Report on the Status of Assessment & Quality of Educational Effectiveness at the University: For the 2022-2023 Academic Year

UNE | UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

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Report Summary

Sustained curricular (academic) reporting and increased co-curricular reporting to the University of New England (UNE) University Assessment Committee's (UAC) AY 2022-23 annual assessment cycle produced notable data trends in the university's assessment practices and in student learning. Data show curricular and co-curricular areas assessing student progression of learning, meeting most of their learning outcomes' benchmarks, and identifying and taking data-informed actions to advance student learning. In the third full academic year following the beginning of the COVID-19 pandemic, amid staffing transitions and time crunches, curricular and co-curricular areas continued to impress with their engagement in assessment. Five co-curricular units wrote their first reports. Several curricular and co-curricular areas engaged in equity-minded assessment professional development opportunities. As more co-curricular units submit annual assessment reports in the coming years, the UAC will have more representative data from across the university. Curricular and co-curricular areas continue to request additional technology and professional development supports to enhance their practices.

I. Introduction

The University of New England's (UNE) University Assessment Committee (UAC) marks the ninth year it has disseminated an institution-level report that uses the annual academic program, co-curricular unit, college, and co-curricular division assessment reports as the basis to discuss its key takeaways and recommendations aimed at supporting and advancing educational effectiveness at the university.

The UAC's findings and recommendations derive from data reflecting assessment activity in academic year (AY) 2022-23. The university continued to readjust from the previous two years of teaching, learning, and administrative modifications that kept the UNE community safe to support student learning in the COVID-19 pandemic. As in the last reporting cycle, the nationwide pandemic-induced staffing shortages and transitions continued to appear within the local context of this reporting cycle's data. But as UNE filled positions, the data show that curricular and co-curricular areas refreshed their assessment practices.
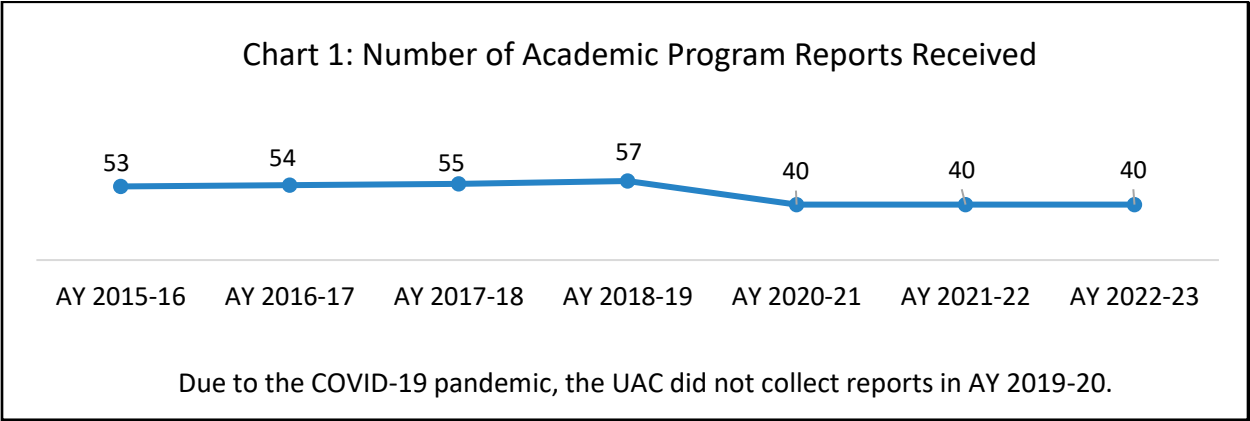
A. Changes to the UAC in AY 2022-23

As in previous years, the UAC has remained dedicated to supporting and advancing assessment across the university, and changes to its structure in AY 2022-23 exemplify that commitment.

The UAC has expanded its membership to include representation from two additional UNE bodies: The University Faculty Assembly (UFA) Academic Affairs Committee (AAC) and the new College of Business. Following UFA's bylaws that call on the UFA AAC chair to "be an active and voting member" of the UAC and "annually…present to the Faculty Assembly an overview of outcomes assessments reviewed," Douglas Spicer, Associate Professor, Biomedical Sciences, and current UFA AAC chair, joined the UAC. In summer 2023, following UNE President James Herbert's announcement of the new College of Business (COB), John Austin, Interim Dean and P.D. Merrill Endowed Chair of Business, also joined the UAC. In AY 2023-24, COB's programs, which the College of Arts and Sciences (CAS) used to house, will write program assessment reports and COB's Dean's office will respond with a college assessment report.

To date, the UAC's members represent all six UNE colleges, including CAS, COB, the College of Dental Medicine (CDM), College of Osteopathic Medicine (COM), College of Professional Studies (CPS), and Westbrook College of Health Professions (WCHP); two co-curricular areas, the Division of Student Affairs and Library Services; and two administrative offices, the Center for Excellence in Teaching & Learning (CETL) and the Office of Institutional Research & Data Analytics (OIRDA). The Provost, Associate Provost for Academic Affairs, and Associate Provost for Strategic Initiatives serve as ex officio members.

B. Academic Program Reporting Numbers

Over the last three years, the number of annual academic program assessment reports submitted has stabilized. From AY 2020-21 through this year's reporting cycle, the UAC has consistently received forty program reports (Chart 1).

Chart 1: Number of Academic Program Reports Received

AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23
53	54	55	57	40	40	40

Due to the COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

Two major factors contributed to the decline in submitted reports. For one, the CAS reorganization from departments to schools beginning in AY 2020-21 led to some of the newly established schools consolidating their annual assessment reporting structures. Even before then, however, programs in all of UNE's colleges varied in their reporting structures. Some programs submitted one report on their data; other programs collaborated with their departments and submitted one report that included data on two or more programs. Since AY 2020-21, these variations in reporting structures have continued with programs, departments, and now schools. This is to say that the number of reports submitted does not equal the number of reporting programs or the number of programs offered at UNE.

Also, the ongoing re-envisioning of the undergraduate general education curriculum has led to changes in its assessment reporting structure. Between AY 2015-16 and 2018-19, the UAC received annual assessment reports from each of CAS's Core Curriculum Areas as well as its summary report that highlighted the key data points and findings from those areas. Of those assessment reports, the UAC's annual report synthesized and included in its aggregate data the summary report.

As the CAS and WCHP Bi-College Curriculum Committee continued to refresh the general education curriculum in AY 2022-23, CAS reported its general education assessment findings in narrative form, instead of using the UAC's report form that the committee then uses to aggregate the annual reporting data. WCHP used the report form. Thus, CAS's report, as well as WCHP's report, are included in the forty submitted annual assessment reports in AY 2022-23. But because CAS reported in narrative form, this year the UAC has decided to exclude both the CAS and WCHP reports from this report's aggregate data (Chart 2).

Chart 2: Number of Academic Program Reports Synthesized and Included in Each Year's UAC Report's Aggregate Data

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40	42	44	46	40	40	38
AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23
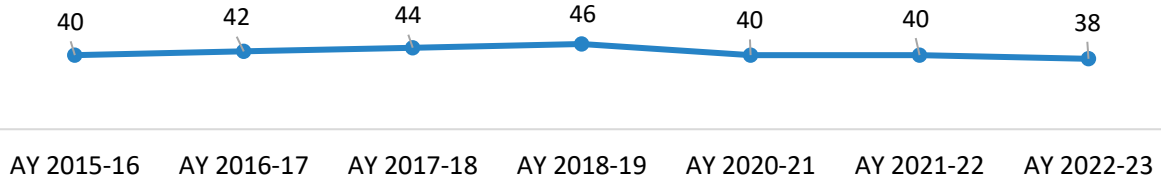
Due to the COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

C. Co-Curricular Unit Reporting Numbers

Co-curricular unit assessment reporting demonstrates another arc of persistence and progress. This reporting year, the UAC has seen a notable increase in the number of submitted co-curricular unit reports (Chart 3).

Chart 3: Number of Co-Curricular Unit Reports Received, Synthesized, and Included in Each Year's UAC Report's Aggregate Data

1	7	9	14	9	6	16
AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23
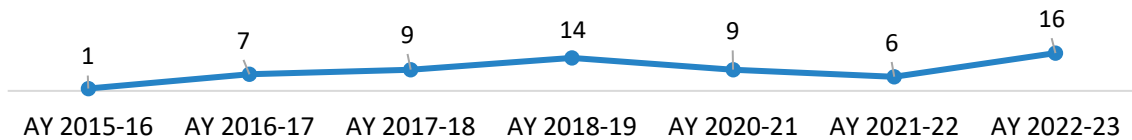
Due to the COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

The UAC can partly attribute this increase to the steps it has taken toward its long-term goal of bringing more co-curricular units into the annual assessment cycle. Of those steps in AY 2022-23, the UAC offered assessment-related professional development opportunities and, based on the feedback from administration last year, revised its co-curricular unit and division report forms to make them more inclusive to co-curricular areas' operations (For more on those actions, see the next section, Follow up on Last Year's Recommendations, 1, 2, and 4).

But while the UAC supported co-curricular assessment, co-curricular units themselves dedicated their time to learn more about assessment, apply the practices in their areas, and participate in the annual reporting cycle. Five co-curricular areas submitted their first reports this cycle: Academic and Career Advising, Athletics, Student Counseling Center, Student Access Center, and the Title IX office. They joined the consistently reporting areas of Library Services, the Student Academic Success Center (SASC), Student Affairs, and Global Education. Moreover, after a year of Student

Affairs experiencing a decrease in the number of its units reporting, the division saw all of its units submit reports this year.

Since the UAC has better defined the term "co-curricular" to denote all of UNE's co-curricular, extracurricular, and administrative support offices (see Section D below), it has decided to include the CAS Internship office's annual assessment report with the co-curricular unit aggregate data in this report. Previously, the CAS Internship office's report was included with the academic program reports. As co-curricular reporting develops, however, the UAC views including the newly restructured Internship office's report in the co-curricular unit aggregate data a more logical step forward, especially since in AY 2023-24 the office will expand its services to support undergraduate CAS, COB, and WCHP internships.

D. A Note on Curricular and Co-Curricular Usage

As the UAC worked toward including more co-curricular areas into the annual assessment cycle this reporting year, it spent time better articulating its understanding of co-curricular as it pertains to the university context, and UNE co-curricular areas' relationship with the curricular (academic) programs.

For one, the UAC changed the name of its "student support services" unit and division report forms to "co-curricular" forms to stress UNE co-curricular offices' value in working alongside the curricular programs in supporting students' growth and learning. The UAC also added definitions to its unit and division report forms' cover pages to communicate its understanding of commonly used words. Co-curricular includes:

> Co-curricular, extracurricular, and administrative support offices that complement, intersect, or operate outside of curricular (academic) areas, and offer activities, programs, or experiences that support students, augment their growth, and enhance their learning.

The UAC sees UNE's co-curricular areas as vital to fostering students' sense of belonging to the campus community. Co-curricular areas offer students unique and collective experiences, encourage them to get involved in on- and off-campus activities, and support their needs. By integrating curricular and co-curricular data in this report, the UAC aims to convey both areas' value in providing students with an educational, meaningful, and well-rounded experience.

