UNE UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

Report on the Status of Assessment & Quality of Educational Effectiveness at the University: For the 2021-2022 Academic Year

Submitted Fall 2022

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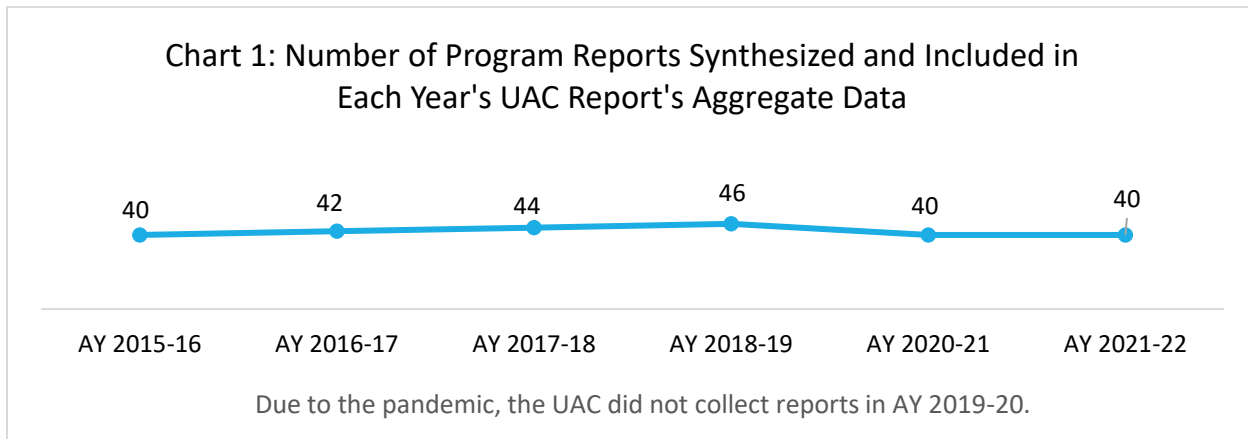## Report

Appendices

Report Summary

In the face of significant challenges in the COVID-19 pandemic's second academic year, student learning assessment at the university persisted and maintained its robustness. The forty annual program assessment reports, and the six annual college assessment reports submitted in academic year 2021-22 show that academics remain consistently committed to assessing student learning and reporting their results. The six annual student support services assessment reports, and two annual division assessment reports submitted this year highlight several co-curricular areas' active engagement in assessment and the university-wide reporting process. Academic programs and co-curricular units reported more scaffolding assessment of their learning outcomes, meeting or exceeding their learning outcomes' benchmarks, and taking data-informed actions to advance student learning. Nevertheless, in the last two reporting cycles the university saw a decrease in the number of submitted student support services reports that underpins the persistent challenges co-curricular areas face in finding the time to assess student learning and participate in the reporting process, and sparks questions on the extent to which the report forms best fit the co-curricular areas' operations. Moreover, to advance their assessment knowledge, the academic and co-curricular areas expressed a need for assessment-related support to continue carrying out and further developing their practices.

I. Introduction

Through the second academic year of the COVID-19 pandemic, a critical but challenging time in ensuring student learning, UNE's academic programs and student support services have notably continued assessing their educational effectiveness, adapting their methods to meet needs, and reporting their results. The University Assessment Committee's (UAC) *Report on the Status of Assessment & Quality of Educational Effectiveness at the University: For the 2021-2022 Academic Year*, highlights the substantial assessment practices that programs and student support services have undertaken in the face of the challenges, reviews the aggregated annual assessment reports' data, and makes recommendations that are based on those data to move assessment at the university forward.
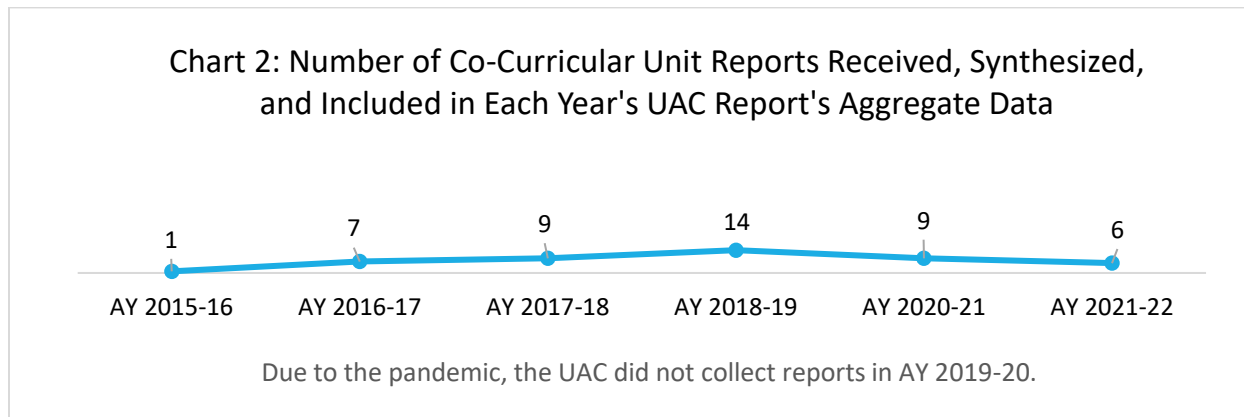
In the past year and consistent with regional and national trends, workforce staffing shortages, leadership transitions, and competing priorities diverted some attention away from assessment data collection and analysis in some units. Yet in the face of these challenges, UNE has by and large advanced its assessment cycle. Academic programs have notably remained strong in reporting their assessment practices by consistently submitting annual assessment reports to the university.

Since the UAC began systematically quantifying and synthesizing the annual assessment reports, it has seen an incremental increase in reporting. The number of annual program reports the UAC synthesized increased from 40 in academic year (AY) 2015-16 to 46 in AY 2018-19. Following a change in focus in assessment reporting in AY 2019-20 in response to the pandemic's onset as described in the UAC's AY 2019-20 report, the university resumed its typical assessment practices the following academic year. Since then, the number of reports the UAC received has stabilized to 40 in both AY 2020-21 and 2021-22 (Chart 1).

Chart 1: Number of Program Reports Synthesized and Included in Each Year's UAC Report's Aggregate Data

AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22
40	42	44	46	40	40

Due to the pandemic, the UAC did not collect reports in AY 2019-20.

The UAC has continually encouraged student support services (also referred to here as co-curricular units) to further integrate their assessment practices and report their data through the UAC's annual process. The UAC saw an increase in the number of student support services reports submitted from one in AY 2015-16 to fourteen in AY 2018-19. When the UAC resumed collecting annual assessment reports in AY 2020-21, nine student support services submitted reports. But amid the challenges discussed above, from remote learning and limited in-person interactions to

leadership transitions and staffing shortages, six student support services submitted reports in AY 2021-22 (Chart 2).

Chart 2: Number of Co-Curricular Unit Reports Received, Synthesized, and Included in Each Year's UAC Report's Aggregate Data

	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22
	1	7	9	14	9	6

Due to the pandemic, the UAC did not collect reports in AY 2019-20.

In this context, the UAC remains committed to continuing its long-term goal of supporting co-curricular units in engaging in assessment and reporting their results (Final Recommendation 1).

II. Follow-up on Last Year's Recommendations

In the UAC's report on AY 2020-21, the committee took time to reflect on its key findings from the data that emerged from the first full academic year in the pandemic. The committee found, the "pandemic challenged and changed teaching, learning, and assessment…Programs, co-curricular units, colleges, and divisions welcomed opportunities and incorporated unique and creative methods into their work to support and advance student learning that resulted in unexpected outcomes" (18-19). The pandemic forced UNE to quickly adapt, and reinforce its mission to prepare "students to thrive in a rapidly-changing world" and its strategic priorities, including ensuring "a welcoming, inclusive and vibrant community" by supporting the "diverse backgrounds, experiences, and viewpoints…on all of our campuses."

A. UAC's Recommendations to Itself

Based on last year's data and the discussions surrounding the UAC's AY 2020-21 report, the UAC put forth the following four recommendations that the committee and the university as a whole has worked toward fulfilling.

1. Support more university-wide, student-facing, and supporting units to define co-curricular learning outcomes and assess student learning and programmatic effectiveness. In its previous reports, the UAC aimed to bring more co-curricular units, including Athletics, Westbrook College of Health Professions (WCHP) Service Learning, and the Centers and Institutes, into assessment. The UAC continues to make this a long-term goal.

   Actions Taken: Since its first annual report in AY 2014-15, the UAC has consistently focused on increasing the number of co-curricular units that assess student learning outcomes. As Chart 2 illustrates, the university saw a steady increase in student support services reports

submitted between AY 2015-16 and 2018-19. The pandemic and its exigencies have contributed to a decline in reporting and assessing co-curricular student learning since then.

However, the UAC has taken steps to increase engagement. For example, the UAC and the Center for Excellence in Teaching and Learning (CETL) have been facilitating a Faculty and Professional Learning Community (FPLC) on Equity-Driven Assessment that includes the co-curricular office, WCHP Service Learning, as one of the three participating teams. In a short period, Service Learning has taken big steps in developing its assessment process by creating learning outcomes and a survey instrument, receiving buy-in for its work from the WCHP Leadership Council, and piloting the survey to a group of students. Service Learning plans to next map the outcomes to its learning experiences, get feedback from its internal and external partners, create graphics of the learning outcomes for its web page and promotional materials, establish direct measures, and collect student learning data on those outcomes (For more on the FPLC, see below, Part C, "Future Directions in Assessment").

The UAC also supported professional development opportunities of co-curricular student learning assessment through its workshops. On February 25, 2022, the UAC offered a three-hour remote workshop, entitled "Creating a Culture of Assessment for Co-Curricular Student Learning." Among its many benefits, the workshop furthered attendees' assessment knowledge, generated conversations among co-curricular units on assessment, and sparked ideas for future opportunities. On October 28, 2022 (during AY 2022-23), the UAC hosted another remote workshop, "Assessment Essentials for Co-Curricular Student Learning: How to Make Reporting Easier, More Meaningful, and Equity-Minded," that provided more ideas for building an assessment process and furthered the discussion. The UAC will continue offering more assessment-related professional development opportunities (Final Recommendation 2).

2. Add more resources to the "Assessment Resources" web page in AY 2021-22 for academic programs and colleges, and co-curricular units and divisions to assist with enhancing data collection and analysis approaches.

   Actions Taken: In AY 2021-22, the UAC spent much of its time updating its committee handbook and both program review guidebooks. Through that process, the UAC articulated its mission, vision, and core values, and added those statements to its web page. On the resource web page, it updated the Resource for Completing an Annual Program Assessment Report, and Resource for Completing an Annual Student Support Services Assessment Report to match the AY 2021-22 report forms. Also, on that page, the UAC updated its list of internal and external supports, included links to assessment journals, and, to meet its first recommendation (above), added a section on co-curricular assessment resources, professional organizations, and listservs. The UAC will continue working on adding more resources to its web page in AY 2022-23 (Final Recommendation 3).

3. Update the UAC's handbook, underlining its charge as a resource for assessment support, by fall 2022.

Actions Taken: As explained above, the UAC updated its handbook, Assessment at the University: Guiding Principles, Policies, and Procedures. The process entailed defining its mission, vision, and core values; articulating its members' responsibilities; better clarifying the university's annual assessment and regular program review processes; summarizing general education assessment; and discussing the roles of academic and co-curricular areas. To meet the UAC's first recommendation (above), the UAC particularly aimed to emphasize the roles of co-curricular areas in assessment throughout the handbook, an area the previous version had understated.

