Feedback to Academic Departments on Assessment Activities Reported in <u>2013-2014</u> (Academic year)

UNDERGRADUATE PROGRAMS

DEPART	MENT <u>Mechanical Engineering</u>	DATE <u>May 5, 2015</u>						
	AM(S) COVERED IN REVIEW Bachel d B.S. and Master of Science (M.S.) in Med			Mechanical Engineering /	_			
COMMI	TTEE MEMBER(S) CONDUCTING REV	IEW <u>Kevi</u>	n Buettner	, Casey Ozaki, Deborah W	<u>orley</u>			
1. STUDE	ENT LEARNING GOALS							
•	Were any goals referenced? If so, were goals well-articulated? Do goals address student learning?	YES_X YES_X YES_X	NO	_				
(BS) in Med (there is no with what i science, an system, com	rning outcomes are specified in the 2012-2013 and chanical Engineering degree and the combined BS of distinction in outcomes for the two programs). The serequired for ABET accreditation and they directed engineering principles, ability to design and component, or process to meet desired needs.) to the program goals, please also consider UND's alignment within parentheses) and identify which go 1 Communication – written or oral ("able to write 2 Thinking and reasoning – critical thinking (or "but 1 Thinking and reasoning – quantitative reasoning 4 Thinking and reasoning – quantitative reasoning	S and Master of the are are 11 we lay address student experiments institutional goals are similar and speak in the intellectual of intellectual of the are intellectual.	of Science (Mell-articulate dent learnin ents, analyze and Essentia lar to progra various sett lly curious"; ly creative";	MS) in Mechanical Engineering ed learning outcomes that are in g (e.g., ability to apply mathemate and interpret data, ability to de la Studies goals for student learn m goals. ings with a sense of purpose/auc analyze, synthesize, evaluate) explore, discover, engage)	degree a line atics, esign a ting dience			
5 6	Information literacy ("be able to access and evalue Diversity ("demonstrate understanding of diversity Lifelong learning ("commit themselves to lifelow Service/citizenship ("share responsibility both for the state of the state	atefor effects and use that ong learning")	ctive, efficie t understand	nt, and ethical use") ing")				
The BS and communical critical thir and solve elearning"),	regarding program goals and alignment with insaft BS/MS in Mechanical Engineering student learning the effectively"), quantitative reasoning ("ability to aking ("ability to design and conduct experiments, ingineering problems"), lifelong learning ("recognand service/citizenship ("The broad education nescotetal context").	ing outcome so apply mathe analyze and naivition of the n	pecifically a ematics, scien interpret dat eed for and d	ddress communication ("ability nce and engineering principles" a" and "ability to identify, form an ability to engage in life-long	'), nulate,			
2. ASSESS	SMENT METHODS							
Were any s	pecific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual	YES_X	NO	QUALIFIED Y/N				
•	goals? Were both direct and indirect assessment	YES_X	_ NO	QUALIFIED Y/N				
·	methods used as components of a "multiple measures" approach?	YES_X	_ NO	QUALIFIED Y/N				

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Co	m	m	O	m	tc	

There are specific assessment methods that reference the 11 student learning outcomes. Not all learning outcomes are assessed every year. Rather, there is an established rotation of outcomes that are assessed (on a three-year cycle). The assessment plan makes specific mention of using an assessment survey, collection and review of student work, and exit interviews to determine if student learning outcomes are being met. The department also uses results from the Fundamentals of Engineering (FE) exam to "compare the performance of our students with engineering students across the nation."