II. Follow-up on Last Year's Recommendations

A. UAC's Recommendations to Itself

Based on last year's data and the discussions surrounding the UAC's AY 2021-22 report, the UAC offered the following four recommendations that the committee and the university as a whole has worked toward fulfilling.

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

   Actions Taken: As discussed above, in AY 2022-23 the UAC saw a notable increase in co-curricular annual assessment reporting that it can attribute to a few reasons. The UAC offered professional development opportunities, and made changes to the unit and division co-curricular annual assessment report forms that encouraged co-curricular units to report on data that they had already been collecting. But most importantly, the co-curricular professional staff themselves increased the reporting number by engaging in the assessment cycle.

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

   Actions Taken: In AY 2022-23, the UAC organized and sponsored several professional development opportunities.

   - On October 28, 2022, the UAC hosted Joseph Levy, Ed.D., Executive Director of Assessment and Accreditation, National Louis University (now Associate Vice Provost of Accreditation and Quality Improvement, Excelsior University), in leading a three-hour remote workshop, entitled "Assessment Essentials for Co-Curricular Student Learning: How to Make Reporting Easier, More Meaningful, and Equity Centered." Eighty-three faculty and professional staff signed up for the workshop; forty-four attended the live event; and more watched the recording after. In the post-workshop evaluation, one person wrote, "This was great presentation that laid out many issues/concerns I have with assessment." Another added, "It is helpful to hear what others are doing and get ideas from colleagues in different co-curricular units." The UAC will consider the feedback when planning future events.
   - At the workshop, Dr. Levy also motivated a group of UNE faculty and professional staff to take an eight-week online course in the spring semester that Levy co-created and co-teaches, and Student Affairs Assessment Leaders (SAAL) sponsors. Folks from Advising, Athletics, the Center for Excellence in Public Health, CETL, Intercultural Student Engagement, Library Services, SASC, Student Affairs, and WCHP took the course. While the course ran, we met every other week to discuss the ways in which we can apply the material to our work, and wrapped up with a luncheon in the Ketchum Library's art gallery.
   - Through the end of 2022, the UAC and CETL concluded the Faculty and Professional Learning Community (FPLC) on Equity-Based, Equity-Driven Assessment with the English, Nursing, and WCHP Service Learning teams. OIRDA helped support the team projects by engaging in a central equity-minded assessment practice of disaggregating data from their courses. As the FPLC concluded, all three teams established plans to continue carrying out their projects. Several FPLC participants presented their work to professional audiences. For the UNE News story on the first four bullet points below, click here.

- o March 31, 2023: Charlotte Allen (D.P.T., '23) discussed her work with WCHP Service Learning on a student panel, "Student Voice in Assessment: A Match Made in Learning," at the New England Educational Assessment Network's (NEean) Dialogues in the Disciplines conference.
  - o May 16, 2023: Debra Kramlich (with Joseph Simard and Samuel Touchette) gave a talk, "Alternative Grading: Specifications Grading, Panel Discussion," at the UNE CETL Faculty Symposium.
  - o May 16, 2023: Nancy Baugh, Debra Kramlich, and Dana Law-Ham presented their poster, "Nursing Students' Experiences and Perceptions of Contract and Specifications Grading," at the UNE CETL Faculty Symposium.
  - o May 16, 2023: Trisha Mason, Jennifer Mandel, and Charlotte Allen presented their poster, "Establishing an Assessment Process in WCHP Service Learning Using Equity-Minded Practices," at the UNE CETL Faculty Symposium.
  - o November 3, 2023: Jennifer Mandel and Kelly Duarte gave a talk, "Implementing Equity-Minded Assessment: One Institution's Journey," at the NEean Fall Forum.
- In April 2023, the UAC, CETL, and OIRDA distributed a call for proposals to the UNE community for Mini-Grants on Equity-Minded Assessment for AY 2023-24. Following equity-minded practices, we opened the call to all part- and full-time faculty and professional staff from UNE's curricular and co-curricular areas. We awarded four proposals, two of which came from the academic programs (Chemistry and Dental Medicine) and two from co-curricular areas (Library Services and Student Affairs). The recipients began working on their projects in summer 2023, and will continue to carry out their work through AY 2023-24.

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.

   Actions Taken: The Associate Director of Assessment continues to update the UAC's assessment resources web page. Enhancements include guidance on the use of backward design as a model for making assessment a priority in curricular and co-curricular design, and an updated illustration of the standard assessment cycle with the equity-minded practice of involving all stakeholders (i.e., faculty, professional staff, and students) at every step. The "Resource for Completing an Annual Co-Curricular Unit Assessment Report" now includes examples of responses to questions on a co-curricular unit's educational and programmatic effectiveness practices. The Associate Director of Assessment, in collaboration with the UAC, will continue updating the web page (Final Recommendation 1.1).

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.

Actions Taken: To bring more co-curricular areas into the annual reporting cycle, the UAC made a deliberate decision to make the following changes to the co-curricular report forms. (See Appendix C for the AY 2022-23 co-curricular unit report form, and Appendix D for the AY 2022-23 co-curricular division report form.)

- Changed the title of the unit-level report form from "Annual Student Support Services Assessment of Student Learning Report" to "Annual Co-Curricular Unit Assessment Report."
- Dropped "student learning" from the title of its co-curricular unit and division report forms, and added language to the form's questions that ask units and divisions about their educational and/or programmatic effectiveness data. The UAC realized that co-curricular areas tend to collect more programmatic effectiveness data to track student participation and satisfaction rates, and their operational effectiveness. Thus, for example, in Part 1, question 1, of the co-curricular unit report form, the UAC asks, "Reflect on the actions your unit/program has taken in response to programmatic and/or student learning assessment data."
- Added definitions to the cover page of the co-curricular unit and division report forms to explain the difference between programmatic and educational effectiveness and other commonly used words (e.g., co-curricular, office/division, unit/program, and measures).

III. Findings from the AY 2022-23 Assessment Reports

Each reporting year, the UAC asks curricular and co-curricular areas to report on two or more of the most strategic or compelling learning outcomes that they have reviewed that year. They might report on the same two or more learning outcomes for a few consecutive years to ensure that they meet the benchmarks, or they might report on two or more different learning outcomes every year to survey student learning across their entire curriculum. The UAC just asks that academic programs assess all of their learning outcomes within their regular program review cycle.

Thanks to curricular and co-curricular areas' consistency in annual assessment reporting, even as they cycle through the learning outcomes data that they report on each year, the UAC has discovered remarkable data trends in the university's assessment practices and in student learning.

A. Academic Programs and Colleges

In the following section, the data from the academic program reports provide the foundation for analysis, and the college reports substantiate the aggregate data.

1. Assessing Student Progression of Curricular Learning

In Part II of the program assessment report form, the UAC asks programs to respond to several questions on two or more of the learning outcomes that they assessed this reporting cycle. Among the questions, programs report the stage when they assessed each outcome. Data from this year show nearly consistent trends from the previous reporting year (Chart 4).

As in the last reporting year, program reports this year noted varying their data collection and analysis across the curriculum especially when they introduced and reinforced to students at least one of their learning outcomes. Specifically, a similar percentage of program reports in AY 2022-23 (37%) as in AY 2021-22 (35%) noted when they assessed introducing at least one learning outcome. The same percentage of program reports in AY 2022-23 and 2021-22 (55%) noted when they assessed reinforcing at least one learning outcome.

That said, the UAC has noticed an increase in program reports mentioning assessing when programs expect students to be proficient in at least one of their learning outcomes. Specifically, an even higher percentage of program reports in AY 2022-23 (79%), compared to AY 2020-21 (75%), assessed when students are expected to be proficient in a learning outcome.

Chart 4: Percent of Program Reports that Reported When They Assessed At Least One of their Learning Outcomes in the Curriculum

■ AY 2020-21　　■ AY 2021-22　　■ AY 2022-23

Introduced Outcome
- 23%
- 35%
- 37%

Reinforced Outcome
- 45%
- 55%
- 55%

Students Expected to be Proficient in Outcome
- 75%
- 68%
- 79%

*Because programs report data on at least two learning outcomes, these data do not total 100%.
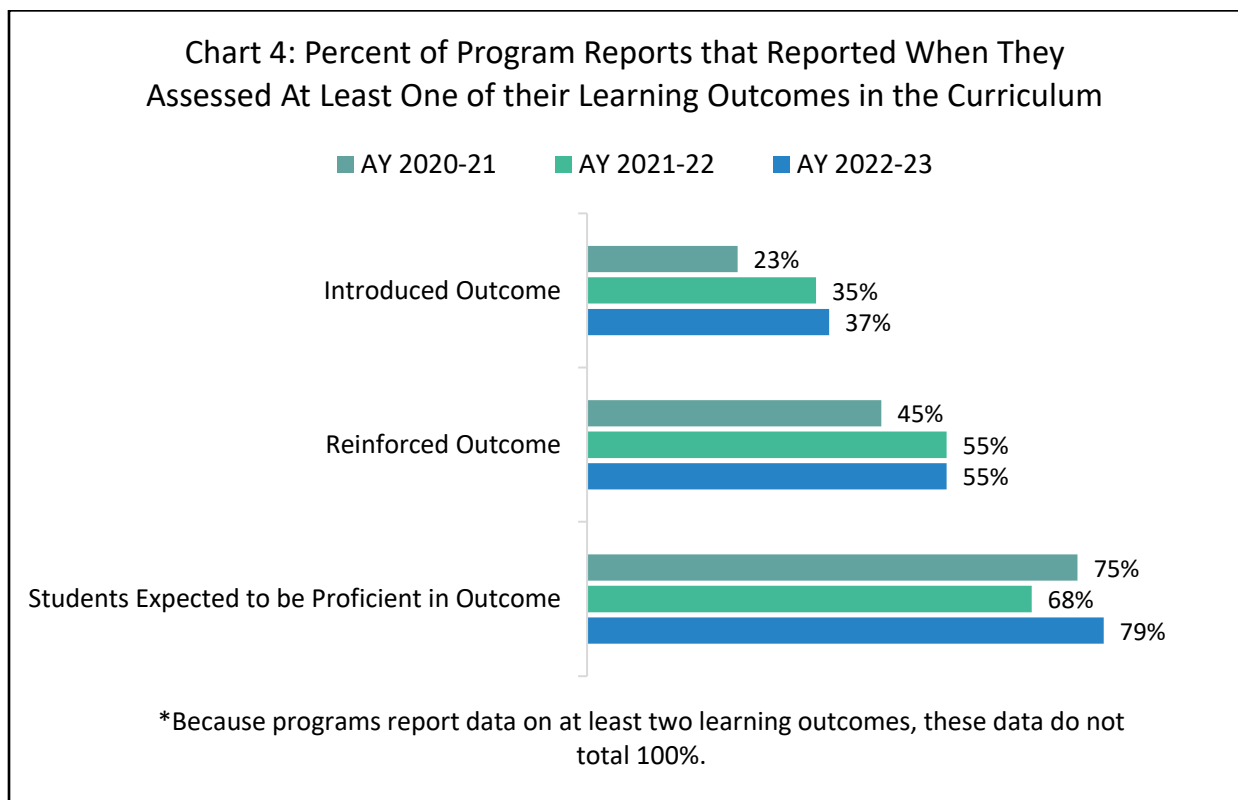
In its college report, CPS applauded its programs scaffolding assessment data collection and analysis. "There is a diversity in the measurement of learning outcomes assessment and the level at which these are evaluated." Programs "assess whether introductory courses are adequately preparing students for increasingly rigorous work and knowledge acquisition." They reinforce and measure students' knowledge "at a variety of points in the curriculum," and they "determine when a student has reached proficiency."
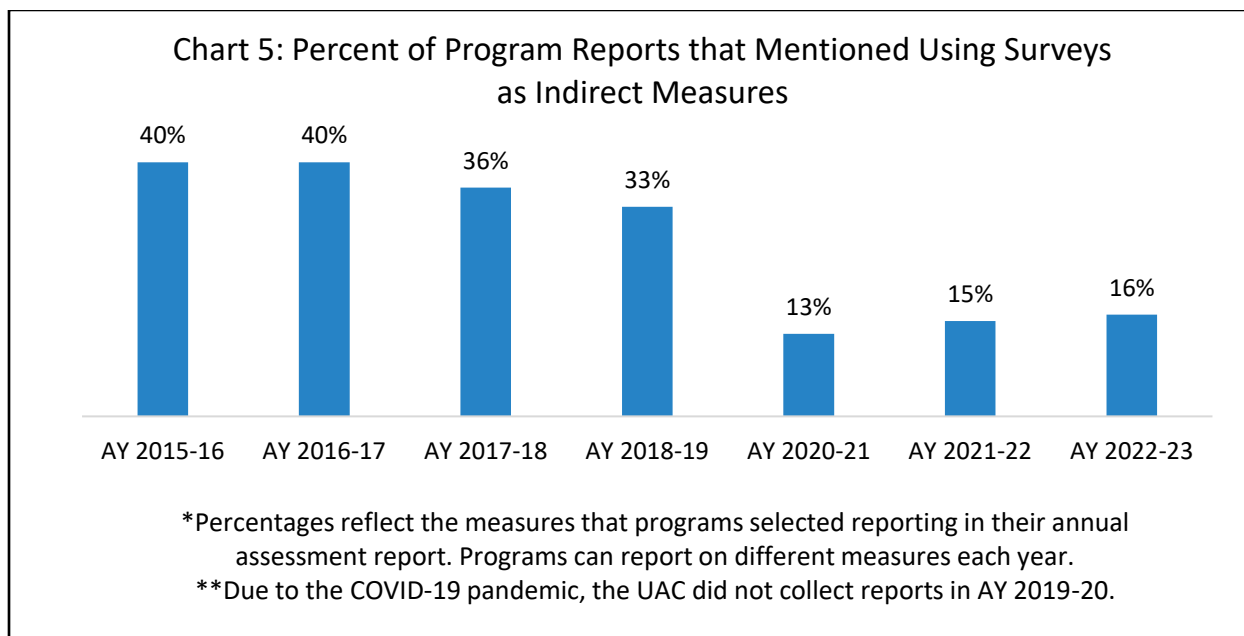
CDM, in its college report, also noted the importance of scaffolding assessment data collection and analysis. "By using multiple assessment measures (both direct and indirect, in a variety of forms) and by conducting assessments at different points in the [Doctor of Dental Medicine]