In addition to its handbook, the UAC updated its Academic Program Review Guidebook: For Programs with Specialized Accreditation, and its Academic Program Review Guidebook: For Programs without Specialized Accreditation. In its revision, the UAC added a section on prepping for the program review and described the annual process for getting updates from programs on their strategic plan following their review. In the guidebook for programs without specialized accreditation, the UAC also further articulated the expectations of the external reviewer by adding a series of suggested questions s/he might consider.

4. Continue working toward reducing survey usage, further establishing the Office of Institutional Research and Data Analytics (OIRDA) as a centralized hub to administer and monitor survey usage on a university-wide scale, adopting an institution-wide survey license, and establishing a standard for a reasonable percentage of survey usage across the institution.

   Actions Taken: The Academic Technology Advisory Committee (ATAC) has recently received approval in the 2022-23 fiscal year budget for the capital request for an institution-wide Qualtrics license. For years, offices across the university have been using a variety of platforms, from Google forms to SurveyMonkey to REDCap, to conduct surveys for a range of purposes. The approved capital request will meet the requests of many UNE community members to get access to the premier survey platform that offers advanced tools and data analysis. An institutional license will allow UNE to better centralize its survey usage on a university-wide scale. ATAC is now engaging in discussions on determining a university policy on survey usage, establishing a university-wide process for rolling out Qualtrics to the varied UNE populations (from faculty to professional staff to students), and deciding on the offices that will administer and monitor survey usage.

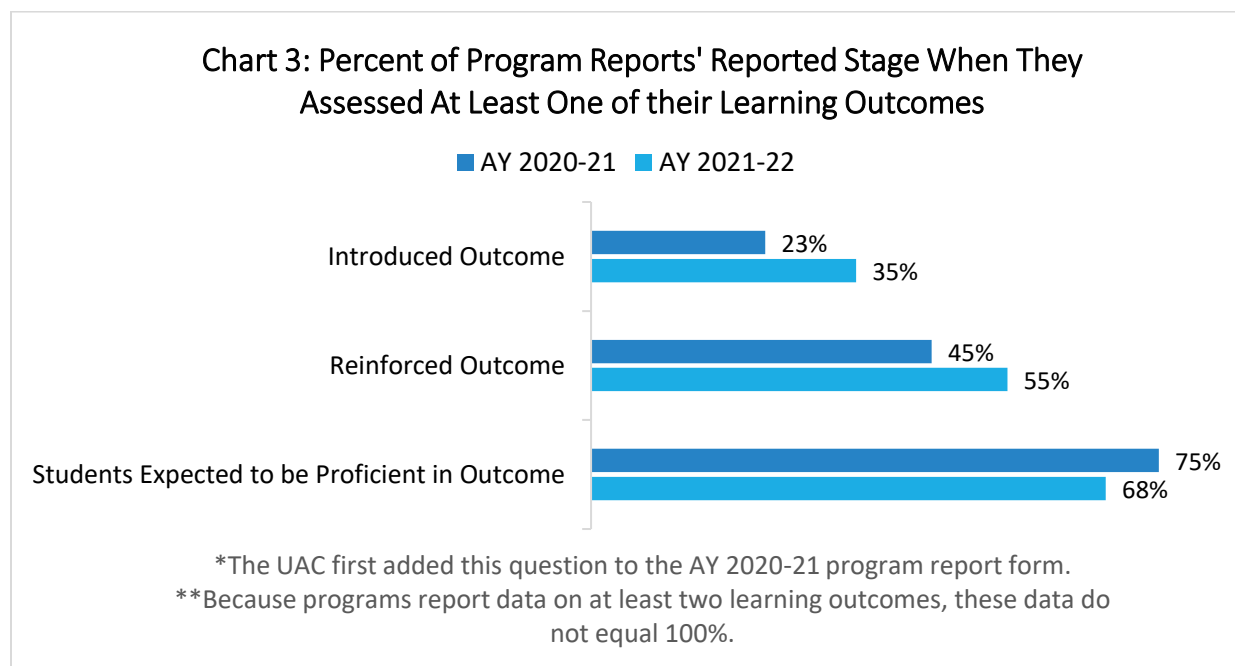## III. Findings from the AY 2021-22 Assessment Reports

A. Academic Programs and Colleges

The forty annual program assessment reports submitted this year show that academic programs remain consistently committed to assessing student learning and reporting their results. Programs continued to face unforeseen challenges in the pandemic's second year that required more of their time, stretched their capacity, and in some cases, hindered advancing their assessment practices. But despite the challenges, programs made time to assess student learning. They reported more scaffolding assessment of their learning outcomes, meeting or exceeding their learning outcomes' benchmarks, and taking data-informed actions to advance student learning.

1. Increase in Scaffolding of Assessing Student Learning Outcomes

Two assessment cycles ago, the UAC added a question to the report form asking the stage that programs assessed their reported learning outcomes (i.e., introduced, reinforced, and students expected to be proficient in learning outcome). In its annual report last year, the UAC highlighted that programs more frequently reported data on when students were expected to be proficient in the learning outcome than when programs had introduced or reinforced the learning outcome. This reporting year, program reports mentioned a wider range of stages when they assessed their learning outcomes.

More program reports provided data on when they introduced their learning outcomes (35% in AY 2021-22, compared to 23% in 2020-21) and reinforced their outcomes (55% in AY 2021-22, compared to 45% in 2020-21). Fewer program reports provided data on when they expected student proficiency of the learning outcome (68% in AY 2021-22, compared to 75% in 2021-22) (Chart 3). Thus, program reports mentioned more scaffolding on the junctures in the curriculum when they assessed their learning outcomes.

Chart 3: Percent of Program Reports' Reported Stage When They Assessed At Least One of their Learning Outcomes

- AY 2020-21
- AY 2021-22

Introduced Outcome: 23% (AY 2020-21), 35% (AY 2021-22)

Reinforced Outcome: 45% (AY 2020-21), 55% (AY 2021-22)

Students Expected to be Proficient in Outcome: 75% (AY 2020-21), 68% (AY 2021-22)

*The UAC first added this question to the AY 2020-21 program report form.
**Because programs report data on at least two learning outcomes, these data do not equal 100%.

Additionally, in four other questions on the AY 2021-22 report form, 13 program reports (33%) explicitly mentioned plans for or actions already taken to scaffold their learning outcomes, courses, or assignments across the curriculum (with one report mentioning it in response to three of the four questions). In comparison, in two other questions on the AY 2020-21 report form, five program reports (13%) explicitly mentioned scaffolding.
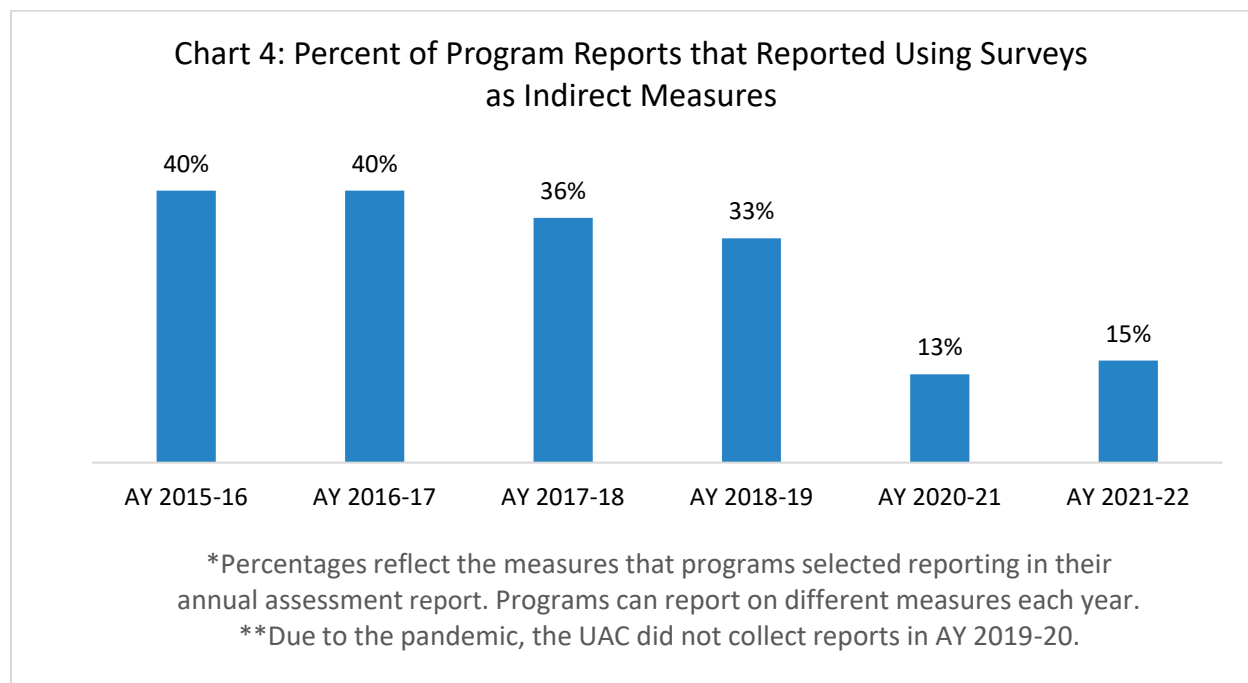
The college-level reports also highlighted their programs' scaffolding efforts. "Across programs," the College of Professional Studies (CPS) celebrated as a strength, "there is diversity in the measurement of learning outcomes assessment based on whether concepts are being introduced,

reinforced, or provide demonstration of proficiency." The College of Osteopathic Medicine (COM) highlighted the work it undertook to better sequence the curriculum in its clinical skills courses. "We have found that we can improve our vertical integration of learning between [the clinical skills courses] to make material more streamlined for student learning in the continuum." COM organized retreats with faculty teaching those courses "to review and align content."

The College of Arts and Sciences (CAS) pointed out several of its programs' plans to scaffold the curriculum in the next academic year. "Many of the programs in CAS mentioned their intention to look carefully at course sequencing and the development of skills through more careful and intentional scaffolding within the program curriculum." To work toward this goal, CAS anticipated programs might need to make changes to their curriculum or assessment measures.

