Interim Report

New England Commission of Higher Education

August 2026

Worcester Polytechnic Institute

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INTRODUCTION

When Worcester Polytechnic Institute was founded by burgeoning industrialists at the cusp of the Second Industrial Revolution in 1865 as the nation's third oldest private technological university, it sought to prepare technically minded professionals who would create technology that would benefit humanity for the then-rapidly changing world.

Today, as we enter the Fourth Industrial Revolution, WPI's mission, goals, and direction remain rooted in the vision set forth by WPI's founders while simultaneously looking toward the future. Responding to the rise of artificial intelligence, advances in robotics, climate, and health technologies, WPI remains on the cutting edge of research and innovation while offering a distinctive STEM education. We seek to ensure that tomorrow's scientists, engineers, and business professionals are prepared not only for the job they obtain following graduation, but for the careers and industries that do not yet exist, where they will collaboratively solve some of the world's most challenging problems.

If you were to ask almost anyone on campus, "How would you describe this place?" you would likely hear consistent messages reflective of a pervasive campus emphasis on collaborative innovation. People would point to the motto, *Lehr und Kunst*—the integration of theory and practice—and to the applied, hands-on learning that takes place both in and beyond the classroom. They would describe the distinctive project-based approach of the WPI Plan, evident in campus research labs and academic spaces as well as across more than 50 global project centers. Students, faculty, and staff would speak about a dynamic student experience, a culture grounded in support and collaboration, and a sense of shared responsibility in shaping university life. Our alumni would share pride in how WPI prepared them to think creatively and work collaboratively to solve complex problems.

This interim report has been led by a team of faculty, staff, and administrators. Charged and convened by the President and Provost in March 2025, more than 30 faculty and staff contributed to writing the report; many more provided input. When the team first convened, one of our first exercises was to describe WPI's culture in a few words. Five themes emerged that you'll see intertwined in the narrative.

Purpose & Values	Innovation & Curiosity	Action & Impact	Agility & Energy	Community & Care
Reflects WPI's mission-driven mindset and ethical orientation	Captures the academic and creative spirit central to WPI	Highlights doing, solving, and making a real-world difference	Describes how WPI operates— fast-moving, responsive	Emphasizes the supportive, human-centered culture at WPI

Through this report, we are excited to share our proud past, our present passion to deliver distinctive STEM-focused education, and our future vision, anchored by commitment to the purposes and goals of WPI and grounded in a supportive, collaborative culture that prioritizes innovation, creativity, community, and well-being.

INSTITUTIONAL OVERVIEW

Institutional History

Worcester Polytechnic Institute received its charter from the Commonwealth of Massachusetts on May 10, 1865, and has deep roots in New England's industrial revolution. The Institute's founders were manufacturers and mechanics who sought to create a new type of school that would prepare professionals to meet the needs of a rapidly expanding industrial economy and elevate the status of the professions in society.

Toward those ends, they crafted an innovative approach to undergraduate education that promoted the integration of theory and practice, valued the humanities, and emphasized the responsibilities of the professional in a broader society. In 1970 the focus the founders had placed on theory and practice was renewed and strengthened as the WPI faculty completely redefined the undergraduate program, a process that resulted in the creation of the WPI Plan. At the heart of this novel curriculum are three major projects: one in the major, to demonstrate mastery of the discipline; one focused on a problem at the intersection between technology and societal need, with additional emphasis on the student's ability to work on interdisciplinary teams and solve complex problems; and a third that serves as a capstone for a what is essentially a minor in the humanities and arts. The Plan placed much less emphasis on the courses a student has taken

and much more on what that student can actually do with the knowledge they have gained. In short, WPI created a program where student learning outcomes were explicitly defined and assessed.

Since the adoption of the WPI Plan, WPI has established project centers around the world to support collaboration with governmental, nongovernmental, and corporate partners to solve interdisciplinary problems. Graduate and undergraduate student enrollment have grown as WPI's reputation has expanded beyond New England. WPI has also expanded the campus footprint substantially, including with student-focused spaces such as Unity Hall, with classrooms, labs, and services, and with cross-functional spaces like Sagamore Labs, where the university's commitment to important academic and business partnerships that facilitate multidisciplinary collaboration in solving the world's problems is evident.

In recognition of the enduring relevance of the WPI Plan, in 2016 the National Academy of Engineering presented WPI with the Bernard M. Gordon Prize for Innovation in Engineering and Technology Education in acknowledgement of the university's distinctive educational approach to engineering education.

Context in Which WPI Operates Today

Today, WPI operates in a rapidly evolving higher education environment shaped by changing student expectations, technological advancement, and growing demands for educational value and career outcomes. Over the past five years, WPI has prioritized financial strength, enrollment stability, cutting-edge research, and the delivery of a distinctive STEM education that prepares graduates for lifelong success.

WPI's 95-acre residential campus, located in Worcester, Mass., provides a vibrant student experience for its 5,353 undergraduate and 1,927 graduate students. Fourteen percent of WPI's student body is made up of international students representing 90 countries, creating a rich tapestry of cultures on campus. Approximately 55% of undergraduates live in university-owned or -affiliated housing, and students engage in more than 245 clubs and organizations, a thriving fraternity and sorority community, and 18 NCAA Division III varsity athletic programs. Campus development is guided by the Campus Framework Plan, most recently updated in 2024.

The WPI Plan, now more than 50 years old, is dynamic and evolving with new interdisciplinary majors and programs in engineering, business, and social sciences. While retaining its project-based, interdisciplinary foundation, WPI continues to expand academic offerings and assess future educational needs through initiatives such as the Futures Working Group, which is charged with reimagining education at WPI to meet future students' needs, undertaking the work with bold, informed creativity.

In 2025, WPI was designated by the American Council on Education and the Carnegie Foundation for the Advancement of Teaching as a Research 1 (R1) university, reflecting the university's growing research enterprise and a shift in the graduate population to full-time master's and PhD students. WPI strives not to see its academic endeavors as disparate efforts—teaching and research; instead, the university structures its efforts as teaching with research, where both graduate and undergraduate students engage in research and inquiry efforts under the mentorship of engaged faculty. This commitment was recognized in 2023 through the Council on Undergraduate Research Award for Undergraduate Research Accomplishments.

Like many private universities, WPI must manage rising operational costs while remaining sensitive to tuition rates and the overall cost of attendance. WPI has taken steps over the last five years to solidify its financial position through investments in non-tuition revenue streams, responsible debt management, and thoughtful spending analysis, while investing in deferred maintenance, financial aid, and programs amplifying WPI's strategic aims.

Recognizing demographic pressures facing higher education, WPI has invested in recruitment, strategic marketing, and its K–12 partnerships and pre-college STEM pipeline programs, including operating the Massachusetts Academy of Math and Science, which was recently ranked by Niche as the No. 1 public high school in Massachusetts and No. 3 public high school in the nation; the STEM Education Center to support K–12 education; and the Robotics Resource Center, which supports pre-college STEM education through robotics competitions and development in 2022 of a low-cost robot kit that has helped democratize STEM access around the world. WPI has also developed numerous pre-collegiate summer pipeline programs that expand STEM access.

The quality of a WPI education is best demonstrated by strong post-graduation employment and salary outcomes along with outstanding lifelong return on investment. WPI was ranked No. 18 by U.S. News and World Report in 2025 for 40-

year long-term return on investment, No. 22 by Payscale.com in 2024 for best value college/top return of investment, and by Princeton Review as No. 15 for best career placement in 2025 and No. 20 best private schools for internships in 2026. A Career Pathways Task Force, formed in 2025, focuses on identifying majors and markets that meet changing workforce needs, strengthening the internship-to-career pipeline, and equipping students with job-search and networking skills.

Student well-being serves as a significant institutional priority. Over the past five years, WPI has expanded counseling services, wellness programs, and preventative initiatives aimed at building resilience and supporting holistic development. Signature efforts such as the "We Are WPI" community care model emphasize compassion, connectedness, and shared responsibility for well-being across campus. WPI has also integrated well-being into its academic structures, including adjustments to the academic calendar, increased flexibility, and a stronger focus on work-life balance within its project-based curriculum. Together, these efforts reflect a broader shift toward embedding well-being into the fabric of campus culture, not just as a support service but as a foundational element of student success.

PROGRESS IN AREAS IDENTIFIED FOR SPECIAL EMPHASIS

The 2021 NECHE comprehensive review identified five areas of special emphasis:

1. Developing and evaluating the effectiveness of strategies and initiatives to support the health and well-being of the campus community
2. Evaluating the campuswide impact of enrollment growth on student services, institutional resources, and the overall campus culture
3. Implementing strategic and financial plans with emphasis on managing institutional debt as well as the cost of attendance
4. Evaluating the effectiveness of internal governance structures with attention to clarifying the roles of schools and deans in academic governance and ensuring that members of the campus community have an appropriate voice and/or role in governance
5. Conducting reviews of graduate-level programs and clarifying the role of the Institutional Research Office in supporting this work

Our work in these areas reflects WPI's commitment to continuous improvement in a rapidly evolving landscape. These priorities build on WPI's strategic plan, emphasizing data-informed decision-making, cross-campus collaboration, and mission alignment. Collectively, they demonstrate WPI's focus on sustaining a resilient, student-centered, and forward-looking institution positioned to meet emerging challenges and opportunities.

Area of Special Emphasis One:

Progress toward developing and evaluating the effectiveness of strategies and initiatives to support the health and well-being of the campus community

In September 2021, aligned with its 2021–26 Strategic Plan, WPI initiated systemwide efforts to strengthen campus mental health and well-being. In September 2021, then-President Leshin convened a cross-campus Mental Health and Well-Being Task Force to gather community input and identify opportunities to enhance mental health support—efforts shaped in part by the tragic loss of multiple students to suicide as well as by the evolving demands of higher education.

Actions Taken to Support Well-Being

Recommendations from this Task Force were documented in reports released in January and March of 2022. In March 2022, WPI launched an implementation plan addressing more than 100 recommendations. A cross-campus Mental Health Implementation Team composed of faculty, staff, and students led this work through the first half of 2023. Key initiatives are summarized below; full details are available in the January 2023 report.

- **Expanded Student Onboarding and Education:** Launched the First-Year Welcome Experience (in-person and virtual) and embedded mental health and well-being education into onboarding for all students and employees.

- **Curricular and Academic Supports:** Renamed the Physical Education degree requirement as a Wellness and Physical Education requirement and expanded wellness courses. In addition to the existing Office of Accessibility Services exam center, WPI established a makeup exam center to support students seeking flexibility for illness, religious observance, or other conflicts, complemented by new Faculty Governance guidelines for communicating academic flexibility.
- **Enhanced Mental Health Services:** Implemented 24/7 on-call counseling through ProtoCall, strengthened off-campus referral networks, and increased programming and visibility of counseling staff.
- **Culture of Well-Being:** Instituted campuswide Wellness Days with no classes, assignments, meetings, or noncritical lab work.
- **Centralized Resource Information:** Consolidated well-being resources on the Student Resources and Support webpage to enhance resource knowledge and accessibility.

In February 2023, to institutionalize and sustain campuswide engagement in mental health and well-being, WPI established the Campus Wellness Coalition, composed of more than 30 faculty, staff, and students representing diverse campus constituencies. Meeting eight times annually, the Campus Wellness Coalition functions as a cross-campus "think tank," applying public health frameworks and emerging best practices to monitor WPI policies, systems, and environments and to advocate for actions that strengthen student support, success, and well-being. WPI also adopted the Okanagan Charter in November 2024, affirming the institution's commitment to embedding health and well-being throughout the community.

In alignment with WPI's strategic plan, the Center for Well-Being (CWB) became fully operational in 2023 as a central hub for cross-campus well-being efforts. The CWB advances student, community, and campus well-being through evidence-based programming, coordinated initiatives including the integration of well-being education into new-student onboarding and first-year programming, research support, and strategic visioning. The CWB works closely with Student Health Services, Student Development and Counseling, and the Campus Wellness Coalition to ensure a coordinated, campuswide approach.

The CWB employs a tiered model of well-being education and promotion that includes on-demand digital tools, flexible drop-in programs, and multiweek courses and initiatives that support deeper learning and engagement. The Center for Well-Being also offers peer advocacy, well-being education and support through Peer Well-Being Ambassadors who are trained as certified peer educators.

WPI's commitment to a community-based approach to mental health and well-being is demonstrated through strategic investments in new programs and positions, including the CWB staff and a dedicated CARE Team coordinator in the Dean of Students Office. In addition, the Student Development and Counseling Center added four FTE positions (three counselors, one case manager). To better align student support, the Office of Accessibility Services now reports to the Assistant Dean of Student Success, who also oversees Academic Advising.

Measuring Impact

WPI strengthened its well-being-related assessment strategy through ensuring scheduled longitudinal assessments including the Enrolled Students Survey and Healthy Minds Survey. In 2023, the CWB joined the Action Network for Equitable Well-Being and began administering the Well-Being Improvement Survey for Higher Education Settings (WISHES) quarterly, which provides timely, actionable data to evaluate interventions and support real-time, data-informed decision-making for systemic improvement.

The CWB and WPI's community-based approach to mental health and well-being have demonstrated strong impact, including a 48% increase in CWB utilization and significantly higher belonging (17%) and flourishing (20%) among CWB programming participants. Institution-wide, flourishing increased 10%, belonging rose 5%, and loneliness declined 6% from academic year 2023–24 to academic year 2024–25, while demand for counseling services has stabilized, suggesting the effectiveness of proactive, preventive well-being initiatives. We continue to solicit and incorporate community input to strengthen well-being. For example, WPI revised postvention protocols in 2022 and in 2026 based on community feedback.

Next Steps

WPI will continue to advance an integrated, institution-wide approach to mental health and well-being aligned with the Okanagan Charter, supporting student learning, persistence, and success.

- WPI's next phase will focus on strengthening coordination across academics, student affairs, and health services; expanding equitable, preventive supports; and further embedding well-being into the academic experience.
- The university is formalizing processes to regularly communicate progress and solicit community feedback, informed by ongoing assessment efforts such as WISHES and other data tools.
- Educational and programmatic priorities include increasing access to services, scaling training to recognize and respond to student distress, enhancing visibility and navigation of resources, and continuing high-impact initiatives that foster connection, belonging, and resilience.

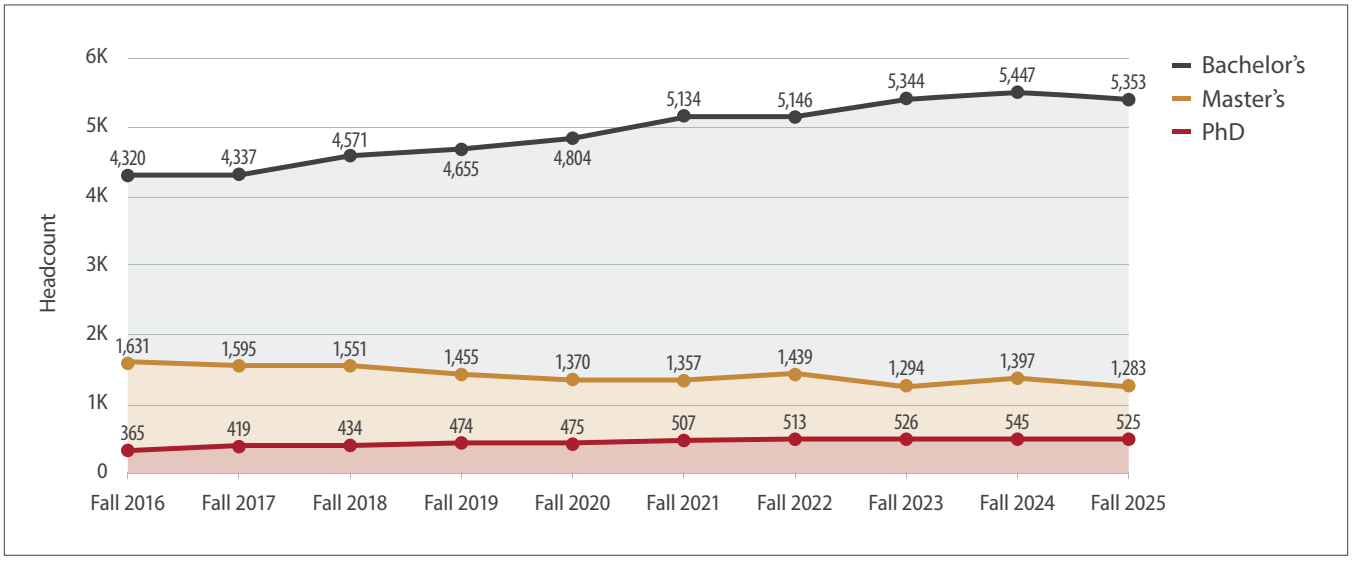
Area of Special Emphasis Two:

Progress toward evaluating the campuswide impact of enrollment growth on student services, institutional resources, and the overall campus culture

Enrollment

At the time of the comprehensive visit in 2021, WPI planned year-over-year incremental growth of incoming undergraduate students. Since then, the institution has demonstrated nimbleness in a rapidly changing enrollment environment through the implementation of a regional recruitment strategy, investment in channel partners, and broader marketing reach. Rather than growing first-year undergraduate enrollment by 25 students annually, WPI has revised our growth targets to maintain year-over-year first-time first-year undergraduate enrollment and grow transfer enrollments. Given the uncertainty in the international enrollment and federal grant landscape, WPI is also pivoting efforts to recruit more domestic graduate students while also adding a channel partner in India with plans to also add a channel partner in China.

Undergraduate and Graduate Headcount Fall 2016 to Fall 2025



As shown in the table, enrollment has remained steady after a period of growth prior to 2021. While there is a slight dip in enrollment in 2025–26, undergraduate new-student enrollment is projected to rebound to fall 2024 levels in 2026.

Impact on Student and Institutional Services

In 2022, academic student services were geolocated with the opening of Unity Hall. This created a one-stop-shop student-centered experience by geographically locating the Registrar, Academic Advising, the Office of Accessibility Services, and the Heebner Career Development Center, which reduced barriers for students, encouraged coordinated support through warm hand offs between offices, and helped students more clearly understand how academic planning, accessibility, and career development intersect.

WPI has strategically added staff in priority areas. The institution strengthened undergraduate advising by adding four FTE positions since 2021, reducing the average advising load from 609 students in Fall 2021 to 448 in Fall 2025—a 26% decrease. At the graduate level, students are assigned a Student Success Manager, who serves as a one-stop shop through the recruitment and enrollment process; these advisors carry an average case load of 215. Under WPI's shared advising model, each student is supported by both a faculty advisor and a professional advisor. PEAK (Planning, Executive function, Accountability, and Knowledge), a new executive functioning program for students, was piloted in 2025 and continues into 2026, netting 1.25 additional FTEs. As mentioned in the previous section, a total of eight FTEs were added in Counseling (four FTEs), and the Center for Well-Being (three FTEs), and CARE Team (one FTE) to support student well-being and success. Additionally, 0.5 FTE was added in International Student Life to support regulatory compliance, programming, and other needs for international students.

WPI has also intentionally grown the student housing footprint as part of a multiyear housing plan. In 2022, WPI signed a multiyear lease for several houses that previously served as residences for Becker College to create the South Village. As a result, WPI expanded shuttle services and added one FTE professional residential staff member along with residential student staff and custodial staff to support the area. Starting in 2026, WPI will require undergraduate students to live on campus or in affiliated housing for two years. This model has been received positively as data from the Enrolled Student Survey (ESS) in 2023 suggested students who live on campus report higher satisfaction with cocurricular opportunities, social opportunities, and sense of community on campus. Additionally, with a 1.7% vacancy rate in the city of Worcester, students face challenges in securing off-campus housing, and this transition to on-campus housing will address this challenge.

While we anticipate phasing out the South Village housing area at the termination of the lease, the institution is renovating several existing single-family homes to expand occupancy capacity. WPI also purchased two hotels adjacent to campus. The hotels, which are currently managed by a third party, are generating revenue for the university but may be converted to student housing at a later time.

As WPI has grown, the dining offerings were also adjusted in alignment with a 2019–24 Dining Vision Plan that included refreshed spaces, the addition of a Starbucks, expanded seating, and more take-out friendly options and vending. As part of the 2026–31 Dining Vision Plan, WPI has planned projects that include expanding the library café in 2026, renovating the food court in the Rubin Campus Center in 2027, and renovating Morgan Dining Hall, with special emphasis on allergen-friendly dining, at a future date.

Impact on Overall Campus Culture

Following these investments, students report improvements in satisfaction as gleaned from the ESS. Specifically, there are notable gains in undergraduate student satisfaction with availability of social space (from 67% satisfied/very satisfied in 2023 to 78% satisfied/very satisfied in 2026) and satisfaction with availability of study space (from 69% in 2023 to 77% in 2026).

In other areas, between 2019 and 2026, students reported increases in satisfaction with on-campus housing facilities (+2% satisfied/very satisfied), cocurricular opportunities (+3% satisfied/very satisfied), and social opportunities on campus (+1% satisfied/very satisfied). In the areas of well-being, between 2023 and 2026 students reported increases in satisfaction with health services (+3%), counseling (+10%), accessibility services (+1%), and well-being services (+5%). In academic advising, students report increases in satisfaction with availability of help with academic work (+1%).

Opportunities for continued improvement include availability of undergraduate academic advising staff, who currently still carry high workloads and saw a 5% decline in satisfaction between 2019 and 2026. Satisfaction with career services also declined 12%. While this may be a reflection of the difficult job market and not of the quality of the services, it is worth greater attention.

Looking Ahead

Given a leveling enrollment environment, WPI must strategically align its resources, infrastructure, and student support systems to sustain student success and a strong campus culture. As we look ahead, WPI will continue to prioritize the following:

- Right-sizing staffing and service delivery using current enrollment assumptions with specific attention toward recalibrating academic advisor caseloads and career services staffing to match stabilized volumes

- Finalizing the Five-Year Housing Plan timelines and planning to align with phasing out South Village leases and ensuring the two-year residency requirement is fully enacted
- Investing in community-building and support infrastructures by expanding high-use social/study spaces and providing targeted support for graduate students

Area of Special Emphasis Three:

Progress toward implementing WPI's strategic and financial plans with emphasis on managing institutional debt as well as the cost of attendance

In 2021, WPI's strategic plan outlined an ambition to ensure WPI was financially accessible to students (particularly lower-income families), while also growing resources with specific focus on retention, student success, and well-being, and investing in infrastructure to support our research and distinctive educational experience. Between the goals of growth and expansion and affordability and fiscal sustainability is a constructive tension. Since that time, the higher education landscape has changed significantly, and WPI has sought to be nimble and flexible in managing these priorities.

Managing Institutional Debt

In its 2021 NECHE Institutional Self-Study, WPI acknowledged the critical need to manage institutional debt and, as a result, integrated it into the strategic planning process. As detailed in that report, the university's outstanding debt increased from $202 million in 2011 to $409 million in 2020. In 2020, rating agencies accounted for $200 million in planned debt, which resulted in a downgrade by Moody's from A1 to A2 and by Standard & Poor's from A+ to A. To govern this fiscal landscape, the Investment and Budget & Finance committees of the Board of Trustees had approved a formal debt policy in 2019. This policy provided a framework for the use, management, and reporting of debt, ensuring that key debt, expense, and cash flow ratios used by rating agencies are considered annually. WPI's overall aim was to maintain an "A" category or better rating.

Building on the Debt Policy, WPI transitioned during the FY 2023 to FY 2026 period from a phase of capital expansion to one of strategic consolidation and balance sheet optimization. A primary driver of this progress was the execution of a bond buyback program, which allowed the university to proactively manage its debt profile and reduce total debt by $76 million, recapture $8.3 million in bond premium, and eliminate $7.8 million in interest payments from FY 2023 to FY 2026, as well as reduce future interest by more than $113 million.

Through disciplined cost management, capital allocation, and the utilization of operational surpluses and philanthropic gifts to support capital needs and student experiences, the university successfully maintained its total outstanding debt at approximately $409 million—effectively holding the line at 2021 levels—while simultaneously acquiring significant assets, including building Unity Hall for $83 million, purchasing two hotels for $46 million, and renovating Stratton Hall for $24 million, Kaven Hall for $16 million, Sagamore Labs for $14 million, and Daniels Hall (including residence hall bathrooms and the integrated Student Health Center and Center for Well-Being) for $11 million. This ability to expand the institutional footprint without increasing the debt load demonstrates a marked improvement in available resources. Complementing these capital maneuvers was a sustained commitment to prudent cost management, which ensured that operational expenses remained aligned with the university's long-term sustainability goals.

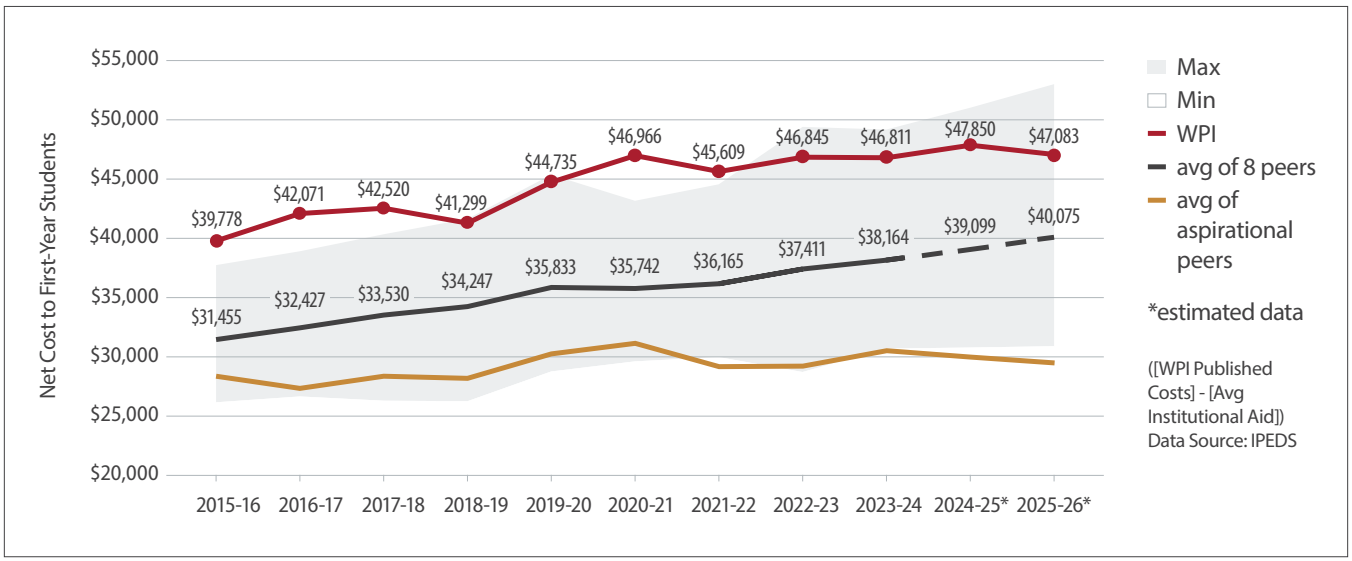
Moderating Cost of Attendance

Building on its foundational mission, WPI maintains a long-standing commitment to providing an accessible and affordable education, a priority that is continuously monitored by the enrollment team and the Cabinet through the rigorous analysis of admissions and financial aid metrics. To support the enrollment of a qualified and diverse student body, the university strategically employs a combination of need-based and merit-based aid to mitigate financial barriers. However, since 2018, the university has navigated an environment of heightened price sensitivity and intensifying competition in tuition discounting. While WPI's published tuition and fees remain competitive with its private peer institutions, the university has historically maintained the highest average net price for families, as demonstrated in the table below—a baseline reality that has informed the strategic initiatives and corrective measures undertaken during this reporting cycle.

