



INNOVATION FOR A HEALTHIER PLANET

# Assessment at the University: Guiding Principles, Policies, and Procedures

Facilitated by the University Assessment Committee,  
Office of Assessment, and Office of the Provost

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# I. University-Wide Assessment System Overview

## A. Introduction

The University of New England (UNE) maintains a robust, university-wide assessment system comprising annual and regular reporting and review processes to ensure academic programs and colleges, as well as co-curricular units and offices/divisions (hereafter referred to as divisions), evaluate their educational effectiveness, strive for continuous improvement, and achieve student learning outcomes.

The assessment office and the University Assessment Committee (UAC) facilitate two recurring and interrelated processes, involving a multi-level feedback loop among the academic programs/co-curricular units, their college/division, the UAC, assessment office, provost's office, and president's office.

The annual assessment process requires the university as a whole to engage in evaluating, discussing, and responding to its annual assessment data by completing the following steps:

- Academic programs and co-curricular units submit an annual program/student support services assessment report to their dean/vice president/director, the UAC, assessment office, and the provost's office.
- Colleges and co-curricular divisions respond to their annual program/student support services assessment reports and submit their own annual college/division assessment report to the UAC, assessment office, and provost's office.
- Using all of those annual assessment data, the UAC submits, presents, and distributes its annual report and recommendations to senior leadership, including the president's office, and the university community.
- The provost then provides a formal response to the UAC report.

As the annual assessment process occurs, the regular program review schedule also moves forward. The regular program review process requires academic programs to undergo a comprehensive review that involves engaging in internal and external evaluations on a specified timeline. Depending on the date of the program's last program review and whether it has specialized accreditation, the review schedule follows one of these three tracks:

- Three-year new program review (occurs following a new program's third year in the catalog)
- Regular review for programs with specialized accreditation (occurs the semester following a program's full reaccreditation review)
- Regular review for programs without specialized accreditation (occurs every seven years)

This handbook discusses the UAC's charge and responsibilities; UNE's annual assessment and regular program review processes; and the roles and responsibilities of UNE's academic and co-curricular reporting structures and campus leaders in those processes. In doing so, the UAC aims to make transparent UNE's annual and regular assessment processes as well as the critical steps involved in maintaining a collective and collaborative assessment system.

## **B. History of the University Assessment System**

Today's university-wide assessment system developed from several decades of dedicated work. A collaborative effort to create annual assessment and program review processes began in 1997 when the university established the Committee on Institutional Assessment and Academic Program Review, which was followed by the creation of the Student Learning Outcomes Committee in 2000. Two years later, university leadership consolidated the committees into the Institutional Assessment Committee (IAC) and launched the first full academic year of university-wide institutional assessment in 2003-04.

UNE leadership then made further changes to advance assessment across the university. In 2008, for instance, the university established the Office of Institutional Research and Assessment, revisited the IAC's charge and membership, and turned toward a broader approach of institutional effectiveness and data-driven decision-making.

In May 2014, an Assessment System Task Force, comprising twenty-five faculty, administrators, and professional staff from across UNE's academic colleges and units, met to review the university's assessment structures, discuss higher education assessment trends, and reestablish both the guiding principles and the structure for a university-wide assessment system. Two months later, a student panel reviewed and commented on the Task Force's ideas.

Then, in February 2015, the UAC was formed with ten members from across the university. A few months later, UNE hired a part-time assessment program manager in the Office of Institutional Research and Assessment. Since AY 2014-15, the UAC has consistently carried out UNE's annual assessment reporting cycle and regular program review schedule. Over time, the UAC has increased its number of committee members to include representation from additional UNE offices. In 2018, the university promoted the assessment program manager to a full-time role as associate director of assessment and moved the position from the Office of Institutional Research and Assessment (which was renamed the Office of Institutional Research and Data Analytics) into the Office of the Provost.

Over the years, the UAC has continued to advance the university-wide assessment system. Through all of the process changes and improvements, the UAC's purpose has remained constant: to embed a culture of assessment into the university that ultimately aims to further student learning.

## **II. University Assessment Committee**

### **A. Committee Charge**

The UAC operates with the understanding that improvement in student learning at all areas of the university—from academic affairs to the co-curricular side—contributes to the flourishing of the academy. Students, faculty, professional staff, administrators, programs, colleges, co-curricular units, and divisions all benefit from a vibrant, data-rich university-wide assessment system.

Thus, the UAC's purpose is to:

- facilitate and document the student learning assessment annual and regular processes;

- quantify, aggregate, and analyze student learning assessment data;
- appraise educational effectiveness, using assessment data, at the university;
- appraise and advance the effectiveness of the university-wide assessment system;
- make data-informed recommendations to the university on actions needed to advance student learning; and
- make student learning assessment and the university’s assessment processes transparent to students, faculty, professional staff, administrators, and the broader UNE community.

To achieve those ends, the UAC comprises faculty, administrators, and professional staff members who represent all of UNE’s colleges and several co-curricular divisions and support offices who are involved in assessment in their respective areas and/or have been recommended for the role by their dean, vice president, or director. The UAC also includes ex officio members from the provost’s office and reports to that office.

For brevity, this handbook uses the word “co-curricular” to denote the university’s varied areas that support, enhance, and enrich the student experience and function within, intersect with, and extend beyond the academic curriculum. The UAC’s use of the word co-curricular also includes the university’s extracurricular activities. By definition, co-curricular activities tend to operate outside of academic areas, but connect to or complement the academic curriculum. Extracurricular activities generally operate as part of campus life, but are not necessarily connected to the curriculum. But for this handbook, the UAC sees the university’s co-curricular and extracurricular activities as part of the broader co-curricular experience.

