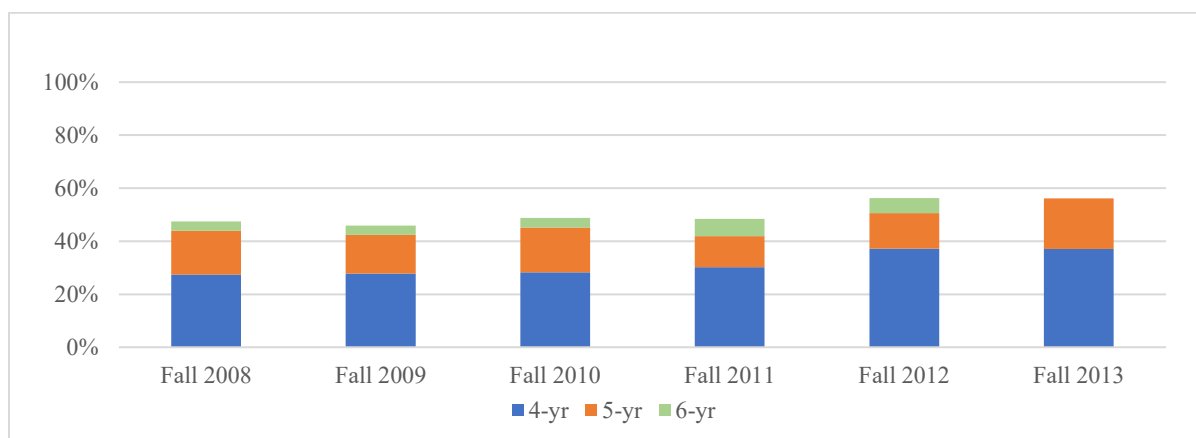
► Student Outcomes-Progress, Retention, and Graduation - The University closely monitors progression, retention, and graduation rates for undergraduate students and for specific populations, including underrepresented populations, cohorts by gender, age group, SAT scores, major declaration, incoming college, and commuter/residential status. Figures 8.3 and 8.4 below present the retention and graduation rates for the first-time, full-time cohorts for the most current six years.

Figure 8.3 1st and 2nd Year Retention by Incoming Cohort



As seen in figure 8.3, retention rates decreased, with the one-year retention rate for first-time, full-time matriculated freshmen peaking with the 2013 cohort at 79.4% to the current low of 70.9% with the 2017 cohort. The two-year retention rate is dependent on the one-year rate, hence the decline from a peak of 70.5% in the fall 2013 cohort to 63.8% in the fall 2016 cohort, with a lower rate for the fall 2017 cohort anticipated. Although these trends are concerning, the actual percentage point changes between the first- and second-year rates have decreased recently from 12.5 points experienced in the fall 2014 cohort to 10.4 points in the fall 2016 cohort. This could be attributed to strategies initiated by the retention committee (more details below) to improve the second-year rates.

Figure 8.4 Graduation Rates by Incoming Cohort



As illustrated in Figure 8.4, the four-year and five-year graduation rates have been more variable and show some potential for further improvement. The four-year graduation rate increased by 9.7 percentage points to 37.1% for the 2013 cohort from the 27.4% rate recorded for the 2008

cohort. The cumulative five-year graduation rate increased from 44.0% for the 2008 cohort to 56.1% for the 2013 cohort, a gain of 12.1 points. The cumulative six-year graduation rate has increased as well, with the 2012 cohort achieving a historic rate of 56.3%, compared to 47.5% recorded for the 2008 cohort. The 2013 cohort should surpass this rate. The increase in the graduation rates reflect the University’s focus on providing additional supports for upper division students. These include increasing internship and experiential learning opportunities and enhancements in “whole-student” advising. The decrease in first- and second-year retention will challenge the University’s efforts to improve graduation rates.

Despite the decline in overall first- to second-year retention, retention for certain targeted populations has been strong. Alternative admissions students in the College Now (CN) program who complete the program, for example, have had a higher rate of retention than the student body as a whole in five of the past six years. Commuter students (COMM), supported by an array of initiatives in the Student Affairs division, have had higher rates of retention as well in five of the past six years. The rate of retention for students of color (SOC) has fluctuated with the overall retention rate; the University is re-evaluating its efforts to retain these students. Table 8.1 presents the retention rates for selected groups for the past six years.

Table 8.1 One Year Retention Rates for Cohorts Entering Fall Semester

Cohort Year	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
University	76.13	79.36	75.02	73.42	74.24	70.93
SOC	74.39	78.32	74.60	71.95	71.40	67.56
CN* <i>Enrollees</i>	81.02	80.0	78.57	69.30	70.87	61.72
CN** <i>Completers</i>	100.00	98.00	94.50	95.00	73.00	78.00
COMM	79.58	76.21	78.18	77.85	79.63	80.97

*Students entering the program. **Students who completed the CN Program.

Although there are federal standards and definitions for processing of retention and graduation rates of the first-time freshmen cohort, there are no standards for graduate level students, and transfer graduation rates through the Outcomes Measures survey (six-year rate for full-time entrants range from 56%-60%) have been collected by IPEDS only in the past three years. The UMass system campuses have agreed upon definitions for the transfer student cohorts and report the one-year retention rate for full-time entrants (ranging between 77%-79%) and four-year graduation rates for upper-division entrants (ranging between 64%-71%) in the Annual Indicator Report.

As the University’s student population grew and diversified, concerted efforts to develop an integrated student success plan were undertaken. The Retention Committee, established in 2010, provided an early guide that focused on: 1) assessment of students at risk; 2) enhancement of college preparedness; 3) improvement of academic advising support; 4) alignment of student support services; and 5) advancement of student understanding of financial literacy and responsibility. The following is a summary of the institution’s continuing work in these areas.

► Assessment of Students at Risk - In 2012, the University appointed an Assistant Vice Chancellor for Student Success (AVC) with responsibility for aligning diverse programmatic interventions into comprehensive and integrated student success efforts through consistent,

continuous assessment of policies, structures, programs, curricula, co-curricular activities, services, resources, and retention/persistence activities. The AVC provides the resultant data to the colleges, delineating retention/persistence rates, as well as the factors that contribute to persistence and academic progress.

In 2012, the University invested substantial financial and human resources to implement technology to identify at-risk students. The University saw positive results in increasing retention using the MAPWorks freshman survey and the Student Success Collaborative (SSC) software from the Educational Advisory Board (EAB). Unfortunately, changes to the MAPWorks software resulted in catastrophic operational errors that frustrated both faculty advisors and students, and its use was discontinued in 2016. Similarly, although the SSC yielded data that allowed better understanding of patterns of student success and failure, changes made to the predictive model of the EAB platform substantially reduced its accuracy and the effectiveness for the campus and it was subsequently discontinued in 2017.

A more successful and ongoing effort, the Mid-Semester Progress Indicator (MSPI), an early alert system accessed through the student information management system, identifies at-risk students in 100-300 level courses. Both students and their advisors receive student progress ratings (Good, Satisfactory, Caution, or Failing) that allow advisors to reach out to students to address academic progress. The Colleges of Arts and Sciences (CAS) and Engineering (COE) have made the most extensive use of this system. CAS STAR Center and Engineering ES³ advisors follow up with at-risk students and help them to develop an action plan to address any Caution or Failing indicators.