WPI's commitment to affordability is reflected in the stabilization of net tuition between FY 2021 and FY 2026. While the gross tuition rate increased by an average of 2.5 to 3.5% annually, WPI offset this growth by strategically prioritizing student scholarships as part of its current capital campaign fundraising priorities, Beyond These Towers, detailed in

Standard Three, and expanding the first-year discount rate from 42.9% in FY 2021 to 56.1% in FY 2026. This adjustment successfully stabilized and reduced net tuition over the reporting period. As demonstrated in the chart below, WPI's competitive position has strengthened significantly; our net price (the red line) now aligns within the min-max range of our peer institutions (the gray shaded area), marking a notable improvement in affordability relative to our closest competitors.

Net Cost to First-Year Students



Next Steps

In an uncertain higher education environment, it is important that WPI maintains sound fiscal management strategies. As WPI looks to the future, the following priorities will shape our strategy:

- Identify strategic savings, non-tuition revenue streams, and cost- and debt-management strategies that enhance WPI's capacity to invest in areas of greatest need
- Close the current capital campaign and embark on the next capital campaign
- Continue attention on managing net cost of attendance for families in alignment with peer-set benchmarking
- Invest in brand awareness, especially in target geographic markets

Area of Special Emphasis Four:

Progress toward evaluating the effectiveness of internal governance structures with attention to clarifying the roles of schools and deans in academic governance and ensuring that members of the campus community have an appropriate voice and/or role in governance

Since 2021, the institution has taken concrete steps to refine decision-making structures, improve collaboration between governing bodies, and expand opportunities for stakeholders to contribute to institutional priorities. These efforts reflect an intentional shift toward greater transparency, shared responsibility, and data-informed evaluation.

The Role of the Deans and the Schools

At the time of the 2021 review, The Global School had just formed, and several departments had recently been established (e.g., Aerospace Engineering). There was both excitement and uncertainty about how the schools, departments, and deans would align and collaborate. Since that time, the roles of the deans have been further refined. The deans of the School of Engineering, the School of Arts and Sciences, The Business School, and The Global School play a key role in planning and evaluating the academic, human, financial, and facilities aspects of their schools to deliver on WPI's academic mission and work together in planning for and evaluating WPI's many interdisciplinary programs.

Working closely with department heads and the Provost, the deans ensure that departments and programs are meeting the academic mission and enhancing strategic priorities. As an example, the university's response to artificial intelligence (AI) has involved significant collaboration across the schools of Arts and Sciences, Engineering, and Business; and new interdisciplinary academic programs (e.g., Cybersecurity) often involve faculty from multiple schools.

Two cross-cutting deans—one for undergraduate studies and one for graduate studies—support students, faculty, and academic programs across the university. The Dean of Undergraduate Studies oversees academic scheduling, advising, faculty course evaluations, summer sessions, undergraduate research, and reviews of WPI's signature projects (the Humanities and Arts project; Interactive Qualifying Project; and Major Qualifying Project), while supporting university-wide academic planning and improvement. The Dean of Graduate Studies oversees graduate admissions, scheduling, advising, corporate education, teaching and research assistantships, and graduate career success programming. Both deans play key roles in administrative and Faculty Governance committees.

Reconstitution of Leadership Groups

Prior to 2021, there were three leadership levels: The President's Cabinet, comprised of vice presidents and senior vice presidents; the Provost's Academic Leadership Group, comprised of direct reports to the Provost; and the President's Management Council, which included vice presidents, deans, and some associate and assistant deans. This structure often made it unclear which group was responsible for which decision. In 2023, under the leadership of the current President, clearer functional alignment was achieved between the President's Cabinet and the newly constituted Provost's Council, formerly the Provost's Academic Leadership Group. The Cabinet, now composed of vice presidents representing all major divisions, focuses on institutional strategy, budgeting, and operational oversight. In parallel, the Provost's Council, comprising the Provost, school deans, cross-cutting deans, and selected academic leaders, has primary responsibility for academic planning, faculty affairs, and student success. This dual structure has clarified the role of deans as both academic leaders within their schools and key contributors to institution-wide academic governance. Their participation in the Provost's Council ensures that school-level perspectives inform academic strategy by aligning planning, resource allocation, and execution across the academic enterprise.

Internal Governance

WPI has also enhanced mechanisms that connect these leadership bodies with Faculty Governance. The faculty continues to exercise primary responsibility for academic matters through a well-established Faculty Governance framework, detailed in Standard One. Data from the 2024 Collaborative on Academic Careers in Higher Education (COACHE) survey indicates that faculty perceive their governance system as effective and productive, particularly compared with peer institutions, with many reporting that their input shapes institutional policies and practices. WPI also recognizes the need to ensure that all faculty groups, particularly pre-tenure and secured-contract faculty, feel empowered to participate. In response, governance structures were expanded to include non-tenure-track faculty in 2022, granting full participation in committees and decision-making.

The inclusion of staff in governance represents another notable area of progress. The 2022 creation of the Staff Council provides a formal mechanism for non-union staff to participate in institutional decision-making. Representing diverse campus constituencies, the Council has regular engagement with senior leadership and has influenced policy changes related to workplace practices, benefits, and institutional holidays. Staff input is also gathered through climate surveys, which indicate strong job satisfaction and well-being while identifying a need for improved leadership communication—an area being addressed through expanded dialogue and feedback channels.

A key innovation in strengthening shared governance has been the continued work of the Administrative Policy Group (APG), formed in 2020, which is a cross-functional team with exclusive responsibility for creating, revising, recommending, and publishing institutional administrative policies via the established APG Process, discussed in Standard Five.

Additionally, the Joint Coordinating Council (JCC), discussed in greater detail under Standard One, serves as a forum for collaboration among trustees, faculty, staff, and administrators. The JCC has established processes for faculty involvement in academic bylaw changes, clarified deans' roles in departmental leadership decisions, and improved faculty review of administrators. Its expanded membership, now including staff representatives, reflects WPI's commitment to broader institutional participation.

Communication has been another focus of governance reform. In response to community feedback, WPI has streamlined internal communication channels, introducing centralized newsletters and refined distribution practices to ensure that important information reaches appropriate audiences. These changes support governance by improving transparency and ensuring the community is informed and able to engage with institutional initiatives.

Assessing Effectiveness

Governance effectiveness is assessed through multiple feedback channels, including regular participation in the COACHE survey, staff climate surveys, and formal review processes for administrators. Faculty committees undergo triennial reviews of their charges, ensuring that governance structures remain relevant and aligned with institutional needs. Participation rates in key processes are high, such as the 98% engagement in staff performance reviews, indicating broad institutional commitment to continuous improvement.

Data and assessment have become increasingly central to improving governance effectiveness. The institution has invested in dashboards and analytics to support planning and accountability, enabling leaders at all levels—including deans—to make evidence-based decisions. As an example, Faculty Governance is assessing the effectiveness of the current structure of The Global School with attention toward overhead costs and faculty participation in the Global Projects Program. In alignment with WPI's governance processes, the faculty Committee on Governance has begun the process of conducting a review. After research and consultation, the Committee on Governance will bring a formal written proposal to the faculty for discussion and vote. This recommendation would then be conveyed to university leadership.

Looking Ahead

Through clearer role definition, expanded participation, structured assessment, and improved communication, the institution has advanced toward a more inclusive and effective governance framework. Despite these advances, further progress is needed to fully realize our governance goals. Several next steps are emerging as priorities:

- Continued refinement of the roles of schools and deans in academic governance will be important, particularly in aligning school-level autonomy with institution-wide strategy
- Continued use of data, surveys, and dashboards to inform decision-making and measure effectiveness
- Continued focus on efforts to increase engagement among underrepresented groups in governance, including early-career faculty and newer staff to ensure that all voices are heard equitably

Area of Special Emphasis Five:

Progress toward conducting reviews of WPI's graduate-level programs and clarifying the role of the Institutional Research Office in supporting this work

WPI has strengthened graduate program evaluation through more coordinated, faculty-informed processes supported by the reconstituted Office of Institutional Research, Analytics, and Assessment (IRAA).

Progress Toward Graduate Program Assessment

A major milestone in this effort was the establishment in 2024 of the Academic Outcomes and Assessment Taskforce, a faculty-led working group charged with creating a comprehensive structure for graduate program evaluation, in close partnership with the Faculty Governance Committee on Graduate Studies and Research and academic departments. The Task Force was charged with:

- Defining expectations for program-level graduate learning outcomes (GLOs)
- Establishing discipline-appropriate but institutionally consistent assessment frameworks
- Developing guidance for identifying direct and indirect measures of student learning
- Clarifying expectations for performance benchmarks and evidence of student success
- Designing a regular review cycle for graduate programs
- Creating a governance pathway for approval and catalog publication

One of the clearest indicators of progress is the widespread development and approval of program-level learning outcomes across graduate programs. Whereas practices prior to 2021 varied considerably by department, a substantial majority of graduate programs now have formally articulated, measurable outcomes. In parallel, many programs have established structured assessment plans that identify both direct measures of student learning—such as thesis evaluations, milestone examinations, and capstone projects—and indirect measures, including student surveys, alumni feedback, and employer input.

Rather than enforcing a single assessment model, the university has implemented a flexible framework while maintaining consistent expectations for rigor and documentation. For example, professional master's programs emphasize applied knowledge and communication skills, while doctoral programs incorporate formal milestones such as qualifying exams and dissertation defenses. This approach has enabled coherence at the institutional level while preserving discipline-specific differences.

Several departments have emerged as early leaders in implementing these practices, offering concrete examples of how the framework can be applied in different contexts, providing models that other programs are beginning to follow.

- In Electrical and Computer Engineering, faculty have adopted rubric-based evaluations in designated courses and established performance benchmarks for doctoral milestones.
- Mechanical Engineering has implemented a multiyear review cycle that integrates assessment data, student success indicators, and advisory board input, including a comprehensive evaluation conducted every six years.
- Chemical Engineering has focused on strengthening documentation and explicitly linking assessment findings to programmatic changes.

The development of structured review cycles represents another important advancement. Prior to 2021, program reviews were not consistently scheduled or documented. Today, graduate programs are expected to engage in regular evaluations that incorporate learning-outcomes assessment and broader indicators of program quality. In some departments, these reviews occur on a biennial basis for learning outcomes and on a longer cycle—such as six years—for comprehensive program evaluation. This predictable cadence ensures that programs are continuously examining their effectiveness and making informed adjustments.

The Role of Institutional Research

Central to these improvements has been the expanded and clarified role of the Office of Institutional Research, Analytics, and Assessment (IRAA). Since 2021, WPI's institutional research function has undergone a significant transformation in structure, scope, and impact, evolving into a centralized, strategic office that plays a core role in assessment, planning, and academic program evaluation. One of the most consequential changes has been organizational realignment. Previously, data-related functions were distributed across multiple units, limiting coordination and clarity. In 2021, the Institutional Research function was moved from Enrollment Management to the Division of Finance and Operations to support strategic decision-making. In 2025, recognizing the need to focus on both student outcomes and institutional strategy, Institutional Research was consolidated with analytics and assessment functions into a single unit. The unit was placed within Academic Affairs, reporting directly to the Provost, strengthening its connection to academic priorities. This restructuring has established a clear institutional home for data-driven decision-making.

A defining aspect of the office's expanded role is its support for academic assessment, particularly at the graduate level. The office will help develop and support program review processes and work with faculty and program leaders to align institutional data with evaluation needs. IRAA supplies standardized data on enrollment, retention, completion, time to degree, and post-graduate outcomes, while developing dashboards and common metrics to support program review, planning, and budgeting. Equally important is the integration of these efforts into Faculty Governance processes. By collaborating closely with faculty committees and program leaders, IRAA will help ensure that assessment data are both relevant and actionable, strengthening continuous improvement and contributing to a graduate program and learning assessment process that is faculty-led and data-informed.

As an example of the impact, several academic departments have used assessment findings to refine curricula, adjust course offerings, and clarify expectations for graduate student performance. Some programs have revised distribution requirements or introduced new evaluation rubrics to ensure more consistent assessment of student work. While most programs are still in the early stages of their first formal assessment cycles, these initial actions demonstrate the intended feedback loop between evaluation and improvement.

Next Steps

Despite this progress, continued work is needed to fully mature the graduate program review system. Several next steps will sustain momentum and deepen impact.

- Completing the implementation of learning outcomes and assessment plans across all graduate programs remains a priority, ensuring full coverage and consistency. As more data becomes available over time, programs will strengthen their use of longitudinal evidence to identify trends and measure the impact of changes. WPI will additionally benefit from increased external benchmarking and periodic external review of graduate programs to complement internal assessment processes.
- WPI will transition the work of the Academic Outcomes and Assessment Taskforce from an interim role to a standing graduate outcomes committee with a formal charge including membership, reporting lines, and an assessment calendar.
- The creation of a centralized data warehouse will reduce duplication, improve coordination and data quality, and enhance our ability to measure outcomes and impact.
- Focused refinement of the institutional research function will include expanding dashboard capabilities, improving accessibility and usability of data tools, and aligning data definitions across programs.

STANDARDS NARRATIVE

Standard One: Mission, Organization, Governance, and Planning

Mission Statement

WPI transforms lives, turns knowledge into action to confront global challenges, and revolutionizes STEM through distinctive and inclusive education, projects, and research. (Adopted by the Board of Trustees, October 29, 2021)

In 2021, WPI's Board of Trustees approved its first revised mission statement since 1987. The updated mission reaffirms WPI's founding commitment to integrating theory and practice while emphasizing its distinctive leadership in project-based learning and its commitment to addressing global challenges, growing the research enterprise as an R1 university, expanding the graduate portfolio, and reiterating its long-standing tradition of immersive, real-world learning through global project experiences.

Board and Administrative Leadership

WPI's bylaws establish the Board of Trustees as the institution's governing body, responsible for approving the university's mission and organizational structure. The 28-member Board includes alumni, parents, and leaders from industries aligned with WPI's academic programs and graduate outcomes. Board engagement remains strong, with an 89% average attendance rate in FY 2024 and FY 2025. All trustees are subject to the Conflict of Interest Policy.

Since 2018, the Board has been using a self-evaluation process, conducting evaluations of the Board and its committees in alternating years. Since 2021, results have shown improvement, particularly in risk oversight, trustee engagement, and orientation. Areas for further attention include maintaining the desired level of oversight and expanding trustee development opportunities. In response, the Board approved a trustee training plan that includes annual governance education and ongoing discussion on higher education trends, enrollment, artificial intelligence, and strategic partnerships.

In 2022, following President Laurie Leshin's departure, the Board appointed Provost Winston Soboyejo as Interim President and launched an inclusive presidential search, resulting in Grace Wang's appointment as WPI's 17th President in April 2023. In her first year, President Wang held 42 listening sessions to identify institutional priorities. Her leadership has focused on elevating WPI's national profile, strengthening excellence and reputation, leveraging emerging technologies, building leadership capacity, advancing sustainable business models, expanding enrollment and donor pipelines, and fostering innovation.

The Board has delegated primary institutional management to the President. The President and her leadership team set the strategy and vision, drive the strategic direction, and manage day-to-day operations while ensuring compliance with approved policies. The Board's Leadership Development and Executive Compensation Committee conducts the President's annual performance review relative to agreed-upon goals and objectives.

As described in Area of Special Emphasis Four, the university has organized itself into two operational decision-making groups: the President's Cabinet and the Provost's Council. Supporting the President's Cabinet and Provost's Council are the Strategic Initiatives team, which provides institutional and divisional strategy development, execution, and assessment; the Research and Innovation team, with primary responsibility for external government and corporate strategy; and the Athletics Council, which has primary responsibility for NCAA and athletic conference compliance.

The Joint Coordinating Council (JCC), which was discussed briefly under Area of Special Emphasis Four, is composed of trustees, administrators, and Faculty Governance and Staff Council leaders. The JCC makes recommendations to enable effective collaboration and trust between staff, faculty, administration, and trustees. Since 2021, the JCC has:

- Supported Faculty Governance efforts to expand governance participation to non-tenure-track faculty in 2022
- Agreed on a mechanism for ensuring required Board approval of certain sections of the Faculty Handbook in 2025
- Supported the addition of more academic expertise to the Board of Trustees; two trustees with academic expertise currently serve (most recent appointee in 2022)
- Continued conversations to align the approach for faculty appointees on Board committees between the Faculty Handbook and the 2018 Board-approved policy

As a product of the JCC, trustees, administrators, staff, and faculty report stronger collaboration, communication, transparency, and trust over the past three years. Examples include biweekly meetings between Faculty Governance leaders and the Provost (with the President participating each term), regular engagement between Staff Council and the Talent & Inclusion leadership, expanded faculty participation in Board meetings, and joint Staff Council/Faculty Governance efforts to address representation for committees that impact all employees.

Staff Council

Based upon feedback from the staff and per WPI's strategic plan, members of the Inclusive Culture Committee were tasked with benchmarking peer institutional practices related to staff engagement and developing initial guidelines and recommendations, which led to the establishment of the inaugural Staff Council in 2022. From summer 2022 to spring 2023, Staff Council developed and published their first constitution and bylaws. The first election was held in spring 2023.

The Staff Council represents WPI non-union staff, serves as an advocate for the interests and needs of staff, and collaborates with the Division of Talent & Inclusion to support a positive and inclusive environment for all WPI staff. The Staff Council is comprised of 18 members: 14 elected and 4 appointed, providing equitable representation across departments, employee classes, and demographics. Considerations for appointed members center primarily on ensuring equitable representation across campus departments and fostering diversity of perspectives among council members.

Since its implementation, Staff Council has successfully accomplished a number of key initiatives (see Annual Report 2024–25). Highlights include:

- Mechanisms for gathering and responding to staff feedback, including biannual all-staff campuswide meetings to discuss pertinent topics/hot-button issues, council and campuswide updates, and several campuswide networking events
- Policy changes in 2024 related to campus operating/working hours, vacation accrual structure, bereavement policies, and institutional holidays
- More equitable staff representation and advocacy across campus working groups and committees, including the Joint Coordinating Council, Fringe Benefits Committee, and Board of Trustees meetings

Following the formation of Staff Council, the latest 2024 Staff Climate Survey found generally high levels of job satisfaction, fulfillment, and motivation among staff, with many reporting that they feel valued by the institution. Staff also indicated that WPI supports their overall well-being, while identifying opportunities to strengthen through improved resources, communication, and support systems. The survey further highlighted a desire for greater engagement between staff and institutional leadership, an area that Staff Council has prioritized through expanded opportunities for dialogue and meaningful interaction.

Faculty Governance

WPI's Faculty Governance model is a dynamic, multilayered system that empowers the faculty to be active partners in institutional decision-making. Through a delegation of authority, a formal committee structure, and established meeting procedures, the faculty help shape the academic mission and continue the quality of the educational experience.

Using a shared-governance model, the Board delegates responsibilities to the President, who in turn delegates authority to faculty, administrators, and staff. Faculty authority is formalized through the Faculty Constitution and Bylaws, which guide Faculty Governance. While the Board retains ultimate authority, faculty hold primary responsibility for academic matters, including standards, curricula, degree requirements and certification, educational policy, and conditions supporting teaching, research, scholarship, and student learning.

Faculty Governance operates through regular meetings and a robust committee structure. The elected Secretary of the Faculty presides over faculty meetings, and voting is open to eligible full-time tenured, tenure-track, and secured non-tenure-track teaching faculty. The WPI Faculty Handbook guarantees academic freedom and protection from reprisals. Standing committees established by the Faculty Bylaws oversee governance, finance and administration, appointments and promotions, tenure, and academic freedom. Committee minutes and reports are publicly available on the Faculty Governance website, supporting transparency and accountability, and most committees include administrative liaisons to connect governance with campus operations.

Responsibility for academic quality is shared across departmental and university-level committees. Major committees oversee academic policy, admissions and degree requirements; undergraduate curriculum and academic standards; assessment of student learning outcomes; graduate education and research; and policies related to advising and student life, with the goal of ensuring the quality, effectiveness, and continuous improvement of academic programs and the student experience. As an example, the Committee on Academic Policy sets the policy, the Committee on Academic Operations manages operations, and the Undergraduate Outcomes Achievement Committee ensures that progress toward WPI undergraduate learning goals is documented as evidence of student success.

Examples of Faculty Governance accomplishments since the last review include:

- Approval for secured non-tenure-track teaching faculty to vote in governance matters
- Evaluation of the test-blind admissions pilot program and determination to return to a test-optional approach
- Creation of several new academic programs (as outlined in Standard Two)
- Continued development of Faculty Governance structures and policies, including updates to the Faculty Handbook, Constitution, and Bylaws to clarify responsibilities and improve governance effectiveness
- Revision of numerous policies including the Intellectual Property Policy and Policy on Sabbatical Leaves

Student Governance

Students make their voices heard through the Student Government Association and Graduate Student Government. Students also have direct access to university leaders, including the President, Provost, and deans of Students and Undergraduate Students and Graduate Students, through open office hours held every term and publicized broadly through student communication channels, through student advisory boards for each school, and through regular surveys (e.g., Enrolled Student Survey and Benchworks senior surveys).

Planning and Evaluation

Strategic Planning. The 2021–26 Strategic Plan: *Lead with Purpose* transitioned from development to implementation, with strategic priorities guiding divisional and departmental planning. Annual reports detail progress toward the plan's objectives (2022, 2003, 2024). As the current plan ends, we will use the 2026–27 academic year to conceptualize our next strategic plan, incorporating input from our community, to consider bold ideas for the future. We expect to launch the new strategic plan in academic year 2027–28.

In alignment with strategic planning, the Futures Working Group is engaging faculty, staff, and students to identify the enduring strengths of WPI's educational model and explore how it can evolve to prepare students for a rapidly changing world. A more detailed description appears in Standard Two.

Over the past two years, WPI has advanced a coordinated approach to artificial intelligence through the creation of the AI Technology Task Force and the broader AI Initiative, with an AI Pedagogy initiative embedded within. The task force has focused on evaluating how AI can support research, teaching and learning, and administrative operations while ensuring that investments align with the university's academic mission and strategic priorities. The group has assessed computing infrastructure needs, explored opportunities to enhance productivity and student services through AI-enabled tools, and developed recommendations for future investments. The task force has focused on evaluating how AI can support research, teaching and learning, and administrative operations while ensuring that investments align with the university's academic mission and strategic priorities. The group has assessed computing infrastructure needs, explored opportunities to enhance productivity and student services through AI-enabled tools, and developed recommendations for future investments.

Fiscal Planning. To strengthen financial resilience, WPI expanded scenario planning, increased contingency reserves, and funded capital investments through operating budgets rather than new debt. A bond buyback program and hotel acquisitions enhanced financial flexibility and housing capacity. Through the Accountability for Success initiative, the Annual Planning and Budgeting Process now uses consistent metrics and dashboards to monitor performance in real time, enabling WPI to reprioritize spending and redirect resources toward strategic initiatives and long-term institutional viability.

WPI established an Operational Efficiency Task Force to improve effectiveness, quality, and resource stewardship through automation, AI, workflow redesign, and process improvement. The Task Force has prioritized projects across advising, student systems, reporting, faculty administration, scheduling, and academic operations, including enhanced advising analytics, employment scheduling systems, and adjunct hiring process design.

Talent Planning. WPI has approached personnel planning as an integrated component of its institutional and strategic planning efforts. Through the strategic plan, the university engaged stakeholders in identifying workforce needs aligned with institutional priorities. Personnel planning has also been enhanced through a compensation analysis in 2023–24; performance evaluation improvements that support clearer pathways to promotion, succession and leadership planning; and ongoing assessment of workforce capacity. Collectively, these efforts have enabled WPI to align its human resources with evolving strategic priorities while maintaining flexibility in changing operational conditions.

Facilities and Technology Planning. In 2024, WPI refreshed its 10-year Campus Framework Plan. Since then, the institution has begun scoping a facilities condition assessment and created a Capital Planning Committee to develop a rolling five-year capital plan. WPI also acquired two revenue-generating hotels and developed a Five-Year Housing Planning Framework. Over the past five years, this planning has supported infrastructure and operational improvements, including modernization of Stratton Hall and Kaven Hall, a Gordon Library renovation, enhanced AI infrastructure, building access controls, sustainability-focused lighting upgrades, implementation of Workday Student, and Power BI dashboards for data-informed decision-making.

Emergency Preparedness Planning. Over the past two years, WPI has updated its Emergency Operations Plan to align with current best practices, evolving risks, and institutional priorities. The revised plan clarifies roles and incident management procedures, strengthens cross-campus coordination, incorporates lessons learned, and establishes a framework for ongoing training and continuous improvement.