program, we are able to provide converging evidence to demonstrate that each of our students has obtained the knowledge and skills necessary to begin the practice of general dentistry upon graduation."

The UAC applauds and encourages more programs to include scaffolding assessment approaches to help them understand students' progression in learning the outcomes over students' academic career, and the areas in the curriculum that programs might require modification or reinforcement.

2. Reported Sustained Minimal Survey Use

Between AY 2015-16 and 2018-19, when the UAC continued to notice a high percentage of programs reporting using surveys as an indirect measure, the committee recommended improving coordination across the university and reducing survey use. Since then, a consistently small percentage of program reports have mentioned using surveys (Chart 5).
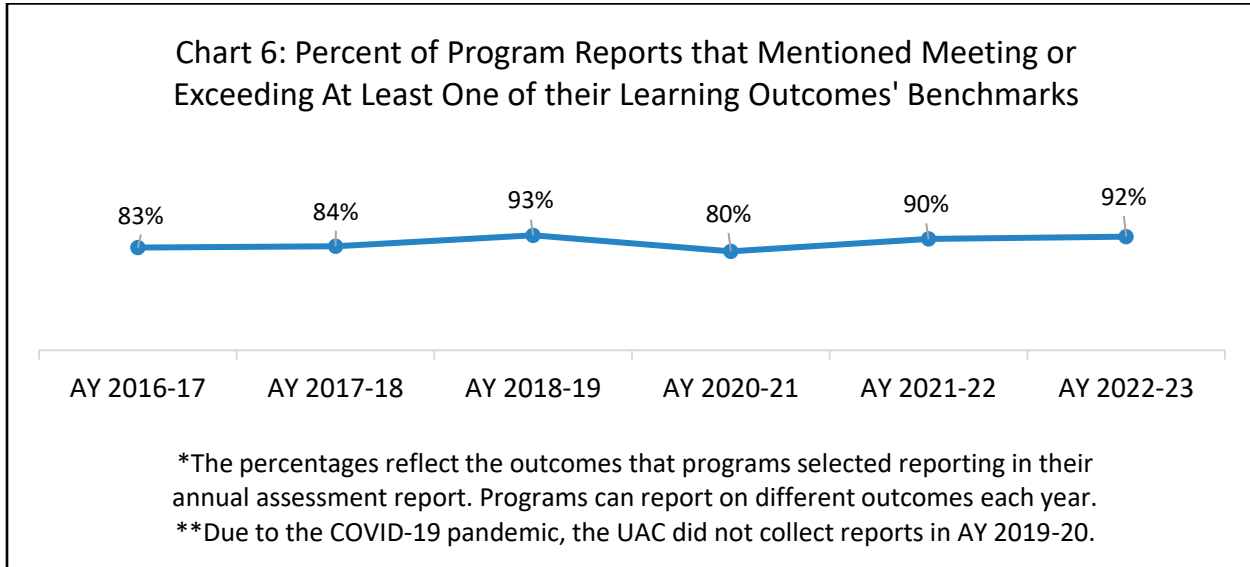
Chart 5: Percent of Program Reports that Mentioned Using Surveys as Indirect Measures

AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23
40%	40%	36%	33%	13%	15%	16%

*Percentages reflect the measures that programs selected reporting in their annual assessment report. Programs can report on different measures each year.
**Due to the COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

Surveys provide a useful tool for measuring students' sentiment and satisfaction, and may serve as the best instrument for a particular situation; however, the UAC continues to encourage programs to supplement or substitute surveys with other direct or indirect measures that might better measure their student learning outcomes or programmatic impact and to minimize redundancy in data collection from students.
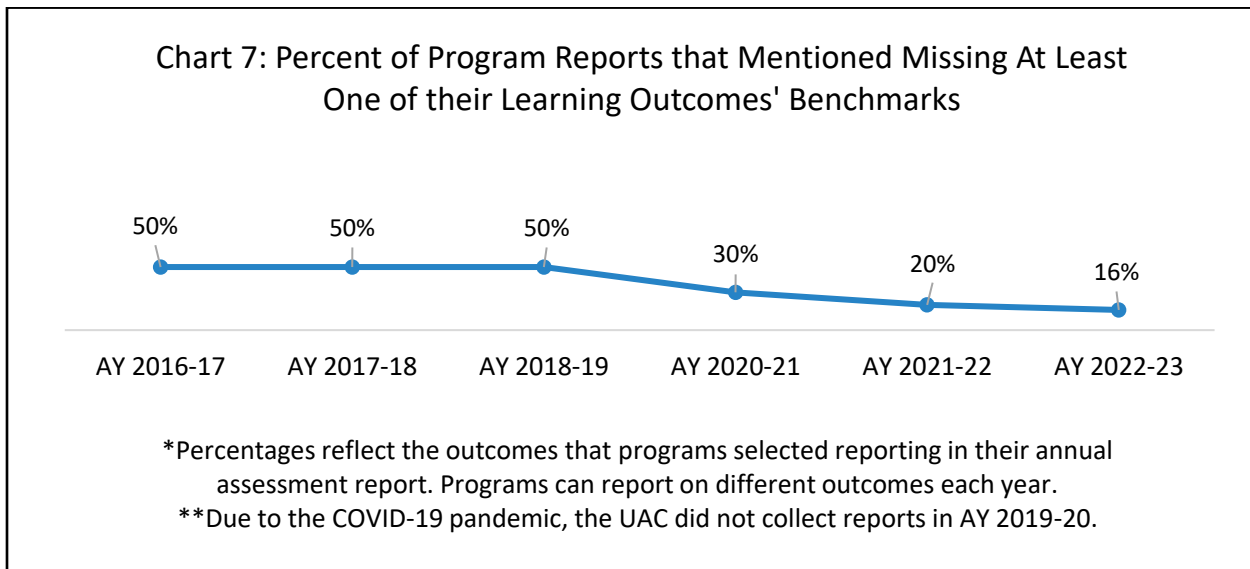
3. Meeting and Missing the Learning Outcomes' Benchmarks

In Part II of the program assessment report form, the UAC also asks programs to report if they met their benchmarks on two or more learning outcomes that they assessed this reporting cycle. Since AY 2016-17, the UAC has been monitoring the aggregate data from program reports.

Compared to last year (90%), slightly more program reports this year (92%) mentioned meeting or exceeding at least one of their learning outcomes' benchmarks (Chart 6).

Chart 6: Percent of Program Reports that Mentioned Meeting or Exceeding At Least One of their Learning Outcomes' Benchmarks

83%	84%	93%	80%	90%	92%
AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23

*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 COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

Compared to last year (20%), fewer program reports this year (16%) mentioned missing at least one of their learning outcomes' benchmarks (Chart 7).

Chart 7: Percent of Program Reports that Mentioned Missing At Least One of their Learning Outcomes' Benchmarks

50%	50%	50%	30%	20%	16%
AY 2016-17	AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23

*Percentages reflect the outcomes that programs selected reporting in their annual assessment report. Programs can report on different outcomes each year.
**Due to the COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

A central reason that programs with specialized accreditation report meeting or exceeding their benchmarks relates to their accreditation requirements. Accreditors monitor programs' pass rates or learning outcomes' data, and some require that programs graduate students after passing the licensure exams. According to CPS in its college report, "[Four] of [its] programs…have specialized accreditation that require close monitoring of the attainment of student learning

outcomes as well as quality improvement requirements." Therefore, "It is not surprising that benchmarks are consistently met."

That said, the UAC ensures that the purpose of the assessment process entails measuring student learning, identifying areas for growth, and making data-informed decisions to further educational effectiveness. Programs will not harm themselves or the university if they report that they have missed a benchmark. In fact, if programs report on the benchmarks that they have missed, they can work toward achieving their goals and report on those improvements in subsequent years.

Moreover, even though fewer programs reported missing their benchmarks this year, colleges identify that programs might need to manage student learning deficits, especially those induced by remote learning in the COVID-19 pandemic. For example, in its college report, CAS explained, "There is concern about what impact [the pandemic] may have on academic performance, especially timely submission of assignments/completion of projects. There are programs which [continue to] see the need to pay special attention to better helping students develop knowledge and skills in key discipline specific concepts."