2. Decrease in Surveys as Indirect Measures

The UAC is also pleased to share that since it began recommending the university reduce its use of surveys as indirect measures in its report on AY 2016-17 over concern of amplifying students' survey fatigue that could create a less reliable data set (p. 5), the UAC now has data to show a change. Since the AY 2017-18 reporting year, data illustrate a steady decline in survey usage. Moreover, data from the last two reporting years, AY 2020-21 and AY 2021-22, show that the use of surveys has stabilized (Chart 4).
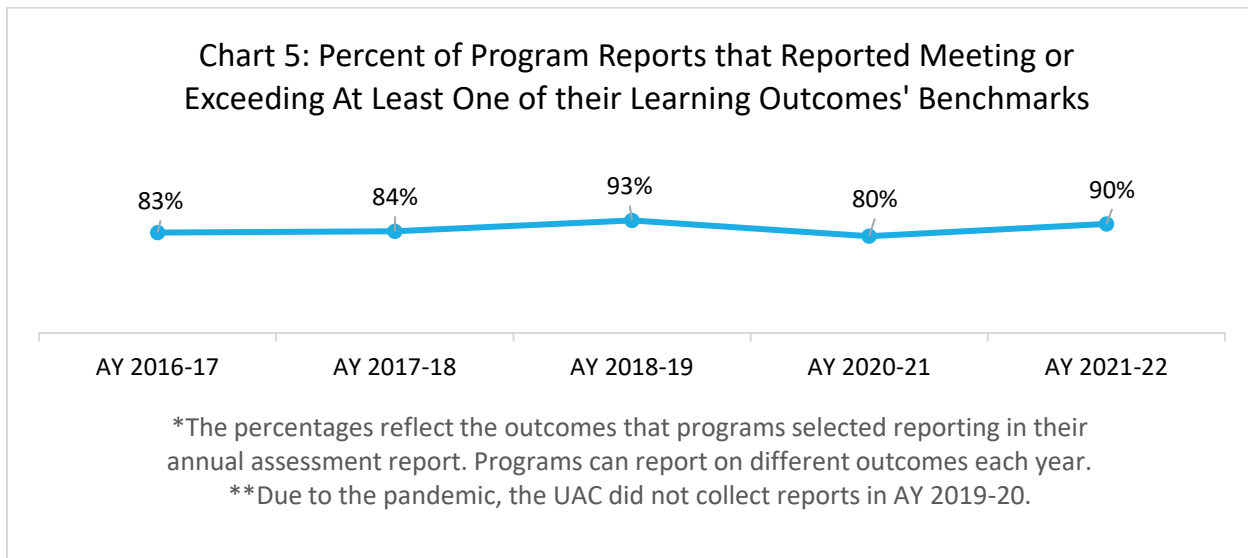
Chart 4: Percent of Program Reports that Reported Using Surveys as Indirect Measures

	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22
	40%	40%	36%	33%	13%	15%

*Percentages reflect the measures that programs selected reporting in their annual assessment report. Programs can report on different measures each year.
**Due to the pandemic, the UAC did not collect reports in AY 2019-20.

UNE's recent approval in the 2022-23 fiscal year budget for the capital request for an institution-wide Qualtrics license will help the university further monitor its survey usage. As mentioned above in recommendation four, ATAC is now engaging in discussions on determining a university survey usage policy, establishing a university-wide process for rolling out Qualtrics, and deciding on the offices that will administer and monitor survey usage.

3. Meeting and Missing the Learning Outcomes' Benchmarks

Consistently year-after-year, a high percentage of programs have reported meeting or exceeding the benchmark of at least one of their learning outcomes. This reporting year remains no different.

On its AY 2021-22 report form, the UAC sought to further validate the data it has collected over the years. In its previous form, the UAC had only asked programs for their benchmark and their results. Because many programs did not explicitly state if students had met the benchmark, the UAC had to compare the benchmark that programs had provided to their reported results. To remedy the gap in its data collection, the UAC added a question for AY 2021-22 that directly asks programs, "Was the benchmark met?" Possible responses were "yes," "no," and "other." Programs then described the results in the next response.
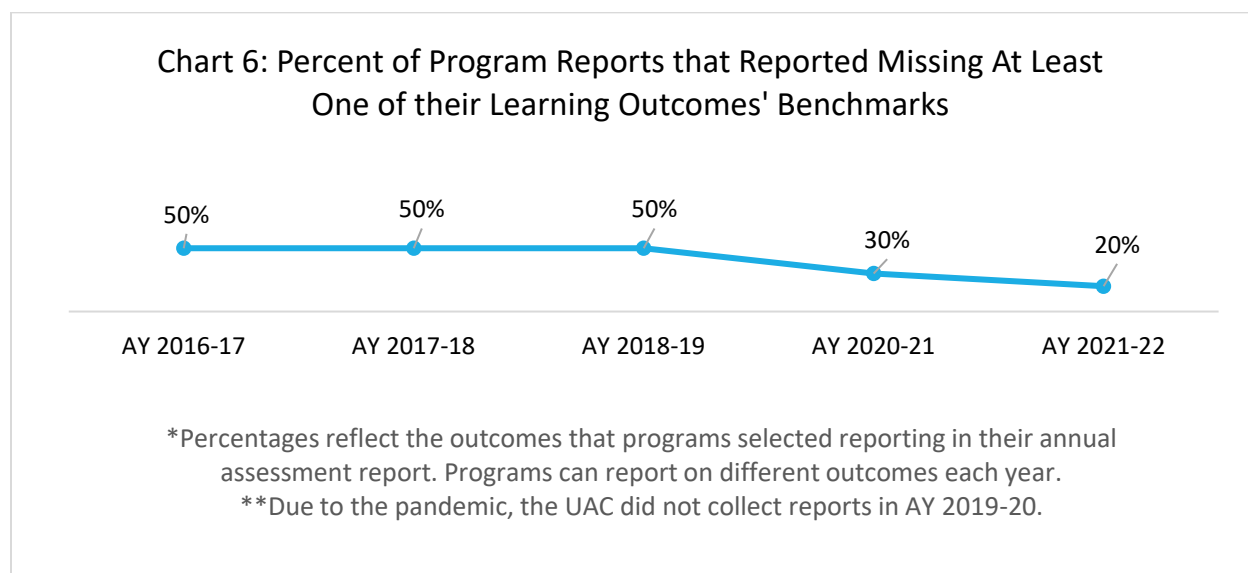
The new question on the report form confirmed the trend in longitudinal data. As in past years, the vast majority of program reports mentioned in AY 2021-22 students meeting or exceeding the benchmark of at least one of their learning outcomes. Because programs can report on different outcomes data each year, the UAC cannot make direct comparisons among the longitudinal data that students met the same learning outcomes year after year. However, the data show that since AY 2016-17, no less than 80% of programs have reported meeting or exceeding at least one of their learning outcomes (Chart 5).

Chart 5: Percent of Program Reports that Reported Meeting or Exceeding At Least One of their Learning Outcomes' Benchmarks

AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22
83%	84%	93%	80%	90%

*The percentages reflect the outcomes that programs selected reporting in their annual assessment report. Programs can report on different outcomes each year.
**Due to the pandemic, the UAC did not collect reports in AY 2019-20.

The college-level reports celebrated the results, explaining that the programs with specialized accreditation especially need to reach their benchmarks to meet their accreditor's standards. For instance, according to CPS, "The majority of programs met or exceeded the benchmarks for the course/project being reviewed. Because CPS has 4 programs with specialized accreditation that require close monitoring of the attainment of student learning outcomes as well as quality improvement requirements if these are not met, it is not surprising that benchmarks are consistently met."

Other colleges also celebrated the results. The College of Dental Medicine (CDM), another college that houses a specialized accredited program, wrote, "Despite the challenges faced by the impacts of Covid-19 on our program, the data…[show] that our students are doing well, overall, in meeting the learning outcomes." CAS, which supports programs with specialized accreditation in its School of Professional Studies, as well as programs without specialized accreditation in its five other schools, noted that, "All the programs reporting on student learning outcomes (SLOs) assessment for the academic year 2021-22 have identified areas of strength/success in student achievement of program SLOs."

But, understandably, considering the nature of learning whether during or apart from a global pandemic, 20% of programs in AY 2021-22 also reported missing at least one of their learning outcomes' benchmarks (Chart 6).

Chart 6: Percent of Program Reports that Reported Missing At Least One of their Learning Outcomes' Benchmarks

AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22
50%	50%	50%	30%	20%

*Percentages reflect the outcomes that programs selected reporting in their annual assessment report. Programs can report on different outcomes each year.
**Due to the pandemic, the UAC did not collect reports in AY 2019-20.

The CAS college report recognized, "The vast majority of programs note that while the benchmarks were met for the SLOs assessed, there is still room for improvement." The AY 2021-22 annual program assessment reports show that UNE's academic programs continue to review their learning outcomes data and, as discussed in the following subheading, make curricular, pedagogical, and programmatic changes to ensure student learning.

Moreover, since its AY 2018-19 report, the UAC has recommended to itself to offer programs support in establishing learning outcomes' benchmarks (p. 8). The UAC noticed during that reporting year, 12 program reports (26%) had either not reported a benchmark or reported a vague or partial benchmark for at least one of their learning outcomes. In AY 2021-22, only three program reports (8%) did not include a benchmark and that was either because they had not established one or because they did not need one.

While more program reports mentioned their benchmarks, the UAC still sees a trend in programs' request for support in establishing learning outcomes' benchmarks. For instance, in seven different questions on the AY 2021-22 report form, five program reports (13%) directly mentioned

establishing or needing to establish benchmarks for their learning outcomes (one report mentioned it in response to four of the seven questions). Two out of UNE's five colleges also highlighted the need in their college-level reports. CAS identified the request from "several programs…[for] setting benchmarks for the SLOs being assessed." CDM explained, "We are still working to determine appropriate benchmarks for certain measures." Thus, "some of our data [are] still difficult to interpret."

The UAC set a goal in its report on AY 2019-20 to add a resource on benchmarks to its web page (p. 24). Due to other priorities, the UAC could not meet its goal, but it plans to add that resource this year (Final Recommendation 3).

4. Taking Data-Informed Actions to Advance Student Learning

Since the UAC began systematically collecting annual program assessment reports, it has noticed the vast majority of program reports mentioning the data-informed actions programs plan to take in the coming academic year to improve student learning. The data from this reporting year are nearly commensurate with the last reporting years. This reporting year, 93% of program reports mentioned their plans to take data-informed actions, compared to 90% in AY 2020-21, and 96% in AY 2018-19. Among the responses in AY 2021-22, the following three topped the list: 63% of program reports discussed plans to review or modify their curriculum or course content, 55% reported plans to review or modify their assessment measures, and 35% reported plans to analyze their data.

Several program reports also mentioned expanding their program offerings or engaging in UNE's regular program review process. For instance, four program reports (10%) specified expanding or promoting their majors, tracks, or concentrations. Five program reports (13%) noted engaging in a regular program review or establishing a strategic plan. (See Appendix B for an update on the recent program reviews.)

The college-level reports applauded their programs' plans to engage in more student and curricular assessment and mentioned their own plans to support these efforts. WCHP noted that its "Dean's office is planning to assist with [its programs'] efforts to strengthen their curriculum, data collection, and program assessment." To do this, the Dean's office will schedule a retreat that is "focused on program assessment," provide training and mentoring to programs to complete the annual assessment report form, and offer support to programs "to improve identified areas that need special attention."

COM also continually reviews and updates its curriculum and assessment practices to meet student and disciplinary needs. For instance, its college report explained, "Assessment outcomes were reviewed in the [Curriculum Advisory Committee's] Subcommittee on Assessment and were found to be on par with prior classes." In several classes, COM modified and implemented grading schemas, rubrics, and assessment measures that directly align with the learning objectives.

Through its assessment practices, CPS has also found more opportunities for growth. In its college report, CPS explained that its "programs participate in a unique and collaborative assessment

structure which examines and identifies areas for improvement across programs, and allows for team-based approaches to problem solving and implementation of best-practices in assessment of student learning outcomes." By doing so, it has identified "areas of commonality and difference between courses and programs" that it can use to create "dual and stacked degree options," and it has identified "interprofessional course opportunities to expand offerings for students in all CPS."