Enrollment Planning. Student recruitment is another area that has benefited from extensive planning to include five-year outlooks and regional recruitment strategies. The expected decline in the number of high school graduates nationwide and in the Northeast in particular prompted WPI to invest in regional recruiters to build an enrollment pipeline in markets primed for growth. Nine regional recruiter positions were added from 2022 to 2025. Since WPI launched this strategy, inquiries in regional markets have grown 232% and applications have grown 16.7%. Additionally, the university piloted a test-blind admissions policy from 2022–24 and then assessed its effectiveness. Based on the results, WPI returned to a test-optional policy for the Class of 2030. WPI also implemented a need-aware admissions policy to improve financial aid distribution.

Evaluation of Effectiveness. As a collaborative community, we seek and incorporate input from a variety of stakeholders across campus. Community evaluation mechanisms include the Collaborative on Academic Careers in Higher Education (COACHE) and staff climate surveys, student and alumni surveys, and faculty evaluations of administrators. Additionally, the institution uses a robust set of strategic dashboards that track retention, graduation, spending, staff performance metrics, and service and resource usage.

Looking Ahead

As WPI looks toward the next five years, the following priorities will inform our planning, with input and guidance from the community. WPI will further advance a number of initiatives, including:

- Developing and launching WPI's next strategic plan (2027–32), building on *Lead with Purpose* and informed by broad community engagement, evolving higher education trends, and institutional priorities
- Advancing the recommendations of the Futures Working Group initiative, ensuring that WPI's project-based educational model remains relevant and responsive to workforce needs, technological change, and student expectations
- Expanding the integration of artificial intelligence into research, teaching, student services, and operations while maintaining a strong emphasis on ethics, security, governance, and responsible use
- Increasing operational effectiveness through process modernization, automation, data analytics, and continuous improvement efforts identified through the Operational Efficiency Task Force
- Continuing long-term capital planning that supports mission focused operations

Standard Two: Academic and Cocurricular Programs and Students

WPI delivers a distinctive, project-based educational experience that integrates rigorous academics, collaboration, and global engagement. Through continuous curricular innovation, strong faculty and staff collaboration, and comprehensive student support, WPI continues to adapt to new technology, research focuses, online learning, and shifting career pathways.

Academic Program

The Provost, as the Chief Academic Officer, provides institutional leadership for high-quality teaching, scholarship, and research. Academic Affairs is organized into 18 academic departments in four schools with over 80 undergraduate and graduate degree and certificate programs, including 45 online graduate degree and certificate programs. WPI offers Bachelor of Arts and Bachelor of Science degrees: Master of Science degrees in Engineering, Architecture, Business Administration, Computer Science, Physics for Educators; Master of Fine Arts; and Doctor of Philosophy degrees.

A minimum of 15 units (135 credits) is required for a bachelor's degree; 30–36 credits are required for a master's degree; and 60 or 90 credits for a Doctor of Philosophy degree. Undergraduate students must complete at least 72 credits to meet the residency requirement, while at the graduate level students can transfer up to one-third of degree requirements. Degree requirements for graduate degrees vary based on program and are specified by program in the WPI Graduate Catalog. The BS/MS dual degree program is structured as a five-year pathway; however, many students accelerate completion through AP/IB or transfer credit and reduced-tuition summer courses.

At the undergraduate level, WPI offers a distinctive, student-centered model of STEM education that integrates theoretical and project-based learning. Established in 1970, the WPI Plan laid the foundation for the Institute to provide immersive student learning. With four seven-week academic terms per year, no failing grades (students earn a No Record, or NR, and need to retake the course), and an intensive set of immersive, major projects as graduation requirements, the curriculum and structure are distinctive. Degree requirements at the undergraduate level include minimum course requirements in humanities and arts, social sciences, math and science, wellness and physical education, as well as distribution requirements for each major providing sequential progression in a chosen major. First-year students also have the option to complete a Great Problems Seminar project that immerses them in interdisciplinary research and introduces project-based curriculum. In addition to coursework, all undergraduate students complete three signature projects:

- Humanities and Arts Requirement (HUA): Culminating experience of an 18 credit humanities and arts requirement
- Interactive Qualifying Project (IQP): Team-based project integrating science, engineering, and technology with society challenges, often completed at one of 50 global project sites
- Major Qualifying Project (MQP): Individual or team-based, professional-level design or research experience in the student's discipline

In 2025, WPI convened the faculty-led working group, Options for the Future of WPI Education, to identify bold and innovative curricular options that help students thrive as people, professionals, and citizens amid rapid technological, social, economic, environmental, and higher education change. Renamed the Futures Working Group, the committee released an interim report in May 2026. Through May 2027, the group will continue to engage the campus community, including alumni, industry partners, and others to study, compare, and synthesize bold options for WPI's next 50 years.

Global Projects Program. In 2020, WPI launched The Global School and the Department of Integrative and Global Studies, centralizing staff and faculty who support the more than 50 global project centers. Nearly all WPI undergraduates will complete at least one of their major projects (HUA, IQP, or MQP) at a global project center. The Global School supports interdisciplinary academic programs, including Environmental and Sustainability Studies, International and Global Studies, and several minors. The school is home to the SWEET (Supporting WPI through Effective and Equitable Teamwork) Center, which teaches teamwork skills, as well as the Global Lab. Through global project centers, students engage in off-campus interdisciplinary projects worldwide, while scholarships help ensure access for students with financial need, advancing WPI's commitment to inclusive, globally engaged education.

Integrity in the Award of Academic Credit. Credit awards are consistent with Commission policy and the course content of all academic programs is appropriate and relevant to the field of study. These credits are reflected on the official transcript. Grading systems are outlined in the undergraduate and graduate catalogs. WPI does not use the standard credit hour or seat time as a measure of student learning. The following is the standard expectation stated in the Undergraduate Catalog for courses and projects: "Course Credit: Unless otherwise indicated, WPI courses usually carry credit of 1/3 unit. This level of activity suggests at least 15–17 hours of work per week, including work outside the classroom, as well as scheduled class and laboratory time. The usual workload per term (with four terms per academic year, plus two terms in the summer) is one unit." The standard definition of a credit hour translates to the following: A student enrolled in five three-credit courses in a traditional semester system is expected to spend 15 hours in class and 30 hours outside of class, for a total of 45 hours per week. At WPI, students are expected to average 12 hours in class and 36 outside of class for a total of 48 hours per week. WPI's graduate programs use the standard semester schedule and the standard measure for credit. A three-credit graduate course meets three hours each week and expects an average of six hours per week outside of class. This is assessed through reported time required outside of class as reported in course evaluations.

WPI maintains oversight for all academic elements of a degree program regardless of contractual obligations with third parties, delivery method (online or in person or hybrid), dual enrollment, or joint degrees. Online courses are taught by the same faculty who teach in-person courses. The Massachusetts Academy of Math and Science is a public high school serving high-achieving students in grades 11 and 12 and is ranked No. 1 in Massachusetts and No. 3 nationally. In grade 11, students take rigorous courses for high school credit, and in grade 12, they take classes at WPI delivered by WPI professors for dual-enrollment credit applicable to both high school graduation requirements and college credit. Course content, institutional credit, admission, registration, evaluation, and awarding and recording of credit: all elements are maintained within the academic and administrative departments responsible for individual programs or for program enrollment and registration; all are consistent with Commission policies.

Programs and Policies. WPI electronically publishes undergraduate learning outcomes (ULOs) and degree requirements in the Undergraduate Catalog and also on associated academic webpages. Learning outcomes are published for WPI's undergraduate signature projects: the Humanities and Arts Project, Interactive Qualifying Project, and Major Qualifying Project. Learning outcomes for majors and programs are also published in the university catalogs and university webpages (example Aerospace Engineering). At the graduate level, degree requirements for each program and degree are published in the Graduate Catalog and graduate program learning outcomes are published on the website.

WPI's Faculty Governance system originates, reviews, and approves courses, programs, and academic policies. At the undergraduate level, the Committee on Academic Policy (CAP) makes policy recommendations regarding the direction and goals of undergraduate education, while at the graduate level, the Committee on Graduate Studies and Research (CGSR) makes recommendations on new graduate programs and changes in programs and courses. The Committee on Academic Operations (CAO) monitors procedures for administering existing undergraduate academic, admission, and financial aid policies. All new or eliminated programs require a vote of the full faculty after CAP or CGSR approval and an analysis of resources necessary and the market outlook for graduates. The Undergraduate Outcomes Assessment Committee, a permanent subcommittee of CAP, provides institutional oversight for assessing university-wide learning outcomes, detailed in the Standard Four: Educational Effectiveness section.

WPI has continued to adapt its academic offerings to meet evolving student interests and workforce needs. Over the past five years, WPI has approved the following programs:

Degree Level	Degree Program	Year
Bachelor of Science	Artificial Intelligence	2026
Bachelor of Science	Business Analytics and Applied AI	2026
Bachelor of Science	Marketing Analytics	2026
Bachelor of Science	Cybersecurity	2025
Bachelor of Science	Financial Technology	2023
Master of Science	Explosion Protection Engineering	2024
Master of Science	Integrated STEM Education	2024
Master of Science	Artificial Intelligence	2023
Master of Science	Global Health	2023
Master of Science	Financial Technology	2023
Master of Business Administration	Analytics	2023
Master of Architecture	Architecture	2023
Doctor of Philosophy	Financial Technology	2024
Doctor of Philosophy	Experiential PhD	2021

WPI has also approved changes to several existing academic offerings. When graduate programs were discontinued, WPI ensured that affected students were either already focused solely on dissertation research or had sufficient alternative course options to complete their degrees without disruption.

Degree Level	Degree Program	Change Undertaken	Year
Bachelor of Science	Management Information Systems	Restructured/renamed: Information Systems and Technologies	2024
Bachelor of Science	Society, Technology, and Policy Studies	Restructured/renamed: Policy Studies	2024
Master of Science	Systems Dynamics	Discontinued	2023
Master of Science	Innovation with User Experience	Discontinued	2023
Master of Science	Marketing and Innovation	Discontinued	2023
Master of Mathematics for Educators	Mathematics for Educators	Discontinued	2025
Professional Master of Science	Financial Mathematics	Discontinued	2024
Doctor of Philosophy	Systems Dynamics	Discontinued	2023

Faculty Teaching Initiatives. The Morgan Teaching and Learning Center (MTLC) supports teaching excellence through faculty development, instructional design, consultations, and innovative pedagogical resources. Since 2024, MTLC has developed an AI teaching support ecosystem that includes an AI pedagogy specialist, consultations, pedagogy labs, a resource hub, and a community of practice. More than 30 consultations and workshops involving faculty from 10 departments have supported AI integration into course design. A Critical AI Literacy micro-course engaged over 100 faculty and staff in 2024 and 2025, with 95% reporting confidence applying what they learned. WPI also launched an AI Summit in 2025, expanded it to community college partners in 2026, and supports AI-focused educational innovation through the Provost's Fellows for Teaching Transformation program.

Enrollment. WPI's project-based approach attracts academically talented students who are passionate about STEM, creative, collaborative, and curious. In 2025, WPI launched the Innovation Award, recognizing one innovative junior from high schools; recipients who enroll at WPI receive a $25,000 merit scholarship. Undergraduate admissions emphasize academic performance, with admitted students averaging a 3.9 high school GPA and most completing AP, IB, or dual-enrollment coursework.

At the undergraduate level, WPI followed a test-optional admissions policy through fall 2021 and a test-blind policy from 2022 to 2024. In 2025, the faculty voted to return to the test-optional policy, reflecting both student interest in submitting scores and the results of a holistic review. For the fall 2026 entering class, 58% of applicants submitted scores. Graduate applicants submit the GRE, with an average quantitative reasoning score of 163 for both master's and PhD candidates. The average undergraduate GPA is 3.3 for master's and 3.4 for PhD candidates. The primary language

of instruction is English; applicants whose first language is not English must demonstrate proficiency through TOEFL, IELTS, or Duolingo exams.

The policy and processes for transfer credit are articulated in the undergraduate and graduate catalogs and on the transfer website. Transfer credit evaluations are completed within 10 business days of admission. To support a successful transition, transfer students receive support from transfer-focused admissions professionals, academic advisors, and faculty advisors, and transfer-specific onboarding, orientation, and advising programs. To increase student access, WPI developed new transfer agreements or re-signed prior agreements.

Undergraduate Partner Institution	Graduate Partner Institution
Framingham State University (2024)	Holy Cross (2023)
Manchester Community College (2024)	Assumption University (2024)
Mass Bay Community College (2024)	Framingham State University (2024)
Middlesex Community College (2024)	Utica University (2026)
Mount Wachusett Community College (2024)	
Quinsigamond Community College (2024)	
Holyoke Community College (2025)	
Connecticut State Community College (2026)	
Raritan Community College (2026)	

Students who transfer through the approved undergraduate transfer pathways receive a guaranteed transfer partner scholarship of $20,000 for up to four years and two free summer courses to close any curricular gaps. In addition to the typical fall transfer, since 2024, WPI has also increased spring transfers, decreasing the time to degree attainment.

Student identity for all learners is confirmed through a unique username and password assigned to each individual student and through an additional layer of multifactor authentication.

Faculty and Academic Support Staff

WPI maintains appropriately credentialed faculty and academic support staff to support its mission as a research-intensive, project-based university. Hiring is integrated into the annual budgeting process, with academic leaders reviewing staffing needs based on enrollment, program requirements, and strategic priorities. Faculty and staff size and composition are regularly evaluated to align with instructional, research, and growth needs.

WPI provides structured onboarding, evaluation, and professional development opportunities for new faculty and staff. Staff members are onboarded through both Talent & Inclusion and their departments to ensure awareness of WPI resources, benefits, and areas specific to their individual role. Staff also have regular training available to them through a learning academy. New faculty participate in New Faculty Orientation and receive ongoing support through the Morgan Teaching and Learning Center, including mentoring, communities of practice (e.g., AI pedagogy), and professional development. In response to the pandemic, new policies were implemented to support faculty and staff: Tenure-track faculty were granted a one-year extension to the tenure clock (with an opt-out option), and staff were supported through the introduction of a Remote and Flexible Work Policy.

Staff complete annual performance evaluations. Faculty responsibilities and evaluation processes are defined in the Faculty Handbook and encompass teaching, advising, scholarship, assessment, and service. Annual reviews consider teaching effectiveness, scholarly productivity, advising, and institutional contributions. Faculty workloads and course offerings are periodically adjusted in response to enrollment and institutional needs, including minimum course enrollment thresholds. WPI safeguards academic freedom through established governance structures, supported by the Committee on Tenure and Academic Freedom, the Faculty Review Committee, and the Ombuds Office.

Academic support personnel play a critical role. The Morgan Teaching and Learning Center provides faculty development, pedagogical consultation, and mentoring; the Gordon Library offers research support and scholarly resources; and the Academic Technology Center provides instructional design and educational technology expertise. The Office of Sponsored Programs helps faculty find funding opportunities, prepare proposals, manage awards, and maintain compliance. Additional research support is provided by Academic & Research Computing and includes training, support for research proposal submissions, and technology tools.

Student Support

Consistent with its mission and values, the university supports students throughout their academic journey through a comprehensive network of advising, academic support, wellness, engagement, and financial assistance services. Since 2021, key student services—including Academic Advising, Accessibility Services, the Heebner Career Development Center, the Registrar, and the Academic Resources Center (tutoring)—have been consolidated into a single, convenient location in the university's newest building, Unity Hall. Academic support resources include the Academic Resources Center for one-on-one and group tutoring in introductory math, science, computer science, and engineering science courses, the WPI Writing Center, the Math Tutoring Center, Physics Help Desk and the SWEET Center. These resources are available to both on-site and online students.

To help students transition successfully to college life, WPI has introduced new programs and strengthened others, including detailed pre-orientation and orientation programs for all new and transfer undergraduates and graduate students, along with specialized orientation programs for international students (undergraduate and graduate), and a program called Connections for students who would benefit from additional support prior to orientation.

The First-Year Welcome Experience, introduced in 2022, connects incoming students and their families with an Academic Support Advisor to explore the curriculum and plan courses and with a student Summer Transition Assistant, who provides pre-matriculation guidance. More than 90% of students participate in person or virtually. WPI also created a centralized onboarding hub to help students complete key pre-matriculation requirements, including math placement, housing, and health forms. A new-student onboarding hub ensures students complete all requirements before arrival, including online Vector Solutions educational modules focused on community expectations, hazing prevention, mental health, alcohol education, and sexual violence prevention. The First-Year Insight Program, which supports students' personal and academic adjustment through a cohort-based model in the first semester, is now a credit-bearing course. These programs connect students with resources and advising support throughout their academic journey.

Undergraduate students are assigned a professional advisor through graduation and, during their first semester, receive additional support from an Insight Team consisting of a faculty/staff advisor, student resident advisor, and student community advisor. In their second semester, students are assigned a faculty advisor while retaining access to their professional advisor. Graduate students are assigned both a faculty advisor and a dedicated Student Success Manager. Graduate advising ratios align with best-practice standards at 215:1, while undergraduate advising ratios are currently 448:1.

Career support services are robust as well, and WPI offers exceptional return-on-investment. The Career Pathways Task Force is a cross-campus initiative focused on ensuring that WPI students are prepared for success in a rapidly evolving workforce. The cross-divisional group is examining how curricular, cocurricular, experiential learning, and career development opportunities can be better aligned in partnership with corporate and alumni partners to help students develop the skills, experiences, and professional competencies needed for future careers.

WPI also offers a suite of student resources, Gompei's Guide (a resource written by students, for students), and support for students who may want to change their name, take a leave or return from a leave of absence, or report a concern. New in 2025, PEAK (Planning, Executive function, Accountability, and Knowledge), developed by the Office of Accessibility Services and the Dean of Students, offers executive function support to ease the transition to college. The Office of Diversity, Inclusion, and Multicultural Education (ODIME) (previously the Office of Multicultural Affairs; renamed in 2022) and International Students and Scholars Office foster a campus culture grounded in equity, inclusion, and student success that affirms and strengthens the well-being of all students. WPI reinforces community expectations through its annually reviewed Code of Conduct.

Supporting student well-being remains a strategic priority through the Center for Well-Being, Health Services, and the Student Development and Counseling Center, as well as a curated list of additional resources on the Be Well Together website and the wellness-related initiatives detailed in Area of Special Emphasis One. Financial wellness is an important component. The Financial Aid Office provides customized support on cost of attendance, financial aid eligibility, and loan options through their detailed financial aid offer. WPI also offers food insecurity, emergency loan, and grant assistance and a student-run campus food pantry.

Student involvement is a hallmark of the WPI experience. More than 245 student organizations provide opportunities for leadership and community engagement, as does employment on campus through either federal work-study or department-supported positions. Undergraduate and Graduate Student Government representatives participate in

institutional governance, serve on university committees, regularly meet with senior leaders, and present to the Board of Trustees. Through these opportunities, students actively contribute to institutional decision-making and help shape the student experience.

WPI regularly assesses student needs through national and institutional surveys, including the graduate and undergraduate ESS, Healthy Minds Survey, and Well-being Improvement Survey for Higher Education Settings. Input is also gathered through open office hours, student advisory boards, and student leader lunches. Recent results show positive student satisfaction among both undergraduate and graduate students, while identifying areas for improvement. Student feedback has informed enhancements to academic and social spaces and the creation of a new meal plan developed with student input. Details of findings are shared in Standard Four and Area of Special Emphasis Two.

Projection for the Future

As WPI looks toward the future, the following priorities will shape our work:

- Integrate AI across the curriculum through major-specific competencies, new and revised courses, ethical frameworks, faculty development, and investment in supporting technology infrastructure
- Enhance coordination among Academic Affairs, Enrollment, and Pre-Collegiate Programs to expand year-round offerings, increase faculty engagement, and align programs with student and enrollment priorities
- Continue to enhance a seamless transfer pathway by improving credit evaluation, strengthening partnerships with feeder institutions, and maximizing transfer credit applicability to WPI degrees
- Grow graduate programs in high-demand fields through targeted investments in faculty, marketing, delivery modalities, admissions, industry partnerships, and differentiated degree offerings
- Identify new undergraduate program opportunities aligned with market demand and institutional strengths
- Rebalance recruitment and retention strategy by deepening domestic pipeline diversification, while mitigating international declines through faster visa support, onshore pathways, and strengthened graduate value propositions tied to return-on-investment outcomes (e.g., BS/MS acceleration)

Standard Three: Institutional Resources

Financial Resources

WPI demonstrates sustained financial stability through a multiyear financial plan focused on revenue diversification, reduced debt reliance, and strategic investment in growth areas. To remain resilient in a changing higher education landscape, the university adapts to enrollment, research funding, and market pressures through conservative revenue forecasting. Financial stewardship is supported by the Accountability for Success Framework, introduced in 2022, which strengthened budget oversight, performance metrics, and operating and capital budget controls.

A data-driven approach and long-term financial modeling guide decisions related to enrollment, revenue, endowment support, and expenditures. This has led to the implementation of academic and administrative dashboards that provide real-time performance and resource allocation data, enabling strategic reprioritization of expenditures. Net tuition and fees declined as a share of total revenue from 62% in FY 2021 to 55% in FY 2025, reflecting greater revenue diversification. The endowment draw rate decreased from 4.7% to 4.6% in FY 2023, while the endowment grew 27%, from $631 million in FY 2021 to more than $800 million by February 2026. Together, these efforts contributed to a reduction or reallocation of $8 million in expenses in both FY 2025 and FY 2026, leading to an increase in the operating margin from 6.1% in FY 2023 to 10.3% in FY 2025, shown below.

Operating Margin (Total without Depreciation)

FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25
9.4%	11.4%	12.1%	11.4%	6.1%	8.9%	10.3%

Budget planning is guided by a five-year financial model and institutional priorities established by the President and Cabinet. The Board regularly reviews financial performance, forecasts, tuition rates, and major capital investments. The Office of Financial Planning and Analysis conducts ongoing budget monitoring, quarterly forecasting reviews, and regular reporting to the Board.

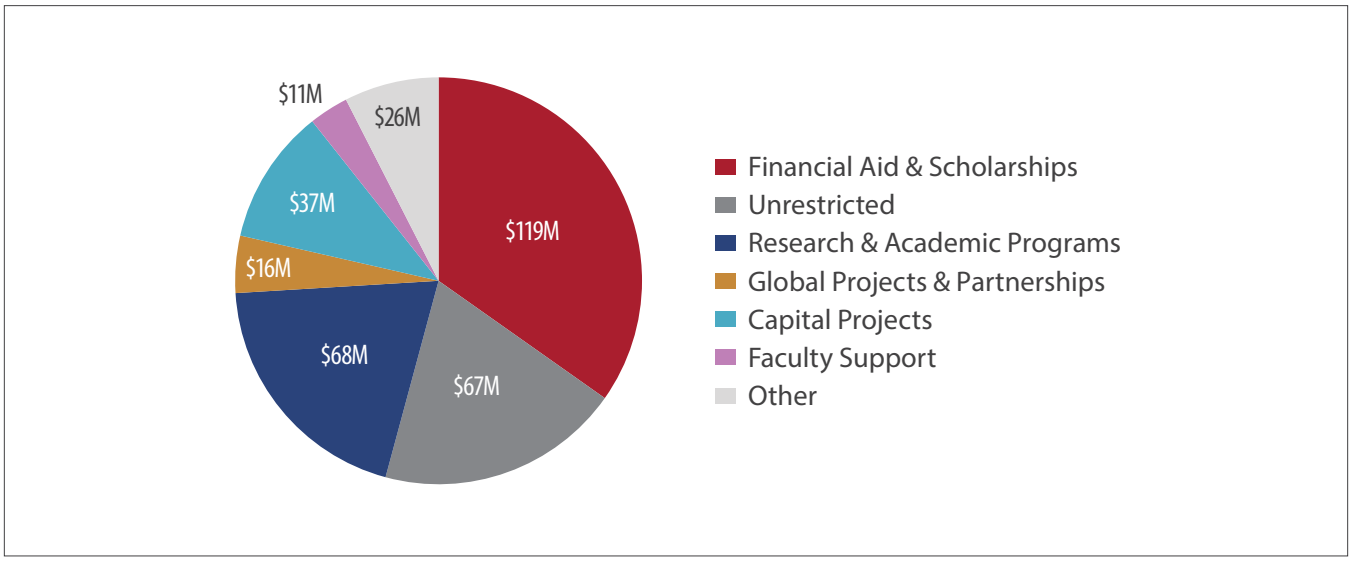
WPI maintains financial resilience through a $5 million contingency reserve, annual stress testing, and scenario planning that assesses risks related to enrollment, tuition discounting, inflation, and auxiliary revenues. These analyses inform ongoing monitoring of key financial indicators, including liquidity, debt service coverage, and operating margins. A rolling five-year financial plan and comprehensive capital planning process align operating and capital investments with institutional priorities.

WPI's financial strength is reflected in a 50.8% increase in net assets, from $598 million in FY 2016 to $902 million in FY 2025, and operating surpluses in 18 of the last 20 years. The university maintained strong liquidity and positive operating margins through and beyond the COVID-19 pandemic. In FY 2026, WPI implemented targeted budget reallocations and a staff hiring pause to increase efficiency while preserving educational quality, student services, and faculty hiring in high-demand disciplines.

While investing in major capital projects (outlined later in this section and in Area of Special Emphasis Three) leading to a 21% increase in property, plant, and equipment from $465 million in fiscal year 2021 to $564 million in FY 2025, WPI limited long-term debt growth to just 1% ($405 million to $409 million). Since FY 2023, a bond buyback program has repurchased $76 million in debt, recaptured $8.3 million in bond premium, eliminated $7.8 million in interest payments, and reduced future interest obligations by more than $113 million. Reflecting these results, Moody's affirmed WPI's A2 rating and upgraded its outlook to stable in 2025.

Launched publicly in 2021, WPI's $350 million Beyond These Towers campaign supports four priorities: student affordability, global programs and partnerships, research and academic excellence, and inclusive excellence and innovation. By June 2026, the campaign had raised more than $343 million (98% of its goal), including $119 million for scholarships and financial aid and support for major projects such as the construction of Unity Hall, strengthening the student experience, access and affordability, and the university's long-term financial position.

Allocation of Campaign Gifts - June 30, 2026



WPI uses a multiyear financial model integrating enrollment, retention, and revenue planning. Undergraduate and graduate targets are set annually based on program capacity, demographics, and historical yield. WPI achieved 97–100% of its undergraduate enrollment targets over the past three years and adopted conservative FY 2026 and FY 2027 targets of 1,385 and 1,340 students, respectively. Graduate enrollment reached 99% of target in FY 2023 and 93% in FY 2024 and FY 2025; FY 2026 targets remained unchanged with a 15% expense adjustment. Quarterly reviews help align budgets and spending with enrollment performance.