Moreover, the university oftentimes uses “programs” and “services,” and “student support services” and “student engagement” to denote co-curricular functions. For instance, the UAC has titled its annual report for these areas the “Annual Student Support Services Assessment of Student Learning Report.” But from Student Affairs to Athletics, and Library Services to the academic centers and institutes, many of these divisions serve and bridge co-curricular, extracurricular, and academic curricula. Thus, regardless of the terms, the UAC understands these areas play an important role in supporting, enhancing, and advancing student learning, and ardently supports these areas in assessing student learning.

At the time of this handbook’s update, representatives from the following academic colleges, co-curricular divisions, and support offices make up the UAC:

- College of Arts and Sciences
- College of Dental Medicine
- College of Osteopathic Medicine
- College of Professional Studies/UNE Online
- Westbrook College of Health Professions
- Division of Student Affairs
- Library Services
- Center for Excellence in Teaching and Learning
- Office of Institutional Research and Data Analytics
- Office of Assessment
- Office of the Provost

## **B. UAC Member Duties and Responsibilities**

UAC members play an important role in representing their academic college or co-curricular division. They provide their particular perspective and experiences to best advance a university assessment system that considers and involves all areas of the university. They communicate the UAC's practices and processes with their areas. They also ensure their college or division completes the annual and regular reporting processes in a meaningful way that advances student learning in their area. Committee members attend the UAC's monthly meetings, offer feedback, follow-up on assigned actions, and assist in fulfilling the UAC's mission, vision, and core values.

The associate director of assessment heads the UAC, uses the UAC's feedback to help guide the committee's goals, and ensures the annual assessment reporting and regular program review processes are achieved. The associate director of assessment also acts as committee secretary, archiving the UAC's documents (e.g., submitted reports, meeting agendas and minutes, and records of actions taken) in a central electronic university repository and providing access to those documents to all UAC members, deans, vice presidents, directors, the provost, associate provost for academic affairs, and the president.

Every year, the UAC prepares the *Report on the Status of Assessment and Quality of Educational Effectiveness at the University*, presents it to senior leaders and stakeholders in November, and distributes it to the UNE community. The depth and breadth of this annual report remain flexible as the report is shaped by the assessment data each year. But ultimately, the UAC's annual report aims to provide insight to decision makers who are responsible for curriculum, budget, and strategic planning. The UAC uses annual assessment data and other university-wide metrics to write the report and recommendations. (For the UAC's members, annual reports, and the provost's responses to those reports, visit [this web page](#).)

## **C. The UAC's Mission, Vision, and Core Values**

The UNE strategic plan, [Our World, Our Future](#), and its [mission, vision, and core values](#), provide a foundation for the UAC's mission, vision, and core values.

### **Mission**

The UAC advances the quality of students' academic and co-curricular education by enhancing, facilitating, and making transparent a university-wide student learning assessment system that aligns with national and discipline-specific accreditation standards and results in data-informed decision-making, continuous quality improvement, and educational effectiveness.

### **Vision**

The UAC will realize and further this mission by expanding, promoting, and facilitating equity-based and equity-driven assessment practices through academic and co-curricular assessment resources, programming, and collaborations to ensure the university's educational effectiveness for all students.

## Core Values

### *Student Centeredness*

UNE puts the aspirations, needs, and success of our students at the center of what we do; for this reason, the UAC centers the attainment of student learning outcomes in its assessment system and annual and regular reporting processes.

### *Equity-Driven*

Grounded in the purpose of achieving educational effectiveness for all UNE students, the UAC promotes equity-driven assessment practices that impart a comprehensive and diverse curriculum, use data-tested equitable assessment measures, and examine student learning metrics on the varied experiences, needs, and aspirations of the UNE student population.

### *Collaboration and Inclusion*

The UAC advances assessment in a collegial, collaborative, and inclusive environment that involves academic and co-curricular constituents across the university and allows for creative approaches, relentless inquiry, and continuous improvement.

### *Transparency*

The UAC makes the university-wide assessment processes transparent, integrated into existing structures and responsibilities, and meaningful to the university community through its communications, collaborations, resources, programs, and presentations.

### *Data-Informed Decision-Making*

The UAC uses and advances assessment to equip the university with the information it needs to make data-informed, values-driven decisions that support and enhance student learning.

## III. Annual Assessment Reports and Regular Program Reviews

The UAC facilitates two recurring and interrelated processes—annual assessment and regular program review—that involve a multi-level feedback loop to ensure continuous improvement and educational effectiveness.

### **A. Annual Assessment Reporting Process**

The UNE assessment cycle begins with faculty and professional staff assessing student learning in their units, programs, departments, and schools. Academic programs and co-curricular units determine assessment priorities for the academic year; identify the student learning outcomes they will assess during that year; decide on the most effective methods and measures for collecting student learning data on those outcomes; collect, aggregate, and analyze data; and make curricular, programmatic, and pedagogical decisions based on their findings. By the time academic programs undergo a comprehensive program review, as described in Part B below, they need to have had, in

their annual reports, collected, analyzed, and reported on the data of all of their student learning outcomes.

While academic programs and co-curricular units assess student learning throughout the academic year, administrative leaders and units (e.g., deans, vice presidents, directors, the UAC, assessment office, and provost's office) provide assessment support. They communicate with the units and programs on the annual assessment and regular program review processes, and provide guidance in furthering their units' and programs' assessment practices.

Thus, the annual process includes multiple layers of reporting, interface, and feedback as demonstrated by the reporting timeline.

- **June 15:** Academic programs and co-curricular units submit an assessment report to their dean, vice president, or director, the UAC, assessment office, and the provost's office that discusses the data that they have collected throughout the academic year, the actions they took and plan to take that are based on those data, and the results of their actions.
- **August 15:** The deans, vice presidents, and directors use the program and co-curricular reports from their respective units to submit their own annual report to the UAC, assessment office, and provost's office that synthesizes and analyzes the findings and discusses the areas of strength and opportunity.
- **Summer to early fall:** The UAC then synthesizes and analyzes the data from all of the reports, and drafts its annual report and recommendations.
- **November:** The UAC shares and presents its report to the university community, including the President.
- **Late fall to early spring:** The provost provides a formal written response to the UAC's report and recommendations, and the UAC distributes the report and provost's response to the university community.