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Were any assessment results reported? • If so, were the results clear in terms of how	YES_X_	NO	QUALIFIED Y/N						
they specifically affirm achievement of goals? • If so, were the results clear in terms of how	YES	NO	QUALIFIED Y/N _X						
they indicate need for improvement?	YES	NO	QUALIFIED Y/N _X						
 Were the results tied to goals for student learning? 	YES_X_	NO	QUALIFIED Y/N						
Comments: The five outcomes were assessed in the 2013-2014 academic year: ability to design and conduct experiments, analyze and interpret data; ability to function on multidisciplinary teams; understanding of professional and ethical responsibility; the broad education necessary to understand the impact of engineering solutions in a global and societal context; and knowledge of contemporary issues. The Assessment Report included an example of a course report with data points in all five areas. Assessment data were not reported across all courses.									
The Department reported pass rates of their students who to ME Department is to match the national pass rate on the FE $(n=21)$. The national pass rate was 79%. In April 2014, the was 85%.	exam. In Octob	ber 2013, the	e UND student pass rate was 57%						
In addition to program goals, some assessment results may be any goals for which the program presents findings, and, for a sum of the program presents findings, and, for a sum of the program presents findings, and, for a sum of the program presents findings, and, for a sum of the program presents findings, and, for a sum of the program presents findings, and, for a sum of the program of the pr	indicated items, and speak in va 'be intellectually be intellectually ("apply empiricuatefor effect ity and use that ng learning")	describe fin rious setting y curious"; a r creative"; e cal dataan ive, efficien understandin	dings below. s with a sense of purpose/audience") malyze, synthesize, evaluate) xplore, discover, engage) alyze graphical information") t, and ethical use") ng")						
Comments regarding results and the application of results Two of the student learning outcomes that were assessed in a critical thinking and service/citizenship. In the sample cours evaluation of student work and a performance criteria surve Survey.	the 2013-2014 a e results that we	icademic yed ere presented	ar align with Essential Studies goals of d, critical thinking was measured by						
4. CLOSING THE LOOP									
Were any actions taken on the basis of assessment results reported? • If so, do curricular or other improvements/	YESX_	NO	QUALIFIED Y/N						
changes arising from assessment results directly address goals for student learning?	YESX_	NO	_ QUALIFIED Y/N						

Comments:

The Assessment Plan stipulates that the faculty discuss assessment results at an annual faculty retreat that is held each August. They use the assessment results to make appropriate and necessary changes to specific courses or "educational activities". In

the Assessment Report, one sample course's "closing the loop" activities were presented. In the sample, ME 301, three items were mentioned as areas for course improvement based on assessment results.

SUMMARY

	Strengths		Areas for Improvement						
XStudentAssessmeAssessmeXDirect aXResultsResults a	ic plan for assessment is it learning goals are well-arent methods are clearly detent methods are appropriated methods are well-impland indirect methods are it are reported. The tied to closing the loop in-making is tied to evider	articulatedSt escribedAs ately selectedAs lementedAs implementedAs	No specific plan for assessment is in place. Student learning goals are not well-articulated. Assessment methods are not clearly described. Assessment methods are not appropriately selected. Assessment methods are not well-implemented. A single type of assessment methods predominates. No results are reported. Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)						
The Assessment informed by A with student le results were in aggregate the Engineering dassessment pla	nt Plan for the BS and BS. BET; they are specific an earning outcomes. Also, the cluded in the annual Ass. results and report them a degree program assessmen	ECOMMENDATIONS: I/MS program is clear, concise, I/MS program is clear, I/MS program is	hods are diverse and seem the student learning outcom e course (ME 301). We hop tems to be no distinction be anical Engineering combin	to be appropriately aligned ses is logical. Assessment be that you periodically stween the BS in Mechanical ed degree program					
MATERIAL	S REVIEWED								
AnnualX AssesX Previ	al assessment report Report ssment plan (as posted) ous assessment review please describe)								
Reviewer(s):	Name Department Phone Number e-mail	Kevin Buettner Nursing 7-4509 Kevin.buettner@und.edu	Casey Ozaki Teaching & Learning 7-4256 Carolyn.ozaki@und.edu	Deborah Worley Ed Leadership 7-3140 Deborah.worley@und.edu					
Section 1:Y	Y Section 2:Y	_ Section 3:Q Secti	on 4:Y						
Coding Key:	that assessment is a cycl years)	opriately and well (bearing in mical process, i.e., with additional	al kinds of data to be collec	ted and analyzed in other					
Q	= qualified yes as action appropriately done	n or progress is apparent; howe	ver, evidence is lacking tha	at this is completely and					

= no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014

Feedback to Academic Departments on Assessment Activities Reported in <u>2013-2014</u> (Academic year)