While CAS noted "strong evidence of [undergraduate] students achieving learning outcomes in communication," the CPS college report identified the need to cultivate online graduate students' written communication skills. "Writing quality is of concern," CPS explained, "and multiple programs…are working with [the] Instructional Design team to incorporate first year experience resources, tips, and points for outreach to help remediate this."

It is also important to note that to the same question on meeting their learning outcomes' benchmarks, 13% of program reports indicated that they had no benchmarks set for at least one learning outcome. The CDM college report echoed this gap in their process: "Because we are still working to determine appropriate benchmarks for certain measures…some of our data [are] still difficult to interpret."

4. Taking Data-Informed Actions to Advance Student Learning

The UAC asks programs to identify the key actions they plan to take in the next academic year to advance student learning. Whether or not programs met their learning outcomes' benchmarks, they clearly understand the value of taking steps to advance student learning. This reporting year, 95% of program reports identified at least one action they plan to take. (The remaining 5% either used the previous report form that did not include the question or are phasing out the program.)

Of the various responses, the top five actions program reports noted are as follows:

- 53% identified reviewing or reforming the curriculum
- 45% mentioned reviewing, revising, or implementing assessment measures
- 37% noted reviewing, revising, or implementing learning outcomes
- 32% identified collecting or analyzing data
- 32% mentioned meeting in a working group to attend to their action items

Several college reports pointed out some of their programs' assessment plans. CAS explained that some programs will "combine…their current program [student learning outcome] assessments with program review strategic planning," while "other programs are looking [to revise] their assessment processes, to streamline the approach within the school…, to make assessment more consistent across related majors…, or [to revise] program [learning outcomes]."

The WCHP college report highlighted three areas for growth: student assessment, curricular assessment, and curricular content. In regards to student assessment, some programs "would like to [reassess]/revise student learning outcomes and enhance the annual assessment plan." With respect to curricular assessment, one program "plans to collect more student data and utilize it to inform any curricular changes," while other programs "plan to enhance the consistency with data collection around their program outcomes." In regards to curricular content, some programs plan to develop a graduate degree, offer more experiential learning opportunities, or scaffold specific learning outcomes throughout the curriculum.

The CPS college report highlighted many initiatives, including those of its cross-program assessment working group, "a unique and collaborative assessment structure [for] examining and identifying areas for improvement and needs across programs." Of its projects, the group has identified areas to add more diversity, equity, and inclusion (DEI) materials into the curriculum, offer more professional and interprofessional opportunities for students (e.g., work study positions, career counseling), and develop more initiatives to help online students feel more a part of the UNE community.

In its college report, COM discussed the key changes it has or will make to its courses, from clarifying learning outcomes, to revising assessment measures and rubrics, to adjusting the course grading schema. CDM discussed projects in four key areas, three of which related to student performance: patient care experiences, simulations and clinical skills assessments, and the Integrated National Board Dental Examination (INBDE). The fourth area, faculty development and calibration, is discussed in the next section.

5. Academic Assessment Support Needs

Finally, the UAC's report form asks programs what assessment assistance, guidance, and resources they need to meet student learning needs. Of the many responses, two trends stand out: (1) assessment training and staffing needs, and (2) technology support.

Specifically, of program reports' various responses to the question, the top two responses were:

- 37% asked for assessment support from administrative leaders or offices, e.g., deans, directors, CETL, UAC, or OIRDA (compared to 23% last year)
- 16% requested technology support (compared to 10% last year)

Considering these data, the UAC will offer more assessment-related professional development support (Final Recommendation 1.2), and recommends to the university to provide continued

technology support, including attending to the various requests highlighted in this report (Final Recommendation 2.1).

a. Academic Assessment Professional Development

The college reports echoed their program reports, and recognized the need for more assessment-related professional development opportunities.

While CDM identified projects in four key areas to work on, and three related to student performance, the fourth area centered on faculty development and calibration. Among the projects, CDM will incorporate standardized faculty development activities into its monthly faculty development sessions, review and improve its faculty onboarding process, and encourage faculty to attend clinic orientation sessions.

The CDM college report also explained that labor force transitions have slowed assessment. "Our data collection and monitoring were way behind schedule this year due to the workforce challenges we have faced. The Department Chairs are becoming more involved with review, communication, modification, and monitoring of the areas in their Department that need improvement." Thus, "The Chairs would benefit from development…to assist with meaningful program assessment and improvement and communication with Course Directors." CDM requested faculty "workshops…regarding delivering effective feedback to students, [Objective Structured Clinical Exam] development, and guidance in writing effective assessments of various formats."

In its college report, WCHP also explained that, "Some of the individuals that completed the annual assessment form this year had never done it before." Therefore, "The WCHP Dean's office is planning to assist with the [programs'] efforts to strengthen their curriculum, data collection, and program assessment" by, for instance, "having a retreat focused on program assessment." The dean's office will also provide "training and mentoring" to those completing the annual assessment reports and other supports to programs with "plans to improve identified areas that need special attention."

Like CDM and WCHP, CPS also identified the need for professional development as a result of labor force transitions. "There have been director-level changes that have required additional training time and…additional resourcing…to support aligning the annual assessments to meld more seamlessly with other levels of program evaluation," including UNE's regular program review and reaccreditation review cycles. "CPS has been providing professional development for key staff members within existing market research, technology, and program teams."

The CPS college report clarified, "We have been able to continue CPS assessment processes with fewer resources by funneling resources from other areas and relying heavily on the CPS assessment working group." But, "This will be difficult to maintain long-term while meeting the University's (and our accreditors) robust assessment expectations." However, "Reinvesting in key vacant positions and better training of existing positions in assessment and accreditation requirements will solve this issue."

Finally, the CAS college report noticed their programs' level of engagement in assessment-related professional development tied to their programs' need for more time. Some programs argued "that assessment and related activities are too time consuming." Yet, they "express the desire for more time/resources to get training/guidance in assessment."

b. Technology Support

College reports also recognized the need for more technology support.

CPS noted needing software for directly assessing student learning, and for managing and analyzing data. In its college report, CPS wrote that it "is hopeful that Brightspace analytics…will support more in-depth evaluation of student learning outcomes." Moreover, to gain "improvements in aggregating, extracting, and analyzing student learning outcome data," CPS needs Brightspace's competency and ePortfolio tools enabled, as well as "a robust course evaluation platform that allows for the aggregation of course data across multiple sections, and that provides benchmark scores."

WCHP and CDM noted that their programs need software for data management and analysis. In its college report, WCHP recognized programs' need to "enhance their tools and software for effective and efficient assessment data management." CDM elaborated further that, "A curriculum management system would be helpful as we are spending a great deal of time collecting information and logging it in spreadsheets to track gaps, redundancies, and compliance with accreditation requirements."

In its college report, COM noted that its additional hires on top off additional software will help advance student learning assessment. "The new additions of an…ExamSoft technician and the Assistant Dean of Pre-Clinical Curriculum will help us to achieve our goals." Moreover, "Technology support to track and analyze grades and [data] would allow us further development of student assessment of competencies, and ensuring student success as we make data driven decisions."

B. Co-Curricular Units and Divisions

The aggregate data from the co-curricular unit reports also show some insight into co-curricular assessment practices and student learning. The UAC believes that as more co-curricular units consistently submit annual assessment reports in the coming years, it will have more robust longitudinal data upon which to make sounder conclusions, and based on this reporting year, co-curricular reporting numbers are on an upward climb (Final Recommendation 1.3).

In the following section, the aggregate data from the co-curricular unit reports provide the foundation for analysis, and the co-curricular division reports substantiate the aggregate data.

1. Increased Co-Curricular Reporting

The UAC's additions to the annual co-curricular unit and division assessment report forms' questions have made it easier to bring more co-curricular areas into the annual cycle. Co-curricular areas had been collecting data for many years prior, primarily on student participation and satisfaction. Since adding language to the forms' questions, which now ask about educational and programmatic effectiveness, more co-curricular units reported on their existing data collection and began discussing ways in which to incorporate outcomes-based assessment into their processes.

The Division of Student Affairs, in particular, has seen an increase in its units reporting this year. Since AY 2014-15, when the UAC began systematically collecting annual assessment reports, Student Affairs has been a stand-out. Its reporting reached an apex in AY 2018-19 when ten of its units submitted reports. When the division faced staffing transitions and restructured in the pandemic, the number of its unit reports declined to nine in 2020-21, and then three in 2021-22. In this reporting year, however, Student Affairs saw full participation with nine reports submitted. "The Division bounced back following a decline in reporting over the past few years, with all units providing a submission," wrote the Student Affairs division report.

Student Affairs' restructure also helped bring additional co-curricular units into the annual reporting cycle. In AY 2021-22, the Student Counseling Center and the Student Access Center moved under Student Affairs, and this reporting cycle both centers submitted their first reports. Since the centers have collected programmatic effectiveness data for many years, they were prepared to submit a report using the newly revised form. "Adding programmatic outcomes to the report [questions]," the Student Affairs division report explained, "was a welcome change that allowed more units to produce submissions that illuminated the efficacy of their programs."

In addition to the Student Counseling and Access Centers, three other co-curricular offices, Athletics, Academic and Career Advising, and Title IX, submitted their first reports. For several years, all three offices had been putting together components of their assessment practices, and were ready this year to report on their findings. Finally, the other consistently, long-standing co-curricular reporting offices, Library Services, SASC, Global Education, and the CAS Internship office, which the UAC moved into the co-curricular aggregate data, submitted reports this year.
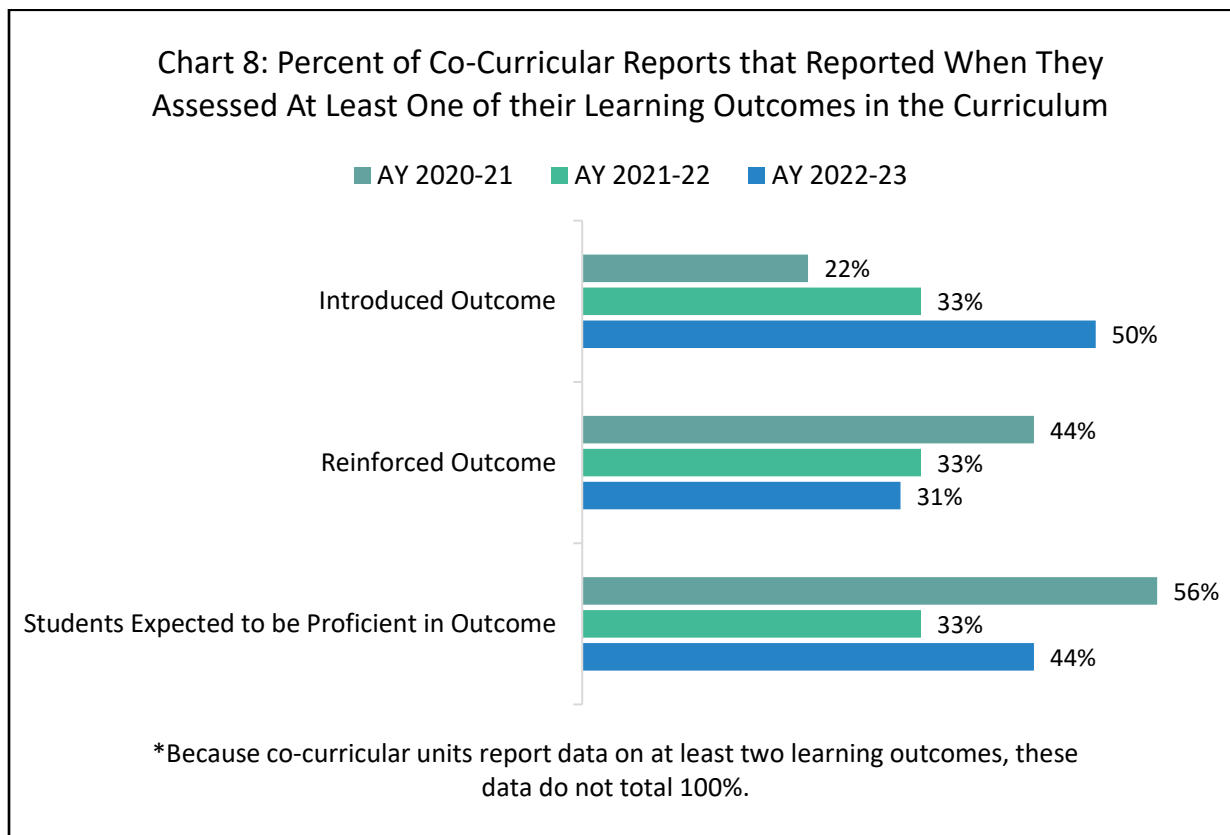
2. Assessing Student Progression of Co-Curricular Learning