5. Requests for More Academic Assessment Support

Similar to last year, the UAC found this year that the pandemic and its related challenges heightened many programs' competing priorities, stretched their capacity, and for some programs, diverted attention away from assessment data collection and analysis. National workforce's historic quit and job change rates that scholars have dubbed the Great Resignation or Great Reshuffle, in particular, challenged programs' staffing needs. Thus, amid their assessment advancements this reporting year, programs expressed a need for support to continue carrying out and further developing their practices.

In this reporting year, more programs acknowledged the need to hire faculty or professional staff. Ten program reports (25%) in six different questions on the AY 2021-22 report form directly specified their need to hire faculty or professional staff (compared to four program reports or 10% in two different questions in AY 2020-21). Also, four program reports (10%) in two different questions on the AY 2021-22 report form mentioned that leadership transitions encumbered their assessment practices (compared to four other program reports or 10% in two different questions in AY 2020-21).

Four of the five college-level reports also recognized these challenges. For instance, COM and WCHP wrote about their time limitations. COM explained, "Faculty development and standardization is something that we continue to work on. Most of the challenges deal with time constraints." WCHP identified several of its programs' needs, including "additional resources for assessment training" and support in creating rubrics and surveys. But like COM, WCHP identified that, "Some programs just struggled with finding the time to do assessments."

CPS echoed the challenge of time limitations, and noted its need to hire more professional staff. Some of its programs, CPS explained, plan to "work on refining the [annual assessment] data...to better align with their accreditation needs" and attain "more consistent participation from all programs." But to do so, the college has to work around "a persistent challenge" of filling a "critical college-level position" that directs the college's accreditation and assessment practices, as well as another open position that directs the college's internal research and strategy needs. Both of these vacant positions have created a void in CPS's Assessment Working Group that is currently functioning "without additional (and historic) supports."

CDM also recognized that time limitations and staffing transitions affected its ability to assess student learning. "Our data collection and monitoring were way behind schedule this year due to the workforce challenges we have faced," CDM wrote. "We also modified our organizational structure and the Faculty Leaders were replaced by Department Chairs." Now that the Chairs are in place, CDM explained, they "would benefit from development in the area of assessment to assist

with meaningful program assessment and improvement and communication with Course Directors."

B. Co-Curricular Units and Divisions

The six annual student support services assessment reports submitted this reporting year highlight several areas' active engagement in the annual university-wide process of assessing student learning and reporting their results. Like the academic programs, the co-curricular reports highlight more scaffolding the assessment of their learning outcomes, meeting or exceeding their learning outcomes' benchmarks, and taking data-informed actions to advance student learning. Yet the decrease in the number of reports in AY 2020-21 and AY 2021-22 underpins the persistent challenges many co-curricular areas face in finding the time to participate in the process, and sparks questions on the extent to which the report forms best fit the co-curricular areas' operations.

1. Co-Curricular Areas' Assessment Support Needs

Since its report on AY 2014-15, when the UAC began recommending co-curricular units assess student learning, it has seen a rise and decline in co-curricular student learning assessment reporting. Co-curricular student learning assessment reporting reached a peak in AY 2018-19 when 14 units submitted a report. At the time, the UAC aimed to get more units to report on their assessment practices, and continued to make that recommendation in its annual reports. Then, especially since the pandemic and the consequent Great Resignation, the number of reports has waned. Thus, the UAC continues to face the challenge of integrating more co-curricular areas into the annual assessment reporting cycle.

As in the academic programs, student support services continued to face unforeseen challenges in the pandemic that took their time, stretched their capacity, and in many cases, hindered advancing their assessment practices. Last year, some co-curricular units reported that altering their activities to meet the pandemic's safety protocols adversely impacted student learning assessment in some areas. This year, amid the Great Resignation, professional staff's time constraints has emerged as a leading cause of co-curricular's downward trend in student learning assessment reporting. Due to understaffing, professional staff in several co-curricular areas had to cover more of the daily responsibilities that left them with little to no time to devote to assessment.

The AY 2021-22 Student Affairs division-level assessment report makes clear that co-curricular areas need more staffing and professional development opportunities to assess and report on co-curricular student learning. Student Affairs reported that it has "faced a large amount of employee turnover, and some positions were vacant for either a large part or the entire academic year. This resulted in fewer department-level assessment reports." The division "struggled to measure student learning outcomes outside of those for student employees."

But besides staffing and time limitations, the UAC acknowledges another reason: its report forms might not fit into many co-curricular areas' assessment methods. While many co-curricular units have not participated in the annual university-wide assessment process, they do assess their programmatic effectiveness. Athletics, for example, administers a survey to each varsity student-

athlete once per year, and tracks student-athletes' GPAs and academic standing, and retention and graduation rates. The Student Access Center collects data on the number of students who register with its office each semester, the programs those students are enrolled in, and the proctoring hours it provides to students with accommodations who take their exams in the Biddeford and Portland campus Test Centers.

UNE students are learning not only from academic programs, but also co-curricular units. But because the UAC centers its annual report forms on outcomes-based student learning assessment, the aggregate data in its annual reports (like this one) exclude the data of co-curricular areas' that do not submit annual assessment reports. Outcomes-based assessment practices and the language practitioners use primarily centers on measuring academic student learning. Co-curricular areas could assess their effectiveness using a different criteria, framework, and language. Yet if more co-curricular units submit assessment reports, the UAC can provide a more comprehensive picture of assessment at the university in its annual report.

To bring more co-curricular areas into the annual assessment cycle, the UAC is discussing options for its path forward. For instance, the UAC might start with asking co-curricular areas to annually share the effectiveness data they do collect or consider retooling its annual student support services assessment report form to ask questions about the data they do collect. Co-curricular areas could report data related to selected strategic priorities or general education learning outcomes. Rather than measuring co-curricular effectiveness in terms of *student* learning outcomes, the UAC is considering using language such as *success* or *growth* outcomes. Ultimately, the UAC wants to provide a framework that better fits the co-curricular areas' operations that will integrate them into the annual assessment reporting cycle (Final Recommendation 4).

2. Year-After-Year Reporting in Several Co-Curricular Areas

Since the UAC began systematically collecting annual assessment reports, several co-curricular units have weathered the challenges and consistently submitted reports. Those units, housed in the offices of undergraduate and graduate and professional Student Affairs, Library Services, Global Education, and the Student Academic Success Center, provide the unit-level data for this report. Student Affairs and Library Services provide the division-level data.

The co-curricular areas continue to offer programs using creative ways that have supported student success. Responding to last year's pandemic-related protocols, such as masking and physical distancing, Student Affairs offered programs in remote, hybrid, and small in-person group formats that resulted in the positive outcomes of diversifying student representation and increasing student participation.

Library Services explained in its division report that students generally prefer the in-person learning format, but to meet various student needs in AY 2021-22 the Library continued to also offer online programming. "Research and Teaching Librarians welcomed the return to in-person Library User Instruction" in AY 2021-22. "Students benefit from innovation and interesting ways in which to learn [such as] synchronous & asynchronous Zoom sessions…However, students and faculty commented that they appreciated the return to in-person user instruction." Therefore,

between June 2021 and May 2022, Library Services offered "a total of 98 [in-person and online] sessions that reached 2,152 students." (For more on the Library's offerings, see Appendix A, Library Services).
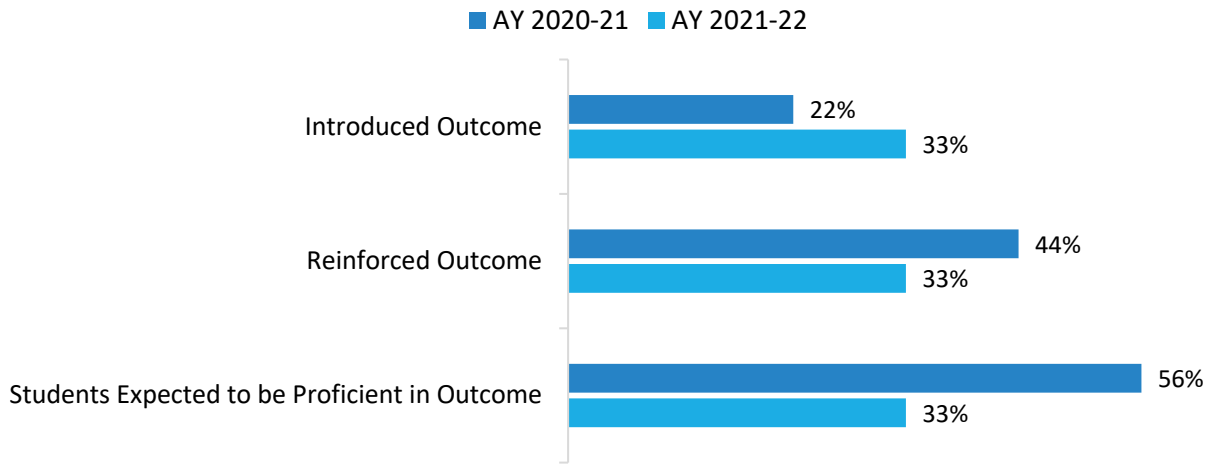
This reporting year, unit-level reporting on training and assessing student leaders and student employees stands out. Compared to 33% in AY 2020-21, 83% of co-curricular unit reports mentioned that they responded to their assessment findings by providing trainings or workshops to student leaders or employees, and assessing student learning from those offerings. Student Affairs opened its division report recognizing student trainings and the assessment of those trainings as a strength. In "this years' findings," the division wrote, a "strength is with our student employees…who receive excellent training and show strong results on learning assessments."

3. Increase in Scaffolding of Assessing Student Learning Outcomes

Like the academic program reports, co-curricular unit reports show similar notable trends that the following charts illustrate. For instance, in the UAC's second year of also asking co-curricular units the stage they assessed their reported learning outcomes (i.e., introduced, reinforced, and students expected to be proficient in learning outcome), co-curricular units reported a wider range of the stages.

More co-curricular unit reports provided data on when they introduced their learning outcomes (33% in AY 2021-22, compared to 22% in 2020-21). Fewer unit reports provided data on when they reinforced their outcomes (33% in AY 2021-22, compared to 44% in 2020-21) and expected student proficiency of the learning outcome (33% in AY 2021-22, compared to 56% in 2021-22). Moreover, at each stage that two (or 33%) of co-curricular unit reports reported, two different unit reports mentioned collecting assessment data (Chart 7).

Chart 7: Percent of Co-Curricular Unit Reports' Reported Stage When They Assessed At Least One of their Learning Outcomes

■ AY 2020-21 ■ AY 2021-22

Introduced Outcome
- 22%
- 33%

Reinforced Outcome
- 44%
- 33%

Students Expected to be Proficient in Outcome
- 56%
- 33%

*The UAC first added this question to the AY 2020-21 co-curricular unit report form.
**Because co-curricular units report data on at least two learning outcomes, these data do not equal 100%.