GRADUATE PROGRAMS

DEPARTMENT Mechanical Engineering		DATE	May 5, 2015
PROGRAM(S) COVERED IN REVIEW <u>Master of</u>	of Engineer	ing in Mech	anical Engineering
COMMITTEE MEMBER(S) CONDUCTING REVI	EW_ <u>Kevi</u>	in Buettner,	Casey Ozaki, Deborah Worley
1. STUDENT LEARNING GOALS			
• Were any goals referenced?	YES_X_		QUALIFIED Y/N
• If so, were goals well-articulated?	YES	NO	QUALIFIED Y/N _X
Do goals address student learning?	YES	NO	QUALIFIED Y/N _X
Comments:			
The most current Assessment Plan for the Mechanical Engine The plan includes two student learning goals: "Graduates with of engineering concepts by identifying a substantial need, for their solution to meet that need." and "Graduates will be well engineering or a related field." The first goal has two aligned of the objectives focused on actions rather than specific studes their design process and results", "present research at a professition in their area of interest".	ll demonstrat mulating a de Il prepared fo I objectives. T nt learning; s	te a mastery og esign or proce or a career in w The second go such as "creas	f the practical implementation ss to meet the need and implementing industry in mechanical al has four aligned objectives. Several te a well-written summary report of
2. ASSESSMENT METHODS			
Were any specific assessment methods referenced?	YES_X_	NO	QUALIFIED Y/N
• If so, were specifically chosen assessment			
methods appropriately aligned with individual	37EG 37	NO	OHALIETED WAY
goals?	YES_X_	NO	QUALIFIED Y/N
 Were both direct and indirect assessment methods used as components of a "multiple measures" approach? 	YES	NO	QUALIFIED Y/NX
Comments: Although no specific assessment methods were written for the	Master of E	ngineering de	gree program in the 2006-2007
Assessment Plan or in the 2013-2014 Assessment Report, the	2006-2007 A	ssessment Pla	un does include a checklist (but with no
narrative or explanation) where the department records when			
advancing to candidacy, and fulfilling graduation requiremen			
final design project is reviewed using a five-item set that acco			
learning goals and are scored on a 5-point Likert-type scale. fundamentals of mechanical engineering beyond the B.S. M.E			
individual goals, competencies and selected research"; "Den			
"Demonstrated a mastery of scholarly tools"; and "Implement			ne in cieur academic prose,
3. ASSESSMENT RESULTS	MEG	NO W	OHALIETED WAY
Were any assessment results reported?	YES	NO_X	QUALIFIED Y/N
• If so, were the results clear in terms of how	VEC	NO	OHALIEIED V/N
they specifically affirm achievement of goals?If so, were the results clear in terms of how	YES	NO	QUALIFIED Y/N
• If so, were the results clear in terms of how they indicate need for improvement?	YES	NO	QUALIFIED Y/N
Were the results tied to goals for student	1 LU	110	Q071211 1120 1714
learning?	YES	NO	OUALIFIED Y/N

Comments:

The 2013-2014 Assessment Report stated that there were no graduates from the Master of Engineering degree program during the period that was covered by the report. Therefore, no assessment results were reported for the Master of Engineering degree program in Mechanical Engineering.