Again, while the co-curricular unit aggregate data provide some insight into co-curricular assessment practices and student learning, the irregularity in co-curricular reporting over the years makes it difficult to draw conclusions. In Part II of the co-curricular assessment report form, co-curricular units' reporting over the last three years varied, sometimes widely, when they assessed introducing a learning outcome, reinforcing it, and expected student proficiency of it.

More co-curricular unit reports (50%) included data when they assessed introducing at least one learning outcome in AY 2022-23, compared to 33% in 2021-22 and 22% in 2020-21. Slightly fewer unit reports (31%) mentioned when they assessed reinforcing a learning outcome in 2022-23, compared to 33% in 2021-22 and 44% in 2020-21. More unit reports (44%) discussed when they assessed expected student proficiency of an outcome in 2022-23, compared to 33% in 2021-

22. Yet compared to the 2020-21 data, when 56% of unit reports included data at the proficiency level, the 2021-22 and now 2022-23 data have leveled off (Chart 8).

The available data do show co-curricular reporting areas scaffolding their learning outcomes and assessing student progression of co-curricular learning.

Chart 8: Percent of Co-Curricular Reports that Reported When They Assessed At Least One of their Learning Outcomes in the Curriculum

- AY 2020-21 AY 2021-22 AY 2022-23

Introduced Outcome: 22%, 33%, 50%

Reinforced Outcome: 44%, 33%, 31%

Students Expected to be Proficient in Outcome: 56%, 33%, 44%

*Because co-curricular units report data on at least two learning outcomes, these data do not total 100%.

To collect programmatic effectiveness data, the UAC also asked co-curricular units in the same section on the newly revised co-curricular unit form to report the time of year when they assessed their program goals (e.g., beginning, middle, or end of academic year) and the academic level of the students they had assessed (i.e., undergraduate or graduate/professional). Because co-curricular units can report on more than one program goal, and some report on undergraduate and graduate/professional students, the data do not total 100%.

Of the co-curricular unit reports, the following mentioned collecting data on their program goals:

- 25% at the beginning of the academic year
- 38% in the middle of the academic year
- 56% at the end of the academic year

Of the co-curricular unit reports, the following included data on the academic level of the students they had assessed:
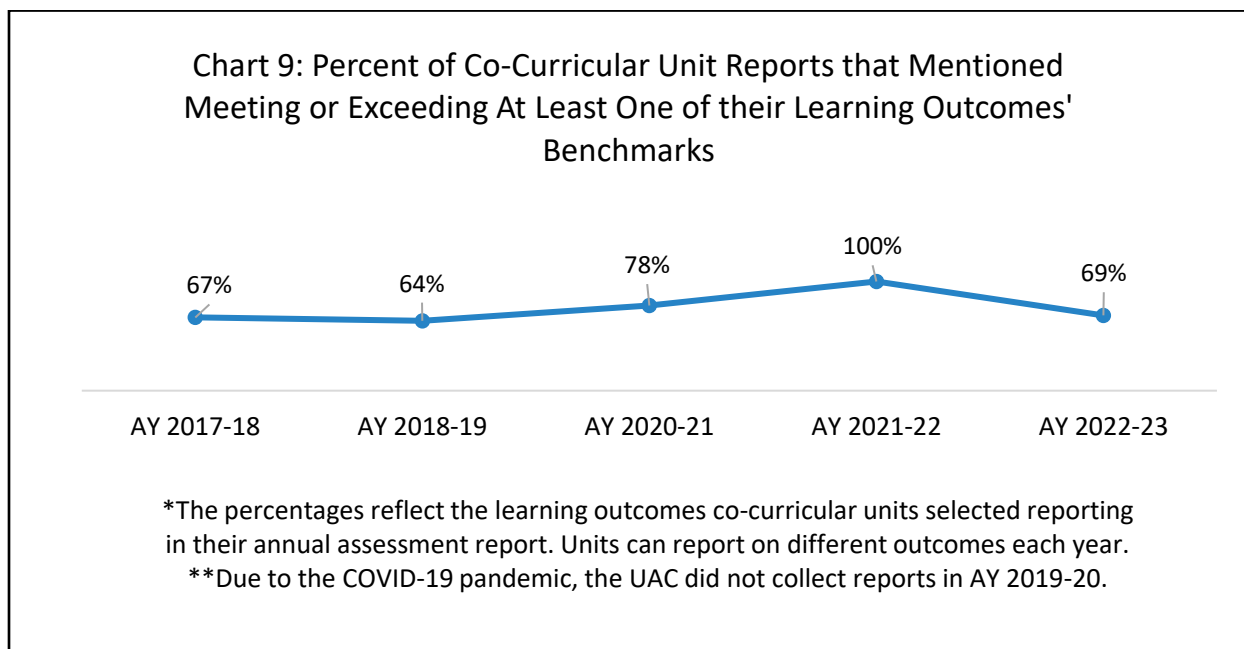
- 81% reported on undergraduate students
- 56% reported on graduate/professional students

On a side note, because of the way the UAC phrases the questions on its report forms, and the various ways report writers respond to those questions, the UAC cannot further disaggregate the programmatic effectiveness data from the educational effectiveness data, or the undergraduate student data from the graduate/professional student data. The UAC also does not ask programs or co-curricular units to disaggregate data by other student demographic categories (e.g., gender, race, ethnicity, first generation status, or Pell eligible status). However, the UAC, CETL, and OIRDA have offered equity-minded assessment opportunities to allow programs and co-curricular units to engage in this level of data analysis.

**3. Meeting and Missing the Learning Outcomes' Benchmarks**

In Part II of the co-curricular unit assessment report form, the UAC also asks co-curricular units to report if they met their benchmarks on two or more learning outcomes that they assessed this reporting cycle.

The data on meeting or exceeding at least one of their learning outcomes' benchmarks this reporting year (69%) was more comparable to AY 2020-21 (78%), 2018-19 (64%), and 2017-18 (67%). Since the UAC received six co-curricular unit reports in AY 2021-22, the lowest number since it began systematically collecting reports, the 2021-22 data (100%) seem to indicate an outlier of the typical figures (Chart 9).

Chart 9: Percent of Co-Curricular Unit Reports that Mentioned Meeting or Exceeding At Least One of their Learning Outcomes' Benchmarks

AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23
67%	64%	78%	100%	69%

*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 COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

The data on co-curricular units missing at least one of their learning outcomes' benchmarks this reporting cycle (6%) tend to illustrate the typical trend in reporting (Chart 10).

Chart 10: Percent of Co-Curricular Unit Reports that Mentioned Missing At Least One of their Learning Outcomes' Benchmarks

AY 2017-18	AY 2018-19	AY 2020-21	AY 2021-22	AY 2022-23
56%	7%	22%	17%	6%
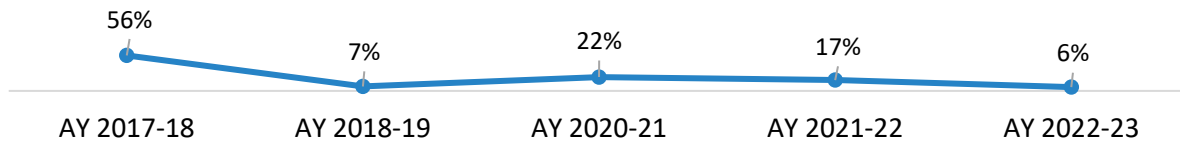
*The percentages reflect the learning outcomes co-curricular units selected reporting in their annual assessment report. Units can report on different outcomes each year.
**Due to the COVID-19 pandemic, the UAC did not collect reports in AY 2019-20.

As discussed earlier in response to the decline in the percentage of programs reporting missing their learning outcomes' benchmarks, the UAC also ensures that co-curricular units will not harm themselves or the university if they report that they have missed a benchmark. The purpose of the assessment process entails measuring student learning, identifying areas for growth, and making data-informed decisions to further their effectiveness. If co-curricular units report on the benchmarks that they have missed, then they can work toward achieving their goals and report on those improvements in subsequent years.

It is also important to note that to the same question on meeting their learning outcomes' benchmarks, 31% of co-curricular unit reports indicated that they had no benchmarks set for at least one learning outcome, and 25% noted that they had insufficient data to draw any conclusions on data related to at least one learning outcome. The UAC sees the high rates as indicators for the need for more assessment-related professional development. The data below substantiate that conclusion.

4. Taking Data-Informed Actions to Advance Student Learning

Despite staffing transitions, time limitations, and other challenges, increasingly more co-curricular units have committed to assessing and reporting on their educational and programmatic effectiveness.

The UAC asks co-curricular units to identify the key actions they plan to take in the next academic year to advance educational and/or programmatic effectiveness. This reporting year, 88% of co-curricular unit reports identified at least one action they plan to take. (The remaining 13% have not yet fully developed their assessment process to respond to the question.)

Of the various responses, the top seven actions co-curricular unit reports noted are as follows:

- 56% identified reviewing, revising, or implementing assessment measures
- 44% mentioned collecting or analyzing data
- 31% noted reviewing, revising, or implementing learning outcomes
- 25% identified implementing technologies
- 19% mentioned meeting in a working group to attend to their action items
- 19% noted reviewing or reforming their co-curricular offerings
- 19% identified offering assessment-related professional development opportunities

5. Co-Curricular Assessment Support Needs

Finally, the last question on the UAC's report form asks co-curricular units what assessment assistance, guidance, and resources they need to meet their programmatic and/or educational effectiveness needs. Seven of the sixteen co-curricular unit reports (44%) did not respond to the question. But of the other responses, the top two were the same as the program reports (albeit in reverse order): (1) technology support, and (2) assessment training needs.