4. Meeting and Missing the Learning Outcomes' Benchmarks
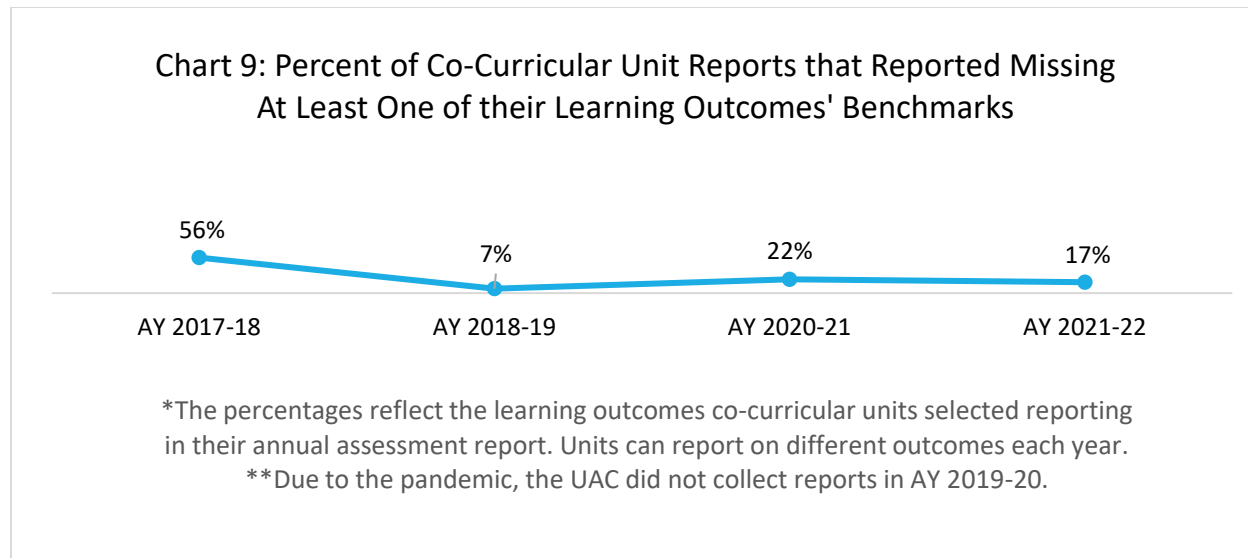
Like the academic program reports, the co-curricular unit reports also show similar notable trends in their reporting on meeting or exceeding and missing their learning outcomes' benchmarks. Co-curricular units reporting meeting or exceeding at least one of their learning outcomes increased from 78% in AY 2020-21 to 100% in AY 2021-22 (Chart 8). In other words, all six co-curricular unit reports affirmed meeting or exceeding at least one of their learning outcomes' benchmarks this reporting year.

Chart 8: Percent of Co-Curricular Unit Reports that Reported Meeting or Exceeding At Least One of their Learning Outcomes' Benchmarks

- AY 2017-18: 67%
- AY 2018-19: 64%
- AY 2020-21: 78%
- AY 2021-22: 100%
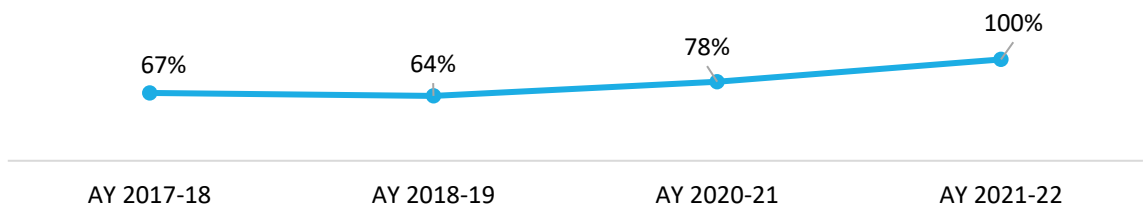
*The percentages reflect the learning outcomes co-curricular units selected reporting in their annual assessment report. Units can report on different outcomes each year.
**Due to the pandemic, the UAC did not collect reports in AY 2019-20.

Since AY 2018-19, the year after the UAC noted that a high percentage (56%) of co-curricular unit reports mentioned missing at least one of their learning outcomes' benchmark, the data have remained around or below 20%. This reporting year, for instance, 17% of co-curricular unit reports mentioned missing at least one of their learning outcomes' benchmark (Chart 9).

Chart 9: Percent of Co-Curricular Unit Reports that Reported Missing At Least One of their Learning Outcomes' Benchmarks

AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22
56%	7%	22%	17%

*The percentages reflect the learning outcomes co-curricular units selected reporting in their annual assessment report. Units can report on different outcomes each year.
**Due to the pandemic, the UAC did not collect reports in AY 2019-20.

5. Taking Data-Informed Actions to Advance Student Learning

All six co-curricular unit reports exemplified their commitment to assessing student learning by putting forth the data-informed actions they plan to take in the coming academic year to improve student learning. After a brief decline to 78% in AY 2020-21, this year's reporting data (100%) are even higher than the AY 2018-19 figures when co-curricular student learning assessment reporting reached a peak: Of the 14 co-curricular unit reports submitted that year, 93% reported their planned actions.

Among the responses in AY 2021-22 of the actions co-curricular units plan to take, the following two topped the list: 83% of co-curricular unit reports mentioned plans to review or modify their assessment measures, and 33% reported plans to review or modify their student workshops or trainings.

The division reports also describe many of the assessment-related initiatives that they and their units plan to undertake. Library Services listed several "ongoing projects that need…attention," which include "electronic collections cost-per-use evaluations, assessment of user instruction teaching methods, meeting and assessing student learning outcomes, and increasing students' information literacy skills." Student Affairs also described its plans to re-envision the design of its division-wide assessment process, an area this report discusses in the next section, "Future Directions in Assessment."

6. Requests for More Co-Curricular Assessment Support

Finally, as discussed above, the co-curricular unit and division reports explained that understaffing diverted attention away from assessment data collection and analysis. Thus, staffing vacant positions can help spread responsibilities across the co-curricular areas and allow co-curricular leaders to also assess student learning. Moreover, the AY 2021-22 co-curricular assessment reports suggested additional ways the university can support and advance co-curricular assessment.

The co-curricular unit and division reports requested more professional development opportunities to add to professional staff's assessment knowledge. For instance, of the co-curricular unit reports, 50% asked for assessment-related professional development support.

Both Library Services and Student Affairs division reports offered ideas for providing that support. Library Services, for instance, suggested that "an in-Library workshop on improving ways to report assessment might be helpful," and "[diversity, equity, and inclusion] assessment of teaching methods and collection development and offerings." Student Affairs advised, "Continued professional development in learning outcome development and assessment is needed across the division."

To meet co-curricular units' and divisions' requests, as well as its goal of advancing co-curricular assessment at the university, the UAC has begun to offer professional development opportunities. As this report explained in the above section on last year's recommendations, the UAC sponsored and organized two workshops, one in AY 2021-22 and one in AY 2022-23, on co-curricular student learning assessment. The UAC has also been collaborating with CETL through 2022 on Faculty and Professional Staff Learning Communities, one of which the co-curricular unit, WCHP Service Learning, is taking part in. But responses on the annual co-curricular assessment reports show that the UAC needs to offer more support and resources (Final Recommendations 2 and 3).

Student Affairs explained, "The workshop offered on co-curricular assessment in the Spring of 2022 helped set a baseline level of understanding around assessment. However, continued professional development is needed in more specific assessment areas such as writing learning outcomes, data collection techniques, and effective reporting methods."

C. Future Directions in Assessment

As higher education acclimates to the post-pandemic years, and assessment scholarship and practices mature, UNE continues to keep pace with the changes by restructuring and revising its own assessment processes.

1. Re-Envisioning General Education's Assessment Process

In AY 2021-22, after the CAS and WCHP undergraduate faculty endorsed the newly created general education student learning outcomes and the bi-college curriculum task force entered its third and final phase that entailed developing a model curriculum structure, CAS piloted a new assessment process for the existing undergraduate general education (known as the Core

Curriculum) that can serve as a model for assessing the new undergraduate general education curriculum.

More than seven years before this pilot process, faculty in CAS's eleven general education curricular areas (e.g., advanced studies, critical thinking, and human traditions) began assessing their area's learning outcomes essentially in individual groups and annually reported their findings. CAS's general education assessment coordinator summarized those eleven reports in one report that the UAC then incorporated into the aggregate data for its annual report. During those same years, WCHP also assessed and reported annually on the student learning outcomes of its integrated health sciences (IHS) courses that fall within its interprofessional education sequence of its Common Curriculum.

As a whole, the CAS and WCHP assessment process had many benefits. It increased faculty participation in assessment and faculty's consistency in teaching to the learning outcomes across each curricular area's courses. It rooted and fostered a sustainable culture of general education assessment. It also provided the university with a historic record that now includes many years of annual assessment reports, all of which are archived in the university's electronic repository.

But CAS and WCHP also came to understand the obstacles that arose from the process. It became fragmented and excluded a significant proportion of faculty who were not teaching the general education courses. It created assessment fatigue among the faculty, many of whom participated in general education assessment as well as their program assessment. It also inhibited CAS and WCHP from using the assessment data to, for example, align and sequence the general education learning outcomes with each program's learning outcomes, and assess those outcomes when they are introduced to students, reinforced to students, and fully demonstrated by students.

To cut through these challenges, CAS's general education assessment coordinator and Dean's office created a pilot process that focuses on assessing one of the existing student learning outcomes in an academic year by collecting data from both direct and indirect measures across the entire undergraduate curriculum. In its pilot year, AY 2021-22, CAS chose a commonly used learning outcome to assess: Expand students' ability to communicate effectively both orally and in writing as well as through creative expression. Using students' scores from the direct measures that directly pertain to the learning outcome, faculty submitted data for 22% of CAS's undergraduate courses in fall 2021 and 21% in spring 2022. To get data from an indirect measure, CAS pulled students' responses from an existing question on the course evaluations where they rated the statement, "This course was successful in meeting student learning outcomes as described in the syllabus." These data provide the foundation for additional data collection and analysis.

CAS's general education assessment coordinator has shared the findings from AY 2021-22, and in AY 2022-23 the college is continuing to collect data from direct and indirect measures on the same learning outcome to build a larger dataset. In spring 2023, WCHP will join CAS in collecting data for the same outcome. Those figures on students' communication skills will then be analyzed to compare, for example, student learning trends from 100- to 400-level courses across each program's curriculum, the general education curriculum, and the entire undergraduate experience (For more on general education assessment, see Appendix A, College of Arts and Sciences).

2. Re-Envisioning Co-Curricular's Assessment Processes

As the new general education curriculum and assessment process take shape, UNE's co-curricular divisions have also been planning to modify their assessment practices. The AY 2021-22 Library Services and Student Affairs division-level reports highlighted their plans.

Library Services anticipates making modifications to align its existing student learning outcomes and assessment practices with the new general education learning outcomes and curriculum. For instance, its division report explained, "Library and information literacy [student learning outcomes] need to be looked at and redone to better coincide with the new core curriculum pillars for next year." Furthermore, the report acknowledged, "It requires special attention to stay abreast of the UNE evolving curricula and teaching methods. Librarians need to work with faculty to help integrate library instruction into the new undergraduate core curriculum to help meet student learning outcomes related to information literacy and critical thinking."

Student Affairs plans to take a closer examination of its existing unit-level assessment processes and re-envision its broader, division-wide assessment structure. Ultimately, the division aims to create a scaffolded, comprehensive, division-wide assessment process that entails unit-level student learning outcomes and practices that align with and provide data to measure the division-wide learning outcomes. As the division report put it, Student Affairs "needs to create an ongoing assessment plan for…each unit…[that is] tied to more overarching learning outcomes for the division." Recognizing that understaffing has led to uneven assessment practices, data collection, and reporting over the years, the division wrote, "More attention needs to be given to developing a consistent process, schedule, and tools for measuring student learning." Thus, a "division-wide approach to assessing learning is a goal for future years."