Ultimately, the entire university community engages in a regularized, iterative process of discussion, analysis, and action to assess and improve student learning. The associate director of assessment archives all of the annual program, student support services, college, and division assessment reports, and the UAC report and provost's response in a limited-access, electronic repository. (See Appendix A for the timeline of annual assessment reporting. See Appendix B for an illustration of the annual assessment reporting communication flow. See Appendix C for the annual AY 2021-22 assessment report forms.)

## **B. Regular Program Review Process**

In addition to annually reporting on their assessment process, academic programs regularly conduct a comprehensive program review.

The UAC facilitates three program review processes. New programs conduct a review after their third full year in the catalog that entails responding to their feasibility study and pro forma budget. Existing programs with specialized accreditation conduct a program review the semester following their full reaccreditation review that entails completing a brief summary response of their accreditor's report and a strategic plan. Existing programs without specialized accreditation conduct a program review every seven years that entails completing a self-study, external review,

and strategic plan.

Again, the three program review tracks are as follows:

- Three-year new program review (occurs following a new program's third catalog year)
- Regular review for programs with specialized accreditation (occurs the semester following a program's full reaccreditation review)
- Regular review for programs without specialized accreditation (occurs every seven years)

Academic programs use the data from their student learning assessment process, including from their annual assessment reports, as well as other pertinent sources as the basis for their review, planning, and budgeting. Thus, programs need to report on all of their student learning outcomes data within their program review cycle and then incorporate those reports into their comprehensive program review. Among the other aspects of the program review, programs must include a description of their assessment process, analysis of their data since their last program review of all of their student learning outcomes, and the actions they have taken and will take to advance student learning.

While the UAC, assessment office, and provost's office manage the program review schedule, facilitate the timeline, and provide feedback, the deans work closely with the programs at each major step in the process. The deans also use the program reviews for budgeting and planning. The assessment office collects all of the program reviews and stores them in a limited-access, electronic repository. The provost's office and the deans ensure that program reviews are available as needed for accreditation standards, including those of the New England Commission of Higher Education (NECHE).

Because each three program review schedules, processes, guidelines, and timelines differ, visit the UAC's academic program review and strategic plan [web page](#) and the document links in the sidebar of that page for more information.

## **IV. Assessment of General Education**

UNE's two undergraduate colleges, the College of Arts and Sciences (CAS) and Westbrook College of Health Professions (WCHP), carry out the undergraduate general education curriculum and its assessment process. Both CAS and WCHP undergraduate students take courses in the [CAS Core Curriculum](#). WCHP undergraduate students also take integrated health sciences (IHS) courses that make up the [WCHP Common Curriculum](#). Both the CAS Core Curriculum and WCHP Common Curriculum submit an annual assessment report to their dean, the assessment office, and the provost's office. Below is an outline of the current assessment process for general education.

### **A. CAS Core Curriculum**

The Core Curriculum Assessment Coordinator (CCAC), in collaboration with the CAS dean's office, leads the CAS Core Curriculum assessment process. The Core Curriculum has an established set of student learning outcomes that it assesses on a regular rotation. Essentially, the CCAC and CAS dean's office work with CAS faculty to collect assessment data and artifacts on one learning outcome each year across the general education curriculum. Faculty identify general



education courses that teach to that outcome and collect data from a variety of direct measures (e.g., exam questions, essays, labs), and indirect measures (e.g., course evaluations) to understand the extent to which their courses have met the learning outcome. The CCAC and CAS dean's office analyze the data, share the findings with the faculty, and make data-informed decisions to advance student learning in the general education curriculum.

## **B. WCHP Common Curriculum**

The WCHP dean's office manages the assessment of the Common Curriculum; collects data using direct measures (e.g., training modules, research proposals, and presentations) and indirect measures (e.g., course evaluations); analyzes those data; and makes data-informed decisions to advance student learning in the Common Curriculum general education.

## **V. Campus Partners: Roles and Responsibilities**

All members of the UNE community play an important role in assessing and advancing student learning in their respective academic and co-curricular units and contributing to the broader goal of assessing and advancing student learning at the university. Because of organizational complexity across the various academic and co-curricular units, the UAC recognizes and embraces that academic and co-curricular units' assessment processes vary.

Generally, in colleges that offer several programs, program-level leaders (e.g., chairs, academic directors, or program directors) typically write their annual program assessment report, and then their dean's office synthesizes those reports and responds in its annual college assessment report. Colleges that offer one program, however, typically appoint one or more faculty or professional staff to write an annual program assessment report, and then their dean's office responds with its annual college assessment report. Co-curricular divisions that include multiple units also typically submit several annual student support services reports and then one annual division assessment report. Whereas co-curricular divisions that do not organize themselves into smaller units might submit one annual student support services assessment report and one annual division assessment report. Moreover, some academic and co-curricular areas write their annual assessment report in their assessment committees; others designate an academic or co-curricular leader to write their report.

Therefore, the following discussion of the roles and responsibilities of campus partners might not fit every academic or co-curricular area's assessment process. Nevertheless, their partnership with the UAC and contributions to the annual assessment and regular program review processes contribute to a thriving university-wide assessment system.

### **A. Academic Areas**

#### ***1. Faculty and Professional Staff***

Faculty and professional staff in the academic areas are central in advancing their program and college assessment process and contributing to the university-wide assessment system.

Faculty work together with their program to create and carry out their assessment process. They establish and teach to their course and program student learning outcomes. Each syllabus must provide clearly written and easily measurable student learning outcomes that describe what students expect to learn. The opening statement to student learning outcomes should be similar to the following language: *Students who successfully complete this course (or program) will be able to...* Faculty also use direct and indirect measures to assess and collect data on student learning in their courses, their program, and, if applicable, the undergraduate general education.