WPI regularly evaluates tuition and financial aid strategies to balance affordability, enrollment goals, and net tuition revenue. The university has increased investment in scholarships and aid, helping stabilize net tuition in recent years and strengthen affordability relative to peer institutions. Additional information on net cost, discount rate strategies, and affordability outcomes is provided in Area of Special Emphasis Three.

WPI achieved R1 status in 2025 and continues to invest in research, as outlined in the latest annual research report, through capital funding, research assistant and teaching assistant support, and expanded research infrastructure, including strengthened collaboration that aligns with national and regional priorities (e.g., the Climatetech Hub). Research expenditures increased from $49 million in 2021 to $79.1 million in 2025, while graduate students supported by grants grew from 284 to 397. Research and administrative staffing also expanded, reflecting the increasing scale and complexity of sponsored research.

Beyond the annual budget process, the President's Strategic Fund supports current priorities such as regional recruitment, AI infrastructure, curriculum innovation, campus planning, research, and climate technology. A 40-year partnership with Harrison Street, launched in 2023, provided $45 million for sustainability initiatives, generating more than $5.4 million in energy savings to date and supporting further improvements primarily through lighting upgrades and campuswide smart meter installation in 2026.

Financial operations are led by the Executive Vice President and Chief Financial Officer, supported by the Associate Vice President of Finance & Operations and a Controller, both of whom hold active CPA licenses. The university uses Workday for human capital management/human resources, payroll, and financial management, and embeds fiscal policies into the workflow. WPI's financial statements, prepared in accordance with US GAAP utilizing the Financial Accounting Standards Board standards for not-for-profit entities, are audited annually by CPA firm Grant Thornton and approved by the Audit Committee and the Executive Committee of the Board of Trustees. The auditor's letter is shared with management and with the Audit Committee.

Human, Physical, Information, and Technological Resources

Human Resources. WPI maintains sufficient and qualified personnel to support its mission, with approximately 1,600 faculty and staff, including nearly 460 full-time faculty (281 dual-mission tenured and tenure-track faculty; 23 research faculty; 50 tenured and tenure-track teaching faculty; and 102 secured-contract teaching faculty), more than 700 benefited staff members, and 200 adjunct faculty.

The university enjoys a strong and robust Faculty Governance structure and partners closely with the newly formed WPI Staff Council (both outlined in greater details in Standard One and Area of Special Emphasis Four). The majority of benefited staff members are non-union employees whose employment is governed by the university's Employee Benefits and Policies Manual. Approximately 100 regular full-time benefited employees are represented by a union, including 11 Campus Police officers and 91 employees in Facilities. Additionally, in 2022 and 2023, WPI Graduate Student Workers and undergraduate student Resident Assistants, respectively, voted to unionize. Inaugural collective bargaining agreements have been negotiated for these groups.

WPI implemented a position-management system to align staffing with institutional priorities and support strategic workforce planning. Integrated into the hiring process, it requires managers to review vacant positions and consider role redesign to improve effectiveness. WPI also periodically reviews employee benefits and policies to maintain competitive and equitable offerings. Recent initiatives have included enhancements to retirement, health insurance, paid leave, and performance management programs. Human resources policies, including the Employee Benefits and Policies Manual and Faculty Handbook, are publicly available, reviewed annually, and provide clear processes for addressing discrimination, harassment, accommodations, and Title IX concerns. Additional support is available through the Ombuds Office and collective bargaining agreements. WPI completed a staff compensation and classification review in 2024 and is conducting a faculty salary review informed by market benchmarking and faculty input.

The university invests extensively in employee learning and development through leadership programs, compliance training, instructional support, and research development resources. Training content includes laboratory safety training, FERPA, personally identifiable information, Title IX, cybersecurity, and Clery Act Campus Security Authority training. The Morgan Teaching and Learning Center supports instructional effectiveness through faculty development programs and resources, which have been incorporated into new faculty onboarding.

The 2024 Staff Climate Survey found high levels of job satisfaction, fulfillment, and alignment between staff roles and skills, while identifying opportunities to improve compensation, recognition, and professional development. WPI responded through a comprehensive compensation review, performance management improvements, and a staff awards program.

Information Resources. The George C. Gordon Library supports WPI's academic, research, and public service mission through specialized research assistance, embedded instruction, and individual consultations provided by 16 professional librarians and archivists, reaching approximately one-quarter of students annually. Its largely digital collection includes nearly 3 million electronic journals and e-books, representing 94% of holdings and generating more than 480,000 annual accesses.

As a central academic hub, the Library offers more than 600 study seats and welcomes up to 14,000 weekly visits during peak times. Recent enhancements include upgraded lighting and a 2026 renovation that will expand study space and add a café and art studio. Surveys and campus feedback continue to show strong satisfaction with services, digital resources, and spaces.

Technology Resources. The Information Technology Services (ITS) division, led by the Vice President for Information Technology and Chief Information Officer, includes 79 staff members, more than 35 student employees, and an annual budget of approximately $18 million. ITS supports more than 200 academic and productivity applications, provides remote access to institutional systems, and equips classrooms with lecture capture and hybrid learning technologies. Through ongoing collaboration with campus stakeholders through the Technology Intake Planning Group, capital planning processes, and governance committees through the Classroom Advisory Committee and Committee on Information Technology Policy, ITS aligns technology investments with institutional priorities. Over the past five years, WPI has significantly modernized its technology environment through the following enhancements:

- A four-year implementation of Workday
- A new identity and access-management system
- A new data analytics repository
- An eProjects upgrade to support the project-based learning component of WPI's degree programs
- Replacement of the aging telephone system with Zoom VoIP
- An expansion of the research computing footprint with major investments in infrastructure, along with physically colocating our research computing infrastructure at Massachusetts Green High Performance Computing Center in Holyoke, Mass.
- A new Cybersecurity Maturity Model Certification 2.0-compliant secure enclave that complies with new federal guidelines
- Ubiquitous remote access to WPI-hosted software and systems
- Expanded services and physical infrastructure to incorporate new technologies that support on-campus, online, and hybrid courses
- The development of 10 new policies to safeguard and protect systems and information

WPI maintains policies and practices to protect data integrity, privacy, and security, including regular system audits, cybersecurity and phishing awareness, data security, usage, and risk prevention training, and encryption of institutional data. External vendors audited Workday and PowerFAIDS (financial aid software) between 2023 and 2025. Business continuity and disaster recovery plans are included on the 2027 roadmap.

Physical and Safety Resources. WPI's 95-acre campus consists of 105 buildings with over 2.7 million net assignable square feet of space, excluding parking lots. Since 2021, WPI has added significantly to its physical infrastructure at a total cost of over $200 million. The new and renovated facilities are helping to meet the space needs defined in the strategic plan. Facilities are maintained and constructed in accordance with legal requirements and must pass inspections annually where appropriate. Additions include:

- Construction of the Unity Hall academic and student services building
- Expansion of the Sagamore research building, located at 20 Sagamore Road
- Purchase of the Gateway II research building, located at 50 Prescott Street
- Extensive interior and exterior renovations of on-campus buildings, including Kaven Hall (Civil and Environmental Engineering), Stratton Hall (Math Department), Olin Hall (Physics), and Daniels Hall (student housing, Center for Well-Being, and Health Services)

- The Hampton Inn and Courtyard Marriott adjacent to WPI's Gateway Park, purchased in 2024
- Enhanced building access controls and upgraded lighting systems with sustainability features throughout campus

WPI's 2024 Campus Framework Plan provides a flexible, 10-year roadmap for aligning the university's physical campus with its strategic priorities. The plan focuses on responsible stewardship of campus facilities and grounds while supporting future growth in student life, academics, research, sustainability, accessibility, and community engagement. Developed through extensive community input, the framework identifies both near- and long-term opportunities to enhance learning environments, residential spaces, campus connectivity, and infrastructure to support WPI's mission and evolving institutional needs.

WPI maintains a comprehensive Enterprise Risk Management program overseen by the Board's Audit and Risk Committee. The Office of the General Counsel manages the program through quarterly reviews with senior leadership and trustees. Emergency preparedness and critical incident management is led by a full-time Emergency Management Director. In 2026, WPI updated its emergency and critical incident plans as part of a regular review cycle. The Campus Police Department remains fully accredited through the Massachusetts Police Accreditation Commission, with the most recent reaccreditation in February 2026.

Next Steps

As WPI looks toward the next five years, the institution will prioritize the following:

- Implement a rolling, data-informed capital planning process that prioritizes deferred maintenance, modernization of academic and residential facilities, and long-term infrastructure needs
- Continue using five-year financial modeling, stress testing, enrollment forecasting, and KPI dashboards to guide resource allocation, sustain positive operating margins, reduce reliance on tuition and debt, and advance affordability goals
- Finalize the IT Business Continuity and Disaster Recovery roadmap, integrate it with emergency management and ERM processes, and establish a regular review, training, and testing cycle to ensure institutional readiness
- Maintain competitive, equitable staffing, compensation, benefits, and professional development aligned with employee and institutional needs
- Continue to strategically invest in research infrastructure and cultivate regional and national partnerships to strengthen and sustain our R1 status while advancing transformative, world-class research

Standard Five: Integrity, Transparency, and Public Disclosure

WPI strives to foster accountability, support informed decision-making, ensure regulatory compliance, and provide accessible, accurate information that enables students, employees, and the public to engage confidently with the institution through clear policies, ethical standards, and transparent communication.

Integrity

The university's expectations, policies, and grievance processes are clearly stated in the Student Code of Conduct (which applies to both graduate and undergraduate students), Academic Course Catalogs, Faculty Handbook, Employee Benefits and Policies Manual, policies website, and other policy-specific web pages, including those for nondiscrimination, academic integrity, research integrity and compliance, the Title IX Office, the Registrar's Office, accreditation, and the Institutional Review Board. Students who have concerns or wish to pursue a complaint or appeal may access WPI's grievance processes through the Student Code of Conduct, Title IX and Sexual Misconduct Procedures, Grade Appeal Policies, Policy Prohibiting Discrimination, and Disability Grievance Procedure, with each process providing a clear pathway for addressing concerns and seeking resolution. The university embraces high ethical standards and balances open and interactive communication with privacy and fairness.

The Administrative Policy Group (APG) provides a clear framework for developing, approving, and publishing WPI's administrative, nonacademic policies. (Academic policies are determined by Faculty Governance.) Guided by the APG Process, the group has approved and socialized more than 20 new or updated key policies—such as the Acceptable Use Policy governing use of computing and network resources; the Remote and Flexible Work Policy; and the Title IX and Sexual

Misconduct Policy—that give clear guidance, support the university's mission, and ensure legal and regulatory compliance. Transparency and community engagement are central to the APG's work, with employees and students participating throughout policy review and a 30-day comment period expanding input. The APG website promotes transparency through policy trackers, meeting minutes, policies under review, and links to the central WPI Policies page, the authoritative source for administrative policies. New policies are communicated broadly through university email channels.

WPI maintains a comprehensive framework of policies and expectations designed to promote ethical conduct, integrity, and accountability. Through its Code of Business Ethics and Conduct, WPI expects all employees to act with professionalism and integrity while complying with applicable laws and policies. Employees are required to avoid conflicts of interest, disclose potential conflicts, protect confidential information, steward institutional resources, and uphold standards related to nondiscrimination, harassment, and research integrity and are offered multiple reporting channels, including an ombuds, a reporting resources website, and an anonymous ethics hotline.

To uphold institutional integrity and transparency, WPI revitalized its Data Governance initiative in 2023 to establish a framework defining clear responsibilities for data stewardship, quality controls, and review processes, ensuring institutional data is accurate, reliable, and consistent. Initial projects focused on improving data security and security policies, updating existing data policies, and increasing data literacy across campus. Current projects focus on exploring the creation of a robust data warehouse.

ITS has launched campaigns focused on data security through hands-on phishing simulations. ITS also delivers security awareness training courses that cover core topics like password and multifactor authentication hygiene, email and social engineering risks, safe use of devices and Wi-Fi, and protecting institutional data. ITS also publishes monthly security newsletters with curated content. The training compliance calendars for faculty, staff, student workers, and students are published to the WPI Help Portal.

As artificial intelligence and generative AI tools become increasingly common, the university is developing policies and practices related to the use of artificial intelligence in learning and working. One example is the interim policy related to confidential information and generative AI. Among other resources, the Gordon Library has compiled several guides, including those on AI and GPT and AI and Ethics, to help educate faculty, staff, and students about the current state of AI in science and academia and to suggest methods and considerations for ethical use of AI in research.

Transparency

The Undergraduate Admissions Office and Graduate Admissions Office serve prospective students seeking to apply as first-year undergraduate students, undergraduate transfer students, or graduate students. Through the Admissions Office and on the university's website, WPI provides fully transparent, detailed information and instructions related to its admissions policies, criteria, processes, and deadlines, costs, and application options. The university regularly updates admissions policies to improve the student experience and support strategic enrollment goals. After piloting a test-blind admissions policy from 2022–24, the faculty voted in 2025 to return to WPI's long-standing test-optional model, allowing applicants to choose whether to submit standardized test scores.

In 2023, WPI refined its transfer partnerships to focus on strong feeder community colleges, priority growth regions, and institutions with strong STEM offerings. As of June 2026, WPI maintains nine active undergraduate transfer agreements, with more under review. Students from partner institutions receive guaranteed admission if they meet certain requirements. Published transfer pathways provide clear guidance on credit transfer and degree requirements, while transfer admission, financial aid, and credit policies are readily available online. Finally, Graduate Admissions provides clear details about how to apply, application requirements, supports and resources available, and expected program outcomes. The Office of the Registrar publishes all enrollment policies, including the process and policy for leave of absence, return from leave of absence, academic standing, as well as the grade-appeal process.

WPI's financial aid policies are based on established, nondiscriminatory criteria, including demonstrated financial need, academic merit where applicable, and programmatic considerations aligned with institutional priorities. The university is committed to ensuring the full cost of education—including tuition, room and board, and fees—is transparent and readily available online and in university materials. Likewise, comprehensive, updated, easily understandable information about funding, awards, criteria, satisfactory academic progress, and a step-by-step aid application process to help students and families understand financial aid are clearly listed online and can be obtained from the Financial Aid Office. A net price calculator is provided online to help incoming, first-year students estimate their financial aid eligibility. WPI also publishes detailed information about debt and default rates on College Scorecard. All undergraduate families are

emailed annual information regarding changes in tuition and fees. Up-to-date information about graduate financial assistance, including funding options, programs for veterans and employees, and federal and private loans, is made available online and through the Financial Aid Office.

WPI offers several public dashboards that highlight key student data, including admissions, enrollment, retention and graduation rates, degree completions, and the First Destination Outcomes Dashboard, which presents employment rates, starting salaries, and job placements for recent graduates. The institution also publishes these data on a consumer information page.

WPI has long provided robust student support services, and, since 2021, has expanded resources related to well-being. A comprehensive and updated list of services is available online. In addition to updated resource guides available online, WPI created Herd Highlights, a biweekly e-newsletter sent to all undergraduate and graduate students (and parents) to keep resources top of mind and to provide reminders and tips to help students thrive. Gompei's Guide, a booklet written by students to share tips and insights with newer students, was introduced in 2022. Students also receive the "Have You Herd" email each day from the Student Activities Office, listing events and involvement opportunities to foster connection. WPI publishes a Dean's List and a listing of annual awards and winners. These are shared with hometown newspapers through individual student Merit pages.

Public Disclosure

The university website remains the primary source for current and prospective students, employees, and the public to access accurate institutional information. WPI publicly posts its web accessibility policy and provides a mechanism for reporting accessibility issues. Marketing Operations supports ongoing accessibility monitoring and remediation through automated scans and regular review, and AI-supported audio versions of news stories were introduced in 2024. Site content has been streamlined and organized to support user and AI search behavior, with information on accreditation status and reporting concerns readily available.

Looking Ahead

The university will continue a broader strategy to modernize the university's digital presence and ensure the website continues to evolve in ways that promote transparency and clarity, including:

- Continuing to enhance WPI's website to improve content consistency, usability, and long-term maintainability; a current effort focuses on rebuilding and standardizing academic program pages
- Pursuing a strategic expansion of dashboards to enhance access to high-value decision-support data
- Continuing to educate the community about policies on an ongoing basis

STANDARD FOUR: EDUCATIONAL EFFECTIVENESS AND THE SUCCESS OF ALL STUDENTS

Goals for Student Learning, Post-Enrollment, and Post-Graduation Success

Guided by its mission, WPI is committed to educational effectiveness through the systematic assessment of student learning and the continuous improvement of its programs, curriculum, and educational practices. This section presents undergraduate and graduate assessment separately, given their different evolutionary pathways, thus allowing an accurate reflection of these distinct structures.

Undergraduate Learning

At the undergraduate level, the WPI Plan is the foundation of education at WPI, combining project-based learning, global immersion, and growth. The Plan and WPI's mission challenge students to pursue their passion, learn how to learn, and prepare for the real world. In alignment with the Plan, WPI's learning outcomes are closely aligned with its mission and are achieved through project-based, experiential, and interdisciplinary learning. Students develop and demonstrate competencies such as problem solving, communication, teamwork, ethical reasoning, and global awareness through projects, undergraduate research, and engagement with real-world challenges as articulated in the Undergraduate Learning Outcomes (ULOs).

Core features of the WPI Plan include a common, scaffolded project-based curricular architecture anchored by the Humanities and Arts Requirement (HUA), Interactive Qualifying Project (IQP), and Major Qualifying Project (MQP). Along with discipline-specific skills developed through courses in their major, these projects prepare WPI graduates to solve challenging problems with real-world impacts. In the most recent alumni survey, almost two-thirds of respondents reported that more than 50% of their courses had been project-based. Over time, WPI has worked to embed project work in more courses. Currently, project-based learning is embedded in approximately 75% of courses across the curriculum.

Immersive, project-based learning shifts the focus from courses completed to an assessment of what students can actually do with what they have studied. Therefore, WPI's learning outcomes assessment plans focus primarily on summative project work, where students demonstrate that they can integrate and apply what they have learned, with less focus on the individual courses. These pedagogical approaches are embedded throughout the curriculum and culminate in WPI's signature projects, where students integrate and apply their learning in meaningful contexts. The three major projects can be described as follows (with learning outcomes linked for each). A mapping of the ULOs to project learning outcomes is also outlined in the chart below.

- The Humanities and Arts Requirement explores the breadth, diversity, and creativity of human experience through disciplines such as art, history, literature, philosophy, religion, and languages. It develops critical thinking, communication, self-understanding, civic responsibility, and sustained inquiry, while fostering a lifelong appreciation of the humanities and arts. The requirement combines breadth and depth of study and culminates in an inquiry seminar or practicum.
- The Interactive Qualifying Project challenges students to address real-world problems at the intersection of science, technology, and society. Working in interdisciplinary teams, often with external sponsors, students develop research, communication, and teamwork skills while gaining an appreciation for the social and human dimensions of their work. The project culminates in a comprehensive report.
- The Major Qualifying Project is a discipline-based design or research experience in which students apply the skills, methods, and knowledge of their major to a career-relevant problem. Successful projects demonstrate effective communication, deep disciplinary knowledge, and awareness of the scientific, social, and ethical dimensions of the work, culminating in a comprehensive report and often a presentation at the Undergraduate Research Project Showcase.

WPI Learning Outcomes and Their Relationship to Project Learning Outcomes

Graduates of WPI will ...	MQP	IQP	HUA
1. Have a base of knowledge in mathematics, science, and humanistic studies	X	X	X
2. Have mastered fundamental concepts and methods in their principal areas of study	X		
3. Understand and employ current technological tools	X		
4. Be effective in oral, written, and visual communication	X	X	X
5. Function effectively both individually and on teams		X	
6. Be able to identify, analyze, and solve problems creatively through sustained critical investigation	X	X	X
7. Be able to make connections between disciplines and to integrate information from multiple sources	X	X	
8. Demonstrate global and intercultural competency by developing the capacity to identify, explain, and critically analyze the forces (such as cultural, historical, political, economic) that shape the self and others as they engage with local and global communities		X	X
9. Be aware of personal, societal, and professional ethical standards	X	X	X
10. Have the skills, diligence, and commitment to excellence needed to engage in lifelong learning	X	X	X

At the program level, all programs have defined learning objectives ("student outcomes" for programs accredited through ABET, the organization that accredits all of WPI's undergraduate engineering programs), which are supported by individual course objectives, as well as the HUA Requirement, IQP, and MQP. The ULOs and program learning outcomes are outlined in and communicated to students through the Undergraduate Catalog and on the website. Instructors define learning outcomes for each course that align with the relevant program's learning outcomes.

At the institutional and program level, changes to learning outcomes are facilitated by Faculty Governance. The Undergraduate Outcomes Assessment Committee regularly examines assessment evidence drawn from student projects, surveys, and other direct and indirect measures of student learning to determine how effectively students are achieving the ULOs. If the committee were to recommend any changes to the ULOs or to program outcomes, this change would be brought to the full faculty for vote. The most recent change was the revision of Learning Outcome

8 in 2019 to better articulate WPI's mission as a global polytechnic. Revisions to course outcomes are reviewed and approved through WPI's established Faculty Governance process, beginning at the department level, advancing through the appropriate faculty committee, and culminating in approval by the full faculty.

Graduate Learning

WPI's graduate programs possess defined mission-appropriate goals for student learning and success that are consistent with the institution's emphasis on rigorous disciplinary mastery, applied problem solving, research innovation, ethical responsibility, and effective communication. Graduate programs evolved independently of the WPI Plan such that they resulted in highly discipline-specific pathways that vary significantly in structure, modality, research intensity, and professional orientation. Graduate Learning Outcomes (GLOs) are therefore developed within academic departments and graduate programs and approved through the Committee on Graduate Studies and Research (CGSR) and full Faculty Governance processes.

In response to the 2021 comprehensive review, WPI established a formalized, institution-wide framework for GLOs and assessment that preserves disciplinary specificity and autonomy while ensuring institutional oversight and systematic review, outlined in Area of Special Emphasis Five. The process is an example of how WPI defines, reviews, and revises mission-appropriate goals/outcomes statements at program and institutional levels. Led by the Academic Outcomes and Assessment Taskforce, in collaboration with the CGSR, the development of GLOs was intentionally collaborative and iterative.

Departments and graduate programs received guidance, templates, and examples to support the development of measurable outcomes. Draft outcomes were reviewed by the Task Force in coordination with the Office of Institutional Research, Analytics, and Assessment to define data elements supporting the work and were refined through multiple rounds of feedback. Following departmental approval, outcomes must be reviewed through Faculty Governance processes, including the CGSR and the full faculty, ensuring they must be both discipline-appropriate and institutionally consistent.

One of the primary challenges of developing metrics, outcomes, and assessment processes for graduate programs is the substantial amount of degree-level differentiation across the spectrum of academic pathways available at WPI. Consequently, recognizing the structural differences among graduate degree types, learning outcomes and metrics are tailored accordingly:

- ***Non-thesis master's programs*** emphasize advanced disciplinary knowledge, application of analytical and design skills, and professional communication.
- ***Thesis-based master's programs*** additionally assess research methodology and scholarly contribution.
- ***Doctoral programs*** include formal evaluation of research originality, milestone examinations (e.g., diagnostic or area exams), dissertation defense performance, and scholarly dissemination.

Once GLOs are approved by the full faculty, they are published in the Graduate Catalog and on the website, making them publicly available to students.

Post-Enrollment Success

Undergraduate. WPI defines undergraduate post-enrollment success as students making steady academic progress toward degree completion while actively engaging in the experiences that characterize a WPI education. The institution monitors both academic performance and the broader student experience to ensure students are developing the knowledge, skills, and competencies needed for post-graduation success. Key goals include:

- ***Strong persistence and degree completion*** through retention, satisfactory academic progress, timely degree completion, and graduation
- ***Achievement of institutional ULOs*** through coursework, the HUA Requirement, IQP, MQP, and program-level assessments
- ***Meaningful engagement in project-based and experiential learning*** that develops problem-solving, teamwork, communication, ethical reasoning, and global competencies

- ***Positive student experiences and well-being***, including experiences with the academic climate, flourishing, sense of belonging, relationships with faculty and staff mentors, and use of resources
- ***Preparation for successful transitions after graduation***, including the technical and leadership-related career skills necessary for their industry

Graduate. WPI defines graduate student post-enrollment success as the development of advanced disciplinary expertise, scholarly and professional achievement, and successful progression toward degree completion and career advancement. Graduate success is evaluated through both learning outcomes and professional accomplishments appropriate to each discipline and degree type. Key goals include:

- ***Successful completion of degree requirements and academic milestones***, including coursework, qualifying exams, thesis or dissertation milestones, and time-to-degree benchmarks
- ***Achievement of program-level GLOs*** related to disciplinary mastery, applied problem solving, ethical responsibility, communication, and research or professional practice
- ***Scholarly and professional productivity***, including publications, presentations, patents, research accomplishments, and professional contributions where appropriate
- ***Positive educational and student experience outcomes***, including positive experiences with the academic climate, flourishing, sense of belonging, relationships with faculty and staff mentors, and use of resources
- ***Career advancement and professional success following graduation***, including the technical and leadership-related career skills necessary for their industry or research area

In both undergraduate and graduate education, WPI ultimately defines post-enrollment success as students progressing academically, achieving meaningful learning outcomes, engaging deeply in the WPI educational experience, and positioning themselves for successful post-graduation careers and contributions to society.

Post-Graduation Success

WPI views post-graduation success for both undergraduate and graduate students not simply as obtaining a job, but as applying one's education successfully through employment, advanced study, research, professional advancement, leadership, and meaningful contributions to society in ways that align with the institution's mission and educational goals. WPI also considers the extent to which graduates successfully transition into employment, advanced education, professional practice, research, military service, or other mission-aligned pathways after completing their degrees. For graduate and undergraduate students, the university assesses post-graduation success through the First Destination Outcomes survey, which assesses student's career or educational plans within six months of graduation. WPI also examines longer-term indicators through measures such as alumni surveys that include alumni career trajectories, professional achievements, return on investment, and alumni perceptions of how effectively their education prepared them for professional practice and lifelong learning. The institution also closely monitors loan repayment rates.