Data collected on the effectiveness of the STAR Center’s response to MSPI reports illustrate its effectiveness, as seen in Table 8.2 below.

Table 8.2 STAR Center Follow-Up Results

STAR CENTER Follow-up Results	Fall 2017	Spring 2018
Number Receiving Caution Indicator	278	295
Outcome = Grade > 2.0	44%	52%
Outcome = Failed	9%	8%
Outcome = Withdrew	5%	7%
Number Receiving Failure Indicator	318	317
Outcome = Grade > 2.0	10%	18%
Outcome = Failed	23%	27%
Outcome = Withdrew	38%	31%

In fall 2017 and spring 2018, STAR Center advisors contacted students with Caution or Failing flags by email advising them to visit the STAR Center, meet with their academic advisor, or seek help from their professor. In spring 2018, however, any student with 3 or more Caution or Fail flags also received a personal email and a phone call from a STAR advisor or peer mentor. The data in Table 8.2 above provide some evidence for the efficacy of the revised approach, with final course grades over 2.0 increasing between semesters for students flagged with both Caution and Fail indicators.

The COE conducted a study of 953 students. While the study found, unsurprisingly, a strong correlation between the MSPI and final grades, it also showed an increase in withdrawal rates between semesters in which the system was used versus not used. In this case, withdrawal is a positive outcome because it allows a student to make an informed decision to avoid a low grade, repeat the course in another semester, and/or to reconsider their major. Results such as this encouraged COE to expand adoption of this early warning system.

In response to the downward trend in first-year retention, the University has developed an in-house data analytics and predictive software program to assess students' rate of completion and success indicators at the major and University level. The tool provides faculty advisors and department chairs with a comprehensive snapshot of the students' progress toward their degree and an electronic notes system that will provide access for professional advisors to monitor student progress as well. The system was initiated in fall 2019 in tandem with short-term plans crafted by the colleges to expand student supports in AY2019-2020.

To address high F/W rates in math and chemistry courses, the University has invested in Summer Bridge programs to provide entering freshmen opportunities to enhance their knowledge and skills. The College of Engineering and the Academic Resource Center launched an online Engineering Summer Bridge Program (ESBP) in summer 2017; 86% of the participating students passed their required math course (MTH 148, MTH 151 and MTH 153) by fall 2018, as opposed to 82% pass rate for students who did not participate in the ESBP. It is too early to determine if the program had similar success in the summer 2019 session. Pre- and Post-proficiency exam scores for those completing the program offer some promise of similar results, however. Scores on the algebra exam rose 66%, from 49% to 81% on the pre-/post exam. For calculus, scores rose 54%, from 42% to 65%. Informed by this success, the Biology Department very recently altered its curriculum to require students to complete pre-calculus or the equivalent math course before enrolling in first-year chemistry. To assure that a student's background in chemistry is adequate for the student to succeed, the Chemistry Department implemented administration of the Toledo Chemistry Exam during 2018 Freshman Orientation for students whose curriculum requires chemistry. The department offered a Chemistry Summer Bridge Program (CSBP) for students who did not score at the appropriate level. Among students participating in the CSBP, 84.4% passed their required chemistry courses (CHM 101, CHM 151 and CHM 153) by fall 2018, as opposed to 72.3% for students who did not participate in the CSBP. The success of these initiatives will continue to be monitored.

► Enhancement of College Preparedness - In 2013, UMass Dartmouth launched an initiative to provide better transition from high school to college by developing a series of First-Year Experience courses designed to meet the University Studies (US) requirement for [Cluster 1.E, Foundation for Learning through Engagement](#). The courses are FOU 101 (CVPA), MIS 101 (CCB), NUR 106 (CNHS), EGR 111 (COE), and UNV 101 (CN), all of which are 3-credit, and CAS 101 (CAS), which is 1-credit. These college-specific courses are required for all first-year students. The impact on retention has been mixed. While FOU 101, NUR 106, and EGR 111 already existed and were redesigned to meet the U.S. requirement, CAS 101 was a newly developed course, piloted in 2011 and revised every year since its inception based on assessment data, including qualitative student and faculty surveys and faculty roundtable discussions. Beginning in 2013, students were assigned to sections taught by a faculty member in their major; undeclared students were assigned to sections designed to help them explore their interests and choose a major. Assessment of the course has focused on student perceptions of their ability to

succeed in college, their sense of belonging, and academic impact. The outcomes showed some impact on the sense of belonging and connection with faculty. Academic assessment revealed a correlation between the final grade in CAS 101 in the fall of the first year and a higher overall GPA in the following spring; however, there is no clear connection between success in CAS 101 and graduation or retention rates. Other FYE courses have not yet carried out formal assessment.

► **Improvement of Academic Advising Support** - Expanding access to professional advisors and assuring they are adequately trained is a major focus area as well. In 2015, the CAS established the Student Transition and Achievement Resource (STAR) Center to increase access to advising. Staffed by two professional advisors, faculty advisors, and peer mentors, the STAR Center offers year-round access to academic advising, provides guidance to faculty advisors across the college, and identifies and intervenes with at-risk students, including those on academic probation or warning. As noted above, there is evidence that STAR Center interventions improved student outcomes for students at risk of failing one or more academic courses.

Each college is in the process of restructuring its advising support services as well to augment faculty advising with professional advisors. COE now has two professional advisors, CNHS has one fully online professional advisor, with another position to be filled in spring 2020, CVPA also has one, and CCB has three. All Nursing students are evaluated at admission to identify at-risk students, who are assigned a structured learning contract specifying individualized interventions, including meetings, tutoring, and support services in which students must participate. Their advisors follow students closely for adherence to the contract, to provide additional support, and to monitor outcomes. The impact of these services on student retention and success has not yet been assessed.

The AVC for Student Success developed the Fall into Your Major (FIYM) program to assist undeclared students as they approach the 45-earned credit limit by which time they must enroll into a major. This event brings participants from all the departments into a single location where students may learn about all potential majors from faculty, advisors, and other students, and use what they learn to make informed decisions. Table 8.3 below presents the data on the number and percent of undeclared students who declared a major.

Table 8.3 Fall into Your Major Outcomes for Undeclared Students

	2016		2017		2018	
	#	%	#	%	#	%
Undeclared Students Attending	151	100	179	100	72	100
Declared Major	70	46.4	86	48.0	51	70.8
Remained Undeclared	81	53.6	93	51.9	21	29.2

The OIRA retention report illustrates that students who have a declared major upon admission have higher rates of retention than students in the Arts and Sciences undeclared program; the AVC for Student Success is working with the Office of Institutional Research and Assessment to determine if the same is true for students who declare a major as a result of the FIYM event.

► **Alignment of Student Support Services** - The AVC of Student Success works with colleges and departments across the University to coordinate support programs and activities. In addition

to providing data to the colleges to inform decision making and coordinating events such as FIYM as described above, the AVC launched the [Student Success navigation](#) online tool to guide students on their path to a degree, based on their earned credit standing (i.e., first-year, sophomore, junior, senior). The tool has not yet been assessed.

The University has recently redesigned a number of academic support services. Overseen by the Academic Resource Center (ARC), the newly renovated STEM Learning Lab integrates interactive STEM engagement activities with the Math and Science Center's tutoring program. The [Multiliteracy & Communication Center](#) (MCC) was established in fall 2018, bringing tutoring services in writing into alignment with an external review conducted in 2011. Overseen by the English and Communication department, the MCC provides a multimodal approach that includes support for written essays in all disciplines and modalities: presentations; public speaking; research/reading strategies; listening skills; document and web writing/design; and professional preparation, including resumes and statements of purpose. As a new unit, the MCC's first annual report regarding usage and progress of the implementation was produced in spring 2019.

In addition to programmatic supports, the institution has also worked to improve the co-location of student services. In spring 2019, external consultants were hired to assess the functioning of the [University Enrollment Center](#), which supports Online and Continuing Education, and the Registrar's, Financial Aid, and Bursar's Offices. Phase One of the implementation will start in fall 2020 and will be fully implemented by fall 2022.

► Advancement of Student Understanding of Financial Literacy and Responsibility - The Financial Aid Office recently began offering sessions during first-year orientation to ensure students know how to access financial aid information. The University also determined that retention of students in good academic standing is sometimes jeopardized due to financial hardship that leads to a past due balance (PDB). Beginning in AY2017-2018, a PDB Action Plan was implemented to assist returning students to address their balances through a combination of small scholarships, review by the Office of Financial Aid, and establishing payment plans. This effort resulted in a 30% decrease of students with PDBs. The University continues to monitor these students closely to assess long term impact of the initiative.

► Student Outcomes-Student Engagement Indicators - The University's Commitment to Student Learning requires a broad understanding of the student experience. OIRA has developed activities to monitor student success in terms of that commitment, including the collection of indirect assessment data. Findings from these assessments are made widely available to the public on the [OIRA website](#). Among these assessments is the National Survey of Student Engagement (NSSE), which has been administered to first-year students and seniors at UMass Dartmouth every three years since 2002. Table 8.4 below summarizes the NSSE results.

Table 8.4 2017 NSSE Results for HIPs

High-Impact Practices (HIPs)					
<u>NSSE Item</u>	<u>UMassD</u>	<u>Peer</u>	<u>Carnegie</u>	<u>UMassD NSSE 2014</u>	<u>UMassD Peer</u>
% of students that participated in at least one HIP					
<i>FY Students</i>	51	56	58	49	-5.0%
<i>SR Students</i>	91	85	86	82	+6.0%
<i>Percentage of FY students who participated in a learning community during their first year...</i>	4	12	17	9	-8%
<i>Percentage of SR students who had done (or were doing) a culminating senior experience...</i>	58	49	51	54	+9%
<i>Percentage of SR students who have studied abroad...</i>	11	9	15	6	+2%
<i>Percentage of SR students who participated in some form of internship, co-op, field experience, student teaching, or clinical placement by spring of their senior year...</i>	58	49	51	47	+9%
<i>Percentage of FY students who said that “at least some” of their courses included a community-based service-learning project...</i>	48	50	51	43	-2%
<i>Percentage of SR students who said that “at least some” of their courses included a community-based service-learning project...</i>	65	58	59	43	+7%

UMass Dartmouth scored above its peers for all High Impact Practices (HIP) measures for senior students (SR), but below peers for first-year (FY) students. Contributing to the University’s improved performance for senior students, the impact of the Commitment to Student Learning, the University Studies program, and the goals of *UMassDTransform2020* can be clearly seen.

Both the Commitment and the Strategic Plan focus on engagement from a different perspective. The Capstone Experience requirement (University Studies Cluster 5) contributes directly to the increase in the percentage of senior students engaged in a culminating project or experience. Notably, the percentage of senior students who had completed a culminating senior experience (capstone course, senior project thesis, comprehensive exam, portfolio, etc.) was 58 percentage points in 2017 compared to 54 percentage points in 2014, which placed the University nine percentage points above its peer institutions. The requirement for engagement contributes to the increase in internships, field placements, and clinical experiences as well. The strategic plan also placed a priority on internships and community engagement, and the Service Learning program in the Leduc Center supports both the plan and Cluster 5 goals. As additional cohorts subject to the University Studies requirements reach senior status, participation rates are expected to

increase, and there is continuing focus on internships, undergraduate research, and other experiential learning opportunities.

First-year students (FY) did not fare as well, with a noticeable decrease in learning community participation compared to the previous NSSE administration and peer institutions. While falling below all external comparison groups, the percent of FY students reporting at least some of their classes incorporated a community-based service-learning component increased by five percentage points from the 2014 NSSE survey. As the University assesses its first-year program, additional priority will be placed on integrating these practices.

► Post-Graduation Success - The Office of Institutional Research and Assessment (OIRA) conducts surveys and analyses that support planning and assessment activities on campus. Each academic year, as part of the online application for graduation process, students complete one of three exit surveys: for undergraduate students, for graduate students, or for School of Law students.

A comparison of data from the 2017-2018 Undergraduate Level Exit Survey with the 2016-2017 surveys revealed 82% of exiting students were “very satisfied” or “satisfied” with the overall quality of their academic instruction compared to 85% in the previous year. Additionally, 84% of students indicated they were “very satisfied” or “satisfied” with their overall experience within their major/program in 2017-2018 compared to 86% in the previous year.

At the graduate level, there was a slight decrease, with 88% of students in 2017-2018 indicating they were “very satisfied” or “satisfied” with the overall quality of their academic instruction compared to 89% in 2016-2017. There were notable increases in satisfaction with students’ overall experience within their major/program in 2017-2018, with 88% selecting “very satisfied” or “satisfied” compared to 82% in 2016-2017 and 84% in 2015-2016. There have been high levels of satisfaction with slight variability at the School of Law, with 91% indicating on the 2017-2018 survey that they were “very satisfied” or “satisfied” with the overall quality of their academic instruction compared to 95% in 2016-2017 and 88% in 2015-2016. Furthermore, 87% of Law students indicated they were “very satisfied” or “satisfied” with their overall experience in their major/program compared to 95% in 2016-2017 and 78% in 2015-2016.

The Cap and Gown Survey (CGS), administered in the spring as students pick up their caps and gowns for graduation asks students about their employment and educational plans at the time of graduation and following graduation. The data from the 2017-2018 survey indicated that 46.8% of undergraduate degree recipients were employed at the time of graduation and their full-time employment rate (for those employed or pursuing employment) was 39.2%. Out of the 2017-2018 students employed, 79.2% indicated their job was “highly” or “somewhat” related to their major/program, compared to the prior year’s Cap and Gown Survey which found 43.5% of students were employed at their time of exit, with a full-time employment rate of 34.9%. During the 2017-2018 survey, 83.2% indicated their job was “highly” or “somewhat” related to their major/program.

Graduate level students’ employment statistics fared slightly better than undergraduate degree recipients. In 2017-2018, 49.1% of graduate level degree recipients indicated they were employed, with a 46.5% full-time employment rate compared to 2016-2017 where 48.5% indicated they were employed, with a 45.9% full-time employment rate. In 2017-2018, 96.3% of

graduate degree recipients who were employed indicated their employment was “highly” or “somewhat” related to their major/program compared to 98.0% in 2016-2017.

Table 8.5 below presents data extracted from the Recent Graduate Surveys (RGS) between 2017-2019. In accordance with the reporting conventions of various higher education survey groups, such as U.S. News & World Report and Peterson's, the survey is administered six months after graduation for undergraduate degree earners and three months after for graduate degree earners.