Each program's assessment process can vary depending on its history, needs, and leadership. Each program's designated assessment leader facilitates the process in a way that best fits the program. Faculty and professional staff help assess student learning in their program by:

- Regularly sharing the data with their program's designated assessment leader.
- Aggregating and analyzing the figures to understand the effectiveness of their program's student learning outcomes.
- Discussing the data together, oftentimes in their program/department/school meetings or assessment committees.
- Planning curricular, programmatic, and pedagogical responses based on the data.
- Carrying out those plans.
- Assessing the results of their actions.
- Completing their annual program assessment report and their regular program review.

Thus, faculty are not expected to assess student learning in isolation in their classes. Assessment creates opportunities to collaborate with colleagues, talk about curriculum and pedagogy, find areas of strength and opportunity, and brainstorm ways to advance student learning.

## ***2. Academic Program Leaders***

Academic program-level leaders (e.g., chairs, program directors, academic directors, school directors, and school deans) hold the primary responsibility of working with their faculty and professional staff to structure, facilitate, and carry out their assessment process across their programs' curriculum and complete their annual assessment report and regular program review.

Their approach to facilitating assessment in their program might include, but is not limited to:

- Providing support to and collaborating with program faculty and professional staff on assessment practices.
- Ensuring the course and program learning outcomes are assessable, clear, and current with professional standards.
- Mapping each course learning outcome to the program/department/school learning outcomes.
- Confirming the inclusion of clearly written and measurable student learning outcomes in every syllabus.
- Ensuring faculty use direct and indirect measures to collect data on the learning outcomes.
- Regularly communicating with their faculty and professional staff about their program assessment data and findings; the data-informed curricular, programmatic, and pedagogical adjustments they plan to make; and the results of the data-informed actions they have taken.

- Leading or selecting someone to lead an assessment committee or working group in their program.
- Determining which of their student learning outcomes to assess each annual cycle, the appropriate assessment methods and measures to use to collect data, and the actions they should take based on their assessment results.
- Using assessment data for budgeting and planning.

Additionally, academic program leaders work with their college dean to identify the support they need to assess student learning in their area, such as:

- the time they require for assessment work;
- the professional development they need to deepen their and their faculty's assessment knowledge;
- the electronic platforms they count on for storing, sharing results, and discussing actions;
- the financial or course release support they need to carry out the work.

### *3. College Leaders*

College-level leaders (e.g., deans and associate deans) play an important role in collaborating with their academic program leaders as well as their faculty and professional staff to support their programs' assessment processes and ensure their programs take part in the university's annual reporting cycle and undergo a regular program review.

College leaders facilitate assessment practices and further a culture of assessment in their college by, for example:

- Providing resources or tools to ensure their programs carry out assessment best practices.
- Tracking their programs data-informed curricular, programmatic, and pedagogical changes.
- Sharing assessment results and plans with their college on regular, dedicated times.
- Promoting and supporting data-informed curricular, programmatic, and pedagogical adjustments.
- Assessing those data-informed actions to ensure they advance student learning.
- Using assessment data for broader budgeting and planning in their college.

College leaders work with the UAC and the provost's office to provide their programs with the support they need for assessment by, for example:

- Apportioning time in faculty's and professional staff's workload to facilitate their program's assessment process.
- Utilizing electronic resources for storing, sharing, and analyzing assessment data.
- Exploring and offering assessment resources to advance professional development.
- Offering financial remuneration or course release for additional time spent on assessment.

College leaders also review the annual assessment reports from their programs and respond in their own annual college assessment report, which they submit to the UAC, assessment office, and provost's office. In their college report, they synthesize their programs' annual assessment reports and action plans; discuss the areas of strength and opportunity in student learning and assessment

in their college; and detail the actions they took and will take to advance student learning in the subsequent academic years.

Moreover, college leaders work with the UAC and assessment office to ensure their academic programs complete the regular program review process. The assessment office maintains the program review schedule, communicates the process guidelines, and collaborates with the UAC and the college deans to track the progress made on each program review. The deans work directly with their programs to complete the program review steps, including reviewing each program's self-study and strategic plan and, for programs without specialized accreditation, selecting an external reviewer to appraise the program. For more information on the program review schedules, processes, guidelines, and timelines, visit the UAC's academic program review and strategic plan [web page](#) and the document links in the sidebar of that page.

## **B. Co-Curricular Areas**

UNE's co-curricular areas function within, intersect with, and extend beyond the academic curriculum. Programs that offer academic credit towards a degree, as well as those that do not, all play an important role in supporting, enhancing, and enriching student learning.

Since each co-curricular division has its own reporting structure, this section provides a general overview of the roles professional staff, unit-level leaders, and division-level leaders might play in facilitating their assessment process and contributing to the university-wide assessment system. For instance, when co-curricular divisions do not have unit-level leaders, the division leaders might facilitate their assessment process. Co-curricular divisions thus create an assessment process that best fits their structure.

### ***1. Co-Curricular Professional Staff***

Co-curricular professional staff work together with their unit and/or division to create and carry out their assessment process. For one, they help establish and teach to the unit and/or division student learning outcomes. Those learning outcomes should be clearly written, easily measurable, and describe what students expect to learn. The opening statement to student learning outcomes should be similar to the following language: *Students who successfully complete this activity (or program) will be able to...* Co-curricular professional staff also use both direct and indirect measures to assess student learning in their activities, events, and programs.

Each unit's and/or division's designated assessment leader facilitates the process in a way that best fits their area. Some ways professional staff carry out assessment in their area might include:

- Regularly sharing the data with their unit's and/or division's designated assessment leader.
- Aggregating and analyzing the data to understand the effectiveness of their unit's and/or division's student learning outcomes.
- Discussing the data together, oftentimes in their unit and/or division meetings or assessment committees.
- Planning curricular, programmatic, and pedagogical responses based on the data.
- Carrying out those plans.
- Assessing the results of their actions.

- Completing their unit's and/or division's annual assessment report.