4. CLOSING							
	is taken on the basis of ass						
results reported		YES	NO_X_	_ QUALI	FIED Y/N		
	so, do curricular or other in						
	anges arising from assessn		VEC	NO	OLLALI	TETED WAY	
dir	rectly address goals for stu-	dent learning?	YES	NO	QUALI	FIED Y/N	
Comments: No assessment r	results were reported for th	he Master of Enginee	ring degre	ee program in	Mechanica	al Engineering.	
SUMMARY							
	Strengths			Areas	for Impro	vement	
A specific	plan for assessment is in p	olace.	No s	pecific plan fo			
	rning goals are well-articu					t well-articulated.	
	t methods are clearly desc					ot clearly described.	
	t methods are appropriatel					appropriately selected.	
	t methods are well-implen					well-implemented.	
	indirect methods are imple	emented.				methods predominates.	
Results are				results are rep		1 1 1 1	
	tied to closing the loop.					closing the loop.	
(Decision-	making is tied to evidence	e.)	(Dec	cision-making	is not direc	ctly tied to evidence.)	
The Assessment The goals are sp written from a s Engineering deg then the program given year. MATERIALSX Annual AnnualX AssessiX Previou Other (pl	pecific, but not all of them tudent learning perspective gree program and that the mean report assessment remarks assessment report assessment report ment plan (as posted) as assessment review ease describe)	Engineering Master of address student learn e. We also recommen methods be both forn esults and any "closi	of Enginee ning. It wo nd that ass native and ing the loo	ould be helpful essment metho ! summative. If p" activities ev	if all goals ods be dive both form	ersified for the Master of is of assessment are include tudents are graduating in a	ed,
Reviewer(s):	Name	Kevin Buettner	(Casey Ozaki		Deborah Worley	
	Department	Nursing		Ceaching & Le	arning	Ed Leadership	
	Phone Number	7-4509		'-4256		7-3140	
	e-mail	Kevin.buettner@u	ınd.edu C	arolyn.ozaki@	und.edu	Deborah.worley@und.ed	d
	Section 2:Q	Section 3: _N	Section	4: _N			
Coding Key:	- was this is done annual	riotaly and wall (h	ina in mi-	d the kind of	**************************************	raviaviad and massaminin-	
	= yes, this is done appropr hat assessment is a cyclica					reviewed and recognizing	
	e qualified yes as action o	-				•	
-	ppropriately done	i progress is apparen	i, noweve	, evidence is i	acking tild	a ans is completely and	
	ippropriatery done - no it is unclear whether	it was done at all or	it is not d	one in relation	shin to stu	dent learning	

Feedback to Academic Departments on Assessment Activities Reported in <u>2013-2014</u> (Academic year)

GRADUATE PROGRAMS

DEPARTMENT <u>Mechanical Engineering</u>		DATE	May 5, 2015
PROGRAM(S) COVERED IN REVIEW <u>Master of</u>	of Science (Thesis optio	n) in Mechanical Engineering
COMMITTEE MEMBER(S) CONDUCTING REV	IEW <u>Kevi</u>	n Buettner,	Casey Ozaki, Deborah Worley
1. STUDENT LEARNING GOALS			
Were any goals referenced?	YES_X_	NO	=
• If so, were goals well-articulated?	YES	NO	QUALIFIED Y/N _X
Do goals address student learning?	YES	NO	QUALIFIED Y/N _X
Comments: The most current Assessment Plan for the Mechanical Engine 2006-2007. The plan includes two student learning goals: "Conformulating, assessing, and documenting a scientific hypothe, government/industry and/or doctoral studies in mechanical enobjectives. The second goal has four aligned objectives. Seve student learning; such as "present research findings in at their research results", and "gain admission to a quality doctarea of interest".	Graduates will sis" and "Gro ngineering or ral of the obje least one proj	l demonstrate aduates will b · a related fiel ectives focused fessional venu	a mastery of scientific research by we well prepared for a career in d.". The first goal has two aligned d on actions rather than specific we", "publish a thesis documenting
2. ASSESSMENT METHODS			
Were any specific assessment methods referenced?	YES_X	NO	QUALIFIED Y/N
If so, were specifically chosen assessment	122_11	1,0	Qe: 221 222 2/1 ,
methods appropriately aligned with individual			
goals?	YES_X	_ NO	QUALIFIED Y/N
 Were both direct and indirect assessment methods used as components of a "multiple measures" approach? 	YES	NO	QUALIFIED Y/NX
Comments: The 2013-2014 Assessment Report indicates that the "primar by the student's faculty committee during the final thesis defenon arrative or explanation) where the department records we proposal, advancing to candidacy, and passing the compreher reviewed and that the student's thesis committee reviews and checklist. These four items align with student learning goals of items are: "Demonstrated an understanding of fundamentals Demonstrated a breadth of knowledge appropriate individual ability to write in clear academic prose"; and "Demonstrated scored at the thesis defense on the same 5-point Likert-type so demonstrate the ability to plan and develop the project; the a Tools; the ability in oral expression; and effective use of visit	when the stude when the stude ensive exam. It scores the the and are score of mechanical goals, comped a mastery of cale. These its bility to carry	06-2007 Assess of treaches mit reaches mit here is also a lesis using a sed on a 5-poinul engineering etencies and sed f scholarly too ems are an asse	ssment Plan includes a checklist (with lestones, such as writing a topic un indication that coursework is set of four items that accompany the t Likert-type scale. Examples of the g beyond the B.S. M.E. level";" selected research"; "Demonstrated the ols". An additional five items are sessment of a student's ability to
3. ASSESSMENT RESULTS			
Were any assessment results reported?	YES_X_	NO	QUALIFIED Y/N
 If so, were the results clear in terms of how they specifically affirm achievement of goals? 	YES X	NO	QUALIFIED Y/N
 If so, were the results clear in terms of how 	110/1	110	Q07111111111111111111111111111111111111
they indicate need for improvement? • Were the results tied to goals for student	YES	NO	QUALIFIED Y/NX
learning?	YES_X_	NO	QUALIFIED Y/N