Table 8.5 Recent Graduate Survey (RGS) Employment Trends

Employment Data in Percentages			
	2016-2017	2017-2018	2018-2019
Undergraduate			
Employment rate 6 months post-graduation	79.6	80.9	87.5
Full-time employment rate	61.0	61.5	76.0
Employment rate in a job that is “highly” or “somewhat” related to their major/program	87.2	80.9	81.9
Pursuing advanced certificate or degree at a graduate/professional school	19.3	33.3	58.1
Graduate			
Employment rate 6 months post-graduation	67.6	78.6	85.5
Full-time employment rate	61.9	65.6	77.1
Employment rate in a job that is “highly” or “somewhat” related to their major/program	90.7	98.6	95.3

Students are asked to provide updated information on their activities following graduation (e.g., employment and further study). The data indicate a stable or upward trend in employment rates for both graduate and undergraduate alums, as well as the percent of pursuing advanced degrees or certificates. The exception was for undergraduates working in a job strongly related to their field of study, which dropped between the 2017 and 2018 graduating classes. With the assistance of the Career Development Center in contacting students, the response rates for the 2018-2019 implementation was increased and results improved.

Projections

Since the 2010 comprehensive accreditation visit, UMass Dartmouth has made progress in the collection, analysis, dissemination, and use of data to drive educational effectiveness. The institution recognizes that the continuation of this work is critical with changing student demographics and student preparation for college. Over the next five years, these efforts to improve retention and persistence will be continued and appropriately expanded across the university, college, and department levels, and supported by Office of the Provost staff.

In AY2020-2021, the Director of Institutional Research and Assessment will meet with the graduate programs to determine the appropriate degree completion interval to calculate a 150% graduation rate.

In AY2020-2022, the Associate Provost for Decision Support and Strategic Initiatives will oversee the campus-wide implementation of an in-house, at-risk student warning system to improve retention and persistence of undergraduate students.

In collaboration with the Office of Graduate Studies, the Coordinator of Institutional and Learning Assessment will work with all graduate degree programs to establish learning objectives and a plan for assessing them at course and program level by AY 2020-2023.

The Office of the Provost will oversee the AY2020-2022 implementation of the external consultant's recommendations of the University Enrollment Center to better integrate support services, both through workflow and improved space allocation.

The short-term retention support plans for AY2019-2021 will be monitored closely by the Office of the Provost and its results assessed. Based on the results of this initial plan, a long-term plan for the institution will also be developed in spring 2020.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward
	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)	(actual) (FY 2020)
IPEDS Retention Data	Fall14 Cohort	Fall15 Cohort	Fall16 Cohort	Fall17 Cohort	Fall18 Cohort
Associate degree students	NA	NA	NA	NA	NA
Bachelors degree students	75%	73%	74%	71%	70%
IPEDS Graduation Data (150% of time)	Fall09 Cohort	Fall10 Cohort	Fall11 Cohort	Fall12 Cohort	Fall13 Cohort
Associate degree students	NA	NA	NA	NA	NA
Bachelors degree students	46%	48%	48%	56%	59%
IPEDS Outcomes Measures Data	07-08 cohort	08-09 cohort	09-10 cohort	10-11 cohort	11-12 cohort
First-time, full time students					
Awarded a degree within six years	NA	49%	47%	49%	Avail Mar
Awarded a degree within eight years	NA	51%	50%	51%	Avail Mar
Not awarded within eight years but still enrolled	NA	1%	1%	0%	Avail Mar
First-time, part-time students					
Awarded a degree within six years	NA	50%	0%	11%	Avail Mar
Awarded a degree within eight years	NA	50%	0%	11%	Avail Mar
Not awarded within eight years but still enrolled	NA	0%	0%	0%	Avail Mar
Non-first-time, full-time students					
Awarded a degree within six years	NA	56%	60%	57%	Avail Mar
Awarded a degree within eight years	NA	58%	61%	59%	Avail Mar
Not awarded within eight years but still enrolled	NA	1%	1%	0%	Avail Mar
Non-first-time, part-time students					
Awarded a degree within six years	NA	52%	44%	45%	Avail Mar
Awarded a degree within eight years	NA	52%	49%	48%	Avail Mar
Not awarded within eight years but still enrolled	NA	0%	0%	1%	Avail Mar
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 ALANA (all)	75%	72%	71%	68%	69%
2 Gender (women/men)	78%/73%	76%/71%	77%/72%	76%/67%	72%/69%
3 Age (19 or younger/20 or older)	75%/79%	74%/65%	75%/69%	71%/67%	71%/55%
4 SAT scores (below/above median)	73%/77%	74%/72%	72%/77%	68%/74%	68%/73%
5 Entering with Major/entering Arts & Science undeclared	78%/66%	76%/67%	77%/68%	73%/62%	74%/58%
	72%/ 72%/	73%/ 72%/	72%/ 77%/	70%/ 66%/	66%/ 74%/
	75%/ 88%/	72%/ 90%/	72%/ 92%/	79%/ 85%/	75%/ 87%/
6 Incoming College (CAS/Busn/Engr/Nur/CVPA)	88%	84%	74%	75%	86%
7 Commuter/Resident	78%/74%	78%/72%	80%/73%	81%/68%	75%/69%
	71%/ 79%/	71%/ 78%/	74%/ 72%/	82%/ 73%/	
8 Transfer Students (frosch/soph/UD) (note 1.1)	76%	81%	83%	83%	Avail Mar
9 College Now/START alternative admissions	79%	69%	71%	62%	62%
10 CONNECT (Pathways) alternative admissions	74%	64%	73%	61%	60%
Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 ALANA (all)	37%	47%	47%	48%	55%
2 Gender (women/men)	52%/41%	53%/45%	53%/45%	61%/53%	65%/55%
3 Age (19 or younger/20 or older)	46%/33%	49%/32%	49%/42%	57%/49%	60%/51%
4 SAT scores (below/above median)	42%/50%	45%/52%	44%/53%	53%/61%	55%/64%
5 Entering with Major/entering Arts & Science undeclared	50%/33%	53%/38%	53%/33%	59%/49%	63%/46%
	42%/ 49%/	45%/ 51%/	43%/ 48%/	51%/ 56%/	53%/ 57%/
	48%/ 80%/	51%/ 80%/	57%/ 80%/	60%/ 89%/	64%/ 90%/
6 Incoming College (CAS/Busn/Engr/Nur/CVPA)	53%	73%	58%	62%	78%
7 Commuter/Resident	52%/44%	53%/48%	48%/49%	60%/55%	60%/59%
8 Transfer Students (UD) (note 2.1)	64%	69%	67%	65%	Avail Mar
9 College Now/START alternative admissions	38%	37%	39%	45%	53%
10 CONNECT (Pathways) alternative admissions	36%	41%	35%	52%	49%
Definition and Methodology Explanations					
1 Undergraduate <u>retention</u> of entering cohort, federal definition: first-time/full-time to second year.					
Undergraduate <u>graduation</u> of entering cohort, federal definition: first-time/full-time completing degree in six years or fewer.					
2 College Now data include those who do not satisfy conditionality in the first semester or year and are dismissed.					
1.1, By entering credits; 1-29, frosh; 30-59, soph; 60+, Upper Division (UD) full time their first semester. Graduation rate is					
2.1 Upper Division 4 year rate.					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	49%	28%	NA	NA
Not graduated, still enrolled at original institution	3%	29%	NA	NA
Degree from a different institution	15%	6%	NA	NA
Transferred to a different institution	9%	17%	NA	NA
Not graduated, never transferred, no longer enrolled	24%	20%	NA	NA
First-time, Part-time Students				
Degree from original institution	NR	NR	NA	NA
Not graduated, still enrolled at original institution	NR	NR	NA	NA
Degree from a different institution	NR	NR	NA	NA
Transferred to a different institution	NR	NR	NA	NA
Not graduated, never transferred, no longer enrolled	NR	NR	NA	NA
Non-first-time, Full-time Students				
Degree from original institution	62%	57%	NA	NA
Not graduated, still enrolled at original institution	2%	9%	NA	NA
Degree from a different institution	9%	7%	NA	NA
Transferred to a different institution	5%	6%	NA	NA
Not graduated, never transferred, no longer enrolled	22%	21%	NA	NA
Non-first-time, Part-time Students				
Degree from original institution	51%	46%	NA	NA
Not graduated, still enrolled at original institution	0%	5%	NA	NA
Degree from a different institution	7%	5%	NA	NA
Transferred to a different institution	7%	10%	NA	NA
Not graduated, never transferred, no longer enrolled	35%	34%	NA	NA

Measures of Student Achievement and Success/Institutional Performance and Goals						
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)	
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	All Undergraduates	27.0%	31.7%	49.0%	33.8%	49.0%
2	College of Arts and Sciences	32.6%	33.8%	33.3%	44.1%	45.0%
3	Charlton College of Business	20.6%	33.9%	16.3%	31.7%	34.0%
4	College of Engineering	17.6%	33.3%	22.7%	30.0%	34.0%
5	College of Visual & Performing Arts	33.3%	58.3%	0.0%	0.0%	59.0%
6	College of Nursing	33.3%	0.0%	7.7%	7.7%	34.0%

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1	NA					
2						

Definition and Methodology Explanations

1	Percent of respondents to six month alumni survey (Recent Graduates Survey) of undergraduates attending graduate or professional school. Calculations based on HEOA standards for reporting. FY correspond to collection year. (FY2018 collection year for AY16-17 graduating class)
2	Only 4 First-Time, Part-time Students in 2008 cohort therefore data are not reported (NR). Part-time Students are from 2008 cohort and represent 6 and 8 years per Student Achievement Measure (SAM) methodology.

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 MTEL Exam	15	15	77	77	47	45	32	32
2 Bar Exam	41	22	43	29	41	31	30	26

National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 NCLEX	89	77	102	83	96	93	95	90
2 Bar Exam	54	29	54	33	55	40	44	35

Job Placement Rates									
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1 Undergraduates/ 6 mos		122	104	195	151	147	117	136	110
2 College of Arts and Sciences UG/ 6 mos		47	39	73	56	45	33	59	43
3 Charlton College of Business UG/ 6 mos		35	31	60	44	43	35	41	33
4 College of Engineering UG/ 6 mos		18	16	30	24	23	20	20	18
5 College of Visual & Performing Arts UG/ 6 mos		13	10	12	10	23	18	3	3
6 College of Nursing UG/ 6 mos		9	8	20	17	13	11	13	13
7 Graduate / 3 mos		106	87	87	63	68	48	103	81
8 College of Arts and Sciences G/ 3 mos		24	21	19	17	10	8	19	17
9 Charlton College of Business G/ 3 mos		29	20	16	11	23	15	26	20
10 College of Engineering G/ 3 mos		18	16	24	11	16	7	26	16
11 College of Visual & Performing Arts G/ 3 mos		4	3	7	4	2	2	8	7
12 College of Nursing G/ 3 mos		6	6	10	10	6	6	11	10
13 School of Education G/3 mos		21	17	7	6	7	7	8	8
14 School of Marine Science G/ 3 mos		4	4	4	4	4	3	5	3
15 School of Law L/10 mos		58	46	53	40	49	44	50	41

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable) No longer applicable

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates					
1 NA					

Placement Rates					
1 NA					

Please enter any explanatory notes in the box below

Percent of respondents to three and six month alumni survey (Recent Graduates Survey) of undergraduate and graduate level students employed after graduation. Calculations based on HEOA standards for reporting. FY correspond to collection year. (FY2018 collection year for AY16-17 graduating class). MTEL is for Communications & Literacy exam. Lar Bar Exam shows Massachusetts only under State and all jurisdictions under national. ABA Bar passage rate reporting changed in 2017.

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years	2 Years	1 Year	Current Year	Next Year Forward (goal)
	Prior (FY 2015)	Prior (FY2016)	Prior (FY 2017)		
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	NA	NA	NA	NA	NA
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	NA	NA	NA	NA	NA
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					
Definition and Methodology Explanations					
1	Data are not collected. The Director of Institutional Research and Assessment will meet with the graduate programs to determine the appropriate degree completion interval to calculate a 150% graduation rate. OIRA will develop definition/methodology				
2	Data are not collected. The Director of Institutional Research and Assessment will meet with the graduate programs to determine the appropriate degree completion interval to calculate a 150% graduation rate. OIRA will develop definition/methodology				
3	Data are not collected. The Director of Institutional Research and Assessment will meet with the graduate programs to determine the appropriate degree completion interval to calculate a 150% graduation rate. OIRA will develop definition/methodology				
4	Because courses and programs of all modalities are overseen and assessed by academic departments, these metrics are included with department numbers and not done separately.				
5	For the Star Store and SMAST locations, the total N are too small for reliable results. The only location would be School of Law and it is not standard practice at this time to calculate these rates.				

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

Description

The University of Massachusetts Dartmouth is committed to upholding high ethical standards and conducting its internal and external interactions with integrity. The [UMassDTransform2020 Strategic Plan](#) includes a values statement that commits to the principles of diversity, transparency, and accountability. These values are exhibited through management practices and communications regarding academic, research, and service programs, administrative operations, and how the institution interacts with and communicates with students and potential students. The University seeks to foster a positive, concerned, and inclusive environment where everyone is respected and valued, and all members of the community conduct themselves in an ethical manner. Standards of integrity and ethical behavior govern academics and research, non-discrimination, accessibility, privacy, and sexual harassment. The University's standing as an NCAA Division III institution reinforces its emphasis on academics first and mitigates any potential conflicts in admission, academics, and athletics. Both Admissions and Athletics adhere to the highest ethical standards.

Policies governing UMass Dartmouth employee and student conduct are maintained on the [University Policies](#) website, which includes an active policy list, instructions for creating a policy, a description of the policy review and approval process at UMass Dartmouth, a list of policies under consideration with directions for commenting, and FAQ. Policies conform to the requirements set out in the [Policy for Creating and Establishing UMass Dartmouth Policies and Procedures \(GOV-C07-001A\)](#). A link on that website provides access to the UMass [Board of Trustees Policies](#). The [Active Policy List](#) is organized in categories: [Academic Affairs](#); [Business and Finance Operations](#); [Facilities Operations and Construction](#); [Governance and Administration](#); [Humans Resources and Employee Safety](#); [Information Technology Services](#); [Library](#); [Students](#); and [University Advancement and External Relations](#). Each policy carries an identifying number, a title, its effective/revision date, and identifies the office responsible for it.

Appraisal

► Legal and Ethical Requirements - UMass Dartmouth upholds the legal and ethical requirements of the University System and the Commonwealth of Massachusetts. The [Ethics and Fraud Awareness Center](#), established by the UMass system, tasks every employee with safeguarding and preserving the assets and resources of the University. In accordance with the BOT's [Fraudulent Financial Activities Policy](#), University employees are expected to report any instance of suspected ethical misconduct to management and/or University Internal Audit.

Section 28 of the State Ethics Commission's Conflict of Interest Law stipulates that all employees complete an online training program within 30 days of hire and every two years thereafter. UMass Dartmouth follows that protocol and documents compliance via submission of an online form. Administrators who are non-unit employees must file a [Statement of Financial Interests](#) annually.

The [Computing and Information Technology Services](#) department has [policies](#) and guidelines regarding [information security](#) and [acceptable use](#), which were updated effective Nov 1, 2019.

► Academic and Research Integrity - UMass Dartmouth promotes the freedom to teach and study, examine data, and question assumptions, guided by evidence of scholarly research.

To assist faculty, the Policy on Consulting and Outside Activities provides parameters for such activities and a [disclosure form](#) for faculty to submit. There is a separate policy on [Conflicts of Interest Relating to Intellectual Property and Commercial Ventures](#).

The [Office of Institutional Ethics & Compliance](#) provides training, guidance, and education on export controls, research integrity, and responsible conduct of research. It assesses and ensures that all research conducted on campus complies with all applicable laws, regulations, and University policies. See Standard Six (page 55).

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice, detailed in the [Student Handbook](#) and the [Student Academic Integrity Policy for Undergraduates](#), updated in January 2019. The University does not tolerate academic dishonesty, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty. The judicial process for responding to student incidents regarding academic dishonesty can be found in the student handbook. An academic integrity policy for graduate students is in development.

The [Office of Student Conduct and Dispute Resolution](#) is responsible for overseeing the development, distribution, and enforcement of University student conduct regulations, including academic dishonesty. As noted in Standard Five (page 28), the office is reviewing its procedures and gathering feedback to improve the process.

► Non-discrimination, Sexual Harassment, and Complaint Procedures - UMass Dartmouth has non-discriminatory policies and practices in effect for all aspects of the organization, including recruitment and admissions, employment, evaluation and promotion, disciplinary actions, fundraising and donor relations (Advancement), and the development of an inclusive atmosphere. Key among these policies are the [Statement on Affirmative Action](#), the [Statement on Cultural Diversity and Inclusion](#), and the [Equal Opportunity and Diversity Policy](#). These and other policies may be found on the website in the [active policy list](#), [student handbook](#), and [faculty handbook](#).

The Office of Human Resources plans, develops, coordinates, and monitors all University activities to ensure equal employment, equal educational opportunity, and affirmative action standards are being followed. This office works with members of the University to achieve an environment that is conducive to the growth and development of all. The [Diversity and Inclusion](#) section of the [Human Resources website](#) includes pages addressing sexual harassment, [equal opportunity and harassment complaint procedures](#), information on the Americans with Disabilities Act, and related policies, reports, and resources.

The [Title IX and Sexual Harassment](#) webpage clearly defines the institution's obligations with regard to sexual harassment and Title IX compliance. The site provides contact information for the Title IX Coordinator, who has primary responsibility for the coordination of the Campus Title IX compliance efforts, including the investigation and disposition of complaints, the provision of educational materials, and training for the campus community. Contact information for other resources related to Title IX is also provided on this webpage.

In addition to complaint procedures regarding equal opportunity and harassment, there is an [internal grievance procedure](#) providing for the equitable resolution, within a reasonable time, of complaints by students with disabilities alleging violations of their rights under the [Americans with Disabilities Act](#) (ADA) and under Section 504 of the Rehabilitation Act of 1973 (Section 504).

Complaint resolution is also addressed by specific procedures posted on the site for [Online & Continuing Education](#), the [School of Law](#), and the [Department of Public Safety](#). The [union contracts](#) offer specific procedures to address fair resolution of grievances, complaints, and disciplinary actions.

► Privacy - UMass Dartmouth complies with the Family Educational Rights and Privacy Act (FERPA). During the summer of 2018, the University Registrar reviewed and updated the University's [FERPA policy](#). The updated policy is included in the 2019-2020 [graduate and undergraduate catalogs](#), and a "FERPA: Frequently Asked Questions" page was posted to the [Registrar's website](#). In addition, the institution complies with a 2007 state law on data security ([Massachusetts General Laws, Chapter 93H](#)), which defines sensitive data and lays out requirements for notification of individuals whose sensitive information may have been compromised in a security breach. Student Health Services follows federal HIPAA privacy policies.

The [myUMassD portal](#) separates content by campus affiliation, for example, students, faculty, or staff. All online tools and systems, including myUMassD, require user authentication with the UMassD Logon, protecting the privacy of information while providing personalized resources, such as online registration, employee information, and access to the student information system (COIN). Email communications and announcements may also be accessed through the portal.

Transparency and Public Disclosure

Description

UMass Dartmouth is committed to transparency in its communications (digital and print). Information needed by prospective students and their families to make informed decisions about applying to or attending UMass Dartmouth is provided on the University website. The website also includes information about admissions, academic programs, financial aid, co-curricular opportunities, educational resources and services, cost of attendance, characteristics of the student body, and the success of UMass Dartmouth graduates. Statistical data about Retention Rates and Graduation Rates for the University are available on the website. UMass Dartmouth clearly identifies itself as a public institution throughout the website, in its publications, and in its catalogs. Information on the [Student Consumer Information](#) website is updated annually after being verified by academic departments and the Office of Institutional Research and Assessment (OIRA). Gainful employment disclosures are located on each eligible certificate's webpage. The [Accreditation](#) page on the website includes information for both the University as a whole and for particular colleges with additional accreditation requirements.

UMass Dartmouth [undergraduate and graduate](#) catalogs are fully online and provide information for current and prospective students. The website has a sitewide [search tool](#) to facilitate access to information. There is also a [site map](#) in the footer of the website.

In addition to its website, the University also publishes viewbooks, press releases, [annual research reports](#), the [UMassD Magazine](#), department publications, and student-run publications. University departments, University Marketing, the Office of Public Affairs, the Office of Student Affairs, and University Advancement have oversight for these publications.

The University is responsive both to general information requests and to Public Records requests. Inquiries may be made from any page on the website by choosing the “contact” or “request info” links in the footer of each page. [Public Records Requests](#) are submitted on the Office of Public Affairs website. The Public Affairs department also sends out media releases that are also posted to the website, archived, and searchable.

The [University Police Department’s](#) mission is to provide a comprehensive program of police and public safety services to enhance the quality of life consistent with the values of the University community. As a dedicated partner in the campus community, the Department is committed to delivering these essential services with the utmost integrity and professionalism to ensure civility and the protection of life and property. The department complies with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)) and publishes a report each year disclosing qualifying incidents reported to University Police from various sources, including Campus Security Authorities. The report is found [here](#), and an executive summary is also published in the [Annual Indicator Report](#) on the UMass President’s office’s website.