Thus, co-curricular professional staff are not expected to assess student learning in isolation in their activities, events, and programs. Assessment creates opportunities to collaborate with colleagues, talk about curriculum and pedagogy, find areas of strength and opportunity, and brainstorm ways to advance student learning.

## *2. Co-Curricular Unit Leaders*

Co-curricular unit-level leaders (e.g., coordinators, assistant directors, and assistant deans) hold the primary responsibility of working with their professional staff to structure, facilitate, and carry out their assessment process across their units' and division's activities, events, and programs, and complete their annual assessment report.

Their approach to facilitating assessment in their units and/or division might include:

- Providing support to and collaborating with unit and division professional staff on assessment practices.
- Ensuring the unit and/or division learning outcomes are assessable, clear, and current with professional standards.
- Mapping each unit learning outcome to the division learning outcomes.
- Confirming the inclusion of clearly written and measurable student learning outcomes in co-curricular activities, events, and programs.
- Ensuring professional staff use direct and indirect measures to collect data on the learning outcomes.
- Regularly communicating with the professional staff about their assessment data and findings; the data-informed curricular, programmatic, and pedagogical adjustments they plan to make; and the results of the data-informed actions they have taken.
- Leading or selecting someone to lead an assessment committee or working group in their units and/or division.
- Determining which of their learning outcomes to assess each annual cycle, the appropriate assessment methods and measures to use to collect data, and the actions they should take based on their assessment results.
- Using assessment data for broader budgeting and planning processes.

Additionally, co-curricular unit-level leaders work with their division leaders, if applicable, to identify the support they need to assess student learning in their area. They might discuss:

- the time they require for assessment work;
- the professional development they need to deepen their and their professional staff's assessment knowledge;
- the electronic platforms they count on for storing, sharing results, and discussing actions;
- the financial support they need to carry out the work.

## *2. Co-Curricular Division Leaders*

Co-curricular division-level leaders (e.g., directors, vice presidents, and deans) play an important

role in collaborating with their unit-level leaders as well as their professional staff to support their units and/or division assessment processes and ensure that they take part in the university's annual reporting cycle.

Co-curricular division leaders' approach to facilitating assessment practices and furthering a culture of assessment in their division might include:

- Providing resources or tools to ensure their units and/or division carry out assessment best practices.
- Tracking their units' and/or division's data-informed curricular, programmatic, and pedagogical changes.
- Sharing assessment results and plans with their division on regular, dedicated times.
- Promoting and supporting data-informed curricular, programmatic, and pedagogical adjustments.
- Assessing those data-informed actions to ensure they advance student learning.
- Using assessment data for broader budgeting and planning in their division.

Co-curricular division leaders work with the UAC and the provost's office to provide their units and/or division with the support they need for assessment by, for example:

- Apportioning time in professional staff's workload to facilitate their assessment process.
- Utilizing electronic resources for storing, sharing, and analyzing assessment data.
- Exploring and offering assessment resources to advance professional development.
- Offering financial remuneration for additional time spent on assessment.

They also review the annual assessment reports from their units and respond in their own annual division assessment report, which they submit to the UAC, assessment office, and provost's office. In their division report, they synthesize their units' annual assessment reports and action plans; discuss the areas of strength and opportunity in student learning and assessment in their division; and detail the actions they took and will take to advance student learning in the subsequent academic years.

## **C. Circling Back to the University Assessment System**

The university-wide assessment system generates a multi-level feedback loop among the academic programs/co-curricular units, their college/division, the UAC, assessment office, provost's office, and president's office. In the annual reporting structure, for instance, each step from academic program and co-curricular unit reporting to college and division reporting to UAC reporting, builds on the next step to complete the full annual cycle, communicate the assessment findings, and work toward advancing student learning.