In the 2013-2014 Assessment Report, the Mechanical Engineering department reports three- and five-year average mean scores for five objectives (two aligned with student learning goal #1 and three aligned with student learning goal #2): 1) design and execution of a research plan; 2) production of a quality thesis; 3) fundamental understanding of mechanical engineering; 4) breadth of knowledge in course of study; 5) written and oral communication skill development. They summarize that student performance on each of the measured objectives is acceptable and has been stable over time (3-5 years).

4. CLOSING T	THE LOOP								
Were any action	s taken on the basis of as	sessment							
results reported?		YES_	NO_X_ QUAI	LIFIED Y/N					
-	so, do curricular or other	improvements/							
	anges arising from assessi								
	ectly address goals for stu		NO QUAI	LIFIED Y/N					
Comments: The 2013-2014 assessment result	_	ot make any mention of act	ions taken or decisions mad	le on the basis of reported					
SUMMARY									
	Strengths		Areas for Impr	rovement					
A specific	plan for assessment is in	place.	No specific plan for assessr	nent is in place.					
	rning goals are well-artic		Student learning goals are n						
	t methods are clearly desc		Assessment methods are no						
Assessmen	t methods are appropriate	ly selected.	Assessment methods are no	t appropriately selected.					
Assessmen	t methods are well-implei	nented.	Assessment methods are no	t well-implemented.					
	indirect methods are impl		A single type of assessment	t methods predominates.					
Results are			No results are reported.						
	tied to closing the loop.		X Results are not clearly tied to closing the loop.						
(Decision-	making is tied to evidence	e.)	(Decision-making is not directly tied to evidence.)						
The Assessment who are pursuin all goals and ob- assessment meth- diversified. Are	ng the Thesis option. The going the Thesis option. The going term of the Assauther of the Assauthere other opportunities.	Engineering Master of Scie goals are specific, but not a om a student learning persp essment Plan and the overa for data collection beyond	ll of them address student le ective. We also recommend ll approach to assessment o evaluation of the thesis? Fit	of student learning be					
Annual :X AssessrX Previou	assessment report								
Reviewer(s):	Name	Kevin Buettner	Casey Ozaki	Deborah Worley					
` '	Department	Nursing	Teaching & Learning	Ed Leadership					
	Phone Number	7-4509	7-4256	7-3140					
	e-mail	Kevin.buettner@und.ed	u Carolyn.ozaki@und.edu	Deborah.worley@und.edu					
Section 1:Q_	Section 2:Q	Section 3: _Q Sec	tion 4: _N						

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N= no, it is unclear whether it was done at all, or it is not done in relationship to student learning *Revised Sept 24*, 2014

Feedback to Academic Departments on Assessment Activities Reported in <u>2013-2014</u> (Academic year)