To kickstart this work in AY 2022-23, Student Affairs plans to take several steps. For one, it "will look to resume the work of the [Student Affairs] Assessment Committee." Also, now that the division has put in place a new structure comprising different "hubs" and units—Wellness, Campus Life, Graduate and Professional Student Affairs, Student Resolutions, and Intercultural Student Engagement—it will support those areas in writing learning outcomes. "Each of these units will need to develop more overarching learning outcomes for their individual program offerings and unit level outcomes, which clearly connect to the Division-wide learning outcomes." These steps will serve as the foundation for Student Affairs' new assessment structure. (For further discussion, see Appendix A, Division of Student Affairs).

3. Equity-Driven Assessment Initiatives

Since 2020, which saw the global virus spread unevenly along the nation's long-standing racial, gender, and class inequalities, and mass protests nationwide against centuries-long police violence targeted at African Americans, higher education institutions have increased their efforts to improve diversity, equity, and inclusion (or DEI for shorthand) in their regular initiatives and operations. From its academic programs to its co-curricular units to its administrative offices, UNE has engaged in numerous initiatives to get to a place of ensuring that all students, faculty, and

professional staff feel recognized and included, and receive opportunities for intellectual, professional, and personal growth.

When the UAC undertook revising its handbook in AY 2021-22, it wrote a vision statement and core values that has DEI goals. The mission statement avows:

> The UAC will realize and further our 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.

One of the UAC's five core values, equity-driven, declares:

> 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.

Guided by current scholarship in assessment, the UAC also collaborated with CETL to begin introducing equity-driven assessment practices to the university. As discussed in the above section on last year's recommendations, the UAC and CETL organized a three-hour workshop on equity-driven assessment, led by two leading scholars in the field, and launched an FPLC on the topic. To further the FPLC teams' goals, the OIRDA identified and shared trends in final grades data that it disaggregated by, for instance, students' race, gender, first-generation status, and Pell grant-eligible status over a seven-year period. Those data helped spur further discussions in the team meetings on students' diverse classroom experiences, and methods faculty can use to reach all students.

CETL has continued its work to further diversity, equity, and inclusion in teaching and learning practices. In its [Teaching Scholars program](#), for example, two faculty members have been collaborating on a two-year-term project to better understand DEI-driven teaching methodologies and increase their use at the university. One of their projects, which included CETL and several other faculty and professional staff, resulted in a self-paced, non-linear, online guide, entitled the "CETL Guide for Inclusive, Equitable Course Design," that includes equity-driven pedagogical and assessment tools and resources. CETL has also provided resources on reviewing syllabi and course design that better promote diversity, equity, inclusion, and students' sense of belonging in the classroom, and offered a workshop through edX, called "Teaching & Learning in the Diverse Classroom."

Moreover, the AY 2021-22 annual program assessment reports highlighted DEI initiatives at the program level. Eleven different program reports (28%) from programs housed in four out of UNE's five colleges mentioned either taking actions or planning to take actions toward furthering diversity, equity, and inclusion across seven different questions on the report form. (Five of those eleven program reports reiterated their DEI plans and practices in more than one of the form's

questions.) Specifically, five program reports (13%) mentioned that they reviewed, mapped, or added DEI materials to their courses or curriculum in response to their previous years' assessment data. Four program reports (10%) mentioned that they will add DEI-related materials into courses, curriculum, or faculty development opportunities. Four program reports (10%) viewed DEI as an area that needs special attention in the coming years.

The AY 2021-22 annual college assessment reports echoed their programs' DEI-driven initiatives, and recognized the need to further support those efforts. For instance, CPS wrote that its "programs continued with the 2nd year (of a 3-year process) of noting where educational components of DEI can be included or enhanced across our curricula." CPS found that, "Based on the DEI examination, ten out of 29 courses were identified as needing minor to major updates to include new or more recent materials" (For more on CPS's DEI initiatives, see Appendix A, College of Professional Studies). CAS also noted its programs' appeals to advance DEI-driven initiatives and practices. Specifically, "Several programs mentioned a desire for more support for: developing and incorporating justice, equity, diversity and inclusion in curriculum and assessment processes."

Both of the AY 2021-22 annual co-curricular division assessment reports also recognized opportunities to further support DEI-driven initiatives in their areas. Library Services explained, "There is a need for the opportunity to provide DEI assessment of teaching methods and collection development and offerings." Student Affairs acknowledged that, "Staffing challenges…resulted in programs usually included in [Student Affairs annual assessment] report, such as the Diversity Leadership Certificate, being put on hold entirely." UNE's recent hires, including the director of the Office of Intercultural Student Engagement, which offers the diversity leadership certificate, and the assistant provost for diversity, equity, and inclusion, will help recharge assessment of co-curricular student learning and DEI initiatives going forward.

IV. Final Recommendations

Documented in their AY 2021-22 annual assessment reports, academic and co-curricular areas continue to carry out their assessment processes, take actions to improve student learning, and report to the university on their practices. Moreover, AY 2022-23 began with news that illustrated UNE's continued dedication to students and their education. In fall 2022, the university welcomed its largest, most geographically and ethnically diverse undergraduate class in its history. The university has repeatedly earned recognition from external sources on its achievements. For instance, the *Princeton Review*'s annual guide to "The Best 388 Colleges" included UNE for its eighth consecutive year, and Zippia, the job search website, named UNE the best college in Maine for getting a job after graduation for the fourth year. The UAC looks forward to continued success, supported by robust and discerning assessment practices that further advance and enrich student learning.

Based on the previous years' data and recommendations, this year's data, and the ensuing discussions, the UAC recommends the university supports the UAC's efforts to work on the following:

1. Support more student-facing and -supporting co-curricular units to engage in assessing student learning and programmatic effectiveness, and reporting on their results through the university-wide annual assessment cycle.

2. Offer more assessment-related professional development opportunities to the university community.

3. Add more resources to the UAC's assessment resources web page for academic and co-curricular areas to assist with enhancing data collection and analysis approaches, including a resource on establishing student learning outcomes' benchmarks.

4. Explore either adopting alternative methods co-curricular areas can use to report their effectiveness data to the UAC or retooling the annual student support services assessment report form to include questions that better reflect co-curricular areas' methods of assessing their effectiveness.

Appendix A:
Colleges' and Divisions' Assessment Activities, AY 2021-22

College of Arts and Sciences (CAS)

During AY 2021-22, CAS continued its previous robust pattern of annual academic program assessment and reporting. This work was conducted throughout the college in its six schools that were established in 2020-21 from 13 former departments. The schools have been tasked with developing a more cohesive and uniform approach to assessment across CAS programs. The intention is to create processes that are synergistic and efficient.

Under the leadership of Associate Professor Linda Morrison and Associate Dean Stine Brown, CAS reimagined and revised the assessment process for the Core Curriculum. They worked in consultation with the CAS Dean, CETL leadership, CAS school leadership, and the College of Arts and Sciences Faculty Assembly's (CASFA) Academic Curriculum Committee (ACC) and Core Curriculum Committee (CCC) to develop and vet a pilot assessment project that was implemented in Fall 2021. Following feedback and revisions, the pilot assessment project was employed again in spring 2022.

The four overarching learning objectives that drive the Core Curriculum of CAS are: 1. Facilitate students' understanding of how their lives and work are embedded in global human culture, history, society and environmental systems; 2. Challenge students to think critically and ethically while using quantitative, qualitative, and scientific reasoning to solve complex problems; 3. Inspire students to become engaged citizens using their disciplinary perspectives; and 4. Expand students' ability to communicate effectively both orally and in writing as well as through creative expression. Since learning objective 4 (communication) encompasses the greatest number of courses and disciplines within the college, it was determined that we would begin by examining specific assignments within courses that would map onto that learning outcome for our assessment work this past year.

We surveyed faculty both fall and spring semesters asking them to identify at least one assignment in their courses that loaded on (i.e., offered measurement of) the effective communication learning outcome. We then asked them to report the percentage of students who exceeded (>90%, A-range), met (80-89%, B-range), low met (70-79%, C-range) or did not meet (<70%, unsatisfactory range) the point total on the assignment selected. Some faculty also uploaded examples of student work at each of the four performance levels.

Faculty were presented a summation of the fall 2021 pilot data in January 2022 at the CAS all faculty meeting. Implications of the findings were discussed. Data from spring 2022 was presented in August 2022 at both the CAS Academic Directors/Chairs Retreat and at the all-faculty meeting. The pilot assessment project was also presented and discussed with the curriculum task force leadership, and it is likely to be adopted as a model for assessment plans for the new bi-college undergraduate curriculum.

Since the fall and spring findings are consistent, even though we had low participation (20% return rates) the likelihood that the findings are robust increases with each semester. The findings could indicate that upper division courses are capitalizing on the learning in lower division core and major coursework, or they could indicate that upper division courses may need to increase their sophistication and difficulty level.

Overall, the assessment results from this past academic year indicate that over 80% of students are meeting and/or exceeding expectations in effective communication in their coursework. Slightly fewer students meet that goal in Core Curriculum courses and 100 and 200 level courses, and this may reflect developmentally appropriate increases in communication skills across the curriculum.

College of Dental Medicine (CDM)

Assessment of student learning is a priority in CDM as we continue to refine and improve our assessment process. The following are some of the implementations during AY2021-2022:

- The Anterior and Posterior Complete Denture Teeth Set-up Simulation Skills Assessment rubric underwent a comprehensive review and revisions were made.
- The Comprehensive Treatment Planning Clinical Skills Assessment format was revised in format and additional content was added including incorporation of a written physician consultation relevant to the patient case.
- A Biomedical Sciences Integration Taskforce continually worked to improve the biomedical sciences curriculum in preparation for the new Integrated National Board Dental Examination (INBDE) that our Class of 2022 challenged in their fourth year. Modifications continue to be made to assessments to better prepare students for the question style of the INBDE. We created and incorporated Dentally Relevant Integrated Learning Series (DRILS) activities into the biomedical science courses to help students see the dental relevance of biomedical science topics early in their learning. A simulated mock INBDE was administered in spring 2022 for the second year in a row. The purpose of the mock examination is to give students the experience of taking an examination that spans over 1.5 days and to provide feedback on areas that students should focus their studies before they challenge the examination.

The CDM continues to make a concerted effort to improve assessment of student learning, communication of assessment results, and mechanisms for "closing the loop" on assessment through data-driven plans of action. We anticipate continued focus on the following areas over the next few years:

- Better tracking and monitoring of patient care experiences for each student;
- Establishment of benchmarks for pass rates (for both first attempts and repeat attempts) for Simulation Skills Assessments (SSAs) and Clinical Skills Assessments (CSAs);
- More involvement of the CDM Assessment and Outcomes Committee (AOC) in communicating internally to promote continuous curricular evaluation and improvement;
- Development of progression assessments for dental students at the end of the first and third academic year;

- Addition of more OSCEs to assess competency, based on objective testing through direct observation;
- Creation of case criteria for CSAs and continued review and revision of rubrics;
- Comprehensive review and revision of SSA rubrics;
- Implementation of comprehensive case documentations to improve student reflection and self-assessment in the third and fourth year; and
- Development of Department Chairs to be involved in meaningful program assessment.