## Appendix A: Annual Assessment Reporting Timeline

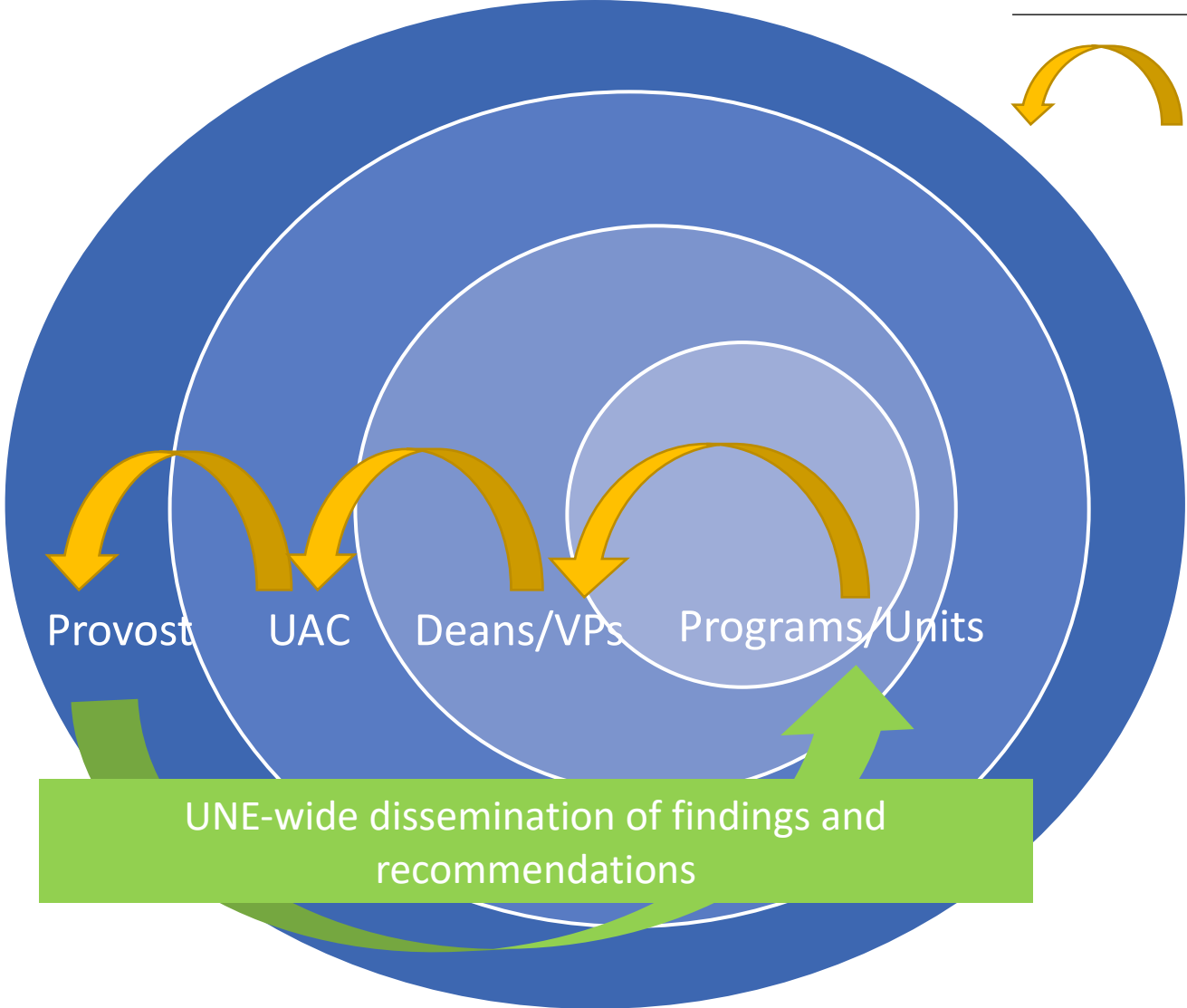
<i>Date</i>	<i>Responsibility</i>	<i>Description</i>
June 15	<b>Academic programs</b> submit an “Annual Program Assessment of Student Learning Report” to their dean, the assessment office, and the provost’s office.	The June 15 <sup>th</sup> date allows programs and units to engage in their assessment process throughout the academic year, collect data, review the results, develop an action plan, and identify next steps.
	<b>Co-curricular units</b> submit an “Annual Student Support Services Assessment of Student Learning Report” to their director, vice president, or dean, the assessment office, and the provost’s office.	
August 15	<b>Academic deans</b> submit their “Annual College and Division Assessment of Student Learning Report” to the UAC, the assessment office, and the provost’s office.	The report synthesizes and analyzes the annual reports from their respective programs and units, examines the ways in which assessment results have been used in their college or division, and identifies next steps.
	<b>Co-Curricular directors and vice presidents</b> submit their “Annual College and Division Assessment of Student Learning Report” to the UAC, the assessment office, and the provost’s office.	
Summer to early fall	The UAC drafts its <i>Report on the Status of Assessment &amp; Quality of Educational Effectiveness at the University</i> .	The UAC reviews all of the annual program, unit, college, and division assessment reports along with other relevant data from varied sources, such as the National Survey of Student Engagement (NSSE), licensure exam pass rates, retention rates, and student satisfaction metrics. The UAC report includes: a summary of assessment activities from that academic year; the trends in and analysis of the reported assessment data; and recommended actions to advance student learning.
November	The UAC distributes and presents its report to the UNE community.	The November timing provides decision-makers the opportunity to incorporate assessment action plans into the budget for the following fiscal year.
Late fall to early spring	The provost writes a formal response to the UAC report.	The UAC distributes to the university community and uploads to its web page its annual report and the provost’s response.

# Appendix B: Annual Assessment Reporting Communication Flow

**KEY**



Reporting on Assessment Data





<b>School/Department:</b>	
<b>Program(s)/Major(s) addressed in this report:</b>	
<b>Completed by:</b>	
<b>Date Completed:</b>	

<b>Due:</b>	June 15, 2022
<b>Send To:</b>	Your College Dean
<b>Copy to:</b>	Jen Mandel, Assoc. Dir. of Assessment, <a href="mailto:jmandel2@une.edu">jmandel2@une.edu</a>

## ANNUAL PROGRAM ASSESSMENT OF STUDENT LEARNING REPORT, 2021-2022

“Imagine what the world would be like if every one of our graduates achieved the goals we promise them! ...Assessment is simply a vital tool to help us make sure we fulfill the crucial promises we make to our students and society.”

--Linda Suskie, “Why Are We Assessing?” *Inside Higher Ed*, October 26, 2010

“Assessment helps us to show the world that, yes, what we do in the classroom really does make a difference.”

--Timothy S. Huebner, “Meeting the Chair’s Challenges,” *Inside Higher Ed*, March 17, 2016

### **Purpose of the report:**

- To evaluate previous actions that were taken in response to the assessment of student learning and determine their level of success
- To identify and examine assessment results for the most strategic or compelling learning outcomes for this year
- To document the findings of this year’s assessments and propose to take actions that will improve student learning

### **Who is the audience for this report?**

- Your College Dean
- The Office of the Provost and the University Assessment Committee (UAC)

**When is the report due?** June 15, 2022

*For information on assessment of student learning at UNE, visit:*

[www.une.edu/provost/assessment](http://www.une.edu/provost/assessment)

## 1) REFLECTIONS ON STUDENT LEARNING

**Instructions:** This section is meant to help you reflect on past actions you took in response to your student learning assessment data, and the extent to which those actions have resulted in improved student learning. Please report a few student learning outcomes you assessed in the past year or years prior, the actions you took, and the results of those actions in the table below. Then indicate, for question 2, what areas need further attention. (If you need a copy of your previous assessment reports, email Jen Mandel at [jmandel2@une.edu](mailto:jmandel2@une.edu))

1. Reflect on the actions you have taken in response to student learning assessment data and the results of those actions. Provide: (a) each student learning outcome you assessed; (b) the actions you took to improve student learning; and (c) the results of those actions as demonstrated in student learning. (Add rows, as needed)		
<i>(a)</i> <i>Student learning outcome</i>	<i>(b)</i> <i>Actions taken to improve student learning</i>	<i>(c)</i> <i>Observed changes in student learning</i>
2. What remains to be done or achieved?		