Specifically, of co-curricular unit reports' responses to the question, the top two were as follows:

- 31% requested technology support (compared to 17% last year)
- 19% asked for assessment support from administrative leaders or offices, e.g., deans, directors, CETL, UAC, or OIRDA (compared to 50% last year)

Co-curricular units requested a variety of technologies, from purchasing physical equipment (e.g., cameras), to adopting software for data collection, storing, and analysis, to hiring software companies to administer assessments, to attaining full university support in using software. The co-curricular division reports echoed these needs and highlighted others.

Considering these data, the UAC will offer more assessment-related professional development support (Final Recommendation 1.2), and recommends to the university to provide continued technology support, including attending to the various requests highlighted in this report (Final Recommendation 2.1).

a. Co-Curricular Staffing and Assessment Professional Development Needs

Like some college reports, the Library Services division report noted the challenge that staffing transitions had on maintaining its assessment practices. Library Services makes a significant impact on curricular and co-curricular student learning. In fact, as the division report explained, librarians presented in 120 classes and reached over 2,000 students in AY 2022-23. But "due to staff changes, we were not able to collate as much assessment information on student learning outcomes related to library instruction as in previous years."

Student Affairs expressed hope that its recent adoption of the software, Presence, will allow the division to better track participation data in student clubs, organizations, and activities. Now the division needs "to become more comfortable with writing learning outcomes and the ways in which we can and should use them to assess our work." To do so, "The Division will adopt and

train unit leaders in the [Council for the Advancement of Standards in Higher Education (CAS) Professional Standards], providing them an avenue to connect their work more deliberately to established standards."

Meanwhile, Student Affairs needs additional assessment training offerings. "Professional development in the writing and assessment of learning outcomes continues to be a need," the division report explained. Student Affairs also seeks professional development on "the practice of measuring learning outcomes associated with activities occurring outside of the classroom and in environments where tests, quizzes, and written assignments are neither practical nor possible." While curricular and co-curricular areas follow the same standard assessment practices, co-curricular areas often need to find creative ways to measure student learning and to administer those instruments in environments outside of the classroom.

6. More Areas for Opportunities to Advance Co-Curricular Assessment

The UAC has identified three additional areas for opportunity to enhance co-curricular assessment at the university: (a) engage more co-curricular units in the annual assessment cycle, (b) engage more co-curricular division leaders in the annual assessment cycle, and (c) establish university-level undergraduate co-curricular student learning outcomes.

a. Engage More Co-Curricular Units in the Annual Assessment Cycle

As in past years, the UAC continues to make it a goal to bring more co-curricular units and divisions into the annual assessment reporting cycle (Final Recommendation 1.3). To do so, the UAC offers professional development opportunities, such as workshops, FPLCs, and mini-grants, and the Associate Director of Assessment meets regularly with co-curricular areas to develop their assessment process and help them prepare for reporting.

Currently, the Associate Director of Assessment has been engaging in conversations with the following areas: Student Health Center, Sustainability, Safety and Security, Student Employee Programs at the Forum, Student Success, Student Financial Services, and the Center to Advance Interprofessional Education and Practice (CAIEP).

In its division report, Student Affairs specified the student employees (work study) program, which is housed in Student Financial Services, as an especially good candidate for participating in the annual assessment cycle. "Student employees continue to be a population for which we can demonstrate strong results in our educational effectiveness." Students Affairs' resident advisor and lifeguarding in-service programs have been assessing learning of their student employees for years, and can serve as examples for other areas who employee students.

b. Engage More Co-Curricular Division Leaders in the Annual Assessment Cycle

As the UAC aims to increase the number of co-curricular unit reports it receives, the UAC also aims to increase the number of co-curricular division reports (Final Recommendation 1.4). For years, Student Affairs and Library Services have continued to consistently submit division reports

that respond to their unit reports. The two reports help substantiate the aggregate co-curricular unit data and provide direct quotations for this report. However, receiving only two reports provides the UAC, and thus the university, with a limited co-curricular division-level lens.

The UAC aims to work toward receiving additional co-curricular division reports in the next reporting years. The newly appointed Associate Provost for Student Success and Chief Retention Officer, who supports SASC and Academic and Career Advising, can respond to those unit reports. After CAIEP submits its first report, possibly for AY 2023-24, its supervisor, the Associate Provost for Academic Affairs, can also respond using the division assessment report form.

c. Establish University-Level Undergraduate Co-Curricular Student Learning Outcomes

Finally, to encourage more co-curricular units and divisions to assess and report on student learning, and provide them with a path for aligning and achieving their student learning outcomes, the UAC recommends that UNE adopt university-level undergraduate co-curricular student learning outcomes (Final Recommendation 2.2).

In AY 2022-23, UNE's Strategic Priority 1.1.3 committee completed the groundwork for creating university-level undergraduate co-curricular learning outcomes. Led by the goal in UNE's Strategic Plan, 2018-2023, *Our World, Our Future*, to "integrate academic and co-curricular experiences to support the development and integration of the three overarching skill sets," habits of mind, discipline-based knowledge, and professional competencies, the Strategic Priority 1.1.3 committee drafted a set of co-curricular tenets that align with the new undergraduate general education curriculum tenets.

In AY 2023-23, the President's office began facilitating a refresh of the strategic plan. Once the strategic plan has been updated, the UAC hopes the university will continue this work.

C. Updates on Undergraduate General Education and its Assessment

In AY 2022-23, as the Bi-College Curriculum Committee (BCC) continued to shape the new general education curriculum (called the Nor'easter Core Curriculum), CAS resumed the assessment process that it had piloted the previous year on its current general education (called the CAS Core Curriculum). WCHP used this assessment process for the first time in place of its previous process to assess its current general education courses (called the WCHP Common Curriculum).

As in AY 2021-22, in fall 2022 CAS collected data across all of its programs on Core Curriculum learning outcome four: Expand students' ability to communicate effectively both orally and in writing as well as through creative expression. Then in spring 2023, WCHP collected data on a similar outcome in its Common Curriculum: Demonstrate effective communication and interprofessional collaboration abilities.

Both CAS and WCHP essentially assessed student learning of communication, ascertained some preliminary findings, and identified opportunities to incorporate into the new, Nor'easter Core Curriculum and its assessment format and process.

1. CAS Core Curriculum Assessment

To collect assessment data on its courses, the CAS dean's office shared a Google form with all CAS faculty and asked them to provide the percentage of students who (1) exceeded (90-100%), (2) high met (80-89.9%), (3) low met (70-79.9%), and (4) did not meet (<70%) an assignment aligned with the communication learning outcome that faculty selected in each of their courses. Ultimately, CAS found that the fall 2022 data remained consistent with its AY 2021-22 figures.

For one, the number of faculty submissions to the Google form was similar across all three semesters. Faculty filled out 90 course submissions in fall 2022, compared to 94 out of 450 course submissions (or 21%) in spring 2022, and 88 out of 400 course submissions (or 22%) in fall 2021. While CAS found the response rate fair for a pilot process, it aims to increase participation in the future.

Also, since the CAS dean's office solicited faculty teaching all of its courses, including those outside of the Core Curriculum, for assessment data that aligned with the communication learning outcome during all three semesters, the college could then examine the figures by category. Thus, across all three semesters, CAS found "significant differences in the distribution of grades reported" in three main areas: (1) course level, (2) discipline, and (3) general education courses compared to non-general education courses.

Course level: As in the data from the previous year, the fall 2021 data showed students earning higher scores and less deviation among performance level in 100- and 400-level classes compared to 200- and 300-level courses on the communication learning outcome. As the CAS Core Curriculum coordinator concluded, "This may reflect a tougher course load for sophomores and juniors than freshman and seniors, in addition to the effects of attrition on 400 level courses."

Discipline: To evaluate the data by discipline, CAS grouped the courses into four categories: (1) professional programs, including business and education, (2) science and math, (3) social sciences, and (4) humanities. The CAS Core Curriculum coordinator found, "In summary, science, math, and social science courses had greater variability in performance across the four different levels indicating that fewer students were reported as 'exceeding' or 'high meeting' expectations on the assignment than were students in humanities or professional program coursework."

General education courses and non-general education courses: The CAS Core coordinator also noted "significantly greater variation reported" between general education courses and non-general education courses. "More specifically, more students did not meet or low-met expectations in non-core…coursework than core classes." The coordinator concluded, "This may reflect a more rigorous expectation in non-core classes."

For more on CAS's and the BCC's work on the general education, see Appendix A, College of Arts and Sciences.

2. WCHP Common Curriculum Assessment

Using a Google form with similar questions as what CAS utilized, the WCHP Dean's office also asked faculty to provide the percentage of students who (1) exceeded (90-100%), (2) high met (80-89.9%), (3) low met (70-79.9%), and (4) did not meet (<70%) an assignment aligned with the Common Curriculum communication learning outcome that faculty selected in each of their courses. But because WCHP collected data over only one semester, it found too much variability to identify any trends in student achievement of the learning outcome.

WCHP faculty filled out 33 course submissions. Some data derived from WCHP's Common Curriculum integrated health sciences (IHS) classes; most data came from WCHP's major courses. Faculty reported using a variety of measures, including written and oral assignments, practical exams, simulation experiences, discussion board posts, and portfolios. But, the WCHP Common Curriculum report explained, "This has been a new approach to assessment for WCHP…In the next academic year, WCHP can work with CAS to share data and draw conclusions."

3. Next Steps for General Education and its Assessment

Meanwhile, in AY 2022-23 the BCC continued working on finding opportunities in the current CAS Core and WCHP Common Curriculum to transfer to the new, Nor'easter Core Curriculum. It color-coded all undergraduate course maps to identify the existing general education courses that programs have used for both general education and major requirements. From that exercise, it created a preliminary list of courses that need to map to the new general education. It solicited course submissions, and created a preliminary list of courses. It also created, vetted, and got approved the learning outcomes for the new First Year Seminar/First Year Experience course.

In AY 2023-24, the BCC has continued taking steps toward the goal of rolling out the Nor'easter Core Curriculum for the fall 2025 entering class. Among its plans, the BCC needs to write the catalog pages, develop the general education handbook, create advising sheets, and set up an assessment plan that will allow them to start collecting assessment data in AY 2025-26.

The BCC will use the CAS and WCHP assessment data from AY 2021-22 and 2022-23 to guide the development and assessment of the Nor'easter Core. Among the takeaways, the "differences in the distribution of grades reported" that the CAS report identified, and the variability in the data that the WCHP noticed, show the importance in the Nor'easter Core to scaffold the learning outcomes by way of a curriculum map. Scaffolding the learning outcomes throughout all four undergraduate levels will help student introduction, reinforcement, and proficiency of those outcomes. Programs can also use the data as evidence to create course maps that scaffold their learning outcomes and support a progression of student learning across their curriculum.

Furthermore, the current CAS Core and WCHP Common Curriculum learning outcomes make it challenging to secure consistently reliable assessment data across courses and programs. While

both CAS and WCHP assessed student learning of communication, each communication learning outcome had additional and unrelated components to it. The CAS faculty, for instance, measured oral, written, and creative expression. The WCHP faculty measured communication and interprofessional collaboration abilities. Adopting the same general education learning outcomes will ultimately help ensure that undergraduate student learning instruction, measurement, and data derive from common intentions.