Assessment Processes and Activities

WPI has developed a multilevel assessment system that evaluates student learning at the course, program, and institutional levels. The framework is anchored by defined learning outcomes, multiple sources of direct and indirect evidence, faculty-led assessment processes, and growing integration with the Office of Institutional Research, Analytics, and Assessment (IRAA). Since 2021, the university has strengthened the consistency, documentation, and sustainability of assessment practices, particularly through the development of GLOs and structured assessment plans.

Systematic and Sustainable Assessment of Student Learning

Student learning is assessed at four interconnected levels: the institutional level, the project level, the academic program level, and the course level. At the institutional level, WPI has established ULOs that reflect the knowledge, skills, and competencies expected of all undergraduates.

The primary institutional assessment mechanism for achievement of undergraduate institutional and program learning outcomes is WPI's project-based curriculum. As discussed previously, undergraduate students complete three common educational experiences—the Humanities and Arts Requirement (HUA), Interactive Qualifying Project (IQP), and Major Qualifying Project (MQP)—each of which has defined learning outcomes mapped directly to the university's ULOs. Because every student completes these requirements, they provide a common framework for assessing institutional learning goals across all majors, as shown in the chart in the prior section.

A ULO assessment plan includes a matrix defining criteria, data sources, evaluator, and a schedule for detailed assessment of each learning outcome. The Undergraduate Outcomes Assessment Committee meets weekly during the academic year to review assessment information, plan for future assessment, and report to the faculty Committee on Academic Policy when outcomes data indicate a need for program or policy review.

Assessment of WPI's signature project experiences combines direct and indirect evidence. Faculty advisors and instructors evaluate project work, reports, presentations, and other deliverables, while students complete ULO self-assessments through the eProjects platform, which serves as a centralized system for project management, project submission, and assessment reporting. Independent faculty reviews of HUA, IQP, and MQP work provide additional evidence of learning, with assessments conducted on a regular review cycle every three years. The Office of the Dean of Undergraduate Studies provides summer compensation to faculty participating in the reviews, which consist of teams of reviewers who assess project submissions in accordance with WPI ULOs. MQP outcomes reviews for individual programs occur on a three-year cycle with four departments per year. IQP outcomes and HUA outcomes were last assessed in 2025.

At the program level, undergraduate programs (see for example: Biology and Biotechnology, Electrical and Computer Engineering, and Data Science) and graduate programs have established learning outcomes and assessment plans. For programs that are also accredited by ABET or the Association to Advance Collegiate Schools of Business (AACSB), assessment plans are aligned with accreditation review cycles. Program outcomes are tied to institutional goals and course learning objectives, ensuring alignment between course-level learning and program expectations.

Faculty assess course-level undergraduate student learning through course-embedded assignments, projects, and examinations. At the graduate level, learning is evaluated through coursework, theses, dissertations, doctoral milestones, and assessments of professional skills such as communication, teamwork, and ethics, with results informing program improvement.

As described in Area of Special Emphasis Five, graduate assessment has become more systematic since 2021 through the adoption of program-level learning outcomes, defined measures, and documented assessment plans. While implemented university-wide, departments retain flexibility to use discipline-specific approaches. For example, Electrical and Computer Engineering uses rubric-based assessment in graduate courses and milestone evaluations in the PhD program (diagnostic exams, area exams, and dissertation defenses) to measure learning outcomes, with results reviewed regularly by the department's Graduate Program Committee.

WPI also uses indirect measures of student learning, including the National Survey of Student Engagement (NSSE), the Enrolled Student Survey (ESS), and Benchworks senior surveys, benchmarked against the Association of Independent Technological Universities peer institutions. Faculty Governance committees review these results on a regular cycle and share identified concerns with department heads and the faculty for action.

Faculty, Staff, and Institutional Research Engagement

Assessment at WPI is fundamentally faculty-driven. Faculty define learning outcomes; develop assessment plans; evaluate student work, including performance within the HUA, IQP, and MQP experiences; review assessment findings; and implement curricular improvements based on results. Faculty Governance also supports institutional assessment efforts. For example, the Undergraduate Outcomes Assessment Committee reviews assessment data related to institutional learning outcomes as direct evidence of student learning, such as the recently completed IQP and MQP assessment results. Graduate faculty committees similarly review assessment findings, doctoral milestones, thesis evaluations, and program-level evidence to monitor program effectiveness and achievement of learning outcomes.

IRAA supports evidence-based assessment by providing standardized data and dashboards on enrollment, retention, graduation, time-to-degree, and post-graduation outcomes. These metrics inform program reviews, assessment activities, and data-driven decision-making across the university. Additionally, staff members across the institution support assessment through administration of programmatic accreditation practices, assessment systems, surveys, and data collection processes. For example, the Division of Student Affairs, in partnership with IRAA, facilitates the graduate and undergraduate ESS on a three-year cycle.

Resources Supporting Assessment

WPI has invested in tools, data resources, and organizational structures to support assessment and foster a culture of evidence. The eProjects platform facilitates centralized assessment of undergraduate project learning outcomes, while Power BI dashboards track student success, enrollment, completion, and career outcomes. The university is also exploring a data warehouse to enhance access to institutional data and analytics.

Assessment efforts are supported by Faculty Governance committees, such as the Undergraduate Outcomes Assessment Committee and the Committee on Graduate Studies and Research; graduate program committees; and departmental review processes that use findings for continuous improvement. The Morgan Teaching and Learning Center, Academic Technology Center, and Institutional Research, Analytics, and Assessment office further strengthen assessment capacity by coordinating data, reporting, and assessment activities across the institution. At the graduate level, the university has devoted significant resources to developing assessment capacity and strengthened institution-wide assessment efforts as outlined in Area of Special Emphasis Five.

Metrics Used to Assess Post-Enrollment and Post-Graduation Success

WPI uses multiple metrics to evaluate student success post-enrollment and post-graduation. These metrics provide evidence of educational effectiveness while informing institutional planning and program improvement.

During enrollment, key indicators at both the graduate and undergraduate level include:

- ***Quantitative student success data***, including enrollment trends by program and modality, first-to-second-year retention rates, satisfactory academic progress, time-to-degree, and completion rates
- ***Student satisfaction feedback and reported learning, belonging, and well-being*** collected through institutional surveys, including the ESS, Benchworks survey, and NSSE
- ***Learning outcomes*** data obtained through HUA, IQP, and MQP project assessments and program-level evaluations
- At the graduate level, metrics also include measures of ***scholarly productivity*** such as publications, presentations, and patents

Post-graduation success is evaluated through several mechanisms:

- ***Employment outcomes*** (employment rates, career placement, and alignment of employment with field of study), graduate and professional school enrollment, and post-graduation earnings and career advancement indicators as measured by the First Destination Report
- ***Alumni surveys and outcome data***, including career trajectories and professional achievements as evidenced by return on investment data from Georgetown's Center on Education and the Workforce as well as self-assessed preparation for professional practice or research
- ***Graduate exit surveys*** such as Benchworks, providing self-assessed team and communication skills, understanding of ethical standards, and global impacts
- ***Employer feedback and advisory board input***, providing additional evidence regarding graduates' preparedness for professional practice

Together, these measures allow WPI to assess not only student learning while enrolled but also the longer-term effectiveness in preparing students for success after graduation.

Evidence of Student Learning and Student Success

Student Learning Assessment

Direct Measures of Learning. WPI assesses the achievement of ULOs through routine review of Humanities and Arts requirements (HUA), Interactive Qualifying Projects (IQP), and Major Qualifying Projects (MQP) by appropriate faculty committees. The findings identify both strengths and opportunities for additional focus.

The review of the HUA project outcomes in summer 2025 found that the program has established multiple sources of evidence demonstrating student learning across a diverse range of humanities, arts, and language experiences. Existing practices, including Completion of Degree Requirement (CDR) abstracts and course-level feedback mechanisms, provide meaningful documentation of student achievement and reflection. The committee noted, however, that the evidence is collected through pathways that have evolved independently over time. For example, modern language CDR abstracts typically document students' progression through a sequence of courses and the development of interpretive, interpersonal, presentational, and intercultural competencies, while inquiry seminars and practicums often emphasize research, creative work, or the culminating project. These approaches successfully capture important dimensions of student learning but do so in different formats and with varying levels of attention to the full two-unit, six-course HUA experience. The review also found opportunities to more systematically capture student perspectives on learning outcomes across all pathways and to better align assessment practices with the comprehensive, requirement-level approaches used for the IQP and MQP. The HUA student survey of learning outcomes was recently added to eProjects in response to the assessment. Collectively, the findings indicate a strong foundation for assessment that can be further strengthened through greater consistency, broader documentation of student achievement, and more systematic collection of evidence related to the HUA learning goals.

A 2025 review of 128 randomly selected IQP reports used a standardized rubric to assess learning outcomes and related ABET expectations. The vast majority of projects met or exceeded expectations, providing strong evidence that students are achieving the educational goals of the IQP. Performance was strongest in ethical responsibility (ULO 9, IQP learning outcome 9) and understanding of local context (ULO 8, IQP learning outcome 1), with most projects rated satisfactory to excellent. Students demonstrated an ability to consider ethical dimensions of research and decision-making (ULO 6, IQP learning outcome 4) and to connect project work to relevant cultural, historical, political, and economic contexts (ULO 8, IQP learning outcome 1).

The review also found that students routinely incorporated sociotechnical considerations, social ethics, global perspectives, and stakeholder engagement (ULO 5, IQP learning outcome 6), though achievement in these areas was more variable. Many projects effectively addressed societal impacts, public welfare, and ethical implications, while others did so at a more introductory level. Overall, the results show consistent achievement of IQP learning outcomes, with particular strengths in ethical reasoning (ULO 9, IQP learning outcome 9), contextual understanding (ULO 8, IQP learning outcome 1), and opportunities to deepen engagement with global, social, and community dimensions of project work (ULO 7, IQP learning outcome 5). Continued recruitment of experienced advisors and the systematic use of assessment results will support the spread of effective practices across project centers and further enhance student achievement in areas such as global context, stakeholder engagement, and sociotechnical analysis.

The most recent reviews of MQP assessment reports across multiple departments found consistent evidence that students achieve WPI's institutional learning outcomes at a high level while applying disciplinary knowledge to authentic, often externally engaged problems. Departments reported strong performance in disciplinary competence (ULO 2, MQP learning outcome 1), technical and research skills (ULO 3, MQP learning outcome 2), problem solving (ULO 6, MQP learning outcome 4), communication (ULO 4, MQP learning outcome 3), and ability to integrate information from multiple sources (ULO 7, MQP learning outcome 5). For example:

- Biology and Biotechnology found that MQPs met or exceeded expectations for all assessed learning outcomes and showed an upward trend over the three-year review period.
- Mechanical Engineering reported that 86–100% of projects demonstrated learning outcomes at a level sufficient to or exceeding that expected of graduating engineers.
- Social Sciences and Policy Studies found strong attainment across all six departmental criteria, with average scores ranging from 3.83 to 4.17 on a five-point scale.

- Chemistry and Biochemistry similarly found strong performance across disciplinary knowledge, technical skills, communication, and problem solving.

Collectively, the reviews describe a curricular environment in which students successfully apply classroom learning to complex real-world challenges. At the same time, the reviews identified recurring opportunities to strengthen how student learning is documented and communicated in final project reports. Across departments, reviewers observed that ethical reasoning and societal impact (ULO 9, MQP learning outcome 6) and stakeholder engagement and collaborative processes (ULO 6, MQP learning outcome 4) were frequently present in the projects themselves, but often not described explicitly in project documentation. For example:

- Mechanical Engineering noted measurable progress in students' discussion of broader impacts after introducing specific guidance, yet continues to identify this area as a focus for improvement.
- Social Science and Policy Studies found that projects commonly addressed ethical and societal issues—such as environmental justice, public health, mental health, and public policy—but that these considerations were not always systematically documented.
- Chemistry and Biochemistry recommended stronger attention to benefit-cost-risk thinking and project implications.
- Mathematical Sciences encouraged more robust literature reviews, clearer identification of students' original contributions, and stronger articulation of future work.

Several departments also noted variability in project quality, report writing, and documentation practices despite generally strong attainment of learning outcomes, suggesting opportunities to improve consistency without diminishing the substantial strengths already evident across MQP experiences.

Assessment results across WPI's ABET-accredited engineering programs show that students consistently achieve program and institutional learning outcomes, demonstrating strong technical knowledge, problem-solving abilities, communication skills, teamwork, and capstone design performance. Evidence indicates that graduates are well prepared for engineering careers, with the technical, professional, and lifelong learning skills needed to succeed in an evolving global environment.

The 2023 AACSB assessment results demonstrate that students consistently achieve key learning outcomes in business and technological fluency, leadership and collaboration, data-informed problem solving, and the development of integrated solutions to complex organizational challenges. The reviews also highlight strong student engagement with emerging technologies, analytics, innovation, and societal impact initiatives. The primary opportunities for improvement involve further differentiating learning outcomes and assessment processes across individual degree programs as they become more distinct, strengthening the use of assessment findings to drive curricular improvements, and continuing to refine graduate and doctoral assessment processes. The Business School has already begun addressing these areas through a revised assurance-of-learning framework, enhanced MQP assessment, and updated doctoral curriculum requirements.

The primary improvement efforts across programs focus on modernization and enhancement rather than remediation. Common actions include strengthening preparation in emerging areas such as artificial intelligence, machine learning, modeling and simulation, systems thinking, and data analytics; expanding laboratory and design experiences; enhancing professional skills development and Fundamentals of Engineering-exam preparation; and further refining assessment processes to provide more systematic evidence of student learning. These initiatives reflect a shared commitment to ensuring curricular relevance, strengthening documentation of learning outcomes, and maintaining alignment between academic programs, evolving engineering practice, and ABET and AACSB expectations.

Indirect Measures of Learning. The undergraduate Enrolled Student Survey (ESS) asks first year and senior students to share their self-reported growth in a number of dimensions that map to WPI's ULOs. As shown in the chart on the next page, WPI's students report significant growth in discipline-specific knowledge, thinking critically, working in teams, and written communication, consistent with direct measures findings. Students report less growth in contextualizing current problems in historical or cultural ways and identifying moral or ethical issues.

Undergraduate Learning Outcomes WPI graduates will ...	**Enrolled Student Survey** To what extent has your experience at WPI contributed to your ...	**YR 1 vs. YR 4** who report quite a bit/very much
1. Have a base of knowledge in mathematics, science, and humanistic studies	Understanding the process of science and experimentation	+14%
	Placing current problems in historical/cultural/ philosophical perspective	+0%
2. Have mastered fundamental concepts and methods in their principal areas of study	In depth knowledge of a field or discipline	+23%
3. Understand and employ current technological tools	Understanding and employing current technological tools	+15%
4. Be effective in oral, written, and visual communication	Writing clearly and effectively	+19%
	Using quantitative tools (e.g., statistics and graphs)	+15%
5. Function effectively both individually and on teams	Leading and supervising tasks and groups of people	+32%
6. Be able to identify, analyze, and solve problems creatively through sustained critical investigation	Thinking analytically and logically	+13%
7. Be able to make connections between disciplines and to integrate information from multiple sources	Synthesizing and integrating ideas and information	+19%
8. Demonstrate global and intercultural competency by developing the capacity to identify, explain, and critically analyze the forces (such as cultural, historical, political, economic) that shape the self and others as they engage with local and global communities	Identifying and explaining the cultural forces that shape yourself and others as you engage with local and global communities	+9%
9. Be aware of personal, societal, and professional ethical standards	Identifying moral and ethical issues	+2%
10. Have the skills, diligence, and commitment to excellence needed to engage in lifelong learning	Skills, diligence, and commitment to excellence needed to engage in lifelong learning	+15%

On the graduate ESS, students self-report growing confidence in their knowledge and skills in a number of areas aligned with graduate learning goals. The results suggest that as WPI has further enhanced and grown graduate programs and our R1 status, student self-reported learning has also improved.

Graduate Enrolled Student Survey To what extent has your experience at WPI contributed to ...	**Quite a bit/ Very much**	**Change since 2022**
Becoming an expert in my field	85%	+16%
Knowing the latest research techniques	76%	+17%
Working in a team	84%	+17%
Understanding principles of ethical conduct of research	71%	+16%
Presenting research results	66%	+13%

Retention and Graduation Rates

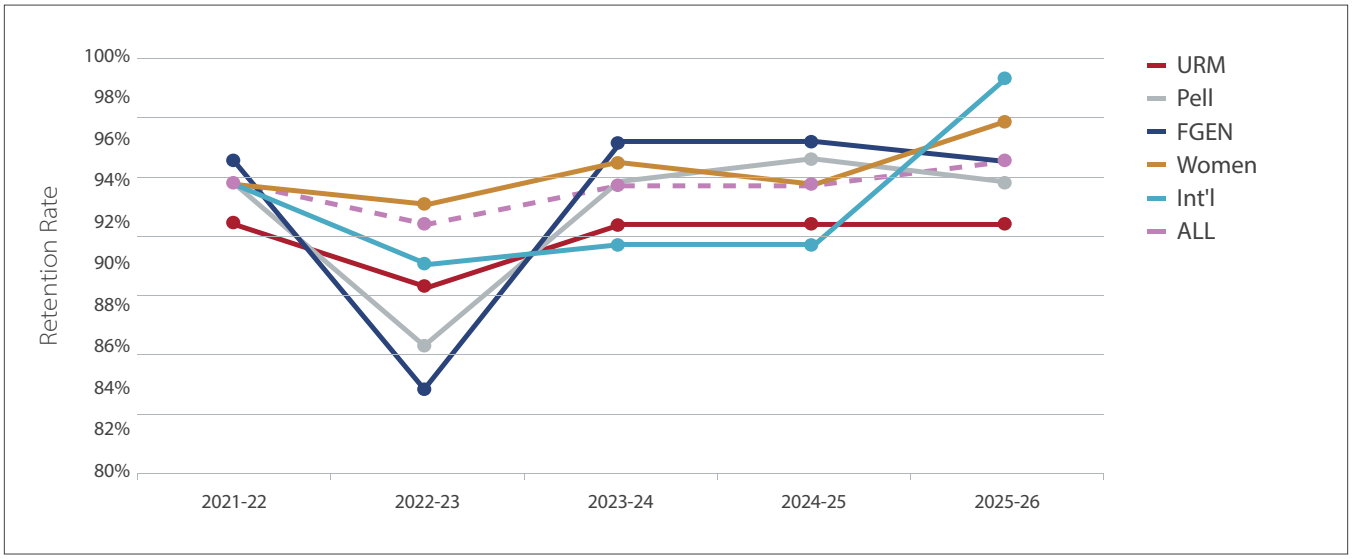
The first-to-second-year retention rate for undergraduate students averaged 93.4% between 2021–22 and 2025–26 (ranging from 91.5% to 94.5%). The data for underrepresented minority students (URM), Pell grant recipients, first-generation students, women, and international students are comparable and all well above 90%, with the exception of academic year 2022-23 (see graph next page). Additionally, WPI's retention rates compare favorably with peer institutions, as evidenced by 2023 cohort retention for Rochester Institute of Technology (89%), Rensselaer Polytechnic Institute (91%), and Carnegie Mellon (98%).

In response to the aforementioned student losses in 2022, WPI saw a comparatively low retention rate in academic year 2022–23. Since then, WPI has taken several steps to improve the well-being of students and improve retention rates, including creation of a Mental Health Task Force to identify underlying issues and address them; creation of a First-Year Welcome Experience to prepare new students and families for the first year at WPI; consistent advising outreach; and encouraging increased participation in the First-Year Insight Program though administrative changes. Together, these initiatives have helped return the retention rates to historical levels.

In addition to tracking first-to-second-year retention, WPI also is attuned to attrition. The disaggregated data show that WPI has a slightly higher attrition for first-generation students (10% vs. 7% overall), U.S. nonresidents (12% vs. 7% permanent residents/citizens), and a higher attrition for students from underrepresented groups (Black 14% and Hispanic/Latinx 10% vs. Asian 8% and white 7%). Most attrition takes place in the first or second year.

The six-year graduation rate for full-time undergraduates averaged 88.8% for student cohorts matriculating between 2015 and 2019, with a steady upward trend from 87.2% for the 2015 cohort to 90.0% for the 2019 cohort. These rates compare favorably with the published six-year graduation rates for select peers: for the 2018 cohort, Rochester Institute of Technology's six-year graduation rate was 70%, Rensselaer Polytechnic Institute's was 84%, and Carnegie Mellon's was 94%. The rate for WPI for the same cohort was 90%. Women complete degrees at a higher rate than average (93%), and rates for international students are comparable to the overall graduation rate (88%). URM students (83%) and Pell grant recipients (85%) have a slightly lower six-year graduate rate that is still consistent with peer institutions, though the rate for both has been rising, overall, likely due in part to the initiatives aimed at incoming students.

WPI Retention Rates



Graduate student retention remains strong, with first-to-second-year retention ranging from 83% to 89%, averaging 86.0% for master's and 94.2% for doctoral students. On average over the past five years, master's students complete their degrees in 2.3 years, while PhD students complete their degrees in 5.7 years.

Student Satisfaction

Undergraduate students report strong overall satisfaction, with 80% reporting they are satisfied/very satisfied with their education and 84% reporting they would probably/definitely choose WPI again. Overall, students report high satisfaction with student services, facilities, and the academic classroom climate. The survey also shows positive senses of community and belonging. Compared to the American College Health Association survey, which uses the same wellness measure, WPI students report a flourishing score (45.42 in 2023 and 45.73 in 2026) that is higher than the national average in 2025 (44.75). Graduate students report high overall satisfaction (79% satisfied/very satisfied) and 75% say they would probably/definitely select WPI again. More than 88% report their academic experience is positive. Graduate students report high satisfaction with the collegial environment of their programs, access to resources, and responsiveness to needs and concerns.

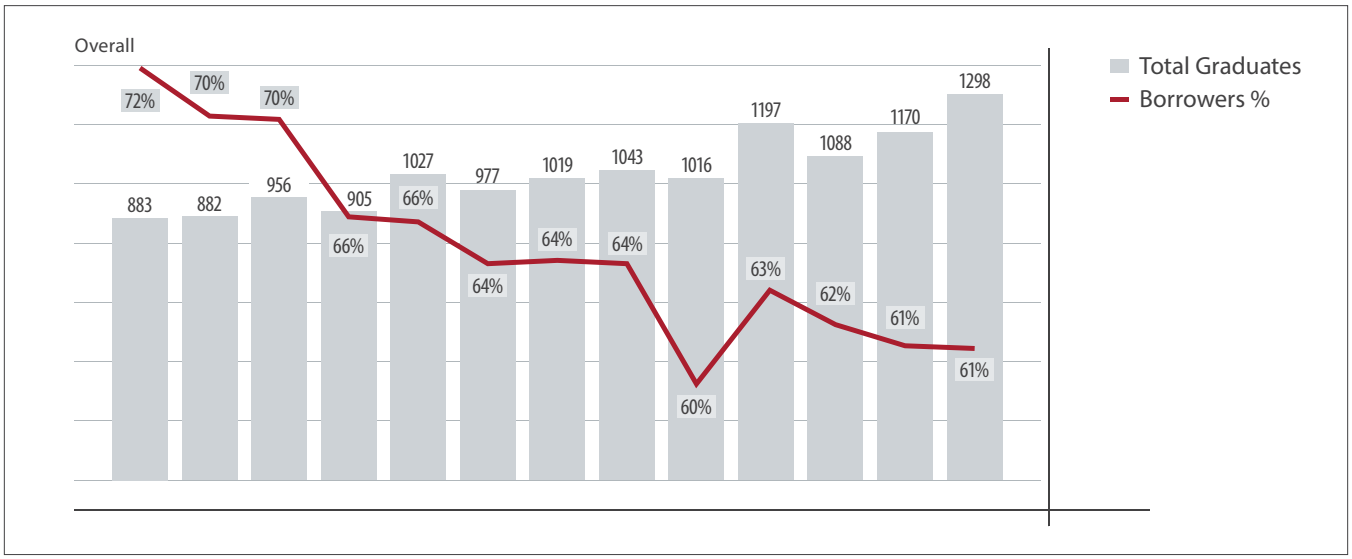
Post-Graduate Success

The Heebner Career Development Center annually collects and reports data on post-graduation statistics as part of the First Destination Dashboard. In 2025, 86.6% of new bachelor's graduates were employed, pursuing an advanced degree, or on active duty in the armed services within six months of graduating, with a knowledge rate of 97.1%. The mean starting salary was $79,422. As a result of strong career outcomes, the institution was ranked by the Princeton Review

as No. 15 for best career placement as well as one of the best colleges that create futures (2025) and No. 20 best private schools for internships (2026). A more complete list of rankings and accolades can be found on the WPI Facts and Figures dashboard.

Data for graduates with advanced degrees are similar. For 2025 master's degree graduates, 91.1% were employed, in graduate school, on active duty in the military, or volunteering within six months of graduating, with a mean starting salary of $94,935. For PhD graduates of the same year, 85.4% were employed, with a mean starting salary of $95,773. The knowledge rate was 91.3% for master's and 96.6% for PhDs.

% of Borrowers in Graduating Class



The percentage of undergraduate students who borrow to attend WPI has decreased steadily over the last decade, as shown in the chart above, with 52% of students receiving federal loans. Students graduate with a median $27,000 in federal student loan debt at graduation, reflecting WPI's commitment to affordability.

Data from an alumni survey provide strong evidence of both student learning and post-graduation success. Responses from more than 2,200 alumni indicate that WPI's project-based curriculum cultivates many of the competencies embedded in ULOs, including critical thinking, communication, teamwork, leadership, problem solving, and the ability to integrate knowledge in real-world contexts. Alumni reported that project experiences enhanced their ability to develop ideas (94%), function effectively on teams (93%), and build personal character (88%). Importantly, the impact of these experiences extends beyond graduation: 95% of respondents reported that WPI's project-based learning prepared them for their current careers, and alumni consistently described their education as valuable to their professional success and satisfaction. These findings demonstrate that WPI graduates leave the institution with both the learning outcomes and career-ready skills needed to thrive in professional, civic, and global environments.

FORMAL PROJECT EXPERIENCE AT WPI ENHANCED ABILITY TO:

- **94%** Develop ideas
- **93%** Effectively function on a team
- **92%** Effectively manage a project

FORMAL PROJECT EXPERIENCE AT WPI CONTRIBUTED TO:

- **91%** Development of a solid base of knowledge
- **91%** Ability to effectively interact as a professional
- **88%** Development of a stronger personal character

Source: WPI Alumni Survey

Additionally, multiple external indicators demonstrate the strong long-term return on investment of a WPI education. In 2025, WPI was ranked by U.S. News and World Report No. 18 nationally for 40-year return on investment, with estimates suggesting a net ROI of approximately $3.4 million after 40 years and $258,000 after 10 years. Independent salary data also indicate strong earnings outcomes for graduates; PayScale.com reports an average mid-career salary of approximately $104,000 for WPI alumni, reflecting the institution's strength in high-demand STEM fields. In addition, LinkedIn's analysis of alumni career outcomes placed WPI among its inaugural Top Colleges list for career success, citing strong placement, internship participation, recruiter demand, and long-term professional outcomes. Together, these measures suggest that WPI graduates realize significant economic and career benefits from their education, while also developing the adaptable professional skills associated with long-term career growth and leadership.

WPI meets its goals for student learning and student success through a comprehensive, evidence-based assessment framework that demonstrates strong outcomes across retention, graduation, learning achievement, and post-graduation success. Evidence indicates strong undergraduate and graduate retention and completion rates, high levels of student satisfaction, and positive post-graduation outcomes, including employment, graduate school enrollment, and career success.

Academic Program, Student Services, and Cocurricular Program Evaluation

WPI uses a multilayered assessment framework that combines student learning and experiences, program-level review, accreditation processes, and institutional surveys to evaluate the effectiveness and quality of the academic and cocurricular experience.

Systematic Assessment of Educational Quality and Student Success

Evaluation occurs at several levels:

- Institution-wide ULOs achievement
- Required project-based educational experiences
- Undergraduate and graduate program-level outcomes
- Accredited program review
- Course-level feedback
- Student services and climate surveys
- Institutional data on enrollment, retention, degree progress, completion, time-to-degree, first destination outcomes, return on investment over time, and student engagement

Assessment activities are coordinated across academic and administrative units and emphasize evidence-based decision-making, continuous improvement, and student success. Academic programs undergo regular review through annual assessment processes, specialized accreditation reviews, program reviews, and curriculum governance procedures. As discussed in prior sections, each academic program maintains student learning outcomes and assessment plans that measure student achievement through direct and indirect evidence, including course-embedded assessments and evaluations and signature project reviews, as outlined previously, along with student surveys such as Benchworks for the engineering programs, regular reviews of retention and graduation rates, and post-graduation outcomes. Institutional-level assessment is supported by the Office of Institutional Research, Analytics, and Assessment, which provides data, analysis, and reporting to campus stakeholders. WPI regularly monitors key indicators of student success through public and internal dashboards, including enrollment patterns, retention and graduation rates, academic performance, engagement, postgraduate employment and graduate school placement, and outcomes from national surveys.

Assessment findings are reviewed by university leadership, governance bodies, academic departments, and administrative units to identify strengths, address emerging challenges, and inform institutional planning, curricular revisions, resource allocation, pedagogical improvements, and strategic planning. Programs accredited by ABET and AACSB align their assessment processes with accreditation requirements, providing an additional layer of external validation and continuous quality improvement.

Student services and cocurricular programs employ similar assessment practices to evaluate effectiveness and responsiveness to student needs by establishing goals, collecting quantitative and qualitative data, and using assessment results to guide program enhancement. Sources of evidence include participation and utilization data, satisfaction surveys, learning assessments, retention and persistence data, well-being indicators, and feedback through student focus

groups and campus climate surveys. Regular assessment helps ensure that services remain aligned with evolving student needs and institutional priorities.

Together, through a combination of ongoing assessment, program review, stakeholder feedback, and data-informed decision-making, these processes create a culture of continuous improvement in which assessment results are systematically analyzed, discussed, and used to strengthen academic quality, enhance student support, improve cocurricular learning, and advance WPI's mission.

Evidence and Methods of Assessment

Many programs are externally accredited, including undergraduate engineering programs reviewed through ABET and graduate and undergraduate business programs reviewed through AACSB, which require systematic assessment, continuous improvement, planning, and documentation of student learning. Programs also complete internal assessments, incorporating data from advisory boards and, at times, external reviews, which summarize assessment activities, findings, and actions taken to improve student learning or program quality. These program-level processes allow departments to identify strengths, gaps, and opportunities for improvement in curriculum, pedagogy, advising, and student support. The E-Series forms in Appendix E summarize the assessment activities for each program and actions the programs have taken to improve performance. Three brief examples include:

- In Industrial Engineering, faculty determined a course, OIE 2600, had become outdated and revised program requirements to introduce coursework in data management, machine learning, and AI.
- In Electrical and Computer Engineering, advisory board feedback identified a demand for power systems experts. As a result, the department developed a "power track" and added several new courses.
- Faculty, alumni, advisory boards, and students expressed interest in stronger integration between engineering and architecture. In response, the department created an integrated 4+1 BS in Architectural Engineering/Master of Architecture pathway.

Graduate programs are evaluated in a similar manner to undergraduate programs. However, fewer graduate programs on campus are externally accredited. For those graduate programs that are not externally accredited, structured, periodic comprehensive graduate program review cycles have been formally articulated as part of our work since 2021, with timelines defined at the program level (e.g., a six-year model in Mechanical Engineering); periodic learning outcome review processes have been piloted in early adopter departments (e.g., review of outcome attainment approximately every two years in select programs); and advisory board consultation and milestone evaluation benchmarks have been incorporated into structured review frameworks.

Looking ahead to the next review cycle, all graduate programs will have both finalized program-level outcomes and fully developed assessment plans, allowing every program to enter its next assessment cycle with clarity about what will be measured, where it will be assessed, and how evidence of student learning will be gathered. Early adopter academic departments (Electrical and Computer Engineering, Mechanical Engineering, Chemical Engineering) have begun using assessment findings to inform program refinement. These early implementations demonstrate the intended feedback loop between evidence collection, faculty review, and program improvement. Examples include:

- Revision of distribution requirements and course offerings in response to curriculum review
- Clarification of doctoral milestone expectations and performance benchmarks
- Development and refinement of standardized rubrics to ensure consistent faculty interpretation of student performance

Although most graduate programs are entering their first formal assessment cycle under the new framework, these early implementations demonstrate the intended feedback loop between evidence collection, faculty review, and program improvement.

Course evaluations provide another important source of evidence. At the end of each course, students provide feedback on teaching effectiveness, perceived course value, time on task, and other instructional factors. The numerical results of student course evaluations are publicly available to all students, with almost a decade of historical data accessible online. While course evaluations are only one measure of teaching and learning, they offer faculty and program leaders useful information for course refinement, instructional improvement, and curriculum planning. Departments also use informal and locally

designed assessment methods, such as exit surveys, listening sessions, student feedback forums, advisory board discussions, and departmental reviews. They provide programs with discipline-specific and context-sensitive evidence about academic climate, curriculum quality, student needs, and professional expectations.

Student services and cocurricular programs are evaluated through a combination of institutional survey data, usage data, student success indicators, and student feedback. As shown in the chart below, a number of student surveys related to student well-being, engagement, academic climate, and belonging provide important evidence for academic, student services, cocurricular programs, and campuswide planning.

	2023	2024	2025	2026	2027	2028	2029	2030	2031
Accreditation Self-Studies & Visits	AACSB			ABET NECHE Interim Report			AACSB		NECHE
Instruments that include learning outcomes									
NSSE (first years and seniors)			Spring			Spring			Spring
ESS (all class years)	Spring UG		Spring GR	Spring UG		Spring GR	Spring UG		Spring GR
Benchworks (engineering seniors only)		Spring			Spring			Spring	
Other major surveys of all students									
Healthy Minds Survey			Fall				Fall		
Title IX Climate Survey			Spring				Spring		
Other major surveys of alumni									
Alumni Survey								Fall	

The graduate and undergraduate Enrolled Student Survey (ESS) collect data on climate, perceptions, and satisfaction among students every three years. Survey findings are shared widely across the institution, and programs and services are adjusted in response to the findings. WPI also periodically administers the NSSE to first-year students and seniors to assess student participation in educational high-impact practices and engagement indicators. The Benchworks survey, administered to graduating seniors in engineering programs, provides insight into learning outcomes and overall program quality for a substantial portion of WPI's undergraduate population. WPI also surveys graduating students to measure First Destination Outcomes, including employment, graduate school, and service outcomes. Additional surveys, including the Healthy Minds Survey and the Title IX Climate Survey, provide evidence related to student well-being, campus climate, belonging, and safety, all of which inform student services and cocurricular planning. As mentioned in the Area of Special Focus One, there are also quarterly surveys of select populations related to well-being. Additionally, surveys of student onboarding help improve year-over-year programming.

There is ongoing program-level assessment of cocurricular programs. Most recently, as part of a student-success grant, WPI partnered with Credo Consulting to conduct an assessment of barriers students may face to student success. The results have largely informed the transfer initiatives mentioned in prior sections of this report. WPI also brought in external reviewers to assess the effectiveness of programs and services offered through the International Student and Scholars Office. The Department of Physical Education, Recreation, and Athletics routinely assesses cost per athlete and team size in relation to athletic conference schools. Annually, there is a team-specific student athlete survey to assess coaching effectiveness and team satisfaction.

Additionally, Undergraduate Studies and the Office of Academic Advising have collaborated to develop data dashboards that track student progress toward degree completion. These dashboards are intended to help academic support advisors identify students who may be at risk of falling behind and connect them with appropriate interventions after each academic year. This use of data reflects WPI's broader effort to move from reactive student support toward more proactive, evidence-informed advising and student success practices.

Evaluation Findings and Use of Results

Evaluation results are used in several ways across the institution. Accredited programs maintain continuous improvement plans and use assessment findings to support curricular changes, pedagogical improvements, documentation of student achievement, resource planning and allocation, and preparation for external review. Departmental and school-level advisory boards provide feedback that informs program relevance, emerging industry needs, and professional competencies. Internal assessments inform curriculum revision, course development, advising practices, onboarding initiatives, and resource allocation. At the institutional level, survey results and student success data inform planning related to academic support, student well-being, campus climate, and cocurricular engagement.

The core findings from WPI's evaluation processes show both institutional strengths and areas for continued development. A major strength is the continued effectiveness and growth of WPI's project-based model. Participation in the first-year Great Problems Seminars has increased by 31%, reflecting strong student interest in interdisciplinary, project-based learning early in the undergraduate experience. The Global Project Program has expanded by 33%, driven by increased student demand and supported by the implementation of the Global Scholarship program. These data indicate that students continue to value experiential, project-based, and globally engaged learning opportunities that are central to WPI's educational mission.

The routine assessment of MQPs has identified opportunities to strengthen design rigor, improve consistency in outcome evaluation, and better prepare students for the project, as identified in a review of continuous improvement plans for WPI's ABET accredited programs.

- Environmental Engineering identified that students needed stronger evidence of engineering design depth in MQPs, particularly documentation of design decisions, constraints, and trade-offs. In response, the program enhanced the design expectations for MQPs and revised faculty assessment processes to evaluate additional design factors more systematically.
- Electrical and Computer Engineering identified that students would benefit from stronger preparation in engineering design before beginning their capstone projects and added a required engineering design course prior to the MQP, based on feedback from assessment activities and the advisory board.
- Aerospace Engineering expanded the use of modeling, simulation, computational tools, testing, and multidisciplinary systems integration within MQPs.

Departmental and school-level advisory board feedback and internal assessments of student feedback have led to programmatic and operational adjustments.

- In response to regional collaborations, national initiatives, faculty expertise, and student interest, Physics created courses called Quantum Information Science (theory) and Quantum Optics Lab (practice). These could position WPI for a future Quantum Science and Technology minor.
- In response to departmental advisory board feedback, Biomedical Engineering is evaluating its curriculum to ensure that graduating students have key field-relevant AI-related skills. The department identified courses that already include content and has created two courses that focus on technical aspects of developing AI models and model verification, validation, and application.
- An external reviewer for Chemical Engineering identified that capstone designs could be strengthened by inclusion of an analysis of potential impacts of the design on the local economy and any societal, ethical, environmental, and/or cultural impacts to the area. In response, the department modified the scope of work for the project to require these aspects in their design.
- Environmental Engineering identified, via student feedback, a need to strengthen support for preparing students for the Fundamentals of Engineering licensure. This led the department to implement several preparation sessions.
- In response to student feedback about career preparation, Civil Engineering created a networking night and a professional development course, and Architectural Engineering consolidated a noncredit guest lecture series and Day-in-Practice program into an AREN 4010 Professional Engagement course.

As WPI assesses student programs and services, evaluation findings have also highlighted the importance of improved student onboarding and early academic support, particularly with respect to appropriate course placement and early academic engagement.

- Findings related to onboarding and student progress have informed the development of progress-to-degree dashboards.
- WPI made math placement exams mandatory rather than optional, enabling students to be placed into the first mathematics course most appropriate to their preparation. This change resulted from collaboration between the Mathematics Department and Academic Advising and reflects the use of evidence to improve student success from the point of entry.
- Similarly, Humanities and Arts created first-year cohorts by reserving and redesigning selected lower-level courses specifically for new students. These courses were organized around shared learning outcomes, and faculty teaching them received mentoring in teaching. Participation expanded from 300 to 750 students in one year, suggesting strong student demand and institutional capacity to scale evidence-informed onboarding practices.
- Using a robust set of 15 years of historical data, the university created a large language model (LLM) to assess predictors of student stop-out. The findings suggest that students who are undeclared are less likely to complete their degrees. As a result, all undeclared students will be required to take an FY 1800 Exploring Majors and Careers course beginning this fall.
- Academic and Student Affairs are collaborating on an AI powered SMS tool that will help with early stop-out detection.

The ways WPI responds to the Enrolled Student Survey findings demonstrate WPI's use of evaluation results.

- In 2023 undergraduate students noted a desire for distinct study and social space. Efforts were made to adjust furniture, repurpose space, and improve space signage. Subsequent surveys have shown notable gains in undergraduate student satisfaction with availability of social space (from 67% satisfied/very satisfied in 2023 to 78% satisfied/very satisfied in 2026) and satisfaction with availability of study space (from 69% in 2023 to 77% in 2026).
- At the graduate level, in 2022, students noted concerns about the quality of academic advising. Graduate studies engaged Student Success Managers (SSM) who advise graduate students in more intentional outreach to all graduate students, whereas there had previously been heavier outreach from SSMs to online students specifically. In 2025, survey data showed a 10% growth in quality of academic advising.

Graduate program evaluation is also producing early evidence of continuous improvement. Because most graduate programs are entering their first formalized assessment cycle under the new framework, longitudinal outcome data are still accumulating. However, early adopter departments have begun using assessment findings to refine programs.

WPI's evaluation infrastructure has also supported more coordinated planning and resource allocation.

- The Assistant Dean of Student Success and the Academic Advising team review student performance at the end of each term and provide targeted support as needed, with particular attention to students experiencing difficulty in multiple courses.
- WPI analyzed 15 years of historical student performance data to develop a robust predictive model for retention and graduation. The model examines both student experiences and pre-college characteristics to identify factors that influence student outcomes to support early-alert systems that enable more proactive intervention. Through this work, WPI has also identified key courses with significant impact on progress to degree within particular majors and is collaborating with departments to strengthen support for students in those courses.
- Graduate assessment work has prompted the creation of shared documentation standards and stronger integration between academic governance and institutional analytics.
- Additionally, WPI now has standardized dashboards for enrollment trends, retention, completion rates, and time to degree. These dashboards provide programs with consistent, institutionally validated metrics to support evidence-based decision-making.

Overall, WPI's evaluation processes demonstrate a maturing approach to educational effectiveness. The institution has long had strong evidence of student learning through its project-based curriculum, externally accredited programs, and robust undergraduate assessment practices. Recent work has strengthened the consistency and documentation of graduate assessment, expanded the use of student success data, and increased the integration of institutional analytics into program review. While WPI continues to build longitudinal evidence in some areas, particularly GLOs, it has established infrastructure for sustainable assessment, and evaluation results are actively used to improve academic programs and student services.

Improving Student Learning and Success

WPI uses a continuous improvement model in which evidence from student learning outcomes, retention and graduation data, student surveys, project assessments, and post-graduation outcomes is used to strengthen educational

effectiveness and student success. Assessment results are not viewed as compliance exercises; rather, they inform changes to curriculum, pedagogy, student support structures, advising, well-being initiatives, and institutional assessment practices. WPI has focused its improvement efforts on strengthening learning experiences, increasing student engagement and persistence, improving assessment practices, supporting faculty innovation, and ensuring that all students have access to the resources necessary to thrive academically and personally.

Strengthening Assessment to Improve Learning

One of the most significant institutional improvements has been the enhancement of WPI's assessment infrastructure. Recent analyses of ULOs revealed opportunities to strengthen the measurement of global competency and ethical reasoning. In response, the Undergraduate Outcomes Assessment Committee revised assessment instruments within the eProjects platform, adding targeted questions related to global competency in IQP assessments and expanding measures of global learning and ethical awareness across multiple survey instruments. WPI also plans to include the National Survey of Student Engagement Global Learning Module in future assessment cycles to ensure more systematic assessment of learning outcomes that were previously difficult to measure. To further strengthen the institution's ability to use assessment findings effectively, WPI reorganized assessment activities within the Office of Institutional Research, Analytics, and Assessment. This restructuring created a centralized framework that reduces fragmentation and improves institutional coordination. The institution is also reevaluating how teaching effectiveness is assessed. Recognizing that traditional student course evaluations capture only one dimension of educational quality, the Committee on Academic Policy has begun reviewing alternative approaches that better recognize high-impact teaching practices, including peer review, self-assessment, syllabus review, and other evidence-based measures.

Using Student Success Data to Improve the Learning Environment

Assessment data related to student success and well-being have directly informed institutional action. Institutional leaders routinely review retention, graduation, satisfaction, climate, and success indicators and share data with academic departments to support decision-making. For example, retention data show student athletes and fraternity/sorority members have the lowest attrition. Efforts by student activities and housing staff are seeking to replicate experiences that support student retention among other populations.

WPI is also using longitudinal data to better understand who departs from WPI as evidenced by the previously mentioned use of a trained LLM that analyzed more than 15 years of student data. As a result of this analysis, WPI is investing in career and major choice resources, including a dedicated website and a required career course for incoming undeclared students in fall 2026. The data also suggested that a single binary indicator—that a student has dropped to academic warning or probation—is a strong predictor that the student may not complete their degree. As a result, WPI has renamed "academic warning" and "academic probation" to "academic concern" and "academic intervention," respectively and is requiring students on academic intervention status to meet with their advisor and complete a success course. WPI is also working to train the LLM to flag current students at risk of stop-out on an ongoing basis and plans to build an interface that can be used by frontline advisors to offer more targeted advising support.

The university's response to student mental health and well-being provides another example of assessment-driven improvement. Following extensive campus feedback and research, WPI implemented a broad range of wellness initiatives, detailed throughout the document. Subsequent assessments demonstrated increased belonging, increased flourishing, reduced loneliness, and stabilization in counseling demand.

Improving Courses to Support Educational Effectiveness

Using assessment findings, faculty feedback, student input, and industry engagement, academic programs regularly refine course offerings, degree requirements, and learning pathways to improve educational effectiveness and strengthen student learning outcomes. These efforts ensure that students are not only mastering disciplinary fundamentals but also gaining experience with emerging technologies and contemporary professional practices. For example, the Industrial Engineering program revised its curriculum to replace legacy coursework with offerings in data management, machine learning, and artificial intelligence, allowing them to build competencies aligned with evolving industry and workforce demands.

Several engineering programs have similarly used assessment and stakeholder feedback to identify gaps in student preparation and implement targeted curricular improvements or to expand curricular offerings in emerging fields. After recognizing that some students lacked the programming foundation needed for success in advanced embedded

computing courses, the Electrical and Computer Engineering program created a new Computational Engineering course and revised prerequisite pathways to strengthen student preparation and improve progression through the curriculum. Recognizing the growing importance of artificial intelligence and machine learning, Electrical and Computer Engineering developed a new course, Foundations and Trends in Machine Learning for Engineering, to provide engineering students with exposure to AI concepts and applications tailored specifically to engineering contexts. Building on this work, the department has introduced additional coursework in AI accelerators, hardware security, machine learning for cybersecurity, software radio systems, and advanced microelectronics. Together, these curricular enhancements demonstrate how WPI leverages assessment and continuous improvement processes to strengthen educational effectiveness, maintain curricular relevance, and improve student learning and career outcomes.

Enhancing Learning Through Project-Based Education

Assessment results from WPI's signature project experiences have also led to meaningful improvements. Alumni survey findings continue to demonstrate the lasting impact of project-based education on personal development, career readiness, and understanding of ethical and societal responsibilities, with higher levels of impact than in prior survey cycles, reinforcing institutional investment in global experiential learning.

Assessment of the IQP identified differences between on-campus and off-campus projects, particularly in students' understanding of broader societal impacts. In response, WPI expanded participation in the preparatory course historically required only for students participating in off-campus IQPs. Now, more students receive structured preparation in project planning, stakeholder engagement, and broader contextual analysis before undertaking project work. WPI continues to assess the effectiveness of this intervention, demonstrating our use of evidence to strengthen student learning.

Similarly, assessment of the HUA Requirement revealed that learning outcomes were not being evaluated consistently across the multiple pathways students may use to fulfill the requirement. In response, the department implemented new end-of-requirement assessments focused on student learning and reflection and revised completion requirements to encourage students to reflect holistically on the educational experience rather than on a single culminating exercise. These modifications strengthen the university's ability to understand how students develop communication, critical thinking, ethical awareness, and cultural understanding through the HUA experience.

Investing in Teaching and Learning Innovation

WPI's assessment findings have informed substantial investments in pedagogical innovation through the Morgan Teaching and Learning Center (MTLC). MTLC provides $150,000 annually in grants that support educational innovation and address institutional learning needs. Recent initiatives have included development of civic engagement curriculum modules, AI-enabled learning tools, mobile applications that support learning in foundational STEM courses, and experiential learning resources that enhance student engagement. All funded projects are evaluated for impact, ensuring that successful innovations can be scaled and shared across the institution.

The MTLC also supports faculty course redesign and instructional improvement efforts. Over the past five years, redesigned projects involving 23 faculty members across 53 courses in 11 departments have reached more than 3,500 students. Through instructional coaching, evaluation support, faculty learning communities, and consultations, instructors are able to adopt evidence-based teaching practices that improve learning outcomes, increase engagement, and strengthen educational effectiveness. These redesign efforts demonstrate how WPI uses evidence not only to identify areas for improvement but also to support faculty in implementing meaningful change.

In response to the rapid growth of artificial intelligence, WPI has further invested in faculty development related to AI-enhanced teaching and learning. Through numerous initiatives outlined in previous sections, faculty are redesigning assignments and courses to ensure that AI supports, rather than undermines, learning objectives. These efforts help students develop emerging competencies that will be essential in future careers while maintaining academic rigor, critical thinking, and ethical decision-making.

Strengthening Student Success Through Advising, Transition, and Support

Analysis of retention and student success measures has informed significant improvements in advising and student transition programs. WPI strengthened academic advising by reducing advisor caseloads, expanding professional advising staff, consolidating student services, and implementing a shared advising model that combines professional and faculty advising. Additional initiatives, including the First-Year Welcome Experience, enhancements to the Insight

Program, transfer student supports, and advising dashboards designed to identify at-risk students, have contributed to strong retention outcomes.

The institution has also expanded onboarding and academic support initiatives designed to improve student learning and persistence. Examples include mandatory mathematics placement assessments, first-year humanities cohorts, tutoring and academic resource programs, the SWEET (Supporting WPI through Effective and Equitable Teamwork) Center, the PEAK (Planning, Executive function, Accountability, and Knowledge) program, and expanded opportunities for undergraduate research and project-based engagement. Similarly, an improved process for student re-onboarding from a leave of absence includes a free summer course to ease the transition.

The university's response to student mental health and well-being provides another example of assessment-driven improvement. Extensive campus feedback, including student surveys, identified high levels of stress and other factors negatively affecting academic success. In response, WPI implemented a broad range of initiatives, including a Center for Well-Being, expanded counseling services, wellness-focused programming, Wellness Days within the academic calendar, and enhanced educational programming. Subsequent assessments found measurable improvements in student wellness indicators, with fewer students reporting between 2019 and 2026 that they often/very often are staying up all night to do academic work (-10%), felt overwhelmed (-11%), or were having difficulty functioning due to depression (-7%). Subsequent assessments also demonstrated increased belonging, increased flourishing, and reduced loneliness. These findings illustrate how WPI uses evidence to remove barriers to learning and create conditions that support academic success.

WPI has also worked to identify student success barriers and increase equitable access to student support services. For example, survey results in 2019 showed that students of color were utilizing counseling and support services at lower rates than peers. Greater outreach and awareness efforts led to increased utilization, helping ensure greater access to academic success and persistence resources. WPI will continue to focus on this effort to encourage consistent usage of support resources across all student demographics.

These efforts reflect WPI's understanding that student success is influenced not only by classroom experiences but also by advising, academic support, belonging, and access to resources. By continually examining student success indicators and responding to emerging needs, the university creates a more supportive environment in which students can achieve their academic goals.

Amplifying Career Outcomes

WPI has strengthened its focus on career readiness and post-graduation success by more intentionally integrating career development throughout the student experience. Building on the extensive services provided through the Heebner Career Development Center—including career coaching, internships, employer engagement, networking events, and career fairs—the university has expanded opportunities for students to connect with employers and explore career pathways earlier in their academic careers. Recent enhancements include the expansion of the annual career fair from one day to a two-day event, additional opportunities to explore internships, co-ops, and full-time employment opportunities, and planned implementation of an AI-powered tool to assist students in resume writing and interviewing.

WPI has also strengthened the connection between academic planning and career preparation by transforming the long-standing Academic Advising Day into Academic and Career Advising Day in 2026. The university hopes to build on this shift to reinforce the institution's belief that educational planning and career development are complementary processes. By creating dedicated time for students to engage with both academic advisors and career development professionals, the university encourages students to make more intentional connections between course selection, experiential learning opportunities, project work, graduate education plans, and career goals. Together, these initiatives help students understand the relationship between their educational experiences and future professional pathways, improving career readiness while enhancing the overall effectiveness and relevance of the educational experience.

Future Assessment and Evaluation Plans

WPI's student success, employment, and outcomes data indicate that graduates are well prepared for and successful in their careers, providing important evidence of WPI's educational effectiveness. Over the next five years, WPI will build on this foundation by strengthening consistency, alignment, and use of assessment evidence across undergraduate and graduate education. Key priorities include:

- Clarifying governance structures and responsibilities for outcomes assessment across undergraduate and graduate education, including the role of Faculty Governance, academic leadership, and institutional assessment processes
- Developing a coordinated assessment framework that links learning outcomes across institutional, program, project, and course levels; supports more regular collection and review of assessment evidence; and helps departments use that evidence for improvement
- Continuing to develop meaningful and sustainable GLOs assessment practices
- Strengthening the assessment and use of evidence related to key undergraduate outcomes and competencies central to WPI's educational model, including project-based learning, communication, teamwork, global competence, and ethical reasoning
- Continuing to develop institutional data infrastructure, including a data warehouse, which integrates academic, student success, enrollment, and post-graduation outcomes data to support timely analytics, streamlined reporting, and evidence-informed decision-making
- Expanding the use of analytics and dashboards to better understand patterns in retention, progression, graduation, engagement, belonging, well-being, and post-graduation outcomes, and to inform strategies that support student success

Together, these priorities reflect WPI's commitment to strengthening educational effectiveness, improving student learning and success, and ensuring that assessment remains a practical and meaningful part of institutional planning and continuous improvement.

INSTITUTIONAL PLANS

WPI enters the next phase of institutional planning from a position of momentum. The university has advanced initiatives in well-being, enrollment, financial stewardship, governance, educational effectiveness, infrastructure planning, and data-informed decision-making. WPI has also expanded student support, strengthened assessment practices, and invested in academic and operational systems that support its mission. Looking ahead, WPI will continue to build on these advances through an integrated focus on educational innovation, student success, institutional resilience, and operational effectiveness.

Advancing WPI's Next Strategic Plan

As WPI concludes its current strategic plan, *Lead with Purpose*, the university will use the 2026–27 academic year to develop its next strategic plan, with launch anticipated in academic year 2027–28. The next plan will be informed by broad community engagement, institutional data, emerging higher education trends, and WPI's evolving identity as a distinctive project-based STEM university with R1 research status. It will also build on current efforts to align academic priorities, enrollment planning, financial sustainability, student success, research growth, and campus infrastructure.

Evolving WPI's Educational Model to Support Evolving Workforce Needs

WPI will continue to invest in the WPI Plan and its distinctive project-based educational model while considering how that model should evolve for the next generation of learners. The Futures Working Group and Career Pathways Task Force are examining how WPI's educational approach can remain responsive to technological change, workforce needs, global challenges, student expectations, and the importance of interdisciplinary learning. The work of these initiatives will inform academic planning, new program development, curriculum design, and student learning priorities, with focus on curricular integration of artificial intelligence, ethical reasoning, and interdisciplinary problem solving.

Supporting Student Success, Well-Being, and Belonging

Student success will remain central to WPI's institutional plans. The university has made significant investments in mental health, wellness, advising, onboarding, academic support, accessibility, and student engagement. Looking forward, WPI will continue to focus on enhancing its immersive student experience by embedding well-being into the academic and cocurricular experience in alignment with the commitments of the Okanagan Charter, strengthening early identification of students who may need assistance, and continuing to center student engagement and belonging. WPI will also continue using survey data, retention data, student feedback, and predictive analytics to shape student support strategies.

Strengthening Educational Effectiveness and Assessment

A priority for the next five years is to deepen WPI's culture of assessment and evidence-based improvement. At the undergraduate level, WPI will continue to refine its assessment of institutional learning outcomes, program assessment, and student success data. At the graduate level, WPI will complete implementation of the institution-wide GLOs and assessment framework, ensuring that all graduate programs have defined outcomes, assessment plans, review cycles, and improvement mechanisms.

Aligning Enrollment, Housing, and Student Services

Given the enrollment environment and changing student demographics, WPI will continue the integration of enrollment goals with student services, staffing, and campus infrastructure. The university will focus on sustaining undergraduate enrollment, expanding transfer pathways, improving graduate enrollment in high-demand areas, and recalibrating services to match student needs. WPI will also implement its two-year residency requirement and continue planning for future student housing needs as it phases out the South Village lease and considers long-term use of acquired properties.

Maintaining Financial Strength and Affordability

WPI will continue to pair strategic investment with disciplined financial management. The university has strengthened its financial position through debt management, bond buybacks, operating surpluses, philanthropic support, expanded financial aid, and long-range financial and marketing and branding modeling. Looking ahead, WPI will preserve this momentum by maintaining positive operating margins, diversifying revenue, managing debt, enhancing market branding and visibility, and continuing to address affordability for students and families.

Modernizing Infrastructure, Technology, Data, and Operations

WPI's next phase of planning will rely on stronger operational systems, integrated data, modernized facilities, and improved technology infrastructure. The university will implement a rolling capital planning process, advance modernization priorities, develop a centralized data warehouse integrating academic, enrollment, student success, and financial outcomes data, and continue expanding operational efficiency efforts through automation, workflow redesign, AI-enabled tools, and process improvement.

Building on Research Momentum

Over the next five years, WPI will build on its momentum as an R1 research university by expanding strategic partnerships with industry, government, healthcare, and nonprofit organizations. Through deeper collaboration with regional innovation ecosystems and a growing network of national partners, WPI will increase research impact, attract new investment, create expanded opportunities for students and faculty, and further strengthen its reputation as a leading institution for applied, high-impact research.

Continuing Governance, Communication, and Transparency Improvements

WPI will continue to ensure that all community members have appropriate voice in institutional decision-making. The university has clarified the roles of deans and schools, strengthened faculty participation, and expanded Staff Council. Future work will focus on sustaining this progress while ensuring that governance remains transparent, inclusive, data-informed, and aligned with institutional goals.

Collectively, these plans reflect WPI's commitment to institutional resilience, educational effectiveness, student success, and continuous improvement. The university's next phase will be shaped by strategic planning, evidence-based decision-making, responsible financial stewardship, inclusive governance, and continued investment in the distinctive educational model that has long defined WPI. By aligning mission, resources, assessment, and innovation, WPI is well positioned to meet emerging challenges, strengthen student learning and well-being, and prepare graduates to turn knowledge into action in service of a rapidly changing world.

Appendix A: Affirmation of Compliance

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 0188 0
Tel: 781-425-7785 I neche.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	www.wpi.edu/offices/registrar/policies-procedures/transfer-credit www.wpi.edu/admissions/undergraduate/apply/transfer-students/transfer-student-faqs
Print Publications	WPI's Undergraduate and Graduate Catalogs: www.wpi.edu/academics/academic-catalog
Self-study/Fifth-year Re-port Page Reference	Page 19

2. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	Student Code of Conduct: www.wpi.edu/offices/dean-students/code-of-conduct Academic Integrity: www.wpi.edu/about/policies/academic-integrity Notice of Non-Discrimination: www.wpi.edu/about/policies/notice-of-non-discrimination Title IX Policy and Sexual Misconduct Policy: www.wpi.edu/offices/title-ix/title-ix-and-sexual-misconduct-policy Bias Response Program: www.wpi.edu/about/diversity-inclusion/bias-response-program Disability Grievance Procedure: www.wpi.edu/sites/default/files/DisabilityGrievance_Procedure.pdf Policy on Research Conduct: www.wpi.edu/sites/default/files/docs/About-WPI/Policies/Research_Misconduct_Policy.pdf Registrar's Policies (including Grade Appeal and Grade Change Policy and Graduate Student Appeal of Academic Dismissal): www.wpi.edu/offices/registrar/policies-procedures
Print Publications	WPI's Undergraduate and Graduate Catalogs: www.wpi.edu/academics/academic-catalog Many of the policies above are downloadable as pdfs.
Self-study/Fifth-year Re-port Page Reference	Page 25–26

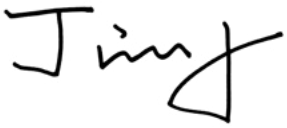
3. **Distance and Correspondence Education:** Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verifica-tion	Student identity is confirmed through a unique username and password assigned to each individual student and through an additional layer of multifactor authentication.
Self-study/Fifth-year Re-port Page Reference	Page 19

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: 8/15/26

March 2016, June 2020, August 2021

Appendix B: Most Recent Audited Financial Statements

Financial statements are available through the WPI Controller.

Appendix C: Auditor's Management Letter

No management letter was provided for 2025.

Appendix D: Interim Report Forms

See following page.

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

	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2023)	1 Year Prior (FY 2024)	Most Recent Year (FY 2025)	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$10,891	$2,351	$4,758	-78.4%	102.4%
?	Cash held by State Treasurer	$0	$0	$0	-	-
?	Deposits held by State Treasurer	$0	$0	$0	-	-
?	Accounts Receivable, Net	$13,715	$14,175	$16,008	3.4%	12.9%
?	Contributions Receivable, Net	$28,804	$28,483	$18,989	-1.1%	-33.3%
?	Inventory and Prepaid Expenses	$10,005	$8,550	$8,692	-14.5%	1.7%
?	Long-Term Investments	$704,487	$723,975	$793,290	2.8%	9.6%
?	Loans to Students	$16,581	$15,993	$14,447	-3.5%	-9.7%
?	Funds held under bond agreement	$0	$0	$0	-	-
?	Property, plants, and equipment, net	$518,519	$539,074	$563,902	4.0%	4.6%
?	Other Assets	$16,474	$15,577	$16,522	-5.4%	6.1%
	Total Assets	**$1,319,476**	**$1,348,178**	**$1,436,608**	2.2%	6.6%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$28,027	$28,671	$28,302	2.3%	-1.3%
?	Deferred revenue & refundable advances	$11,901	$17,728	$19,135	49.0%	7.9%
?	Due to state	$0	$0	$0	-	-
?	Due to affiliates	$0	$0	$0	-	-
?	Annuity and life income obligations	$5,482	$5,413	$5,678	-1.3%	4.9%
?	Amounts held on behalf of others	$5,381	$5,142	$4,724	-4.4%	-8.1%
?	Long-term investments	$396,120	$375,750	$409,309	-5.1%	8.9%
?	Refundable government advances	$2,527	$1,815	$1,221	-28.2%	-32.7%
?	Other long-term liabilities	$70,751	$63,474	$66,156	-10.3%	4.2%
	Total Liabilities	**$520,189**	**$497,993**	**$534,525**	-4.3%	7.3%
	NET ASSETS (in 000s)					
	Net Assets without donor restrictions					
	Institutional	**$350,722**	**$364,825**	**$390,305**	4.0%	7.0%
?	Foundation				-	-
	Total	**$350,722**	**$364,825**	**$390,305**	4.0%	7.0%
	Net Assets with donor restrictions					
	Institutional	**$448,565**	**$485,360**	**$511,778**	8.2%	5.4%
?	Foundation				-	-
	Total	**$448,565**	**$485,360**	**$511,778**	8.2%	5.4%
	Total Net Assets	**$799,287**	**$850,185**	**$902,083**	6.4%	6.1%
	TOTAL LIABILITIES and NET ASSETS	**$1,319,476**	**$1,348,178**	**$1,436,608**	2.2%	6.6%

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

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

	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026 estimate)	Forward (FY 2027 projected)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$329,797	$351,555	$369,491	$375,033	$380,659
?	Room and board					
?	Less: Financial aid	-$127,865	-$143,697	-$155,105	-$162,860	-$171,003
	Net student fees	$201,932	$207,858	$214,386	$212,173	$209,656
?	Government grants and contracts	$47,047	$56,850	$63,771	$63,771	$63,771
?	Private gifts, grants and contracts	$8,918	$8,045	$15,286	$15,286	$15,745
?	Other auxiliary enterprises	$41,256	$44,098	$55,335	$57,548	$60,426
	Endowment income used in operations	$15,654	$19,066	$19,128	$19,893	$21,087
?	Other revenue (specify): other educational activities	$2,970	$3,035	$3,194	$3,290	$3,421
	Other revenue (specify): other investment income	$13,684	$11,285	$12,856	$13,370	$14,172
	Other revenue (specify): miscellaneous	$8,067	$5,783	$7,295	$7,514	$7,814
	Net assets released from restrictions					
	Total Operating Revenues	**$339,528**	**$356,020**	**$391,251**	**$392,846**	**$396,092**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$146,170	$146,750	$152,220	$153,742	$153,896
?	Research	$53,323	$64,345	$69,961	$70,311	$70,662
?	Public Service	$13,555	$13,623	$13,489	$13,624	$13,726
?	Academic Support	$68,114	$67,011	$71,519	$72,234	$72,957
?	Student Services	$30,563	$29,064	$30,519	$30,824	$31,163
?	Institutional Support					
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)					
?	Scholarships and fellowships (cash refunded by public institution)					
?	Auxiliary enterprises	$43,433	$40,349	$51,363	$51,877	$52,395
?	Depreciation (if not allocated)					
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$355,158**	**$361,142**	**$389,071**	**$392,612**	**$394,800**
	Change in net assets from operations	**-$15,630**	**-$5,122**	**$2,180**	**$234**	**$1,292**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)					
?	Investment return	**$37,979**	**$44,814**	**$42,528**	**$44,229**	**$45,998**
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	**$10,807**	**$10,635**	**$7,501**	**$7,501**	**$7,501**
?	Other (specify): net unrealized gains (losses) on beneficial interests in trusts	**-$275**	**$959**	**$969**	**$551**	**$826**
	Other (specify): change in value of split interest agreements	**-$236**	**-$315**	**-$909**	**-$487**	**-$570**
	Other (specify): gain (loss) on interest rate agreements	**$1,023**	**$407**	**-$375**	**$352**	**$128**
	Other (specify): gain (loss) on disposal of assets	**$0**	**-$480**	**$5**	**-$158**	**-$211**
	Net non-operating revenues	**$49,298**	**$56,020**	**$49,719**	**$51,988**	**$53,672**
	Income before other revenues, expenses, gains, or losses	**$33,668**	**$50,898**	**$51,899**	**$52,221**	**$54,965**
?	Capital appropriations (public institutions)					
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$33,668**	**$50,898**	**$51,899**	**$52,221**	**$54,965**

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

Standard Three: Institutional Resources (Statement of Debt)

		FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year Budget (FY 2026)	Next Year Forward (FY 2027 projected)
		Long-term Debt					
		Beginning balance	$395,225	$396,120	$375,750	$409,309	$393,094
		Additions	$20,319	$25,243	$50,005	$16,092	$4,092
	?	Reductions	($19,424)	($45,613)	($16,446)	($25,807)	($39,257)
		Ending balance	**$396,120**	**$375,750**	**$409,309**	**$399,594**	**$357,929**
		Interest paid during fiscal year	$17,757	$17,855	$17,177	$19,023	$18,898
		Current Portion	$24,044	$4,361	$4,940	$4,915	$5,670
		Bond Rating (Moody's)	A2 Negative	A2 Negative	A2 Stable	A2 Stable	A2 Stable
		Debt to Assets Ratio Long-term Debt / Total Assets	0.28	0.28	0.28	0.26	0.23

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 instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

The Institution's long-term debt consists primarily of fixed-rate bond issuances with interest rates ranging from 2.2%-5.0%. Debt service payments are generally structured with semi-annual interest payments and annual princpal amortization, with final maturities extending through 2059. Certain variable-rate debt instruments may be in place, with interest rates reset periodically based on market indices.

The Institution's debt agreements include customary financial covenants, including requirements related to maintaining minimum debt service coverage ratios and liquidity ratios, rating thresholds, and limitations on additional indebtedness. For the fiscal year ended June 30, 2025 and all other periods reported on above, the Institution was in compliance with all debt covenant requirements. No events of default or covenant violations were identified.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The University maintains a revolving line of credit with TD Bank in the amount of $50M. The line of credit bears interest at an adjusted SOFR rate plus 1.25% per month on outstanding amounts. The line of credit is intended to provide short-term liquidity support for operating needs, including timing differences between cash receipts and expenditures.

Future borrowing plans (please describe).

The University is currently evaluating opportunities to refinance a portion of its outstanding debt to improve debt service terms. The refinancing is expected to replace existing obligations and is not anticipated to materially increase the institution's total debt outstanding.

Standard Three: Institutional Resources (Liquidity)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026 estimate)	Next Year Forward (FY 2027 projection)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$17,897	$10,891	$2,351	$4,758	$22,146
Cash Flow from Operating Activities	$17,874	$13,638	($3,575)	($3,575)	($3,575)
Cash Flow from Investing Activities	($38,749)	($15,168)	($44,652)	$6,249	$6,499
Cash Flow from Financing Activities	$13,869	($7,010)	$50,634	$14,714	$11,714
Cash and Cash Equivalents end of year	**$10,891**	**$2,351**	**$4,758**	**$22,146**	**$36,785**
LIQUIDITY RATIOS					
Current Assets	$49,013	$39,318	$38,953	$40,000	$40,000
Current Liabilities	$39,928	$46,399	$47,437	$48,000	$48,000
Current Ratio	**1.23**	**0.85**	**0.82**	**0.83**	**0.83**
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)	**12.48**	**2.64**	**4.95**	**22.92**	**38.06**
PHYSICAL RESOURCES					
Deferred Maintenance	**14,200**	**16,000**	**7,316**	**5,270**	**8,300**

Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)

No.

Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)

No.

Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No.

Please describe the institution's plans for managing its deferred maintenance.

The institution maintains a comprehensive facilities assessment and capital planning process to identify and prioritize deferred maintenance across campus. Capital planning is reviewed annually by senior administration and incorporates input from Facilities, Finance, and campus leadership. The institution continues to monitor deferred maintenance needs and incorporates identified projects into its long-term capital planning and budgeting process.

Please enter any additional explanatory notes related to the intitiution's liquidity in the box below.

Standard Three: Institutional Resources (Financial Aid)

	FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026 estimate)	Next Year Forward (FY 2027 projection)
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$117,637	$131,468	$142,413	$149,534	$157,010
	Federal, state and private grants	$7,443	$9,515	$11,536	$11,487	$11,487
	Restricted funds	$10,438	$12,005	$12,644	$13,276	$13,940
	Total	**$135,518**	**$152,988**	**$166,593**	**$174,297**	**$182,437**
	% Discount of tuition and fees	38.8%	40.9%	39.1%	40.5%	41.9%
?	% Unrestricted discount	35.7%	37.4%	35.9%	37.2%	38.4%
	Net Tuition Revenue per FTE	$28.406	$27.928	$28.181	$27.353	$25.671
	Net Student Fees per FTE	$0.978	$1.046	$1.147	$1.190	$1.208
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	3.0	3.0	3.0	3.0	3.0

Provide any explanatory notes related to the institution's financial aid in the box below.

Appendix E: Making Assessment More Explicit Forms

See following page.

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Undergraduate Programs					
At the institutional level:	Catalog: https://wpi.cleancatalog.net/wpi-undergraduate-learning-outcomes	Reviews of capstone work in Major Qualifying Projects (MQP), Interactive Qualifying Projects (IQP) and Humanities and Arts Requirements (HUA); student surveys such as in HUA, NSSE, ESS and EBI data	Faculty in academic Departments; The Global School; Undergraduate Outcomes Assessment Committee (UOAC)	Assessment evidence has informed several institution-level improvements, including mandatory math placement to better align student pre-enrollment math skills with first course, redesign of Humanities and Arts first-year course experiences to strengthen early engagement with WPI learning outcomes, and a required major/career exploration course for undeclared students to support informed academic planning.	Ongoing
Major Qualifying Project	Website: https://www.wpi.edu/project-based-learning/major-qualifying-project/learning-outcomes	Reviews of student MQP reports; Student and faculty surveys for learning outcomes; Undergraduate Research Project Showcase Day	Organized by academic departments and supported by the Undergraduate Outcomes Assessment Committee; three-year cycle	Varies by department. For instance, select departments identified a need for strong evidence in engineering design decisions, and revised courses and shared expectations. The MQP survey instrument has additionally been revised to improve measurement of learning outcomes.	Ongoing
Interactive Qualifying Project	Website: https://www.wpi.edu/project-based-learning/interactive-qualifying-project/outcomes	Reviews of student IQP reports; Student and faculty surveys for learning outcomes	Organized by the Global School and reviewed by the Undergraduate Outcomes Assessment Committee	Expanded preparation in ID 2050, the IQP preparatory course, to students with on-campus IQPs given evidence of importance in promoting understanding of broader societal impacts.	2025
Humanities and Arts Requirement	Catalog and web at https://www.wpi.edu/academics/undergraduate/humanities-arts-requirement/learning-outcomes	Reviews of student work in inquiry seminars, practicums, and modern languages; Student and faculty surveys for learning outcomes implemented in 2025-26; focus groups.	Humanities and Arts faculty; supported by the Undergraduate Outcomes Assessment Committee	Implemented new student survey for HUA students after they fulfill requirement; Additional shared outcomes to the HUA FYI for self-efficacy and using AI.	2025

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Actuarial Mathematics (B.S.)	Catalog and web at https://wpi.cleancatalog.net/mathematical-sciences	Course-based assessments; Undergraduate Research Projects Showcase (with faculty and external reviewers); MQP review; Actuarial Exams	Program Director; Department Leadership	Implemented a peer mentoring network for all undergraduate students; Created new courses and rotating special topics courses	External review in Fall 2024; MQP review in Summer 2025
Aerospace Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/aerospace-engineering/accreditation	ABET Syllabi for Courses; Course Binders; Reviews of MQPs; Grade Distribution for Majors; Student Course Reports; Senior and Alumni Surveys; Campus-wide MQP Evaluation Data; Campus-wide IQP Evaluation Data; Skyfactor Data.	Undergraduate Program Committee; Faculty; Associate Department Head and Undergraduate Program Review Chair; Department Head	2020: Revised 3 courses, 16 course numbers & titles, AE distribution requirements. 2024: Introduced 2 new courses, established an experimentation & data science lab and MQP lab. 2025: Introduced new course, revised background in 16 courses.	2020 by ABET
Applied Physics (B.S.)	Catalog and web at https://wpi.cleancatalog.net/physics	Annual Project Presentation Day; MQP Review; Course Reports	Department Program Review Committee; Department Head	Transitioned Engineering Physics degree program to Applied Physics degree that added additional distribution options for students	2019
Architectural Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/architectural-engineering/accreditation	Annual Project Presentation Day; MQP Review; IQP Review; Course-Based Assessment; Senior Exit Surveys; Alumni surveys	Program Director; Program Review Committee	Strengthened experimentation & lab integration within curriculum; Introduced professional engagement course & events; Added support for FE exam; Est. 4+1 BS/M.Arch. program	2020 by ABET
Biochemistry (B.S.)	Catalog and web at https://www.wpi.edu/academics/study/biochemistry-bs	Annual Project Presentation Day; MQP Review; Senior Exit Surveys	Department Head, Program Review Committee	Changes to improve individual course delivery have been made annually; Created Ambassador mentoring Program.	2025 by ASBMB, ACS
Bioinformatics and Computational Biology (B.S.)	Catalog and web at https://wpi.cleancatalog.net/bioinformatics-and-computational-biology	Annual Project Presentation Day; MQP Review	Director of Program	Added new introductory course; Added new senior level course for more appropriate capstone experience; Created mentoring program	

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Biology and Biotechnology (B.S.)	Catalog and web at https://wpi.cleancatalog.net/biology-and-biotechnology	Annual Undergraduate Research Presentations Showcase (URPS) survey; MQP Review (every 3 years; last completed in 2024); lab course assessments (URSSA= Undergraduate Research Skills Student Survey) for many lab offerings	Annually after URPS by BBT Undergraduate Assessments Working Group	Instituted new spiral curriculum in classroom courses; Created a foundations core (2 lectures, 1 lab); Reviewed all course descriptions and recommended background; Updated all course level LOs; Mapped courses onto Vision and Change Core Concepts; Redesigned URPS survey to explicitly ask about department LOs; Mapped department MQP LOs to program LOs and WPI MQP Outcomes; Continued converting lab curriculum to authentic research; Added 2 industry practices lab courses	Annual internal evaluation; 2013 external review
Biomedical Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/biomedical-engineering/accreditation	Instructor generated course-based assessment documents with ABET outcome assessment; Capstone Design Project evaluations; Undergraduate Curriculum Review Committee transcript review; Senior Exit Surveys	Undergraduate Curriculum Committee; Course assessments reviewed by BME faculty sub-specialization areas 2x/year	Changes are made annually to improve individual course delivery; all in the ABET self-study report; Major change example: Lab curriculum update for focused experience in students' chosen specialization.	2020 by ABET
Business (B.S.)	Catalog and web at https://wpi.cleancatalog.net/business/business-major	Annual Project Presentation Day; MQP Review	Program Director; Undergraduate Program Curriculum Committee	Expanded offerings in analytics with a focus on business applications	2023 by AACSB
Chemical Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/study/programs/chemical-engineering/undergraduate-students/accreditation	Annual Project Presentation Day; MQP Review; Design Review; Unit Ops Review; IQP Review; Course-Based Assessment; Senior Exit Surveys	Department Head; Undergraduate Committee; External Reviewers	Added several new Capstone Design projects in biopharma, energy, environmental, and R&D; Added Application of Statistics	2020 by ABET