## 2) 2021-2022 REPORTING ON PROGRAM ASSESSMENT OF STUDENT LEARNING

**Instructions:** Select the most strategic or compelling learning outcomes that you reviewed this year, need to reflect on, and/or seek to help more students achieve, and complete the following questions. Report on no fewer than 2 outcomes assessed **this year**. Add rows as needed and copy table for each program/major.

**Note:** You should aim to assess all of your learning outcomes **within your program review cycle** as you will be asked to reflect on all of your learning outcomes during your periodic program review. Reporting on a variety of learning outcomes annually (in this report) can help you prepare to reflect on all of your learning outcomes in your periodic program review. For the date of your next scheduled program review, go to the [Academic Program Review and Strategic Plan](#) web page, and in the right sidebar, click on “Program Review Schedule.”

**URL of Student Learning Outcomes for Program:**

<b>(1) Program(s)/Major(s):</b>		
<b>(2) Program Learning Outcome Being Assessed:</b>		
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, exam, etc.):		
(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check one)		
<input type="checkbox"/> Introduced Learning Outcome <input type="checkbox"/> Reinforced Learning Outcome <input type="checkbox"/> Students Expected to be Proficient in Learning Outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?

(8) Was the benchmark met? (Please check one)		(9) What are the results?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>		
(10) What actions will be taken as a result of the data/evidence to improve student learning?		

<b>(1) Program(s)/Major(s):</b>		
<b>(2) Program Learning Outcome Being Assessed:</b>		
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, exam, etc.):		
(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check one)		
<input type="checkbox"/> Introduced Learning Outcome <input type="checkbox"/> Reinforced Learning Outcome <input type="checkbox"/> Students Expected to be Proficient in Learning Outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?

(8) Was the benchmark met? (Please check one)	(9) What are the results?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>	
(10) What actions will be taken as a result of the data/evidence to improve student learning?	

<b>(1) Program(s)/Major(s):</b>		
<b>(2) Program Learning Outcome Being Assessed:</b>		
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, exam, etc.):		
(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check one)		
<input type="checkbox"/> Introduced Learning Outcome <input type="checkbox"/> Reinforced Learning Outcome <input type="checkbox"/> Students Expected to be Proficient in Learning Outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?
(8) Was the benchmark met? (Please check one)		(9) What are the results?

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>	
<b>(10) What actions will be taken as a result of the data/evidence to improve student learning?</b>	

### 3) 2021-2022 ASSESSMENT SUMMARY & OUTLOOK

1. What did assessment findings from this year reveal about your program's strengths in student learning?
2. What did assessment findings from this year reveal about areas of student learning requiring special attention?
3. In reflecting on <b>your assessment process</b> , what worked well and what were the challenges? (e.g., in regards to learning outcomes, assessment measures, an assessment committee, etc.)
4. What key actions do you plan to take in the next academic year to advance student learning? (e.g., revise part of the program's assessment process, learning outcomes, measures, curriculum, pedagogy, etc.)
5. What assessment assistance, guidance, and resources would you find helpful in order to meet student learning needs in your program?

#### 4) 2021-2022 ADDITIONAL REPORTING FOR ACCREDITED PROGRAMS

Note: Please forward to Jen Mandel ([jmandel2@une.edu](mailto:jmandel2@une.edu)) any recent accreditor letters or notifications. Add rows to table as needed.

(1) Professional, specialized, state, or programmatic accrediting body	(2) Most recent accreditation review		(3) Next scheduled review	
	Date	Nature of review (e.g., interim review, full review, follow-up)	Date	Nature of review (e.g., interim review, full review, follow-up)



<b>Division/Office:</b>	
<b>Unit(s)/Program(s) addressed in this report:</b>	
<b>Completed by:</b>	
<b>Date Completed:</b>	

<b>Due:</b>	June 15, 2022
<b>Send To:</b>	Your Dean, Associate Provost, Vice President, and/or Director
<b>Copy to:</b>	Jen Mandel, Assoc. Dir. of Assessment, <a href="mailto:jmandel2@une.edu">jmandel2@une.edu</a>

## ANNUAL STUDENT SUPPORT SERVICES ASSESSMENT OF STUDENT LEARNING REPORT, 2021-2022

“Imagine what the world would be like if every one of our graduates achieved the goals we promise them! ...Assessment is simply a vital tool to help us make sure we fulfill the crucial promises we make to our students and society.”

--Linda Suskie, “Why Are We Assessing?” *Inside Higher Ed*, October 26, 2010

“An excellent co-curricular experience routinely collects systematic evidence of its effectiveness in helping students achieve its goals... [and] routinely uses evidence of its effectiveness to modify and adapt what it is doing to provide an even better, more effective student experience”

--Linda Suskie, “Introduction to Measuring Co-Curricular Learning,” *New Directions for Institutional Research*, November 16, 2015

### **Purpose of the report:**

- To evaluate previous actions that were taken in response to the assessment of student learning and determine their level of success
- To identify and examine assessment results for the most strategic or compelling learning outcomes for this year
- To document the findings of this year’s assessments and propose to take actions that will improve student learning

### **Who is the audience for this report?**

- Your Dean, Associate Provost, Vice President, and/or Director
- The Office of the Provost and the University Assessment Committee (UAC)

### **When is the report due?** June 15, 2022

*For information on assessment of student learning at UNE, visit:*

[www.une.edu/provost/assessment](http://www.une.edu/provost/assessment)

## 1) REFLECTIONS ON STUDENT LEARNING

**Instructions:** This section is meant to help you reflect on past actions you took in response to your student learning assessment data, and the extent to which those actions have resulted in improved student learning. Please report a few student learning outcomes you assessed in the past year or years prior, the actions you took, and the results of those actions in the table below. Then indicate, for question 2, what areas need further attention. (If you need a copy of your previous assessment reports, email Jen Mandel at [jmandel2@une.edu](mailto:jmandel2@une.edu))

1. Reflect on the actions you have taken in response to student learning assessment data and the results of those actions. Provide: (a) each student learning outcome you assessed; (b) the actions you took to improve student learning; and (c) the results of those actions as demonstrated in student learning. (Add rows, as needed)		
<i>(a)</i> <i>Student learning outcome</i>	<i>(b)</i> <i>Actions taken to improve student learning</i>	<i>(c)</i> <i>Observed changes in student learning</i>
2. What remains to be done or achieved?		