D. Equity-Minded Assessment Initiatives

In AY 2021-22, the UAC set out to explore the equity-minded assessment field with UNE's curricular and co-curricular areas through its professional development opportunities. Several developments sparked the UAC's motivations, including recent assessment scholarship and the NECHE *Standards for Accreditation*.

For years, assessment scholars have been calling on practitioners to incorporate equity practices and processes into their work to narrow education gaps and advance learning for all students. They have used a variety of terms, including socially just assessment, culturally responsive assessment, and equity-centered assessment, to achieve the same core objective of advancing equity in student learning.

Montenegro and Jankowski launched the National Institute for Learning Outcomes Assessment into the discussion with their 2017 paper, "Equity and Assessment: Moving Towards Culturally Responsive Assessment." For them,

> Culturally responsive assessment is thus thought of as assessment that is mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students' differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students (10).

Three years later, in response to a burgeoning field of scholarship, Montenegro and Jankowski in another publication, "A New Decade for Assessment: Embedding Equity into Assessment Praxis," argued for a revised term: equity-minded assessment. "As became clear through the conversations, an assessment process that is not mindful of equity can risk becoming a tool that promotes inequities" (4). They clarified that, "At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to bring more equity into higher education" (9). Among the equity-minded practices, they called on student involvement in assessment, data disaggregation and analysis, and context-specific approaches (10-13).

The NECHE *Standards for Accreditation* also call on its member institutions to assess their effectiveness in advancing equity in education. For instance, Standard 5.20, states,

> Through a program of regular and systematic evaluation, the institution assesses the effectiveness of its efforts to achieve an equitable educational experience for all of its students.

In Standard 8.1, NECHE calls on its member institutions to disaggregate data by their context-specific categories.

> The institution enrolling multiple student bodies, by degree level, location, modality, or other variables, develops and uses the data, evidence, and information below for each student body.

For the UAC, equity-minded assessment has been an appropriate term to underline the current intention it has toward taking a thoughtful approach toward applying the field's practices to UNE's curricular and co-curricular areas. The UAC comes to equity-minded assessment from a place of curiosity, inquiry, and exploration of the ways in which the field can inform university practices.

The UAC has encouraged UNE's curricular and co-curricular areas to explore equity-minded practices, and examine their assessment data in aggregate and disaggregate forms through a variety of professional development opportunities. At this point, the UAC remains in the exploratory stage and has not recommended the use of any particular approaches or strategies as related to assessment practices across the university.

1. Professional Development Opportunities

In December 2021, the UAC and CETL launched equity-minded assessment initiatives at UNE by hosting a workshop, entitled "Equity-Driven Assessment: Simple Actions to Promote Inclusion in Assignments and Assessments," with two experts in the field, Karen Singer-Freeman and Christine Robinson. The UAC, CETL, and OIRDA then sponsored three FPLC teams through 2022 to work on equity-minded assessment projects related to their areas. In spring 2022, the UAC also facilitated a group of UNE faculty and professional staff taking SAAL's online course which, in it, included a module on equity-minded assessment.

As the AY 2022-23 data show, curricular and co-curricular areas want to develop their assessment knowledge. Thus, in AY 2023-24, the UAC has continued to offer more professional development opportunities. The UAC, CETL, and OIRDA have been supporting four mini-grants (two from academic programs, and two from co-curricular units) on equity-minded assessment projects related to their areas. In October 2023, the UAC offered a three-hour workshop, led by equity-minded assessment expert Marjorie Dorimé-Williams, entitled, "Making Assessment Meaningful: Curricular and Co-Curricular Effectiveness Strategies." The UAC will continue through spring 2023 to organize more assessment-related events (Final Recommendation 1.2).

2. OIRDA's Data Dashboards

The OIRDA director, who also serves on the UAC, has spearheaded a data dashboard project using Microsoft PowerBI that allows "users to easily connect to, model, and visualize data," as OIRDA puts it, and gives them the capability to disaggregate those data, "in order to inform decisions throughout the institution." Additionally, other offices, such as Student Financial Services, began using dashboards to allow users to interact with their data on UNE's competitor institutions.

One of the first dashboards OIRDA created comprises undergraduate student retention data that users can disaggregate by a variety of categories. From the home display, users can filter the data by undergraduate college, major, and fall semester from 2017 through 2021, and view the data disaggregated by a variety of student demographic categories, such as race, ethnicity, or high school GPA band.

OIRDA plans to build on the undergraduate student dashboard, and create additional dashboards in the future. The office hopes to include engagement indicators that live outside of Banner on undergraduate students' first year at UNE, such as their club participation and SASC use. Additionally, OIRDA is working toward creating a similar retention dashboard that houses data on graduate and professional students.

IV. Final Recommendations

A. UAC's Recommendations to Itself

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:

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

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

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

1.4. Support more student-facing and student-supporting co-curricular divisions to use the UAC's annual co-curricular division assessment report form to respond to their unit reports.

B. UAC's Recommendations to the University

The UAC also recommends the university address the following:

2.1. Ensure the university provide continued technology support, considering the various technology requests from the curricular and co-curricular areas highlighted in this report and exploring the tools available in Brightspace to assist with those requests.

2.2. Adopt university-level undergraduate co-curricular student learning outcomes.

Appendix A:
Colleges' and Divisions' Assessment Activities, AY 2022-23

❖ College of Arts and Sciences

The College of Arts and Sciences (CAS) maintained its robust track record of annual assessment of program level student learning outcomes during AY 2022-23, with 100% participation across the six schools in the college. In addition, during fall semester 2022 CAS continued to gather data across all of its programs on Core Curriculum learning outcome #4: Expand students' ability to communicate effectively both orally and in writing as well as through creative expression. This work is summarized in previous portions of this report (III, A and C).

In response to the call from the Bi-College Curriculum Committee (BCC) in spring semester 2023 to develop and submit courses for review for the new Nor'easter Core Curriculum, the focus of the CAS faculty shifted from current core assessment to participation in building out the new core. The new Nor'easter Core has a new set of student learning outcomes, and as courses were submitted, it allowed (and required) faculty to revise syllabi, create new courses, and reimagine curricular course maps within the context of the new core. This process utilized both past assessment data and the new Core framework, and as such, was a significant endeavor.

As UNE works toward the implementation of the Nor'easter Core spanning all majors within the three undergraduate colleges, it is clear that CAS will still be delivering the largest portion of the introductory and intermediate level general education coursework. Faculty across CAS, as well as faculty in WCHP and COB, have started to examine the courses they have been teaching and are aligning these courses with the new curricular tenets and student learning outcomes in the Nor'easter Core. This has led to careful evaluation by all faculty of the breadth and depth of coursework in the college and a heightened awareness of the need to align with the updated student learning outcomes. To date, faculty have revised and submitted for review syllabi from over 200 courses for inclusion in the new curriculum.

The additional work for the faculty around preparation for the new Nor'easter Core will continue to shift the nature of assessment work in CAS toward course-level development, assessment, and revision until the new curriculum is implemented in fall 2025. The Nor'easter Core is also presenting an opportunity for academic programs within CAS to examine their curricular scaffolding, course maps, and major requirements, which is leading to increased attention to our overall student experience and sets the stage for future assessment.

❖ College of Dental Medicine

Assessment of student learning is a priority in the College of Dental Medicine (CDM) as we continue to refine and improve our assessment process. The following are some of the implementations during AY 2022-23:

- The RPD Design Simulation Skills Assessment (SSA) rubric underwent a comprehensive review and revisions were made.

- The RPD Rest and Guide Plane Preparation SSA rubric underwent a comprehensive review and revisions were made.
- The Wire Bending SSA rubric underwent a comprehensive review and revisions were made.
- The Management of an Emergency Patient Clinical Skills Assessment (CSA) rubric underwent a comprehensive review and revisions were made. Case selection criteria were incorporated for the CSA.
- The Comprehensive Treatment Planning CSA standardized case and rubric were revised.
- The Surgical Tooth Extraction CSA rubric underwent a comprehensive review and revisions were made. Case selection criteria were incorporated for the CSA.
- The Non-Surgical Tooth Extraction CSA rubric underwent a comprehensive review and revisions were made. Case selection criteria were incorporated for the CSA.
- The Fixed Partial Denture Preparation rubric underwent a comprehensive review.
- A formative Objective Structured Clinical Examination was implemented in the third-year Patient Care 5 course.
- Two assessments were added to the Professional Development 1 course to assess knowledge of patient privacy, ethics, and professionalism.
- Case morbidity and mortality reviews into the Professional Development Course Series for third-year students in summer and fall 2022 semesters.

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;
- Addition of a summative OSCE in the fourth-year 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;
- Addition of orthodontics service line in the OHC and related CSAs; and
- Development of Department Chairs to be involved in meaningful program assessment.

❖ College of Osteopathic Medicine

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 Examination 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 450 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 450 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 96% (national average: 90.6%) and on Level 2CE was 97.6% (national average: 94.5%).

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% (via the National Residency

Program, NRMP). The national MATCH rate average for all applicants was 81.1% with the mean for DO schools at 91.6% and for MD schools at 93.7%.

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

Improvement in exam question writing has been an area of focus. Our exams have greatly improved in their statistical analysis. 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 have implemented ExamSoft as a tool for rubric examinations in clinical skills to allow for better assessment tracking, analysis, and feedback to students. This allows us to better track competencies across exams, courses, and years.

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 2022 and 2023 were competitive with national scores and showed a strong foundation in the biomedical sciences for our year 2 students. This year we are also piloting NBOME COMAT Targeted Foundational Biomedical Science exams as an optional way for students to assess knowledge.

We continue to improve our student support resources throughout the curriculum to ensure student success. 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 for COMLEX Level 1, there are still opportunities to better support students that have had academic challenges. We have implemented a series of "Boards Preparation" lectures that support student readiness and progress towards the exams.

A prerequisite for starting clerkship rotations is successfully passing COMLEX Level 1. For students that do not successfully meet the COMLEX Level 1 threshold for starting clerkship rotations, a required year-long Clinical Support Priority Course was created and implemented this year. The course offers a structured board review program to better prepare students to successfully pass COMLEX Level 1. Following this, there are a number of activities designed to enhance the students' clinical skills and facilitate the transition to clerkship rotations.

In response to the indefinite suspension of the COMLEX-USA Level 2 Physical Examination, the Department of Clinical Education implemented an Objective Standardized Clinical Examination (OSCE) for all third-year osteopathic medical students during the last quarter of AY 2022-23 on the UNE Biddeford campus. The OSCE served 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 replaced the suspended COMLEX-USA Level 2-PE. All third-year osteopathic medical students successfully passed the OSCE.

The Department of Clinical Education has also continued to optimize 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.

We continue 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.

Future Plans for COM Teaching and Assessment

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

1. We continue to explore curricular options 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. Strengthening competency reports to track across courses and years for students to reflect on strengths and opportunities in the achievement of each core competency. We have a new Assistant Dean of Pre-Clinical Curriculum that will help with data analysis from examinations and student competency reports. There is also a new assessment technician who will help administer all new examinations in ExamSoft.