GRADUATE PROGRAMS

DEPARTMENT Mechanical Engineering		DATE	May 5, 2015
PROGRAM(S) COVERED IN REVIEWMaster o	f Science (1	Non-Thesis o	ption) in Mechanical
COMMITTEE MEMBER(S) CONDUCTING REVI	EW <u>Kevi</u>	n Buettner, (Casey Ozaki, Deborah Worley
1. STUDENT LEARNING GOALS			
Were any goals referenced?If so, were goals well-articulated?Do goals address student learning?	YES_X_ YES YES	NO	QUALIFIED Y/N QUALIFIED Y/N _X QUALIFIED Y/N _X
Comments: The most current Assessment Plan for the Mechanical Engine dated 2006-2007. The plan includes two student learning goal investigation by researching and preparing a scholarly report will be well prepared for a career in government/industry in n aligned objectives. The second goal has four aligned objective specific student learning; such as present research at a profest government after degree completion, and pass a comprehensi	ls: "Graduato t on a topic re nechanical er es. Several of esional venue,	es will demons elated to mechongineering or a the objectives	trate a mastery of scientific unical engineering" and "Graduates related field". The first goal has two focused on actions rather than
2. ASSESSMENT METHODS			
 Were any specific assessment methods referenced? If so, were specifically chosen assessment methods appropriately aligned with individual goals? Were both direct and indirect assessment 		NO	QUALIFIED Y/N
methods used as components of a "multiple measures" approach?	YES	NO	QUALIFIED Y/NX
Comments: Although no specific assessment methods were written for the 2006-2007 Assessment Plan or in the 2013-2014 Assessment I (but with no narrative or explanation) where the department it topic proposal, advancing to candidacy, and passing the compoursework and final report is reviewed using a four-item set student learning goals and are scored on a 5-point Likert-type understanding of fundamentals of mechanical engineering bey knowledge appropriate individual goals, competencies and se academic prose"; and "Demonstrated a mastery of scholarly	Report, the 20 records when prehensive ex that accomport ex cale. Exam wond the B.S. lected resear	006-2007 Asse, the student rec am. There is a unies the check ples of the iten M.E. level";"	ssment Plan does include a checklist aches milestones, such as writing a lso an indication that the student's dist. These four items align with ms are: "Demonstrated an Demonstrated a breadth of
3. ASSESSMENT RESULTS			
Were any assessment results reported?	YES	NO_X	QUALIFIED Y/N
 If so, were the results clear in terms of how they specifically affirm achievement of goals? If so, were the results clear in terms of how 	YES	NO	QUALIFIED Y/N
• If so, were the results clear in terms of how they indicate need for improvement?	YES	NO	QUALIFIED Y/N
 Were the results tied to goals for student learning? 	YES	NO	QUALIFIED Y/N

 4. CLOSING THE LOOP Were any actions taken on the basis of assessment results reported? If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? 				NOX_ NO		FIED Y/N FIED Y/N			
Comments: No assessment	results were reported for t	he Master of Science	e degree p	orogram (non-th	esis option	ı).			
SUMMARY Strengths			Areas for Improvement						
A specific plan for assessment is in place Student learning goals are well-articulated Assessment methods are clearly described Assessment methods are appropriately selected Assessment methods are well-implemented Direct and indirect methods are implemented Results are reported Results are tied to closing the loop (Decision-making is tied to evidence.) OVERALL SUMMARY AND RECOMMENDATION The Assessment Plan for the Mechanical Engineering Master who are pursuing the Non-Thesis option. The goals are specifically helpful if all goals and objectives can be written from a stude methods be added to the assessment plan for the Master of Scassessment methods then facilitates reporting of assessment reclosing the loop" activities.			StuAsAsAX_NRe(D ONS: of Science fic, but no nt learnin ience deg	Assessment methorsessment methorsess	pals are not do are not ds are not ds are not sessment roorted. The arrivation of th	at well-articulated. It clearly described. It clearly described. It appropriately selected. It well-implemented. It methods predominates. It closing the loop. It it it is considered to evidence. It would be commend that assessment option). Specifying these	ııtı		
MATERIALS	REVIEWED								
Annua X Assess X Previo	al assessment report I report sment plan (as posted) ous assessment review olease describe)								
Reviewer(s):	Name Department Phone Number e-mail	Kevin Buettner Nursing 7-4509 Kevin.buettner@	und.edu	Casey Ozaki Teaching & Lea 7-4256 Carolyn.ozaki@	Ü	Deborah Worley Ed Leadership 7-3140 Deborah.worley@und.ed	u		
Section 1:Q	Section 2:Q	Section 3: _N	_ Section	on 4: _N					
Q	= yes, this is done approp that assessment is a cyclic = qualified yes as action of appropriately done = no, it is unclear whether 4, 2014	al process, i.e., with or progress is appare	additiona nt; howev	l kinds of data to er, evidence is l	be collect acking tha	ted in other years) t this is completely and			

No assessment results were reported for the Master of Science degree program (non-thesis option).

Comments: