



INNOVATION FOR A HEALTHIER PLANET

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University Assessment Committee

***Report on the Status of Assessment & Quality of  
Educational Effectiveness at the University,  
For the 2017-2018 Academic Year***

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## **Introduction:**

Prepared by the University Assessment Committee (UAC), this fourth annual *Report on the Status of Assessment & Quality of Educational Effectiveness at the University* details the continued growth and advancement of university-wide assessment at the University of New England (UNE).

Highlights from this year include:

- 1) the movement of assessment to the Office of the Provost, and the transition of the Assessment Program Manager from a part-time role to a full-time position as Associate Director of Assessment;
- 2) the revision of the program review guidebooks that entailed adding a strategic plan component to the end of the internal review process (see Appendix III); and
- 3) an increase in the number of submitted annual assessment reports.

Of the 55 submitted program assessment reports this year, the UAC has synthesized the findings from 44 of them for discussion here, two more than last year and four more than the prior year. (The College of Arts and Sciences or CAS Core Summary report is included in the data to represent the 11 CAS Core Area reports.) Notably, the UAC also received 9 student support services assessment reports this year, two more than last year and eight more than the previous year (Appendix II, Table 1). The increase in reports submitted highlights UNE's commitment to and engagement in assessment of educational effectiveness.

## **Follow-up on Last Year's Recommendations:**

Based on last year's data and the discussions surrounding the AY 2016-17 [report](#), the UAC worked on the following goals:

- 1a. Support and collaborate with more university-wide, student-facing units to define co-curricular learning outcomes and assess students' attainment of established goals. The Associate Director of Assessment met with Athletics, Title IX and Green Dot Training, and Global Education to further preliminary discussions on establishing their own assessment processes. She also met several times with the student engagement professional staff to write and begin mapping their learning outcomes. The notable increase in student support services reports submitted over the last three years reflects the UAC's commitment toward its goal to further involve co-curricular units in assessment (Final Recommendation 1.1).
- 2a. Continue outreach to the UNE senior leadership by presenting its report and recommendations at the second annual meeting in November 2017. The UAC also increased its efforts at making student learning assessment at UNE transparent across the organization by: sending its report to the Deans and Vice Presidents, who then circulated it to faculty and professional staff; disseminating the report in a Community Notices email; publishing it on its [web page](#); and providing a link to it on all three of the AY 2017-18 assessment report forms. The UAC has adopted these steps as parts of its goal to continuously improve its own processes.
- 3a. Add assessment resources to the UAC's web page. On the [Assessment](#) subsite of the Office of the Provost's web page, the UAC has published information on the committee and its

processes, including annual assessment reporting and academic program review, and has added informational materials on, for example, student learning outcomes and direct and indirect measures. The UAC will continue to refine its online presence and consider adding more materials to its web pages (Final Recommendation 1.2).

In last year's report, the UAC also made seven recommendations to the University:

- 1b. That the UNE senior administration makes the university-wide assessment process more transparent by communicating its response to the UAC's report to the UNE community. Accordingly, after the UAC's November 2017 presentation, the then Interim Provost wrote a [response](#) to the UAC's recommendations. Now, as Associate Provost for Academic Affairs, he continues to collaborate with the Associate Director of Assessment and the UAC.
- 2b. That the Office of Institutional Research and Assessment (OIRA) increase its collection of alumni data. Thus far, OIRA, now the Office of Institutional Research (IR), has collected two years of data for all undergraduate alumni as well as physician assistant and physical therapy graduates and will continue to survey graduates in those cohorts this year. Some colleges and programs also survey their graduates separately and independently. In response to the growing need for data, to build a more robust database, and to coordinate efforts in a centralized place, such as IR, the UAC has made alumni data collection a recommendation again (Final Recommendation 2.1).
- 3b. That academic programs assess all of their learning outcomes within the full program review cycle. The UAC reiterated this recommendation in a note on the AY 2017-18 annual program and student support services assessment report forms, which it will carry over to next year's forms and in the revised program review guidebooks. To clarify the connection between the annual program assessment report and the periodic internal program review, the UAC will also explore changing the deadline for checking in with programs about their action items/strategic plan that derived from their internal program review from October to June 15 of each year and adding a section to the annual program assessment report form or creating a separate page that asks about the action items/strategic plan (Final Recommendation 1.3).
- 4b. That the University encourage those programs that have met or exceeded the goals or benchmarks of their student learning outcomes to consider setting higher benchmarks for the upcoming year to challenge the program and create an opportunity for students' continued growth. However, the percentage of programs that reported meeting or exceeding their goals or benchmarks was nearly identical this year (37 programs, or 84%) compared to last year (35 programs, or 83%). Similarly, the percentage of programs that reported *not* meeting their goals or benchmarks this year (22 programs, or 50%) was equivalent to last year (21 programs, or 50%). Several programs reported meeting certain learning outcomes, while not meeting others. This year, 6 student support services (67%) reported meeting or exceeding their goals, while 5 units (56%) did not meet other goals. As in the program reports, several student support services reported meeting some goals, while not meeting others.

The UAC understands that accreditors have established benchmarks for accredited programs and expects those programs to meet those goals, which can explain the reported high rate of

student success. But if the program meets its benchmark, it may want to consider raising the goal, without fear of facing punitive measures if that higher goal is not met. Conversely, if the program does not meet its benchmark, it may want to consider lowering it to an intermediate level and then incrementally increasing the goal as more students reach it. Another option is for programs to establish both realistic and aspirational benchmarks and report either or both of those benchmarks and the results. The College of Dental Medicine (CDM) makes a worthwhile point in its college report, noting that it seeks to ensure “that pass rates are neither too high nor too low and that they are valid and reliable measures of competence.”

- 5b. Further communication and coordination across the University regarding the administration of student surveys. Data for these last two years remain about the same: 17 programs (40%) last year and 16 programs (36%) this year reported using student surveys as indirect assessment measures (Appendix II, Table 2). Three of the seven student support services (43%) reporting last year and four of the nine units (44%) reporting this year also mentioned using surveys. However, the UAC acknowledges that the percentages of programs utilizing surveys may be much higher than these data suggest, as these numbers reflect only the programs/support services that chose to report on survey data. Other programs may have used surveys but chose not to include those data in their reports.

To reduce survey fatigue, the UAC suggested coordinating data collection and consolidating existing surveys where possible. The Interim Provost charged a working group with reviewing the state of Student Affairs-related surveys and their frequency of use, distribution, and cost. The group has proposed to the Provost a long-term survey plan that has found ways to gather needed assessment data, while reducing the total number of instruments, set up a schedule for administering the instruments that could involve IR, and effectively disseminate the data to the University community. Because the working group has created long-term goals, and much of the above data come directly from the annual program assessment reports (which were separate from the surveys the working group focused on), the UAC has again made the reduction of survey fatigue one of its recommendations (Final Recommendation 2.2).

- 6b. Continue to support faculty, administrators, and university committees and offices (such as the UAC, CETL, and IR) and utilize assessment specialists and external consultants to provide necessary assistance in developing and strengthening the assessment process. The University has continued to support assessment at various levels. CAS, for instance, provides stipends to faculty who lead Core Curriculum assessment. The College of Osteopathic Medicine (COM) hired a Director of Faculty and Staff Development, a position identified in COM’s assessment report last year. In May 2018, some 90 faculty, administrators, and professional staff attended CETL’s annual workshop, this time led by student engagement specialist Elizabeth Barkley, which had breakout sessions related to assessment. Because programs continue to ask for these requests (see discussion below), the UAC has again made assessment support a recommendation (Final Recommendation 2.3)
- 7b. Consider programs’ and student support services’ resource requests for technology or software solutions to collect, aggregate, analyze, and store assessment data. The UAC forwarded the requests to the Deans’ Council and Academic Technology Advisory Committee (ATAC) to take up the charge. UNE also recently received an upgrade to its EAB student advising system

and is in the process of evaluating vendors for a major upgrade of the UNE Learning Management System (LMS), which is currently Blackboard Classic. EAB, combined with a new LMS, will provide a powerful set of analytics to aid in assessment. Because the data show programs continue to ask for technology support (see discussion below), the UAC has also made this a recommendation again (Final Recommendation 2.4).

### **Findings from the AY 2017-18 Assessment Reports:**

In their college assessment reports, Deans and administrators applaud the growth in university-wide assessment. The CAS report, for instance, notes, “The assessment process...is sustained and maturing.” Westbrook College of Health Professions (WCHP) finds, “The majority of [program] reports described ongoing growth” of their assessment process. The College of Graduate and Professional Studies (CGPS) explains that, “The faculty and program administrators have internalized the full assessment cycle (measure, interpret, act, repeat) and are using the assessment cycle to drive their continuous improvement efforts.” Data derived from program and student support services reports reflect this maturation and commitment to continuous improvement in student learning.

#### *Observations*

Like last year, programs continue to report taking actions in response to their assessment data. Nearly every program report this year, except for two newly established programs and one that had no seniors to assess, and every student support services report, mention taking actions to improve student learning. The UAC’s revision of the questions in Part I of the program and student support services report forms, which now ask programs to directly connect each student learning outcome to the actions they took in response to their assessment findings to improve student learning, have provided the UAC with more data.

##### *a. Increase in Assessment Participation*

Responses collected for three separate assessment report questions reveal that UNE programs value faculty discussions on and development in assessment. For the question on the actions programs have taken to improve student learning (Part I, question 1b), 12 programs (27%) report engaging in meetings, committees, and workshops on assessment. Regarding the actions programs will take to improve student learning based on their AY 2017-18 assessment data (Part II, question 5), 19 programs (43%) report they plan to engage in discussions in a committee, a workshop, training, faculty onboarding, or similar. For the question on the strengths of their assessment process (Part III, question 3), 8 programs (18%) report collaborative efforts and/or an assessment committee and 6 programs (14%) report active or improved faculty participation.

The college/division reports also highlight a high level of participation and collaboration in assessment. CGPS notes that, “The close collaboration demonstrated across CGPS programs means that these programs can and will serve as exemplars for other programs facing similar student mastery challenges now and in the future.” CDM explains it has “improved the new faculty onboarding process,” particularly as it relates to student assessment, and increased its effort to guide all faculty to effectively assess students and maintain data on student learning. CDM also plans to “look into forming a focus group” to discuss rubrics and pass rates in a particular curricular

area. The College of Pharmacy (COP) plans to “hold discussions about ways to improve” pass rates.

While many program reports mention a rise in participation, several express the importance of continuing discussions and involving more faculty in the assessment process. For the question on the challenges of programs’ assessment process (Part III, question 3): 9 programs (20%) report a need for more faculty involvement by, for instance, forming a focus group, task force, or assessment committee, or adding more members to their already established assessment working group; 6 programs (14%) express a desire to increase full- and part-time faculty involvement in assessment; and 4 programs (9%) seek more faculty education on assessment.

CAS and WCHP also note the uneven distribution of faculty involvement in assessment. CAS explains that, “faculty participation in the Core curriculum assessment continues to increase from year-to-year,” yet specific Core areas enjoy more faculty participation than others. To get more faculty involved, “Core Area Coordinators are now tracking faculty participation.” CAS requests continued University funding of full- and part-time faculty to lead, contribute to, and remain involved in assessment. WCHP states, “Many programs...have created formal assessment committees,” and their “reports acknowledged the imperative to include all faculty and provide ample opportunity for departmental level communication as well as formal opportunities for faculty development.” Yet, according to its college report, WCHP programs also note the “challenge to widely disseminate assessment outcomes and share results” at department meetings and with adjunct faculty. The UAC has thus recommended that the University foster the involvement of more personnel in student learning assessment (Final Recommendation 2.3.1).

*b. Assessment Data Collection and Analysis Needed*

Several programs and student support services also indicate the need for more data collection or difficulty in data analysis. For the question on what remains to be done when reflecting on their previous assessment process (Part I, question 2), 15 programs (34%) and 4 student support services (44%) mention the need to collect more data overall or on specific learning outcomes. Regarding the actions they will take based on their AY 2017-18 assessment data (Part II, question 5), 10 programs (23%) and 2 student support services (22%) report they plan to collect more data overall or on specific learning outcomes. For the question on the challenges they face in their assessment process (Part III, question 3), 12 programs (27%) and 2 student support services (22%) mention the need for more data collection and/or specified the difficulty in collecting, aggregating, disaggregating, or analyzing assessment data.

It is important to recognize that 8 programs (18%), in response to the question on what worked well in their assessment process (Part III, question 3), report data collection. The move of assessment to the Office of the Provost and the concomitant backfilling of a second full-time position in IR should provide greater central resources for and templates to facilitate data collection and analysis. The additional support should also reduce the need for individual programs to find and analyze those data independently, and create more time to carry out assessment, higher level discussions, and analysis.

But this year’s high response rates on the need for more data highlight programs’ and student support services’ call for continued institutional-wide support and resources. COP, in its college

report, notes that, overall, its data collection process works well, but “some of the data... have been difficult to collect.” WCHP recognizes “the challenges of consistency and coordination of assessment data across multiple course sections and/or numerous clinical sites.” The UAC has thus recommended University support for assessment data collection and analysis (Final Recommendation 2.3.2).

### *Requests Carried Over from Last Year*

The last question on the program and student support services report forms asks what assistance, guidance, and resources would be helpful to support assessment. In the last three years, the majority of responses have fallen into the following four categories (listed in no particular order): (1) support for faculty and professional staff for teaching, learning, and/or assessment; (2) support from internal personnel, including administrators, professional staff, CETL, and/or IR, on assessment; (3) support from the expertise of instructional designers, tutors, assessment specialists, statistical consultants, external consultants, or librarians, for curriculum development and/or assessment; and (4) technology needs and/or support (Appendix II, Table 3).

In this year’s assessment reports, programs continue to ask for support for full- and part-time faculty and professional staff for teaching, learning, and/or assessment. The data show that 10 programs (23%) made this request, which is roughly equivalent to the rates from the previous two years (9 programs or 23% made the request two years ago and 10 programs or 24% made the request last year). Requests vary from financial support to faculty development to resources to course scheduling. CAS underscores “assessment fatigue,” particularly from the Core Curriculum faculty, as a reason to provide more aid.

Second, programs continue to ask for support from administrators and professional staff, including CETL and IR, on assessment. This year’s data show that 11 programs (25%) request support from internal personnel, compared to 11 programs (28%) two years ago and 8 programs (19%) last year. CAS, for instance, seeks, “University support to continue CETL programming in areas related to teaching, learning, and assessment.” CDM “would benefit from workshops for our faculty regarding delivering effective feedback to students.” WCHP recognizes that its programs underscore “the ongoing need for faculty and Program Director development in the domain of learning outcomes assessment,” with which CETL can assist, and highlight “the value of senior exit surveys and alumni satisfaction surveys,” with which IR can assist.

Third, programs continue to ask for support for personnel or to hire additional personnel, such as instructional designers, tutors, assessment specialists, statistical consultants, external consultants, or librarians, for curriculum development and/or assessment. In this year’s reports, 7 programs (16%) make such requests, which is roughly equivalent to the rates from the previous two years (7 programs or 18% two years ago and 7 programs or 17% last year). CGPS stresses the need for these personnel. To transition to ePortfolio, and maximize its effectiveness toward student learning, CGPS seeks to partner with CETL and a portfolio consultant. (For the UAC’s response to the first three categories, see Final Recommendation 2.3.)

Fourth, the number of programs asking for new technologies and/or technological support to collect, aggregate, analyze, and store student learning assessment data has been increasing over

the past three years, from 6 programs (15%) two years ago, to 8 programs (19%) last year, to 14 programs (32%) this year. (For the UAC's response, see Final Recommendation 2.4.)

Most of the college/division reports back the programs' requests. Several WCHP programs have adopted ExamSoft technology and more programs plan to do the same. WCHP will also "continue to evaluate other software tools that support assessment of student learning." COM seeks "dedicated personnel" and "IT support" for Skype, webinars, and other software tools to mentor students in pursuit of residency programs and advise them at training sites. Library Services needs "to further promote UNE's electronic resources as reputable and reliable sources of information for students." CAS requests, "University funding to continue to critically evaluate and support technology upgrades in classrooms, laboratories, and for the purposes of executing and maintaining a robust assessment and reporting process."

CGPS also calls for advanced technology to further student learning assessment. The college "feels that the best investment of its time and energy will be to provide programmatic and faculty development support for the ePortfolio system," which it expects to launch by early 2019. The college states a need to make curricular and course design changes and support faculty development through the transition.

CGPS "continues to struggle with an outdated course evaluation platform and a learning management system (LMS) that hinders, rather than facilitates, the reporting of student outcomes." The college requests the University to invest "in a robust LMS vetting process to identify the system that will meet all of its academic needs..." and "either update its current course evaluation system (CourseEval) or evaluate other options."

Finally, it is also important to highlight that 5 of the 7 student support services (71%) reporting last year and 4 of the 9 units (44%) reporting this year also request assessment support. Student Affairs, in its division report, notes a need for "more training and support in helping staff articulate the learning that is happening, utilize tools to best measure that learning and then ensure those measurement techniques clearly evidence that learning."

As noted above, progress has been made on several of these fronts. On the technology side, the EAB upgrade and proposed LMS upgrade should provide greater technology support for data collection and analysis. The Office of the Provost is working with the Registrar to develop program-level analysis of recruitment, retention, progression, and graduation data, including internal and external transfers, that will assist in assessment. The Provost moved assessment into his office and increased the Assessment Program Manager's position to full-time as Associate Director of Assessment to provide more program-level training and support. IR will also have two full-time personnel specifically for research, data collection, and analysis to provide further central and technical support.

### **Final Recommendations:**

Based on the previous years' data and recommendations, this year's data, and the discussions surrounding the reports, the UAC will work on the following:

- 1.1. Like last year, the UAC plans to support more university-wide, student-facing, and supporting units to define co-curricular learning outcomes and assess student learning and programmatic



effectiveness. The UAC's long-term goal includes bringing all student-facing units, such as Athletics, Title IX and Green Dot Training, the WCHP Service Learning program, Career Services, the Registrar, CETL, and the other Centers and Institutes, into student learning assessment and the university-wide assessment process.

- 1.2. Refine the Assessment web pages, under the Provost's web page, and consider adding more assessment resources for University programs, units, divisions, and colleges to draw on and further develop their assessment processes.
- 1.3. To better articulate the connection between the annual program assessment report and the periodic internal program review, the UAC will consider changing the deadline for checking in with programs about their action items/strategic plan that derived from their internal program review from October to June 15 of each year. The UAC will also explore options of adding a section to the annual program assessment report form or creating a separate page that asks about the action items/strategic plan.

The UAC also recommends the University address the following:

- 2.1. Like last year, the UAC recommends the University continue to increase the collection of alumni data. Programs can reach out individually to IR to assist in data collection as they have been doing in the past. But to build a more robust database in a centralized place, IR and other University offices need further University support to collect alumni data across colleges and campuses steadily every year.
- 2.2. Evaluate the use of student surveys across the University and take steps to improve communication and coordination where possible. Administering too many surveys can cause "survey fatigue" in respondents, which increases the risk that the data collected will not be reliable and/or valid. Student Affairs' division report agrees, "Assessment of student learning outcomes rely heavily on the use of survey feedback rather than [a] variety of direct and indirect measures."
- 2.3. Continue to support UNE faculty, administrators, committees (such as the UAC), and offices (such as CETL and IR), and continue to support and/or hire assessment specialists, instructional designers, and external consultants, to provide necessary assistance in developing and strengthening assessment processes across the University. Recommendations 2.3.1. and 2.3.2., which are based on the observations of this year's data as described in this report, can provide focal points to address when supporting internal and external personnel.
  - 2.3.1. This year's assessment data revealed that while more faculty and professional staff participated and collaborated in student learning assessment, several program reports as well as the CAS and WCHP college reports note a need for more involvement. Thus, the UAC recommends that the University foster participation of more personnel across programs, units, colleges, divisions, and campuses in student learning assessment.
  - 2.3.2. Based on the data, which reveal a need for more data collection or difficulty in data analysis, the UAC asks the University to provide further support for programs, student support services, colleges, and divisions in the collection and analysis of assessment

data. Fulfilling this request might mean supporting administrators, faculty, and/or professional staff within the University who specialize in data collection and analysis and/or hiring more personnel.

- 2.4. Finally, consider the resource requests of 14 programs and 1 student support service for technology or software solutions to collect, aggregate, analyze, and store assessment data. The UAC will forward the requests to the Deans' Council and ATAC to take up the charge.

## **APPENDIX I: COLLEGES' AND DIVISIONS' ASSESSMENT ACTIVITIES, AY 2017-18**

### **❖ *College of Arts and Sciences (CAS)***

During AY 2017-2018, the CAS Deans, Department Chairs, and faculty engaged in a variety of assessment activities to support improved student learning. Associate Dean Susan Gray and Core Curriculum Assessment Coordinator (CCAC) Linda Morrison, through the CAS Dean's office, coordinated assessment of major programs and general education courses. They established goals for the year to increase faculty involvement and focus on taking actions to address curricular and programmatic areas that were shown by previous assessment findings to need attention to increase quality improvement. Assessment leaders from major programs and general education consulted with Associate Dean Gray, as needed throughout the year, on specific questions concerning assessment methods, rubrics, benchmarks, data analysis, or reporting. The AY 2017-2018 CAS assessment reports clearly show increased faculty involvement and attention to closing the loop.

The CAS Dean's office continued funding general education assessment, and faculty in the roles of the CCAC and Core Area Coordinators (CACs) headed this effort. The CACs led each general education area: Environmental Awareness; Social and Global Awareness; Critical Thinking; Citizenship; English Composition; Mathematics; Laboratory Science; Explorations; Human Traditions; Creative Arts; and Advanced Studies.

One of the initiatives focused on bringing faculty teaching in Morocco into the general education assessment process. As a result, CAS saw an increase in assessment data on students studying in Morocco that were analyzed with the data on courses taught in Biddeford.

Associate Dean Gray and CCAC Morrison met throughout the academic year to identify priorities for Core Curriculum assessment and discuss plans for activities to support these priorities. CACs participated in a mid-year retreat, which CCAC Morrison organized, to discuss closing the loop activities and share ideas for addressing assessment challenges. The CAS Dean's office organized three faculty workshops in August, January, and May during which faculty teaching Core Curriculum courses met with CACs to develop assessment methods, analyze data, review and discuss findings, and plan curricular improvements to address areas needing attention. Faculty who participated in assessment recommended changes to general education learning outcomes in several Core areas, and revisions were considered.

Dean Hey distributed the college and Core Curriculum Summary assessment reports to Department Chairs, discussed the contents of the reports at a Chairs' meeting, and asked Chairs to share and discuss the reports with their department faculty.

### **❖ *College of Dental Medicine (CDM)***

The College of Dental Medicine continues to make assessment of student learning a priority. Several of the action items noted in last year's report were implemented during AY 2017-2018 and are ongoing:

- Implementation of the Clinical Care Feedback (CCF) form and associated reports in axiUm to provide students with formative faculty feedback around key competency domains

(communication, professionalism, procedure quality, etc.) on a daily basis (spring 2017; faculty calibration session fall 2017 and fall 2018).

- Creation of a clinical form for documenting a patient treatment outcomes assessment. Students fill out the form with their Group Practice Leader for every patient in the Oral Health Center whose comprehensive care has been completed and the form is used to assess student evaluation of treatment outcomes (developed spring 2017; form implemented summer 2017).
- Creation of a clinical form for documenting a special dental care needs assessment. Students complete the form for all patients in the Oral Health Center, and the form is used to assess student knowledge of necessary treatment modifications (spring 2017; faculty calibrated/form implemented summer 2017).
- Implementation of a comprehensive Curriculum Content Survey to collect information related to the curriculum content and assessments in each course. The first full academic year's worth of data was collected in 2017-2018, and the survey responses were aggregated to create a "curriculum map" that can be used by the CDM Academic Affairs Committee to assess gaps and redundancies in the curriculum. Data collection is ongoing.

In addition, in AY 2017-2018, the CDM administered the following surveys to assess its academic program:

- Class of 2018 Graduate Exit Survey (completed by all graduating students in the spring of 2018)
- Class of 2017 Alumni Survey (this was our first graduating cohort, and the survey was administered approximately one year after graduation)
- Post-Doc Program Director Survey (sent to the program directors of post-doc programs in which our Class of 2017 graduates are enrolled)

The data collected from these surveys were presented to both the Academic Affairs Committee and CDM Dean's Leadership Council.

Finally, the CDM continues to monitor pass rates (for both first attempts and repeat attempts) for its Simulation Skills Assessments (SSAs) and Clinical Skills Assessments (CSAs), as well as for national board and licensure examinations. These data are regularly reviewed by the CDM Assessment and Outcomes Committee (AOC) and communicated internally to promote continuous curricular evaluation and improvement.

#### ❖ *College of Graduate and Professional Studies (CGPS)*

CGPS continues refining and improving its assessment processes. The CGPS Assessment Working Group, now in its second year, represents a unique approach to academic student learning assessment. The Working Group brings together faculty from each of the academic programs to collectively develop assessment plans, collect assessment data, analyze that data, and then to discuss potential action items arising from the data analyses. This cross-disciplinary and cross-program collective effort has proven effective for identifying novel approaches to understanding assessment data, for testing curricular interventions for their efficacy in improving student learning outcomes, and for providing faculty development opportunities. Working Group members who

have more assessment experience and insight mentor faculty new to assessment, increasing the overall expertise and sophistication of the College.