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Chemistry (B.S.)	Catalog and web at https://www.wpi.edu/academics/study/chemistry-bs	Annual Project Presentation Day; MQP Review; Senior Exit Surveys	Department Head; Program Review Committee	Changes to improve individual course delivery have been made annually; Created Ambassador mentoring Program.	2025 by ACS
Civil Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/civil-environmental-engineering/accreditation	Annual Undergraduate Research Projects Showcase; MQP Assessment and Review; IQP Review; Course-Based Assessments; Senior Exit Survey	Department Head; ABET Coordinator	Added courses; Modified Courses; Hired new faculty	2020 by ABET
Computer Science (B.S.)	Catalog and web at https://wpi.cleancatalog.net/computer-science	Annual Report; Alumni Surveys; Course Mapping	External Assessment Coordinator; Department Head; Undergraduate Committee	Added new courses; Changed distribution requirements	External Assessment, 2021-2022 academic year.
Data Science (B.S.)	Catalog and web at https://wpi.cleancatalog.net/data-science	Annual Project Presentation Day; MQP Review; Student Survey; Course-Based Assessments	Department Head; Undergraduate Review Committee	Course modifications to enrich project experience; Course additions; Industry feedback	Annual
Economics (B.S.)	Catalog and web at https://wpi.cleancatalog.net/technology-policy-and-sustainability/economic-science-major	MQP and IQP projects; Embedded assignments; Research papers; Presentations; Surveys; Alumni and employer feedback	Department committees; MQP/IQP coordinators; Faculty review committees	Curriculum updates; New tools (R/Python); Enhanced stakeholder engagement; Expanded fieldwork	Program review 2012
Electrical and Computer Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/electrical-computer-engineering/accreditation	Course-based assessment; MQP Review; Annual Project Presentation Day	Undergraduate program and curriculum committee; Faculty	Developed new courses to provide more mathematical depth	2020 by ABET

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Environmental and Sustainability Studies (B.A.)	Catalog and web at https://wpi.cleancatalog.net/technology-policy-and-sustainability/environmental-and-sustainability-studies-major	MQP and IQP projects; Embedded assignments; Research papers; Presentations; Surveys; Alumni and employer feedback	Department committees; MQP/IQP coordinators; Faculty review committees	Curriculum updates; New tools (R/Python); Enhanced stakeholder engagement; Expanded fieldwork	Program review 2012
Environmental Engineering (B.S.)	Catalog and web at https://wpi.cleancatalog.net/civil-environmental-architectural-engineering/environmental-engineering-major	Faculty assessments of courses and MQPs; Senior surveys; Alumni surveys; External MQP reviews	Program Director; ABET coordinator; Program Steering Committee	Change in distribution requirements; Development of new lab courses addressing air, soil, hazardous waste experiments; Creation of Fundamentals of Engineering review sessions	2020 by ABET
Financial Technology (B.S.)	Catalog and web at https://wpi.cleancatalog.net/business/financial-technology-major	Annual Project Presentation Day; MQP Review	Program Director; Undergraduate Program Curriculum Committee	N/A – New program	
Humanities and Arts (B.S.)	Catalog and web at https://www.wpi.edu/academics/study/humanities-arts-ba	Annual Project Presentation Day; Program Review; MQP Review; Degree Audit	Program Review Committee; Associate Heads; Department Head	Revised curriculum in: History, German, Chinese Studies, Spanish, Global Studies, 2025-26; Music, 2023-24; Theatre, 2022-23; LOs and course sections for first-year students only, 2022-23	2025 internal curriculum review
Industrial Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/industrial-engineering/abet-accreditation	Annual Project Presentation Day; MQP Review; IQP Review	Dean; Program Director; Undergraduate Program Curriculum Committee	Evaluating a potential supply chain management focus	2020 by ABET; 2023 by AACSB

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Information Systems and Technologies (ISTech) (B.S.)	Catalog and web at https://wpi.cleancatalog.net/business/information-systems-and-technologies-istech-major	Annual Project Presentation Day; MQP Review	Program Director; Undergraduate Program Curriculum Committee	Changed program name from Management Information Systems to Information Systems and Technologies to reflect expanded focus on new technologies	2023 by AACSB
Interactive Media & Game Development (B.A.)	Catalog and web at https://wpi.cleancatalog.net/interactive-media-and-game-development	Annual Project Presentation Day; Student portfolio review (currently informal, moving toward formal); Annual student feedback session; Course-based assessments	Program Director; Steering Committee; Community Sub-Committee; Annual process: Steering Committee debriefs year-end strengths and weaknesses, then meets early the next AY to plan and implement curricular/instructional revisions.	New mechanisms for students to work on sustained projects in years 1-3 through supporting senior MQPs; Single term MQP option being piloted in AY25-26; Improvements to co-curricular activities to support student professionalization	
Interactive Media & Game Development Technology (B.S.)	Catalog and web at https://wpi.cleancatalog.net/interactive-media-and-game-development	Annual Project Presentation Day; Student portfolio review (currently informal, moving toward formal); Annual student feedback session; Course-based assessments	Program Director; Steering Committee; Community Sub-Committee; Annual process: Steering Committee debriefs year-end strengths and weaknesses, then implement curricular/instructional revisions early next AY.	New mechanisms for students to work on sustained projects in years 1-3 supporting senior MQPs; Single term MQP option being piloted in AY25-26; Improvements to co-curricular activities to support student professionalization	
International and Global Studies (B.S.)	Catalog and web at https://www.wpi.edu/academics/study/international-global-studies-bs	Annual Project Presentation Day; Program Review; MQP Review; Degree Audit	Program Review Committee; Program Director	Revised curriculum in 2025-26	

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Management Engineering (B.S.)	Catalog and web at https://wpi.cleancatalog.net/business/management-engineering-major	Annual Project Presentation Day; MQP Review	Program Director; Undergraduate Program Curriculum Committee	Evaluating potential rebranding opportunities; adding capstone class	2023 by AACSB
Mathematical Sciences (B.S.)	Catalog and web at https://wpi.cleancatalog.net/mathematical-sciences	Course-based assessments; Undergraduate Research Projects Showcase (with faculty and external reviewers); MQP Review	Service Committee; Undergraduate Committee; Department Leadership	Implemented a peer mentoring network for all undergraduate students; Created new courses and rotating special topics courses	External review in Fall 2024; MQP review in Summer 2025
Mechanical Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/mechanical-engineering/accreditation	Annual Project Presentation Day; MQP review; IQP Review; Capstone Course-Based Review; Senior Exit Surveys	Department Head; Undergraduate Committee	Developed and equipped teaching lab as learning space for additional hands-on activities; Updated ethics requirement with MQP Broader Impacts Chapter; Altered ME electives requirement at intermediate course level	2020 by ABET
Physics (B.S.)	Catalog and web at https://wpi.cleancatalog.net/physics	Annual Project Presentation Day; MQP Review	Department Head; Program Committee	Implemented several new pedagogical techniques for introductory physics course delivery based on evidence-based practices	
Policy Studies (B.S.)	Catalog and web at https://wpi.cleancatalog.net/technology-policy-and-sustainability/policy-studies-major	MQP and IQP projects; Embedded assignments; Research papers; Presentations; Surveys; Alumni and employer feedback	Department committees; MQP/IQP coordinators; Faculty review committees	Curriculum updates; New tools (R/Python); Enhanced stakeholder engagement; Expanded fieldwork	Program review 2012
Professional Writing (B.S.)	Catalog and web at https://wpi.cleancatalog.net/humanities-arts/professional-writing-major	MQP Review; Program Review; Degree Audit	Program Committee performs curriculum review annually; Review of MQP reports every three years	Substantive curriculum revision approved in 2025; New courses; Improvements to academic advising processes	Department review 2020

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Psychological Science (B.S.)	Catalog and web at https://wpi.cleancatalog.net/psychological-science-major	Course-based assessment; Annual Undergraduate Research Project Showcase; Capstone course PSY4500 Experimental Design & Analysis; Quarterly meetings with all faculty advisors and all ongoing MQP students	Program Director; Assistant Program Director; Biweekly meetings with all program faculty; Annual faculty retreat	No substitutions for PSY4500; Implementation of new concentrations (learning and education, diversity science); Program-wide AI policy; Multiple new courses (e.g., AI and psychology, creativity, positive psychology); Increased flexibility in psychology-related courses; Program-wide course renumbering and review of recommended background; Establishment of WPI Psi Chi Chapter	2021
Robotics Engineering (B.S.)	Catalog and web at https://www.wpi.edu/academics/departments/robotics-engineering/abet-accreditation	MQP Advisor Assessment and Review; IQP Advisor Assessment; URPS Judging	Dept. Head and Associate Head; Undergraduate Program Committee	Creation of preparatory courses; Revision of second-year courses; Improved assessment of MQP Reports	2020 by ABET
Master's Programs					
Aerospace Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments are mapped to program learning outcomes; Final reports from research and internship experiences; Thesis presentations, documents and defense (thesis option)	Faculty, Graduate Coordinator, Thesis advisors (thesis option) submit outcome mapping; Graduate Program Committee reviews	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Applied Mathematics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Project reports	Graduate Program Committee has three-year cycle with primary and secondary reviews	Developed a structured tutorial for a required theoretical course to better prepare students for advanced material; Standardized MA 557 seminar to ensure greater consistency in research exposure and communication outcomes	2025

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Applied Physics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Thesis documents (thesis-track); Graduate seminar presentations	Graduate Program Committee annual review and discussion	No changes, yet; assessment practices newly formalized	
Applied Statistics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Project reports; Project presentations	Graduate Program Committee has three-year cycle with primary and secondary reviews	Added mid-point check-ins for internships and projects to increase analytical depth	2025
Architecture (M.Arch.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	NAAB-aligned evidence, including studio work, portfolios, capstone experiences, advisory board feedback, self-study documentation	Program Coordinator and Advisory Board follow NAAB accreditation and continuous improvement process	No changes yet; program is new	
Artificial Intelligence (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Capstone project evaluation; Project presentations	Program director; Program review committee	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Biochemistry (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments (non-thesis); Thesis, Presentation, Defense (thesis option)	Faculty evaluate course and program effectiveness (non-thesis); Thesis committee interprets written thesis, oral defense (thesis option)	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Bioinformatics & Computational Biology (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Thesis defense (thesis option); Internship report evaluation (internship option)	Program Director, Associate Program Director and designated faculty review thesis defense evaluations and internship reports	No changes yet	No prior review

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Option E1: Part A. Inventory of Educational Effectiveness Indicators

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Biomedical Engineering (M.Eng.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Exit surveys; Alumni surveys; Curriculum review	Faculty and program committees review evidence and curriculum alignment	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Biomedical Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; thesis/project proposals and defenses; Exit surveys; Alumni surveys; Curriculum review	Faculty and program committees review evidence and outcomes	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Bioscience Management (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments	Faculty review evidence and curriculum alignment	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Biotechnology (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Exit interviews; Alumni surveys	Graduate Program Committee and faculty review aggregated assessment data	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Business Administration (MBA)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project presentations, evaluations and assurance-of-learning instruments	Graduate Policy and Curriculum Committee reviews data	Adjustments to curriculum sequencing, capstone structure and assessment rubrics per AACSB 'closing the loop' requirements	2023 by AACSB
Business Administration, Analytics (MBA in Analytics)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project presentations and rubric-based evaluations	Graduate Policy and Curriculum Committee and faculty review data	Adjustments to analytics content coverage, capstone scope and outcome measures	2023 by AACSB
Business Analytics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project presentations	Graduate Policy and Curriculum Committee reviews data	Refinements in capstone rubrics, course sequencing and curriculum content	2023 by AACSB
Chemical Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Colloquium reflections; Professional development assignments; Graduate Qualifying Project reports; MS Thesis	Graduate Program Committee and faculty review standardized rubric of learning outcomes	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review

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Chemical Engineering (Professional MS)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Colloquium reflections; Professional development assignments; Graduate Qualifying Project reports; MS Thesis	Thesis/dissertation committees review standardized rubric of learning outcomes	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Chemistry (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments (non-thesis); Thesis, Presentation, Defense (thesis option)	Faculty evaluate course and program effectiveness (non-thesis); Thesis committee interprets written thesis, oral defense (thesis option)	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Civil Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Portfolios of student work; Thesis; Major project report	Graduate Program Coordinator and faculty will review annually; Comprehensive review on six-year cycle	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Computer Science (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Capstone experiences; Thesis work (where applicable); Project presentations; Written technical reports	Graduate Program Committees and faculty assess student performance; Program-level evaluation through periodic departmental and external review; Six-year review cycle	Enhanced instructional and student support by hiring more Peer Learning Assistants, Graduate Learning Assistants and faculty in areas of need; established formal mentoring program for graduate students	External review in 2021
Computer Science (MCS)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Capstone project artifacts; Project presentations; Written technical reports	Faculty review student work; Program-level evaluation through periodic departmental and external review	Enhanced instructional and student support by hiring more Peer Learning Assistants, Graduate Learning Assistants and faculty in areas of need; established formal mentoring program for graduate students	External review in 2021

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Construction Project Management (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Portfolios of student work; Thesis; Major project report	Graduate Program Coordinator and faculty will review annually; Comprehensive review on six-year cycle	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Cybersecurity (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Capstone experiences; Thesis work (where applicable); Project presentations; Written technical reports	Faculty assess student learning; Program-level evaluation through periodic departmental and external review	Increased use of Peer and Graduate Learning Assistants, strategic faculty hiring; established formal mentoring program for graduate students	External review in 2021
Data Science (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Capstone project evaluation; Project presentation day;	Program director; Program review committee	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Electrical & Computer Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Exit surveys; Course syllabi review	Graduate Program Committee reviews survey data annually and rubric data every two years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Environmental Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Portfolios of student work; Thesis; Major project report	Graduate Program Coordinator and faculty will review annually; Comprehensive review on six-year cycle	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Explosion Protection Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Evaluation of a required course that demonstrates mastery and integration of core skills	Faculty perform direct evaluation of student work in integration course	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Financial Technology (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone projects; Poster presentations; Faculty evaluations; Assurance-of-learning measures	Graduate Policy and Curriculum Committee and faculty review data	Updates to technical content and capstone project expectations	2023 by AACSB

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Fire Protection Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Evaluation of a required course that demonstrates mastery and integration of core skills	Faculty perform direct evaluation of student work in integration course	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Global Health (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Graduate Qualifying Project	Program is new and still under development.	New program; No changes yet	No prior review
Industrial Mathematics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Seminar presentations and reports; Capstone projects or internships	Graduate Program Committee and faculty collect and review using program-level rubrics; three-year review cycle	Revised degree requirements to provide greater flexibility and better align the curriculum with identified applied and professional goals	2025
Information Technology (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project; Project presentation evaluations	Graduate Policy and Curriculum Committee and faculty review data	Curriculum updates and refinements to outcome assessment methods	2023 by AACSB
Integrated STEM Education (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Final project (capstone/thesis/GQP)	Graduate program committee with support from the program's advisory committee; two-year review cycle	New program; No changes yet	No prior review
Interactive Media & Game Design (MFA)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project; Creative work review; Project presentation; Exit portfolio review	Three-faculty capstone committee evaluates student work; informs annual program reviews	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Interactive Media & Game Development (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Assessment of thesis (committee-evaluated) or Graduate Qualifying Project (advisor-evaluated); Presentations; Written project reports	Faculty advisors or thesis committees assess student work; Broader reflection by faculty via periodic review of student project artifacts	Revised course distribution requirements; clarified distinctions between thesis and GQP tracks to improve student and faculty alignment	2025 internal review

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Learning Sciences & Technologies (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Written research outputs	Program director; Learning Sciences & Technology Steering Committee	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Management (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project performance and presentation-based evaluations	Graduate Policy and Curriculum Committee and faculty review data	Adjustments to curriculum; improved capstone alignment with learning goals	2023 by AACSB
Manufacturing Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Graduate surveys; Course-completion tracking	Graduate Committee reviews course-level and program-level data on a three-year cycle	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Manufacturing Engineering Management (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments	Graduate Committee reviews data and feedback from faculty and advisory board	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Materials Science & Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Course tracking; Grade trends; Alumni surveys	Graduate Committee reviews data every three years; Advisory Board input every three years; Full program review every six years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Mathematics for Educators (MME)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Project reports; Capstone work	Graduate Program Committee reviews data on a three-year cycle using program-level rubrics aligned with learning outcomes	Currently revising degree requirements to better align program with student career goals while maintaining strong mathematical content preparation	2025
Mechanical Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Seminar reflection assignments; Course tracking; Grade trends; Student and employer surveys; Thesis evaluations (thesis track)	Graduate Committee review every two years; Advisory Board in three years; Full program every six years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review

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Molecular and Cellular Biology (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Journal club; Seminars; Publications; Presentations; RCR training; Directed Research; Exit interviews; Alumni surveys	Graduate Committee, thesis advisory committee and faculty review data; Graduate Assessment Committee reviews aggregate data at program-level	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Neuroscience (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Peer-reviewed journal publication; Seminars; Presentations	Program review processes still under development	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Operations and Supply Chain Analytics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone project; Project presentations	Graduate Policy and Curriculum Committee and program leadership review data	Updates in analytics coverage and capstone project expectations	2023 by AACSB
Physics (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Seminar presentations; Thesis documents (thesis track)	Graduate Committee reviews data annually using outcome-aligned rubrics	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Physics for Educators (M.S.)	On the web at: https://www.wpi.edu/academics/study/physics-for-educators-mped	Course-based assessments; Applied projects or theses (where applicable); Seminar or instructional presentations	Graduate Committee reviews data annually using outcome-aligned rubrics	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Power Systems Engineering (M.Eng.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Course syllabi review; Exit surveys	Advisors and dissertation committee evaluate and certify outcomes	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Robotics Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Capstone experience – course, research with presentation and report, or practicum with presentation and deliverables (non-thesis option); Thesis document and oral defense (thesis option)	Faculty/advisors evaluate capstone experiences (non-thesis option); Research advisor and thesis committee evaluate (thesis option)	Created a capstone-directed research course with public poster presentation to improve consistency and rigor (non-thesis option); No changes yet (thesis option)	No prior review

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Science and Technology for Innovation in Global Development (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Graduate Qualifying Project presentations; Thesis defense; Milestone tracking	Advisors conduct annual evaluations; Graduate Program Committee reviews aggregated data every five years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Systems Engineering (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Assessment of required capstone project; Performance in required introductory course aligned with INCOSE outcomes; Exit surveys	Faculty assess through discussions, capstone evaluations and review of performance trends across courses	Redesigned risk management course to support and improve capstone performance; Integrated AI and digital engineering content across multiple courses	2025
Systems Engineering Leadership (M.S.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Evaluation of capstone project; Exit surveys	Systems Engineering and Business School faculty through discussions, capstone reviews and periodic meetings	Same changes as Systems Engineering; Also maintaining flexibility for leadership-focused electives in collaboration with the Business School	2025
Ph.D. Programs					
Aerospace Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Ph.D. Qualifying Examination; Dissertation artifacts	Faculty, Doctoral Dissertation Committee and Graduate Program Committee review at milestones and completion	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Applied Physics (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Qualifying Exam Practicum proposals and presentations; Dissertation documents and presentations	Graduate Committee reviews artifacts annually using outcome-aligned rubrics	No changes, yet; assessment practices newly formalized	No prior review

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Applied Statistics (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Comprehensive examinations; Dissertation research; Peer-reviewed publications; Conference presentations	Graduate Program Committee with faculty advisors and dissertation committees review on a three-year cycle	Courses realigned to include additional student support for reinforcement of foundational concepts	2025
Biochemistry (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Performance on Ph.D. candidacy exam; Thesis committee reviews; Dissertation defense	Faculty on candidacy, thesis and dissertation committees review at milestones	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Bioinformatics and Computational Biology (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Annual committee meetings; Seminar presentations; Dissertation defense	Program Director and student's doctoral committee review at formal checkpoints	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Biomedical Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Dissertation proposal and defense; Publications; Presentations; Teaching/mentorship evaluations; Seminar reflections; Exit and alumni surveys	Faculty advisors and dissertation committees evaluate milestones, research output and survey data	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Business Administration (Executive Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Dissertation proposal reviews; Committee evaluations at key milestones; Tracking placements	PhD Committee reviews milestone data and alignment with learning goals	Refined milestones, research preparation expectations and proposal processes	2023 by AACSB
Business Administration (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Dissertation proposal evaluations; Faculty committee reviews; Placement outcomes	PhD Committee reviews data for effectiveness	Refined training processes and aligned milestones with research expectations	2023 by AACSB

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Chemical Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Colloquium reflections; Professional Development assignments; Conference presentations; Peer-reviewed publications; Dissertation; Written annual report; Annual committee meeting	Dissertation advisor and Graduate Committee review annual report; Dissertation committee reviews annual committee meeting report	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Chemistry (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Candidacy exam; Annual thesis committee meetings; Dissertation defense	Faculty on candidacy and thesis committee review through structured evaluations at key milestones	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Civil Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Dissertation committee evaluations and defense; Qualifying and proposal exams; Ongoing faculty assessment of research progress	Dissertation committees and advisors evaluate student-level outcomes; Graduate Coordinator leads program-level evaluation	Assessment processes are newly established and will inform improvements as data become available	No prior review
Computational Media (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exam; Annual student reviews; Research dissemination milestones; PhD proposal; Dissertation defense	Graduate Committee and individual dissertation committees through annual reviews and milestone evaluations	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Computer Science (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Comprehensive or qualifying exams; Dissertation proposals and defenses; Original research contributions; Peer-reviewed publications; Research presentations; Participation in research groups	Dissertation committees and research advisors assess at formal milestones; Program-level assessment through external review	Strengthened student support by increasing instructional staffing, expanding faculty capacity in strategic research areas; Formalized mentoring structures to support progression and research	External review in 2021

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

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Data Science (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Research outputs; Dissertation; Independent research work	Program director; Graduate Coordinator; Research advisors; Program review committee	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Electrical & Computer Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Diagnostic exam; Area exam; Dissertation and defense	Graduate Program Committee reviews survey data annually and rubric data every two years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Financial Technology (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Dissertation proposal reviews; Committee evaluations; Placement tracking	Evidence reviewed by PhD committee	Refined milestones and research preparation	2023 by AACSB
Fire Protection Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Application of core concepts through integration course; Research milestones; Dissertation	Faculty and doctoral committees assess evidence for each student	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Learning Sciences & Technologies (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Written research outputs; Independent research; Number of publications; Conference attendance; Dissertation and defense	Program Director and steering committee assess	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Manufacturing Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Proposal defenses; Annual advisor evaluations; Dissertations reviews and defense	Student's advisory committee reviews; Graduate Committee reviews aggregate data every three years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review

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Option E1: Part A. Inventory of Educational Effectiveness Indicators

Category	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review
Materials Science & Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exams; Proposal defense; Dissertations and defense; Annual PhD evaluations (publications, presentations); Milestone tracking	Advisors evaluate annually; Graduate Program Committee reviews aggregated data every three years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Mathematical Sciences (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Applied project reports; Seminar presentations and writing; Qualifying or comprehensive exams; Dissertation research; Publications; Conference presentations	Graduate Program Committee, advisors and dissertation committees review on a three-year cycle using program-level rubrics and research outcome data	Developed a tutorial for a required theoretical course and expanded promotion of independent study opportunities to support the transition from coursework to dissertation research	2025
Mechanical Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Seminar reflections; Dissertation evaluations; Course tracking; Grade trends; Student and employer surveys; PhD annual evaluations (publications/presentations)	Graduate Program Committee reviews data every two years; Advisory Board gives input every three years; Full program review every six years	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Molecular and Cellular Biology (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Journal club; Grant writing; Seminars; Qualifying exam; Dissertation; Publications; Presentations; RCR training; Directed Research; TA evaluations; Exit interviews; Alumni surveys	Graduate Committee, thesis advisory committee, qualifying exam committee and faculty review data; Graduate Assessment Committee reviews aggregated data for program-level effectiveness	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review

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Physics (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Qualifying exam practicum proposals and presentations; Dissertation documents and defense presentations	Graduate Committee reviews data annually using outcome-aligned rubric scores from QEP and dissertation evaluations	No changes yet; assessment processes are newly established and will inform improvements as data become available	No prior review
Robotics Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying requirements (technical, research, writing, speaking); Dissertation proposal and defense; Annual faculty evaluations; Publications; Demonstrated research progress	Advisors, qualifier and dissertation committees and full PhD faculty collectively review student progress annually	Implemented a structured PhD evaluation process with formal feedback and intervention pathways to support student progress	No prior review
Statistics (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Course-based assessments; Seminar presentations and writing; Comprehensive examinations; Dissertation research; Peer-reviewed publications; Conference presentations	Graduate Program Committee, faculty advisors and dissertation committees evaluate on a three-year cycle using outcome-aligned rubrics and artifact review	Course realignment to reinforce foundational concepts identified as challenging for students	2025
Systems Engineering (Ph.D.)	On the web at https://www.wpi.edu/graduate/programs/program-outcomes	Qualifying exam; Area exam; Dissertation proposal and defense; Peer-reviewed publications	Dissertation committees evaluate data, ongoing advisor-student interactions; Committee-based assessment during dissertation milestones	Improvements in real time through tailored coursework, incorporation of emerging areas and adjustments guided by advisor and committee feedback rather than fixed curricular redesigns	2025

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Aerospace Engineering	ABET 2020	None	ABET Program Criteria 1-7 and 8-9	2026-27 ABET Accreditation Cycle
Biochemistry	American Society for Biochemistry and Molecular Biology (ASBMB) 2025	None		2032 Regular Review
Biomedical Engineering	ABET 2020	No shortcomings	ABET Criteria 1-7	2026 for Regular Review
Business	AACSB 2023	Need separate program-specific learning outcomes	Learning Outcomes	2028-29 for Regular Review
Chemical Engineering	ABET 2020	No shortcomings	ABET Criteria 1-7	2026 for Regular Review
Chemistry	ACS 2025	None		2026 Annual Review 2026 Periodic Review
Civil Engineering	ABET 2020	Resolved with 2022 Interim Report	Meeting students outcomes; continuous improvement	2026 for Regular Review
Environmental Engineering	ABET 2020	Assessment of various datasets showing Student Outcomes are being met. Also, a documented continuous improvement process in place.	The performance indicators are defined by the EVE program, and include course assessments, MQP assessments, Senior surveys, Alumni surveys, as well as other data.	2026 for Regular Review
Financial Technology	AACSB (new)	N/A – new program	Learning Outcomes	2028-29 for Regular Review
Industrial Engineering	ABET 2020 AACSB 2023	Request for improved continuous improvement Plan	ABET Criteria 1-7	2028-29 for Regular Review
Information Systems and Technologies	AACSB 2023	Need separate program-specific learning outcomes	Learning Outcomes	2028-29 for Regular Review

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(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Management Engineering	AACSB 2023	Need separate program-specific learning outcomes	Learning Outcomes	2028-29 for Regular Review
Mechanical Engineering	ABET 2020	Concerns regarding sufficient number of faculty and institutional support	ABET Criteria 1-7	2026 for Regular Review
Robotics Engineering	ABET 2020	No shortcomings	ABET Student Outcomes 1-7 (std.), plus 2 custom SOs	2026 for Regular Review