## 2) 2021-2022 REPORTING ON STUDENT SUPPORT SERVICES ASSESSMENT OF STUDENT LEARNING

**Instructions:** Select the most strategic or compelling learning outcomes that you reviewed this year, need to reflect on, and/or seek to help more students achieve, and complete the following questions. Report on no fewer than 2 outcomes assessed **this year**. Please add rows as needed.

**URL of Student Learning Outcomes for Unit:**

<b>(1) Co-Curricular Unit:</b>		
<b>(2) Unit Learning Outcome Being Assessed:</b>		
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., training pre-/post-tests, student written reflections, performance evaluations, etc.)		
(4) At what stage was the measure(s) used to assess student learning? (Please check one)		
<input type="checkbox"/> Introduced Learning Outcome <input type="checkbox"/> Reinforced Learning Outcome <input type="checkbox"/> Students Expected to be Proficient in Learning Outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?

(8) Was the benchmark met? (Please check one)	(9) What are the results?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>	
(10) What actions will be taken as a result of the data/evidence to improve student learning?	

<b>(1) Co-Curricular Unit:</b>		
<b>(2) Unit Learning Outcome Being Assessed:</b>		
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., training pre-/post-tests, student written reflections, performance evaluations, etc.)		
(4) At what stage was the measure(s) used to assess student learning? (Please check one)		
<input type="checkbox"/> Introduced Learning Outcome <input type="checkbox"/> Reinforced Learning Outcome <input type="checkbox"/> Students Expected to be Proficient in Learning Outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?

(8) Was the benchmark met? (Please check one)	(9) What are the results?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>	
(10) What actions will be taken as a result of the data/evidence to improve student learning?	

<b>(1) Co-Curricular Unit:</b>		
<b>(2) Unit Learning Outcome Being Assessed:</b>		
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., training pre-/post-tests, student written reflections, performance evaluations, etc.)		
(4) At what stage was the measure(s) used to assess student learning? (Please check one)		
<input type="checkbox"/> Introduced Learning Outcome <input type="checkbox"/> Reinforced Learning Outcome <input type="checkbox"/> Students Expected to be Proficient in Learning Outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?

(8) Was the benchmark met? (Please check one)	(9) What are the results?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>	
(10) What actions will be taken as a result of the data/evidence to improve student learning?	

### 3) 2021-2022 ASSESSMENT SUMMARY & OUTLOOK

1. What did assessment findings from this year reveal about your unit's strengths <u>in student learning</u> ?
2. What did assessment findings from this year reveal about areas <u>of student learning</u> requiring special attention?
3. In reflecting on <u>your assessment process</u> , what worked well and what were the challenges? (e.g., in regards to learning outcomes, assessment measures, an assessment committee, etc.)
4. What key actions do you plan to take in the next academic year to advance student learning? (e.g., revise part of the unit's assessment process, learning outcomes, measures, curriculum, pedagogy, etc.)
5. What assessment assistance, guidance, and resources would you find helpful in order to meet student learning needs in your unit?

College or Division:	
Completed by:	
Date Completed:	

Due:	August 15, 2022
Send To:	Jen Mandel, Assoc. Dir. of Assessment, <a href="mailto:jmandel2@une.edu">jmandel2@une.edu</a>

## ANNUAL COLLEGE AND DIVISION ASSESSMENT OF STUDENT LEARNING REPORT, 2021-2022

“Imagine what the world would be like if every one of our graduates achieved the goals we promise them! ...Assessment is simply a vital tool to help us make sure we fulfill the crucial promises we make to our students and society.”

--Linda Suskie, “Why Are We Assessing?” *Inside Higher Ed*, October 26, 2010

“Reorienting practice around student learning and reflective approaches to fostering it has the potential to reinvigorate practice on college and university campuses around a shared mission to improve the lives and futures of students by building coherent curricula and cocurricula that better achieve our desired ends.”

--Natasha A. Jankowski and David W. Marshall, *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm* (2017)

### **Purpose of the report:**

- Evaluate the most significant or compelling student learning assessment data, actions, and outcomes for this year
- Prioritize needs and propose actions to further assessment processes, enhance pedagogy, and, above all, improve student learning

### **Who will receive this report?**

- The Office of the Provost
- The University Assessment Committee (UAC)

**When is the report due?** August 15, 2022

*For information on assessment of student learning at UNE, visit:*  
[www.une.edu/provost/assessment](http://www.une.edu/provost/assessment)



Note: Please reference this year's individual assessment reports from your college or division to answer the following questions. Feel free to include tables, charts, and/or attachments. For questions, contact a UAC member or the Office of the Provost. If you would like a copy of your previous assessment reports, email Jen Mandel at [jmandel2@une.edu](mailto:jmandel2@une.edu)

1. What did assessment findings from this year reveal about the strengths in student learning in your college or division?
2. What did assessment findings from this year reveal about areas of student learning requiring special attention?
3. How are you planning to use the most significant or compelling assessment findings from this academic year?
4. In reflecting on your <u>assessment process</u> this year, what worked well and what were the challenges? What changes will you make to address those challenges?
5. What assessment assistance, guidance, and resources would you find helpful in order to meet student learning needs in your college/division?