Appraisal

► Website and Portal - The challenge with website maintenance comes in providing editing access to departments and individuals while ensuring accuracy and consistency of information throughout the site. University Marketing provides templates to facilitate design consistency and mirrors content so that when a change is made on one page, it changes on all linked pages. The marketing staff is responsible for fixing broken links that are reported.

In 2018, the University portal site was redesigned. The focus was on an improved student experience and mobile-responsive/accessibility enhancements. Student feedback (obtained via focus group sessions) identified a need for prioritizing notifications, announcements, and account information. In addition, information architecture updates, such as centralized student, staff/faculty, and University resources were included in the redesign. Portal usability updates are ongoing and are based on student and staff/faculty feedback collected through user testing and consultation.

UMass Dartmouth’s marketing team has been collecting documents and forms into a centralized location on the website. The marketing team worked with college, schools and University departments over the past two years to add forms to a repository so that webpages can link to an authoritative version of the form, rather than linking directly to instances of documents. Using this design approach reduces occurrences of broken links and outdated versions of documents. The marketing team actively monitors and corrects error reports as they are received. Website editors are trained in best practices for replacing out-of-date documents. Old versions of documents are removed from the site so they cannot be inadvertently accessed. Faculty who review the course catalog information in the spring are encouraged to check website information as well. Over the course of the last two years, the website for each of the colleges and schools has undergone a complete redesign. Efforts to make the website more responsive to ADA

guidelines are ongoing as new ADA standards are published in order to meet WCAG level A and AA guidelines.

► Catalog and Publications - The most recent edition of the [undergraduate and graduate catalogs](#) are on the website, as well as archived versions. The [Office of the Registrar](#) is responsible for updates to the undergraduate and graduate catalogs. In compliance with the Standard 509 of ABA accreditation, the School of Law updates the [Law Curriculum and Courses](#) information on the catalog website each semester. Along with the [School of Law Student Handbook](#), [Student Code of Conduct](#), [current faculty listing](#), [ABA Required Disclosures](#), and [Academic Integrity Policy](#), all traditional catalog information is published. The Assistant Director of Enrollment Services reviews the School of Law curriculum and courses each semester. The catalogs are no longer produced in printed form; however, pages can be downloaded as PDF documents.

Both the graduate and undergraduate catalogs clearly spell out the requirements for graduation, as well as specific degree requirements. The catalogs include information about the University's accreditation, the Equal Opportunity/ Affirmative Action Statement, the Cultural Diversity and Inclusion Statement, the Statement on Sexual Harassment, and the Statement on Gender Discrimination, the Policy Against Intolerance, and the Resolution in Support of Pluralism. There is a link to the University's policy page as well.

► Information and Public Records Requests - UMass Dartmouth responds to information requests and has a process for managing those requests. The "Contact" link – found on every web page – provides direct links to Admissions, Graduate Studies, UMass Law, and Online and Continuing Education, as well as providing additional links. Requests for information about UMass Dartmouth's academic programs are recorded in the customer relationship management (CRM) tool, TargetX. An email communication is automatically sent to the designated individual, with a way to follow up with UMass Dartmouth. Publications are sometimes part of the communication process.

As a public institution, the University complies with [Public Records Requests](#). The University of Massachusetts President's Office tracks all requests for public records; the request form on the website links to the President's Office Public Records page. The UMass Dartmouth website includes helpful links to the most frequently requested information and a FAQ section to assist individuals making requests.

► Financial Aid - The University recognizes the importance of financial considerations for prospective students and publishes the [cost of attendance](#) on its website. The Office of the Bursar provides comprehensive information about [student fees and charges](#) and the University's [withdrawal and refund policies](#). Online and Continuing Education lists [fees, charges](#), and [withdrawal and refund policies](#) on its website. Information about other financial-related functions is also found on the [Bursar's website](#). [Financial Aid Services](#) provides information about applying for aid and the deadlines for doing so, both online and in print. The Financial Aid website includes a [Net Price Calculator](#) with information that exceeds what is federally mandated. See Standard Five (page 33).

► Social Media - Social media has created both opportunities and challenges. The University has an official social media account: @umassd.edu on [Facebook](#), [Twitter](#), [Instagram](#), [Snapchat](#), and [LinkedIn](#). There are also official admissions accounts and alumni accounts whose content is coordinated through weekly meetings with University Marketing. Using these channels, the

University shares its stories, communicates important news and information, and fosters engagement with diverse audiences. The marketing team has developed a social media guide, available on the public-facing website, to assist other offices who are creating social media content on a UMass Dartmouth branded social media platform.

Projections

Under the leadership of the Vice Chancellor for Administration and Finance, the University will develop a listing of all active policies and the schedule for their review to ensure that policies are reviewed in a timely manner. Appropriate units will review the spreadsheet annually and oversee the required review of any policies. The listing of policies and the schedule for review will be completed by AY2021-2022.

The Associate Provost for Graduate Studies will work with the Graduate Program Directors to develop an academic integrity policy for graduate students. The final draft of the policy will be presented to the Faculty Senate for its approval in spring 2020 and will be implemented in AY2020-2021.

To address instances of inaccurate information, broken links, and duplicative contents on the website, the Marketing Team, in coordination with Computer and Information Technologies, Administration and Finance, OIRA, and the Office of the Provost, will undertake a comprehensive review of the website. The review will be initiated in AY2020-2021, with completion scheduled for AY2021-2022.

To address the proliferation of social media accounts, UMass Dartmouth's Social Media Team, as part of a UMass system initiative, will review social media tools that streamline the processes of social listening, planning, scheduling, and reporting on key metrics such as engagement, reach, and leads. The review will begin in AY2019-2020 and is projected to be completed in AY2020-2021.