This year's annual assessment examined student performance in the four Academic Core Values (ACVs), the overarching competencies that are shared across all CGPS programs. This examination revealed strong student performance in mastering the ACVs, as well as the academic programs' continued strength in identifying targets for improvement in their assessment processes.

All programs in CGPS are engaged in the assessment process and are using the various elements of the process to improve their student learning outcomes and their ability to gain accurate and actionable insight into student learning. Three programs developed curricular interventions that encompassed the entire student experience of their program, not just within a particular course or assignment. Applied Nutrition and Public Health, for instance, saw considerable improvements in student mastery of program competencies through a combination of approaches that revised and supplemented new student orientation materials as well as in-course, just-in-time remediation of especially challenging concepts and skills. Health Informatics redesigned its first-semester experience to better prepare students for the rigors of their later coursework. Three programs examined their curricula to ensure consistency, coherence, and comprehensiveness across the entire student experience. Education mapped its MEd concentrations to enhance their alignment with emerging challenges and national professional standards. Science Prerequisites used the curriculum mapping process to accelerate the integration of active and applied learning experiences across their curriculum. Social Work started a process by which they aligned their program competencies with both their accreditation professional standards and the College ACVs. The varied assessment foci of the CGPS programs ensures that its programs will have a rich and varied store of experiences and lessons learned upon which to draw as they continue their efforts.

#### ❖ *College of Osteopathic Medicine (COM)*

COM has established a number of student learning outcomes. The first is an increased pass rate on the National Board Exams, COMLEX-USA Level 1 and COMLEX-USA 2CE and PE.

To this end, we have required our second-year medical students to take Comprehensive Osteopathic Medical Self-Assessment Exams (COMSAE) early in their preparation for the National Boards. We have students take these tests in a proctored and timed testing manner. In the past, these assessments were taken later and not proctored. We are heartened by some early results. The class who took the COMLEX-USA Level 1 in 2017 had the highest national board pass rate and highest mean scores in the history of UNE COM. We are not sure what UNE COM policies *per se* are responsible for these results. It needs to be acknowledged that students are taking large numbers of board preparation test questions to prepare for their exams. Also, we have been mapping our curriculum for content, and adding content to cover identified gaps. We have also added an optional COMLEX-USA 2PE Review for our third-year medical students to take in preparation for COMLEX-USA 2PE. This will become a required review by 2019 for the Class of 2021 and we will be doing this at the end of their second academic year. Only 40 students in the Class of 2019 were able to take the Optional COMLEX-USA 2PE Review in 2018, so we are awaiting further data from the Class of 2020, but so far, the Class of 2019 look like they will have improved national board pass rates for first time takers on the COMLEX-USA 2PE this year.

COM has also implemented earlier assessment of diagnostic information to help with course learning outcomes and national board preparation. We have mapped the course curriculum content for the first two years of medical school and compared this information with national medical school knowledge requirements through the AACOM and AAMC Core Competencies and the NBOME Blueprints. Then in the past two years, we have been filling in our educational gaps within the curriculum to provide the information that is important for medical students to learn and know today. At present, it appears that our students are learning material better and there are fewer gaps in their knowledge than previous academic years. We also increased the percentage pass rate for each sub-discipline in our integrated courses to 70% or greater. This change was instituted to ensure students possess sufficient knowledge needed for each sub-discipline. The students within our courses have achieved the knowledge at the level we had hoped to attain for each sub-discipline within the courses, even if it meant some minor remedial competency assessments. Finally, we now require first-year medical students to take standardized Kaplan Diagnostic Exams at the end of their first year of osteopathic medical school. We plan to evaluate the outcomes and correlate the standardized Kaplan Diagnostic Exam results for the Class of 2021 because this is the first year that students completed these tests, and this was just done in June of 2018.

Third, COM is using [Core Entrustable Professional Activities for Entering Residency](#) (CEPAER) as a framework for curricular revisions. This approach entails backward design, which steps include: (1) identify student outcomes; (2) design assessments that are clearly linked to those outcomes; and (3) revise curriculum following the results of the assessments. Significant faculty development also attends to this effort. We have already seen faculty, when apprised of the COREEPAs, work towards significant curricular changes, such as incorporating more on writing prescriptions in the preclinical curriculum.

Also, several faculty and staff have developed and administered two-day, pilot “gateway” assessments that involved standardized patients and simulations. This spring, thirteen volunteer medical students transitioned from 3<sup>rd</sup> year to 4<sup>th</sup> year. These assessments targeted eleven (out of the thirteen) COREEPAs. Clearly, this one-time assessment does not allow for comparisons to prior years. The gateway assessments were well received by the volunteer medical students and we are evaluating a rich set of qualitative and quantitative results from this pilot. In addition, a clerkship faculty survey indicates medical students are relatively strong in two of the COREEPAs: oral presentations and interprofessional collaborations. Also, the clerkship faculty survey reveals significant improvements in student performance from entering the 3<sup>rd</sup> year to the 4<sup>th</sup> year. Some COREEPAs are not being emphasized in clerkships. The clerkship faculty survey indicates medical students are relatively deficient in handling informed consent and general procedures of a physician and are generally rated poorly.

Lastly, COM has addressed the need to provide career counseling to assist students in evaluating career options and applying to graduate medical education programs. To develop and implement a program to provide individualized counseling to each student during the clinical clerkship year, COM has taken the following steps.

1. Developed and filled a position for a full-time Director of Medical Student Clinical Education (D.O. Clinical Faculty) to coordinate and implement a counseling program

2. Conducted meetings with each student (174) during clinical clerkship for one-on-one counseling sessions from December 2017 to March 2018
3. 115 students received one additional follow up contact
4. 45 students received multiple follow-up encounters

To support much of this work, we have hired a Director of Faculty and Staff Development, Maryann LeCompte. This position was identified in last year's annual assessment report. She has been with COM since March 2018 and is in the process of a needs assessment for faculty and staff development. Also identified in last year's report was the need for an Assessment Specialist. We hope, within the next year, we can post a position for, interview, and hire such an individual.

Additionally, we anticipate future work on the following:

- Foster further correlation between board preparatory self-assessments that are proctored and timed, course content and evaluation of that content, and board preparatory diagnostic and review material, to national board exam results.
- Foster further correlation between the COMLEX 2PE Reviews and the first-time pass rates of COMLEX 2PE student test takers.
- Develop logistics to expand the third-year "gateway" exam beyond volunteer and pilot status.
- Develop pilot "gateway" assessment for medical students entering clerkships (the end of the second year).
- Develop log systems for CEPAER 12 (perform general procedures for physicians) and develop an authentic and reliable assessment for CEPAER 13 (identify system failures and contribute to a culture of safety and improvement).
- Create a tracking program to monitor and respond to advising needs of students.
- Begin individualized counseling sessions earlier in the curriculum (October-December).
- Schedule follow up contacts with all students (January-March).
- Implement Discipline Specific Residency Advisors (includes COM alumni) to provide dedicated and scheduled interactions with students and individualized guidance.
- Promote utilization of interactive Match outcome data resources to assist students in career pathway decisions.

#### ❖ *College of Pharmacy (COP)*

The program gathered data for the Overall Evaluation Plan for the third year in a row. The Overall Evaluation Plan contains a mix of programmatic, curricular, and student learning assessment. Results were reviewed by the Assessment and Evaluation (A&E) Committee in July 2018 and a few recommendations were made to the college's executive committee. Some of these recommendations will be built into charges for committees for AY 2018-2019.

The Student Learning Outcomes assessment plan was evaluated for the first time in July 2018. Many changes will be needed to the plan because of collecting data for the first time. A co-curricular plan, which was approved in 2017, is being implemented this AY 2018-2019.

For the new curriculum, standardized rubrics were employed in AY 2017-2018 in the Integrated Group Learning and Abilities Lab sequences.

During summer 2018, the college participated in three national surveys – AACP Curriculum Quality Surveys for graduating students, faculty, and preceptors – that provide the college with data to assess its effectiveness.

❖ ***Westbrook College of Health Professions (WCHP)***

WCHP continues to actively participate in the work of the UAC. Karen Pardue, Dean, and Adrienne McAuley, Associate Clinical Professor, Department of Physical Therapy, provide representation for the College.

The WCHP Program Director 2017-18 winter retreat dedicated time examining practices surrounding assessment and educational effectiveness. The Program Directors explored the challenge of securing alumni participation in post-graduation surveys that address program satisfaction and outcomes. Issues discussed include low response rates, which render insufficient data to inform future curricular enhancements and improvements. The College is appreciative of the offer from IR to assist with graduate survey data collection and is hopeful this approach engenders a higher participation rate. A new suggestion was made to identify a uniform interprofessional education (IPE) alumni survey statement for use by all WCHP programs to better support uniform College-level data around IPE.

Program Directors also reviewed established student learning outcomes (SLOs) and benchmarks for each program. Recommendation 4b from the AY 2016-17 institutional report, *Status of Assessment and Quality of Educational Effectiveness at UNE*, encourages programs to consider setting higher benchmarks when the established targets are achieved.

Finally, Program Directors explored technology solutions aimed at improving the collection, aggregation, analysis, and storage of assessment data. Select WCHP programs (DPT, PA, nursing) are successfully employing ExamSoft® for course-level examinations, rendering robust item analysis and unit assessment reports. Dental hygiene plans to adopt ExamSoft® in AY 2018-19. The utility of Typhon software was also discussed as a powerful tool for curriculum mapping and tracking of student competency attainment in experiential learning (e.g. clinical/field work/internships).

The Master's in Occupational Therapy program, under the leadership of Dr. Kris Winston, continued work this academic year on a major curricular revision. Revised program outcomes were established, and all courses were successfully mapped to the updated outcomes. Scaffolding of learning has been a primary consideration, along with examining the optimal curricular time frame for experiential learning (e.g. clinical rotations). The goal is to submit a fully revised MS OT curriculum for the 2019-2020 academic catalog. This process has been complicated by the national dialogue debating a mandate for doctoral preparation involving the occupational therapy professional association and the occupational therapy accrediting organization.

WCHP engaged in numerous accreditation activities during AY 2017-2018. The Commission on Social Work Education (CSWE) conducted a site visit in November 2017, reviewing the UNE



Master's in Social Work (MSW) program. This is a unique degree as the MSW is offered through a campus-based format in WCHP and an online format through CGPS. The self-study and site visit process were successful, and the MSW was awarded eight (8) years of reaccreditation.

In February 2018, the Department of Nursing hosted a site visit from the Accreditation Commission for Nursing Education (ACEN) in review of the 4-year Bachelor of Science in Nursing (BSN) and 4-semester Accelerated Bachelor of Science in Nursing (ABSN) programs. The self-study and site review determined the nursing program was in full compliance with all standards with no areas of concern identified. The department was subsequently awarded eight (8) years of reaccreditation.

Comprehensive self-study reports were initiated by the Applied Exercise Science program and the Master's in Athletic Training program. Applied Exercise Science will undergo an inaugural institutional site visit by Commission on Accreditation of Allied Health Education Programs (CAAHEP) in Fall 2018. The Athletic Training program will host an institutional reaccreditation site visit by Commission on Accreditation for Athletic Training Education (CAATE) in Spring 2019.

#### ❖ *Division of Student Affairs*

The Division of Students Affairs continues to make progress in developing an intentional and focused approach to improve the student experience through its assessment processes. Four units within the Division submitted an annual assessment report on student learning outcomes with some units submitting multiple reports to measure a wide variety of student programs. While each Department is at various stages of development in its assessment process, the Division took several major steps at the leadership level to solidify continued support and resources for assessment efforts.

One of these steps to support assessment efforts was the filling of the Assistant Dean of Students position within the Division of Student Affairs as it provides a human resource to the Division's assessment efforts. Some of this position's responsibilities include performing key planning tasks related to departmental assessment, serving on the UAC, and preparing and managing annual student support services and division assessment reports. The position creates opportunity within the Division to develop annual assessment schedules, trainings, and plans that will embed assessment into the daily work of Student Affairs professionals.

Another key step was in direct response to a key finding of the UAC's AY 2016-2017 *Report on the Status of Assessment & Quality of Educational Effectiveness at the University*. The UAC recommended better facilitation and coordination of surveys to reduce survey fatigue and ensure adequate student survey response rates. The recommendation prompted a closer look at the type, quality, quantity, and cost of surveys that had been administered annually by the Division of Student Affairs. A small working group reviewed and documented all the surveys administered by the Division and found that opportunities existed to both consolidate and reduce the number of survey administrations while still gathering critical data about student engagement and experiences. This detailed review put forth a multi-year plan for survey consolidation along with recommendations to guide survey processes and survey data dissemination across UNE.

Finally, Student Affairs developed a revised mission statement, Divisional values, and guiding goals at the end of AY 2017-2018 in preparation for the creation of a Division Strategic Plan in AY 2018-2019. Through this process, assessment emerged as a major theme and the Division anticipates implementing some significant changes over the course of this academic year.

### ❖ *Library Services*

New Models Library Services Reorganization, the new team-based organizational structure of the Library, is being assessed by the following: 1) each staff member provides written feedback to questions on the new structure in their annual performance reviews; 2) the feedback is compiled and discussed at a staff retreat over the summer; 3) each cross-functional team performs a self-assessment report; 4) the synopsis is shared with all of the staff; 5) results are now used to steer changes and improvements to the Library organization.

Cost-per-use of electronic resources is calculated annually to aid decisions on cancellations and the amount of money available for requested additions. Digital Resources staff evaluates the relevance, availability, and cost of requested resources. Interlibrary Loan staff continually reviews journal titles that are requested by patrons to provide statistics for potential purchase of titles.

Research & Teaching Librarians continually assess Student Learning Outcomes. Examples are: 1) assessment of Library User Instruction within Nursing 332 and Nursing 334, Evidence Based Practice, using a "One-Minute Paper"; 2) pre-test/post-test assessment of COM's first- and second-year students and health care students for "Empathy Learned Through an Extended Medical Education Virtual Reality Project"; and 3) Special Collections Librarians teach undergraduate classes in the archives and ask professors to provide feedback from their students about what aspects of the archival visits were helpful, both for their projects and for their broader sense of what is available to them as students, and what could be improved.

## APPENDIX II: TABLES OF ASSESSMENT DATA

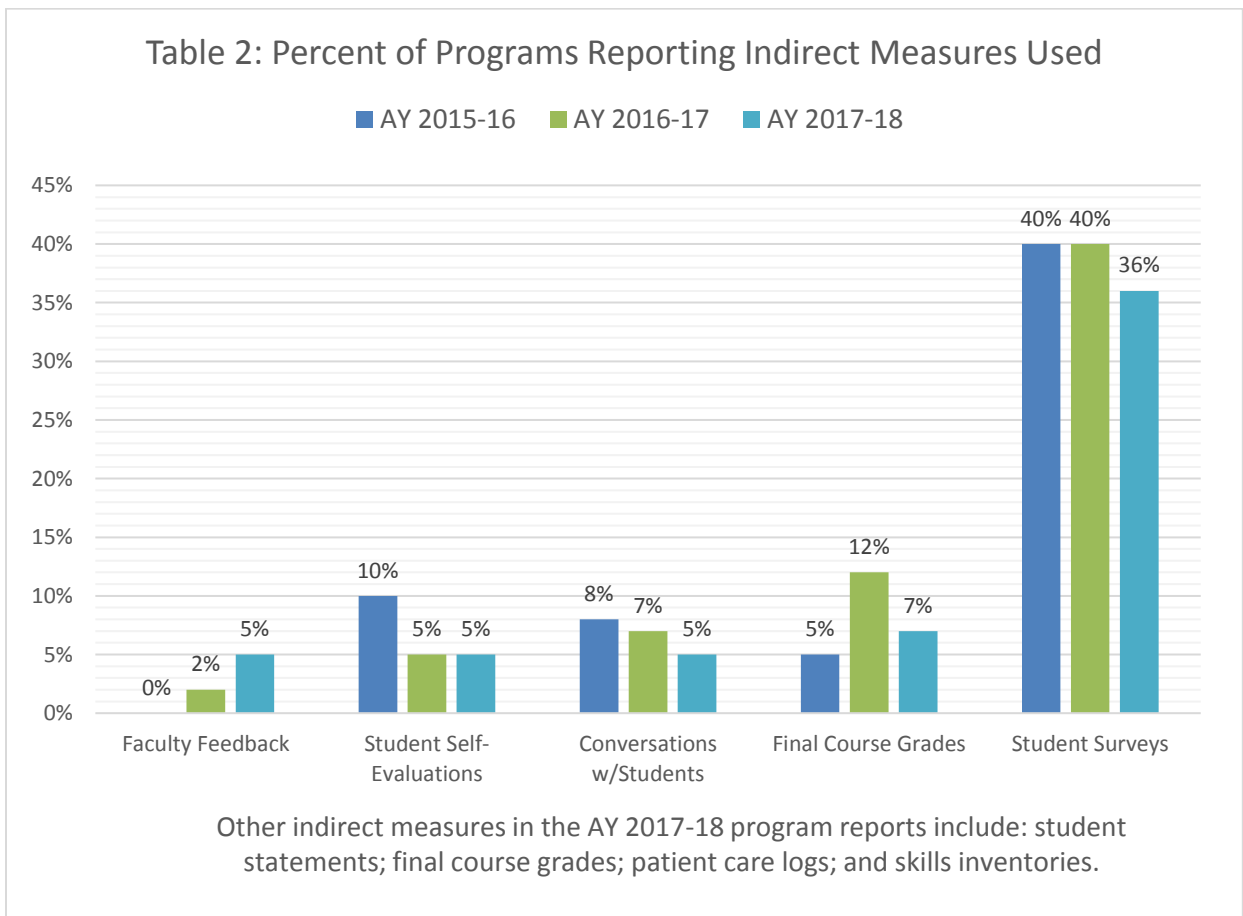
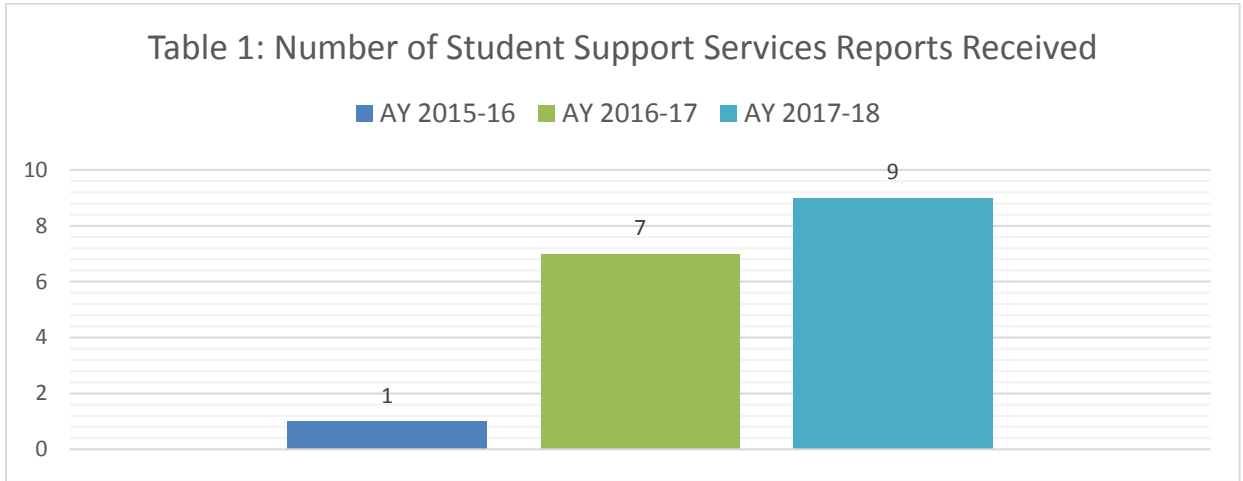
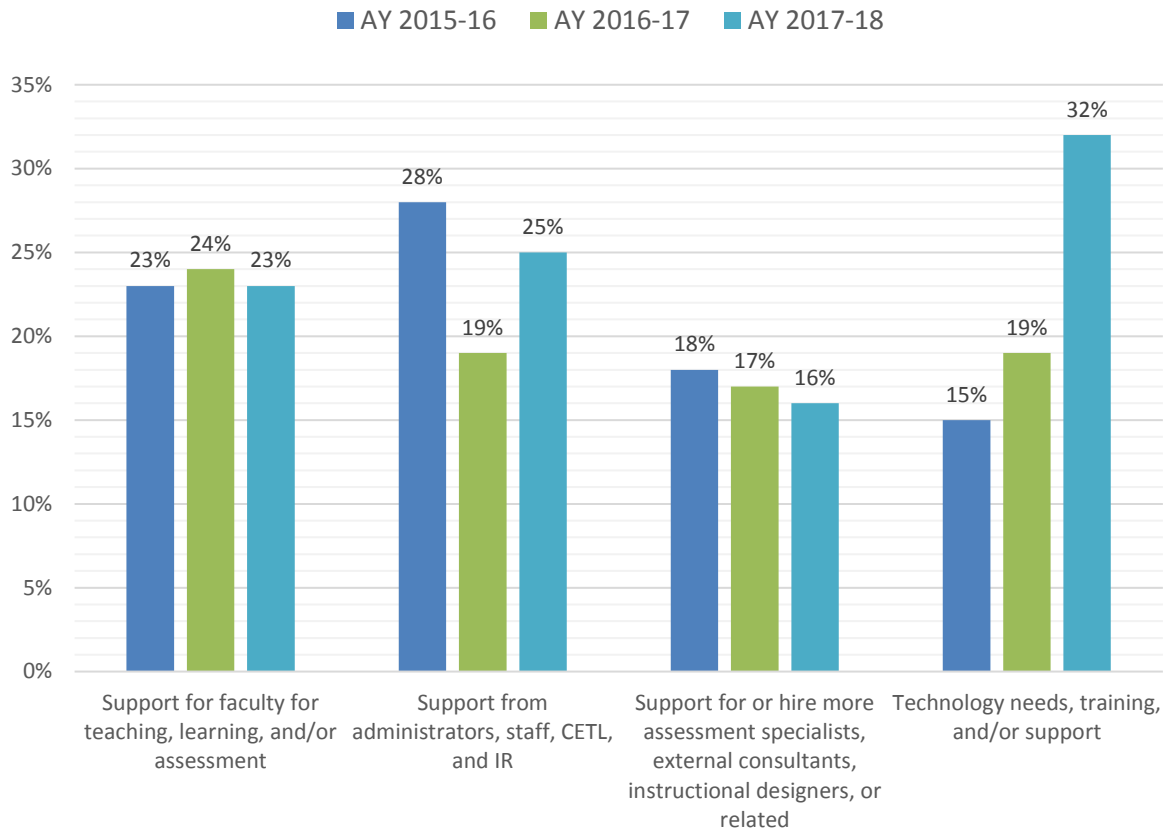


Table 3: Percent of Programs Reporting Assistance, Guidance, and Resources Needed for Assessment



Other responses in the AY 2017-18 program reports include: hire more full-time faculty; more class/lab space; more support for student research; and need better way of collecting and analyzing data.

### **APPENDIX III: UPDATE ON PROGRAM REVIEWS, AY 2017-18 AND 2018-19**

Over the summer 2018, the Provost, Associate Provost for Academic Affairs, and Associate Director of Assessment made a few notable changes to the program review guidebooks and processes.

First and foremost, all programs are now asked to develop a strategic plan at the end of their internal and external review processes. Following the structure of and aligning with the University strategic plan and based on the data and analysis that derived from the internal and external reviews, the strategic plan should consist of: (a) mission; (b) vision; (c) core values; (d) strategic priorities; (e) prioritized goals; (f) initiatives/strategies; and (g) action items. Programs then will carry out their strategic plan through the next several years. The Provost's office will check in with programs annually on their status toward meeting their strategic plan goals and objectives.

Revisions have also been made to the length of time of the internal review process. For [programs without specialized accreditation](#), their internal review process has been extended from a 12-month to an 18-month period. The longer duration should give programs more time to not only put together their self-study and host an external reviewer on campus, but also develop their strategic plan. For programs [with specialized accreditation](#), their internal review process will occur the length of the semester that follows their full reaccreditation review. Rather than putting together a self-study, those programs are now asked to write a summary response to the major findings from their external accreditor review and, if applicable, address any aspects or concerns that might not have been attended to in that external review, and then create a strategic plan.

In AY 2017-18, one program completed an internal review: WCHP's Dental Hygiene. Due to the program review guidebooks' revisions, this program is also completing a strategic plan. In AY 2018-19, the following programs are conducting an internal review under the newly revised guidelines: COM's Osteopathic Medicine; WCHP's Nursing and Social Work; and CGPS's Social Work, Health Informatics, Applied Nutrition, Education (specifically MEd and CAGS), and Science Prerequisites for Health Professions.

The Provost's office also has decided, through its revisions of the guidebooks, to notify the programs in January that will be undergoing an internal review in the following academic year. Thus, in January 2019, COP's Pharmacy; CGPS's Education (specifically EdD) and Public Health; and CAS's English, Chemistry and Physics, Psychology (includes Animal Behavior and Neuroscience), and Business programs will receive advanced notification. Please see the [program review schedule](#) for further details.



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