College of Osteopathic Medicine (COM)

Overview of COM Assessment System

The University of New England, College of Osteopathic Medicine (UNE COM), assesses the progress and performance of its osteopathic medical students in an array of methods.

Student progress in the preclinical curriculum (years 1 and 2) is assessed by periodic high-stakes written exams in the Osteopathic Medical Knowledge (OMK) I & II courses (delivered through ExamSoft); additional oral exams in the Osteopathic Medical Knowledge II course; and high-stakes written and competency-based practical assessments in the Osteopathic Clinical Skills (OCS) I & II courses. Additionally, formative assessment is ongoing during the preclinical years through peer evaluation, reflective essays, and other means. Upon completion of the preclinical curriculum, students are required to pass the first in a series of licensing exams from the National Board of Osteopathic Medical Examiners (NBOME) entitled the Comprehensive Osteopathic Medical Licensing Examination of the USA Level 1 (COMLEX-Level 1). Practice and gateway exams in the form of Foundational Biomedical Science Comprehensive Osteopathic Medical Achievement Test (COMAT FBS) and Comprehensive Osteopathic Medical Self-Assessment Examinations (COMSAEs) are administered with required benchmarks that provide information regarding a student's readiness to take the high-stakes COMLEX USA Level 1 examination successfully. Students are required to take and score a 500 on a COMSAE within 1 month of sitting for the COMLEX-USA Level 1.

In the clinical curriculum (years 3 and 4), also known as clerkships or rotations, student progress and performance are assessed through a variety of means. In year 3, osteopathic medical students are assigned to a core clinical clerkship site. Assessments include standardized preceptor evaluations, self-evaluations and the NBOME's Comprehensive Osteopathic Medical Achievement Test (COMAT) series, a nationally standardized assessment that assesses student performance on each of the core clerkships: family medicine, internal medicine, psychiatry, obstetrics and gynecology, pediatrics, and surgery. As part of the clinical curriculum, students are required to pass the second national examination in NBOME licensing series, the COMLEX-USA Level 2 Cognitive Evaluation. This is a high-stakes nationally standardized written examination, which measures fundamental clinical skills and application of medical knowledge. Students are required to take and score a 500 on a COMSAE within 1 month of sitting for the COMLEX-USA Level 2. Of note, the COMLEX-USA Level 2 Physical Examination has been "suspended indefinitely" and accreditors require individual colleges of osteopathic medicine to create a process

to certify students meet the core minimum benchmarks indicated for physical examination skills as a condition of graduation.

Trends, Adjustments, and Advancements in COM's Assessment System

UNE COM student performance has been very strong in all national metrics. Our students continue to exceed the national passing mean on both COMLEX Level 1 and Level 2 CE. In the past academic year UNE COM's pass rate on Level 1 was 97.75% (national average: 94.35%) and on Level 2CE was 98.87% (national average: 95.60%).

For the vast majority of students, the final measure of medical school success is placement in a residency program. Our residency match rate this year was 99.4% (via the National Residency Program, NRMP). The national MATCH rate average for all applicants was 80.1% with the mean for DO schools at 91.3% and for MD schools at 92.9%.

Student outcomes are excellent, and we continue to anticipate and respond to the changes in preclinical and clinical education. Student satisfaction has continued to improve regarding academic and career advising in years 3 and 4 per yearly and exit surveys.

Improvement in exam question writing has been a significant area of focus. We continue to revise examination tagging, naming, and organization to allow for improved item assessment tracking, exam analysis, and exam blueprinting. We have held a number of faculty development sessions on exam question writing, review, and exam analysis to ensure all assessments are preparing students not only for the Boards, but also for the clinical environments in which they will be working. We also implemented ExamSoft as a tool for rubric examinations in clinical skills to allow for better assessment tracking, analysis, and feedback to students. This will allow us to better track competencies across exams, courses, and years.

We continue to improve and expand our advising program during the clinical portion of the curriculum to ensure student success in the National Residency Match Program. A major component of this is to maintain and improve the pass rate of COMLEX Level 1 & Level 2 CE due to their critical role in residency placement. While having our mean scores exceed national metrics is a major accomplishment, a more critical statistic for residency placement is whether a student passes the examination or not.

The Department of Clinical Education has continued to revise and expand the Medical Student Clinical Advising program, which provides longitudinal academic and career counseling to UNE COM students while completing clinical rotations. This program provides one-on-one advising sessions to all third-year students with two, one-hour sessions with students assigned to the core clinical clerkship sites. The initial phase of this program assisted students as they proceeded through the standard core clerkship curriculum. Advising continued as students navigated the residency application process by providing specialty topic webinars, additional one-on-one coaching, and general coaching for key residency application processes. Advising strategies are modified based on guidance from residency specialty societies and consensus feedback from residency programs.

UNE COM continues to utilize and expand the online discipline specific courses to provide a consistent interface between campus-based clinical-discipline faculty and the distributed clinical experiences at the core clinical clerkship sites. We also continue to explore other options for the curriculum to accommodate board-taking and score release dates such that passing grades for year 2 students are received prior to July 1 when the clerkship years begin.

We adopted the use of the NBOME's COMAT Foundational Biomedical Sciences Exam in 2020 to ensure students are achieving the needed competencies in the foundational basic sciences; results of this exam both in 2020 and 2021 were competitive with national scores and showed a strong foundation in the biomedical sciences for our year 2 students.

Future Plans for COM Teaching and Assessment

We have several initiatives for the future of assessment at UNE COM:

1. We continue to explore other options for the curriculum to better accommodate board scheduling and score release dates such that COMLEX Level 1 scores are received prior to July 1 of year-three, when clerkship training begins.

2. The Department of Clinical Education will be implementing an Objective Standardized Clinical Examination (OSCE) for all third-year students during the last quarter of AY 2022-23 on the UNE Biddeford campus. The OSCE will serve to provide an attestation of competency, ensuring that students meet the core minimum benchmarks needed for clinical examination skills as a condition for graduation, and will replace the suspended COMLEX-USA Level 2-PE.

3. The Curriculum Advisory Committee (CAC) continues to investigate Core Entrustable Professional Activities for Entering Residency (CEPAER) as a competency framework for assessment and curricular revisions.

    a. The Department of Clinical Education hosts two caucus events each year to provide a network mechanism to ensure standardization of learning activities across the geographically diverse core clerkship sites and integration between pre-clinical and clinical faculty. Ongoing faculty development topics include exploration of the assessment of Entrustable Professional Activities (EPA) in medical students. The fall 2022 caucus was held in October 2022 and had a robust attendance and program. Further sessions will continue to address these concepts.

    b. Ongoing work continues for the purpose of evaluating rubrics, policies, and digital support systems to track student data for longitudinal and summary competency assessments.

4. The CAC Subcommittee on Student Evaluation and Assessment is working on a program to improve quality, organization, and standardization of the ExamSoft test bank items across all courses. Focused goals include:

   a. Improving identification of categories for organization of test questions as well as improved strength and opportunities reports for students.
   b. Faculty development on test question writing.
   c. Pre-/post-examination review and statistical analysis after every ExamSoft examination.
   d. Improved examination blueprinting.

Summary on COM Assessment System

UNE COM leadership, faculty, and professional staff are proactive regarding assessment and student success and feel that our assessment process is robust. We have multiple groups acting both independently and in concert to further student success through proper assessment. These include the Curriculum Advisory Committee (CAC), the Student Assessment and Evaluation Subcommittee of the CAC, the Dean's Leadership Team, and the faculty and professional staff associated with the Departments of Academic Affairs and Clinical Affairs. In addition, we have a task force on assessment that is modeled around EPAs for core clerkships, with representation from Northern Light Hospitals, Maine General Hospital, and Southern New Hampshire Health System as well as members from the Subcommittee on Assessment and Evaluation and the Clinical Education Department. This committee strives to represent faculty input from regional clinical campuses focused on assessment in the clerkships modeled around the EPAs.

A significant challenge we have identified is that UNE's digital platform does not support the multiple assessments we currently use, nor does it easily interface with external systems which, as a medical school, we are required to use. This problem is becoming increasingly more challenging as we try to stay current with our peers and move forward with the national developments in EPA assessment. We will need a digital platform that can acquire multiple assessments and can interface with external systems with regards to output and input. We will also need personnel to aid us with software integration, tracking, and reporting. Half of the college curriculum occurs at our core clerkship sites and this amount of time will increase in the next few years as we strive to meet the changes occurring nationally in medical education. To maintain accreditation required standardization of training and education across all core clinical training sites, UNE COM needs to invest in systems that can better interface with hospital systems.

College of Professional Studies (CPS)

The CPS Assessment Working Group, in its sixth year now, brings together faculty from each academic program to collaborate on the development of systematic assessment plans, collection and analysis of assessment data, and the identification and implementation of action items that surface from our analyses. The Working Group continues to commence each year in January, meeting monthly through April and then biweekly through June.

This year (AY 2021-2022), was the second in a three-year survey reporting the degree to which diversity, equity, and inclusion (DEI) concepts are incorporated into CPS coursework. Inclusion of DEI concepts build on CPS's ongoing strategic priorities: exceptional teaching and learning, increased enrollment, progress to graduation, and lifelong learning at the local, regional, and global levels. This is central to our mission of educating and supporting future leaders. The Working Group mapped the assignments and discussion boards for DEI content in the most commonly offered second-year courses across CPS graduate programs. This mapping exercise identified 10 out of 27 second-year courses that would benefit from either the inclusion or the addition of DEI materials.

In AY 2021-2022, CPS also highlighted specific needs that arose from the individual program assessment of student learning outcomes. We continue to look forward to the implementation of the BrightSpace ePortfolio tool, which several programs view as integral their curricula. It will also allow programs a consistent way to best employ this high-impact practice. The online Master of Science in Social Work (MSWO) and Master of Science in Applied Nutrition (MSAN) programs are working on implementing Exxat software to streamline and standardize competency tracking as required by the respective accreditors, and hope to incorporate data from practicum and field work in future annual reports on student learning outcomes.

Westbrook College of Health Professions (WCHP)

The 2021-22 academic year continued to present challenges related to the global pandemic that began to impact UNE on March 13, 2020. Clinical placements for many of the programs were impacted by the ongoing challenges due to the COVID-19 pandemic. These same programs also had to ensure they were meeting their accreditation standards related to the number of clinical hours, type of rotations, and other criteria that students must meet for graduation requirements. Any alterations in the typical clinical rotation format or criteria resulted in the need to obtain approval by the accreditor and/or state licensing board. As in AY 2020-21, all impacted programs received accreditation approval and were successful in delivering their curriculum without delaying students' graduation.

WCHP participated in numerous accreditation activities during AY 2021-22. The Master's in Nurse Anesthesia (MSNA) program had submitted their self-study report to the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and completed a virtual accreditation visit on March 23-24, 2021. The MSNA received the maximum time allowed for accreditation approval: ten years. The program received full accreditation for its new Doctor in Nurse Practitioner (DNP) with a major in Nurse Anesthesia program. The DNP also submitted its UNE program assessment for accredited programs to the UAC for the 2021-22 year. The first DNP cohort will be admitted in the fall of 2022. The Master's in Occupational Therapy and Physician Assistant programs successfully completed their mid-term review (for accredited programs) with the UAC.