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2008	https://www.umassd.edu/media/umassdartmouth/university-policies/new-policies/policies-2019/ACA-017-Student-Academic-Policy-for-Undergraduates.pdf	Academic Affairs
Intellectual property rights	1997	https://www.umassd.edu/policies/active-policy-list/academic-affairs/intellectual-property--dartmouth/ Also in most current faculty union contracts	Academic Affairs
Conflict of interest		https://www.umassd.edu/research/institutional-compliance/conflict-of-interest-coi/ https://www.mass.gov/how-to/complete-the-online-training-program-for-state-and-county-employees	Institutional Compliance
Privacy rights	2018	https://www.umassd.edu/registrar/ferpa-faq/	Human Resources University Registrar
Fairness for students	2007	https://www.umassd.edu/policies/active-policy-list/students/student-rights/	Student Affairs and Student Senate
Fairness for faculty	2017	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/Faculty-Fed-Agreement-2017-2020.pdf	AFT Union contract
Fairness for staff	2017	https://www.umassd.edu/hr/policies-and-laws/union-contracts/	Union contract
Academic freedom	2014	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/Faculty-Fed-Agreement-2017-2020.pdf	AFT Union contract Board of Trustees
Research	2008	https://www.umassd.edu/policies/active-policy-list/academic-affairs/responsible-conduct-of-resrchscolarly-activities/	Human Resources
Title IX Other; specify	2016	https://www.umassd.edu/hr/diversity/title-ix-and-sexual-assault/harassment/	
Non-discrimination policies			
Recruitment and admissions	1996	https://www.umassd.edu/policies/active-policy-list/students/policy-on-undergraduate-admissions/	Admissions
Employment		https://www.umassd.edu/hr/employmentopportunities/	Human Resources
Evaluation	2017	https://www.umassd.edu/hr/policies-and-laws/union-contracts/	Union contracts
Disciplinary action	2017	https://www.umassd.edu/hr/policies-and-laws/union-contracts/	Union contracts
Advancement			
Other; specify			
Resolution of grievances			
Students	2019	https://www.umassd.edu/online/support/appeals-dispute-resolution/	Online & Continuing Education
	2007	https://www.umassd.edu/policies/active-policy-list/students/complaints-grievances-and-appeals-policy/ https://www.umassd.edu/law/students/student-services/complaintsdisputeresolution/	Student Affairs School of Law
		https://www.umassd.edu/corsairsicare/reporting-biashate/	LiveWell department
	2007	https://www.umassd.edu/policies/active-policy-list/students/student-rights/	Student Affairs
Faculty	2017-2020	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/Faculty-Fed-Agreement-2017-2020.pdf	Union contracts
Staff (includes faculty) Other; specify	2017	https://www.umassd.edu/hr/diversity/complaint-procedures/	Human Resources
ESU	2014-17	https://www.umassd.edu/media/umassdartmouth/faculty-federation/Final.ESU-CBA.2014_2017wSignatures.pdf	Union contracts
AFSCME	2017-2020	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/AFSCME_Final_2017-2020.pdf	Union contracts
Maintainers	2017-2020	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/AFT-Maintainers-CBA-2017-2020-Final-Signed.pdf	Union contracts
IBPO	2017-2020	https://www.umassd.edu/media/umassdartmouth/human-resources/policieslawsunion-contracts/union-contracts/IBPO--FINAL-SIGNED-2017-2020-CBA.pdf	Union contracts
Other	Last Updated	Website location or Publication	Responsible Office or Committee
Please enter any explanatory notes in the box below			

**Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.umassd.edu/contact/
Notice of availability of publications and of audited financial statement or fair summary	https://www.umassp.edu/controller/reports
Processes for admissions-graduate	https://catalog.umassd.edu/content.php?catoid=64&navoid=5318
Processes for admissions-undergraduate	https://catalog.umassd.edu/content.php?catoid=62&navoid=5031
Processes for admissions-law	http://www.umassd.edu/law/admissions/apply/
Processes for admissions-Online/continuing education	https://www.umassd.edu/online/ready-to-apply/
Processes for employment	https://www.umassd.edu/hr/employment-opportunities/
Processes for grading	https://catalog.umassd.edu/content.php?catoid=62&navoid=5015
Processes for assessment	https://www.umassd.edu/media/umassdartmouth/provost/Academic-Quality-Assessment-and-Development-AQAD-Procedures.pdf
Processes for student discipline	https://www.umassd.edu/studentaffairs/departments/student-conduct-and-dispute-resolution/
Processes for consideration of complaints and appeals	https://www.umassd.edu/online/support/appeals-dispute-resolution/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
UMass Dartmouth Points of Distinction	http://www.umassd.edu/about/distinction/
Research distinction	http://www.umassd.edu/research/
Retention Rates	https://www.umassd.edu/oir/student-consumer-information/
Graduation Rates	https://www.umassd.edu/oir/student-consumer-information/
Graduate and Professional Education Placement for Graduates	https://www.umassd.edu/oir/institutional-assessment/job-education-placement-for-graduated-students/

Date of last review of:	
Print publications	ongoing
Digital publications	ongoing

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	http://www.umassd.edu/academics/catalogs/
Obligations and responsibilities of students and the institution	https://catalog.umassd.edu/content.php?catoid=62&navoid=5029
Information on admission and attendance	http://www.umassd.edu/admissions/ https://www.umassd.edu/graduate/apply/ https://www.umassd.edu/law/admissions/
Institutional mission and objectives	https://www.umassd.edu/about/mission-and-vision/ https://www.umassd.edu/studentaffairs/office-of-the-vice-chancellor/integratedstudentlearningoutcome/
Expected educational outcomes	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	
Requirements, procedures and policies re: admissions	https://www.umassd.edu/admissions/ https://www.umassd.edu/graduate/apply/ https://www.umassd.edu/law/apply https://catalog.umassd.edu/content.php?catoid=62&navoid=5031 https://catalog.umassd.edu/content.php?catoid=62&navoid=5015
Requirements, procedures and policies re: transfer credit	https://catalog.umassd.edu/content.php?catoid=62&navoid=5031#transfers
A list of institutions with which the institution has an articulation agreement	http://www.umassd.edu/transfer/agreements/
Student fees, charges and refund policies	https://catalog.umassd.edu/content.php?catoid=62&navoid=5032
Rules and regulations for student conduct	http://www.umassd.edu/studentaffairs/studenthandbook/
Procedures for student appeals and complaints	https://www.umassd.edu/online/support/appeals-dispute-resolution/
Other information re: attending or withdrawing from the institution	https://catalog.umassd.edu/content.php?catoid=62&navoid=5015
Academic programs	https://catalog.umassd.edu/content.php?catoid=62&navoid=5028
Courses currently offered	http://www1.umassd.edu/courselistings/
Other available educational opportunities	https://catalog.umassd.edu/content.php?catoid=62&navoid=5033
Other academic policies and procedures	See relevant chapters of the General and Graduate Catalogues. Additional policies that may affect academics appear in expected places: for example, policies on research approval; financial aid; continuation; scholarship availability; and conditional admission.
Requirements for degrees and other forms of academic recognition	See relevant chapters of the General and Graduate Catalogues. Graduation recognitions are stated therein as well as under section on undergraduate Honors. Conditions and processes for graduation (as ceremony, and as the act of degree completion, which are different) are outlined in the Commencement website.
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.umassd.edu/content.php?catoid=62&navoid=5035
Names and positions of administrative officers	https://catalog.umassd.edu/content.php?catoid=62&navoid=5035
Names, principal affiliations of governing board members	https://www.umassp.edu/bot/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of	www.umassd.edu/law www.umassd.edu/smast https://www.umassd.edu/cvpa/facilities/
Programs, courses, services, and personnel not available in any given academic year.	Not applicable
Size and characteristics of the student body	http://www.umassd.edu/about/
Description of the campus setting	http://www.umassd.edu/location/
Availability of academic and other support services	https://catalog.umassd.edu/content.php?catoid=62&navoid=5016#advising
Range of co-curricular and non-academic opportunities available to students	https://catalog.umassd.edu/content.php?catoid=62&navoid=5033 https://www.umassd.edu/studentactivities/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.umassd.edu/studentaffairs/
Institutional goals for students' education	https://www.umassd.edu/studentaffairs/office-of-the-vice-chancellor/integratedstudentlearningoutcome/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.umassd.edu/oir/student-consumer-information/
Total cost of education and net price, including availability of financial aid and typical length of study	https://umassd.studentaidcalculator.com/welcome.aspx
Expected amount of student debt upon graduation and loan payment rates	https://www.umassd.edu/oir/student-consumer-information/
Statement about accreditation	https://catalog.umassd.edu/content.php?catoid=62&navoid=5026