WCHP has a strategic plan that is active through 2023. This plan has 6 strategic priorities that align with the UNE strategic plan. In 2021-22, task forces were created to assess the progress on three of these strategic priorities: (1) Exceptional Teaching and Learning; (2) Increased Enrollment, Progress to Graduation, and Lifelong Learning; and (6) A Strong and Sustainable Resource Base.

The summary report for the priorities demonstrated significant progress in the area of all three priorities over the past academic year. The reports from each task force were shared with the faculty assembly. The WCHP Leadership Council has continued to discuss the areas to strengthen and/or improve in its meetings. Some of these areas include the following initiatives: (1) improving remediation plans within programs; (2) improving communication about the GradVantage program to current undergraduate students; and (3) eliminating barriers restricting students from taking classes across colleges. WCHP plans to evaluate progress of the remaining three strategic priorities during AY 2022-23. This comprehensive evaluation will inform the development of a new strategic plan for the college beginning in 2024.

Division of Student Affairs (DSA)

During AY 2021-2022, the Division of Student Affairs (DSA) was selective in its assessment work due to the high number of vacant positions in the Division, which resulted in the need to table these efforts outside of the work of a small number of individual departments that continue to assess specific programs or offerings.

The Division's reorganization in a new hub model has grouped the units of Wellness (Student Counseling Services, Student Access, Biddeford Campus Center and Recreation), Campus Life (Housing and Residential/Commuter Life, Biddeford Campus Student Engagement), and Graduate and Professional Student Affairs (Graduate and Professional Student Affairs, Portland Campus Life, Finley Recreation Center). Also included in the Division of Student Affairs are Student Resolutions and Intercultural Student Engagement units. These units will each be engaged in efforts in the next academic year to assess student learning and collect other relevant data on a broader scale beyond the more granular program- and activity-level assessment of previous years.

The Division's Assessment Committee has also reformed for fall 2022. The Division is reengaging work on its assessment plan, calendar, and dashboard to measure divisional success and student learning and inform practices through data-driven decision-making. Continued Professional Development in learning outcome development and assessment has also been addressed across the Division, including participating in a co-curricular assessment workshop sponsored by the UAC and more unit-specific professional development opportunities to provide our professional staff with the skills and knowledge needed to perform the necessary assessment activities of the Division.

Library Services

OVERVIEW

Research and Teaching Librarians welcomed the return to in-person Library user instruction and reference services. In-person teaching resumed during the past year as the primary method by which user instruction was delivered. Students benefit from innovation and interesting ways in which to learn: synchronous & asynchronous Zoom sessions were helpful during the social distancing mandate during the COVID-19 pandemic. However, students and faculty commented that they appreciated the return to in-person user instruction. Informal results from faculty indicate

that the efforts to improve student learning worked. During fiscal year 2021-2022 (June 1, 2021 through May 31, 2022) instruction for both Campus Libraries and Online, there were a total of 98 sessions that reached 2,152 students. Librarians continue to strive to increase these numbers so that more UNE students are aware of the resources available to them and how to effectively use the resources.

STAFF ORGANIZATION AND COMMUNICATION

This was the fifth year of the Library Services Reorganization. The New Models Team-based structure of the Library professional staff is continually undergoing assessment and is evolving in response to identified needs. For example, we added a LibChat cross-functional team and removed a Liaisons cross-functional team. The information from annual performance appraisals helps cross-functional team members work together to plan, implement, assess, and continually improve collections and services for the UNE community. In-person Library professional staff communications are facilitated by Microsoft Teams, Zoom, and in-person meetings.

COST PER USE STATISTICS FOR COLLECTION MANAGEMENT

UNE Library Services seamlessly continued to offer remote access to multiple electronic quality resources. The mission and services are outlined on the Library website. Because of the high number of electronic resources, remote access continues to be essential to students, faculty, and professional staff.

Cost-per-use of electronic resources is calculated annually to aid decisions for additions or cancellations to Library collections. Digital Resources professional staff and Research & Teaching Librarians collaborate to evaluate the relevance, availability, and cost of requested electronic resources. The Library budget has allowed the maintenance of existing collections that meet cost per-use criteria, and the addition of new electronic resources. As result of cost-per-use statistics, all but 6 databases were renewed and all but 5 ejournal titles were renewed. The non-renewals created room to add several new resources and upgrade existing ones. Due to continued monitoring of the usage of resources and eresources that are offered in all curricular areas, the Library subscribes or unsubscribes to resources as usage, requests, and accreditations determine need.

Interlibrary loan professional staff continually review journal titles that patrons request to provide statistics for potential subscription to titles. Periodically, journal title subscriptions are canceled if use does not warrant keeping them, and some titles have been added upon request and available budget. This is a particularly strong and effective means of continually assessing the return-on-investment (ROI) of the Library's resources budget. Assessment provides a means by which to keep a dynamic collection of electronic resources that reflect the needs of the UNE community.

WEBSITE ANALYTICS

The Web Services and User Experience Librarian regularly tracks the usage of the UNE Library Services website and makes recommendations for content updates to keep this critical community resource current, relevant, and useful. We look at pageview analytics, outbound-clicks to see which

resources are being accessed from which webpages, referral links, and anonymized user demographics, such as device, browser, time, and location. We also examine the questions submitted to our Library FAQ database and add new answers as needed. We track usage of our LibChat and Ask a Librarian services. In addition, usability studies with students are conducted on a regular basis to assess how students are actually using the Library website and to identify areas for improved usability.

VIRTUAL REALITY PROJECT

Embodied Labs (EL) has transitioned and evolved from in-person use of computers and headsets in the Libraries to an online immersive virtual reality giving users first-person experiences of aging individuals with unique diagnoses and perspectives. Access is now available to students who are off-campus. There is a link included in the Library Databases list, and in relevant Resources guides. Login requires a UNE email account. Due to subscription cost, access is limited to specific windows of time. However, we are assessing use after this pilot year of using the new EL platform and hope to expand access if feasible.

DIVERSITY, EQUITY, AND INCLUSION LIBRARY RESOURCE INITIATIVE

DEILRI is an effort to provide the UNE community with resources that inform and inspire action to support inclusive campuses and extended learning sites. We embrace the idea that inclusion and creating a sense of belonging for all members of our community requires us to learn about and celebrate differences in backgrounds, experiences, and perspectives. DEILRI is a crowdsourced community resource. Recommendation of resources for inclusion are welcome. Indications are that this website is being used and there have been many recommendations for resource inclusion from the UNE community. Assessment of use in classes may be helpful.

OPEN EDUCATIONAL RESOURCES (OER)

Library Services evaluates user-licensing for electronic reserve materials. We will continue targeted faculty outreach in our liaison areas to raise awareness about OERs and the benefits to students. We will continue collecting data from students about textbook access. As a result, a web page was added to the Library Services website: Affordable Course Materials. And, we'll advocate to increase the use of OERs and library-accessible ebooks in courses. We also plan to gather information from faculty to get a baseline of current OER use. The Library is also becoming a member of the Open Education Network to support this effort.

STUDENT LEARNING OUTCOMES & USER INSTRUCTION

Research & Teaching Librarians teach classes, upon request, in conjunction with faculty on specific assignments. Student learning outcomes are assessed to find areas of instruction that need revision and improvement for student success. Below are examples of various Library instruction:

Artist Books
The Education and Outreach Archivist visited eight undergraduate classes in Arts and Humanities with artists' books from the Maine Women Writers Collection, using examples relevant to the class. Each student was given a book to examine closely and report back to the rest of the class about the structure, elements, and textual or visual appeal. In large group conversation, comparisons were made to the books that the students would be producing, pointing out elements that would be replicable in the format they were using.

Library Lunch & Learn Workshop Series
New pilot Library Lunch & Learn Series was launched by UNE Library Services Research & Teaching Librarians for 2022. Topics included: PubMed Basics, DUNE: Digital UNE, and RefWorks.

BIO104 Labs
Research & Teaching Librarians continue to partner with BIO104 Lab Instructors to integrate innovative teaching methods that improve student learning outcomes and information literacy skills.

Dental Medicine
In-person presentation to first-year Dental Medicine students that included: overview of evidence-based dentistry, levels of evidence, types of studies, asking a clinical question using the PICO tool, acquiring the evidence using PubMed (MEDLINE), overview of how to search PubMed effectively, use of MeSH, and identifying predatory journals.

Virtual Reality via Embodied Labs
Geriatrics Osteopathic Medical Knowledge class, first-year students, Fall 2021, "Alfred."
School of Pharmacy, fall 2021, "Clay."
Doctor of Physical Therapy course, spring 2022, "Alfred."

Writing Accountability Group
UNE Libraries hosted a Writing Accountability Group (WAG) on Fridays throughout the year. The group is open to faculty and students working on in-depth research projects, e.g., dissertations, books, and research articles.

Appendix B:
Update on Regular Program Reviews and Three-Year New Program Reviews

1. Regular Program Reviews

For nearly twenty years, UNE's academic programs have been engaging in a comprehensive program review. Programs with specialized accreditation complete their internal review the semester following their full reaccreditation review. Programs without specialized accreditation complete their internal review on a seven-year-cycle. Using programmatic and institutional data, including those from the annual assessment reports, programs take a close examination of their offerings and operations and create a strategic plan that includes a series of strategic priorities and action items that they will complete before their next scheduled review.

In AY 2021-22, the following programs completed a review: CAS's Education and Environmental programs; CPS's Applied Nutrition, Science Prerequisites for Health Professions, and Public Health; and WCHP's Nurse Anesthesia, Occupational Therapy, and Physician Assistant.

In AY 2022-23, the following programs are conducting a review:

College of Arts and Sciences
History
Interdisciplinary Studies in the Humanities
Medical Biology and Biological Sciences
Political Science, Global Studies, and Health, Law and Policy (minor)
Psychology, Animal Behavior, and Neuroscience
Sociology, Applied Social and Cultural Studies, Anthropology, and Health, Medicine and Society
Women's and Gender Studies

College of Professional Studies
Education programs with specialized accreditation

Westbrook College of Health Professions
Health, Wellness and Occupational Studies
Public Health

This January 2023, the following programs will receive advanced notification before their scheduled AY 2023-24 reviews:

College of Arts and Sciences
Applied Mathematics and Computer Science (minor)
Communications
Latin American Studies
Marine programs

College of Osteopathic Medicine
Osteopathic Medicine (review at the midpoint of full reaccreditation review)

College of Professional Studies
Health Informatics

Westbrook College of Health Professions
Dental Hygiene
Nutrition
Pharmacy (review at the midpoint of full reaccreditation review)
Physical Therapy
Social Work

For more details on the program review process and schedule, see the UNE Academic Program Review web page and the resources listed under the "Program Review Documents" subheading.

2. Three-Year New Program Reviews

UNE's newly developed programs also undergo a review following their third full year in the catalog. In the review, new programs compare the data and projections they had made in their original feasibility study and pro forma budget to their current status, and address any modifications they will make.

In AY 2021-22, CAS's Special Education and CPS's Applied Nutrition rolled their three-year new program review into their regular program review.

In AY 2022-23, the following programs are conducting a three-year new program review:

College of Arts and Sciences
Data Science
Global Studies (completing with Political Science using the regular program review process)

This January 2023, the following program will receive advanced notification before its AY 2023-24 three-year new program review:

College of Professional Studies
Health Care Administration

For more details, see the UNE Academic Program Review web page and the resources listed under the "New Program Development and Program Revisions Resources" subheading.