3. We continue to refine the grading schema and assessment outcome measures implemented in AY 2022-23 and utilize data analysis to inform changes.

4. Implementation of critical thinking, ethics, and professionalism and resiliency curriculum.

5. The Department of Clinical Education continues to host 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.

6. Improving data-driven decision-making with data analysis of course performance in relationship to boards and clinical rotation success.

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

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 Education.

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. 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 will need to invest in systems that can better interface with hospital systems.

❖ College of Professional Studies

Assessment of student learning is a priority in the College of Professional Studies (CPS) and is considered in both the development of new programming as well as in curricular review of existing programs. This is the seventh year that the CPS Assessment Working Group has convened faculty from each academic program to collaborate on systematically addressing program and college level assessment plans. We also work together on cross-college collection and analysis of assessment data. This process allows us to identify and implement action items that surface from our collaborative analyses. The Working Group continues to commence each year in January, meeting monthly through April and then biweekly through June. CPS is unique in that it provides the UAC with both the annual program reports on student learning outcomes, and an additional report reflecting on an area of cross-college importance as it relates to college-level learning outcomes, academic values, or strategic priorities established by the Working Group. The report sent to the UAC for AY 2022-23 included programmatic level assessment of student learning outcomes, as well as the final findings of a three-year survey of all programs curricula reporting the degree to which diversity, equity, and inclusion (DEI) concepts are incorporated into CPS coursework across the college. Inclusion of DEI concepts in coursework builds on CPS's ongoing strategic priorities aligned with the UNE strategic plan. These include the areas of 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 elective offerings of second-year courses across CPS graduate programs. Based on the

examination of the elective offerings, 9 out of 39 courses remain that require minor to major updates to include new or more recent materials in support of CPS's commitment to support DEI concepts and content in relevant coursework.

In AY 2022-23, CPS also highlighted specific needs that arose from the individual program assessment of student learning outcomes. We continue to look forward to the ability to implement the BrightSpace ePortfolio tool, which several programs view as integral to their curricula as a consistent way to best employ this high-impact practice. In addition, we would like to be able to realize the use of the competencies tool for in-course assessment of accreditor required competency achievement. Three of our four accredited programs are required to track and report on competency attainment by our students, and in AY 2021-22 the online Master of Science in Social Work (MSWO) and Master of Science in Applied Nutrition (MSAN) programs began working on implementing Exxat software to streamline and standardize competency tracking, which is required by the respective accreditors. Unfortunately, the company does not seem that it will be able to meet the needs of these two programs in tracking field- and practicum-based competencies as assessed by external preceptors. CPS has been proactively working with UNE's Information Technology Services (ITS) to see if we can find an appropriate tool to address these complex needs so that the competency-based programs can more easily incorporate data from practicum and field work in future annual reports on student learning outcomes.

A newer initiative that relates directly to the assessment cycle is that CPS is currently working on reviewing and more closely aligning our college-level Mission, Vision, and Values, and Strategic Plan to the UNE strategic plan. We view this as a timely parallel to the current work being completed to update the university-level strategic plan. More closely articulating where our college integrates with the university-level strategic plan provides a clearer pathway for programs to report on student learning outcomes in the context of the departmental, college-level, and ultimately university-level priorities. As such, the UNE annual and cyclical review cycle will be able to be more fully utilized to inform narratives for accreditation and provide accreditors with a roadmap of what has been done since the last accreditation cycle, as well as where areas of need are being or will be addressed. Because student learning outcomes should ideally be cross-walked with departmental, college, and finally university-level strategic initiatives, this work will support Program Directors in being able to clearly identify areas related to attainment of student learning outcomes where they are excelling as well as areas for improvement.

❖ Westbrook College of Health Professions

Westbrook College of Health Professions (WCHP) accredited programs continue to provide high quality assessment and program evaluation efforts that support program quality. The unaccredited programs, including Health, Wellness, and Occupational Studies (HWOS), public health, and nutrition, also embed assessment in their programs as evidenced by their program reviews.

AY 2022-23 continued to present some lingering challenges related to the COVID-19 pandemic. These included but are not limited to disrupted clinical placements in various health settings and the need to maintain active remediation for students that needed to be absent. The accredited programs 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 2021-22, all impacted programs received accreditation approval and were successful in delivering their curriculum without delaying students' graduation. We do not anticipate reporting on COVID-19 in AY 2023-24.

Due to declining enrollments in a number of WCHP programs, leadership and faculty have been working to develop new and refine existing programs. This includes launching a nurse anesthesia DNP completion program and refining the Accelerated BSN program to 12 months in length. There are also plans for new/refined programming in the DPT program, Applied Exercise Science, and 3+2, 4+1 programs in partnership with the College of Professional Studies. WCHP is working closely with Communications, Graduate Admissions, and the Provost's office to bolster marketing for graduate programs that are currently facing market competition, a phenomenon now very real in health professions education. Lastly, HWOS, public health, nutrition, social work, and integrated science programs were combined into one department. Given their smaller sizes, this will allow for shared resources, marketing, and assessment efforts.

The WCHP faculty are beginning to work on a refinement to the strategic plan that is active through 2023. This plan has six strategic priorities that align with the UNE strategic plan. At the WCHP kickoff retreat in August 2023, faculty and professional staff began the process of identifying committees to begin the work in concert with the university plan.

❖ Division of Student Affairs

The Division of Student Affairs (DSA) was successful in achieving the participation of all units in the AY 2022-23 assessment reporting cycle. This was a noteworthy improvement over recent years during which DSA assessment efforts were hampered by the significant staff time required to address challenges related to the COVID-19 pandemic in AY 2020-21, and a high number of vacant positions in AY 2021-22. Also, of important note: Counseling Services and the Student Access Center, two units that became a part of the DSA in 2021, submitted assessment reports for the first time in the history of the University Assessment Committee.

Adding programmatic effectiveness to the language of the existing questions on the annual AY 2022-23 co-curricular unit assessment report form allowed units within the DSA to report on their programmatic offerings, which continue to show increased demand. The addition of new tracking software for student programming, events, and clubs and organization membership will provide additional data related to the efficacy of student engagement efforts. Student employees continue to be a population for which we can demonstrate strong results in our educational effectiveness through the training of para-professional staff, such as Lifeguards and Resident Advisors.

The DSA Assessment Committee continues to work on the Division's assessment plan, calendar, and dashboard to measure the success of DSA's efforts that promote student learning, and to inform practices through data-driven decision-making. Adopting the Council for the Advancement of Standards in Higher Education (CAS) Professional Standards is a major initiative for AY 2022-

2023. The CAS Standards will be used for departmental self-study reviews and to guide future learning assessment efforts within the DSA.

❖ Library Services

COST PER USE STATISTICS FOR COLLECTION MANAGEMENT

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 3 databases were renewed and all but 7 e-journal 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 e-resources 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. 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.

OPEN EDUCATIONAL RESOURCES (OER)

Library Services promoted OER during OER week, which included conducting informal surveys of students. A strong majority of students indicate that they have not purchased a textbook based on cost. Library Services will start a University-wide task force during AY 2023-24.

STUDENT LEARNING OUTCOMES & USER INSTRUCTION

Research & Teaching Librarians teach classes upon request, in conjunction with faculty on specific assignments. During AY 2022-23 instruction for both Campus Libraries and Online, the Library taught a total of 120 sessions that reached 2,069 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. Student learning outcomes are assessed to find areas of instruction that need revision and improvement for student success. A sample of undergraduate students (n=27) were surveyed by Library Liaison to the School of Marine and Environmental Programs, the School of Professional Programs, and the School of Social and Behavioral Sciences. The survey was drafted based on Project Outcome assessment. The post-instruction survey results showed that 24 of 27 students agreed or strongly agreed that they are more aware of applicable library resources and services provided by the library and that 24 of 27 students agreed or strongly agreed they feel more confident when using library resources.

<h1 style="text-align:center">Appendix B:</h1>

<h1 style="text-align:center">Update on Regular Program Reviews and Three-Year New Program Reviews</h1>

At UNE, existing and newly established academic programs are regularly reviewed for quality assurance.

1. Regular Program Reviews

Existing programs without specialized accreditation undertake a review following a seven-year cycle. Existing programs with specialized accreditation undertake a review the semester following their full reaccreditation review. Existing programs with specialized accreditation that undergo a reaccreditation review every seven or more years also complete an internal review at the midpoint of their full reaccreditation review.

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

In AY 2022-23, the following programs completed a review: CAS's Gender, Women, and Sexuality Studies (formerly Women's and Gender Studies); CPS's Education programs with specialized accreditation; and WCHP's Health, Wellness, and Occupational Studies, and Public Health.

In AY 2023-24, the following programs are conducting a review:

College of Arts and Sciences
Applied Mathematics
History
Interdisciplinary Studies in the Humanities
Marine Affairs; Marine Science; Sustainable Ecological Aquaculture; Aquaculture, Aquarium Science, and Aquaponics
Medical Biology; Biological Sciences
Political Science; Global Studies; Health, Law and Policy (minor)
Psychology; Animal Behavior; Neuroscience
Sociology; Applied Social and Cultural Studies; Anthropology; Health, Medicine and Society

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

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

This January 2024, the following programs will receive advanced notification before their scheduled AY 2024-25 reviews:

College of Arts and Sciences
Art and Design Media; Art minor

Westbrook College of Health Professions
Applied Exercise Science
Athletic Training
Dental Hygiene

2. Three-Year New Program Reviews

UNE's newly established 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.

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.

In AY 2022-23, the following programs completed a review: CAS's Data Science and Special Education.

In AY 2023-24, the following programs are conducting a three-year new program review:

College of Arts and Sciences
Computer Science minor (completing with Applied Mathematics' regular program review)
Global Studies minor (completing with Political Science's regular program review)

College of Professional Studies
Health Care Administration

Westbrook College of Health Professions
Pharmacy Sciences (completing with Pharmacy's midpoint program review)
Social Work minor (completing with Social Work major's regular program review)

UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

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

Due:	June 15, 2023
Send To:	Your Dean, Associate Provost, Vice President, and/or Director
Copy to:	Jen Mandel, Assoc. Dir. of Assessment, jmandel2@une.edu

ANNUAL CO-CURRICULAR UNIT ASSESSMENT REPORT, 2022-2023

We know that students have long been included in co-curricular experiences, however, institutions have yet to tell the story of student experiences, involvement, and learning in the co-curriculum.
--Gianina Baker & Natasha Jankowski in *Student-Focused Learning and Assessment* (Peter Lang, 2020)

Report's Purpose:
➢ Evaluate previous actions that were taken in response to programmatic and/or student learning assessment and determine their level of success
➢ Examine assessment results for the <u>most strategic or compelling</u> program goals and/or student learning outcomes for this year
➢ Document the findings of this year's assessments and propose to take actions that will improve programmatic and/or educational effectiveness

Report's Audience:
➢ Your Dean, Associate Provost, Vice President, and/or Director
➢ The Provost's office and the University Assessment Committee

Due Date: June 15, 2023

Because UNE's co-curricular areas vary in their organization and operations, we might use different words that could convey similar meanings. Here are some definitions of words commonly used in this form.

Co-curricular: Co-curricular, extracurricular, and administrative support offices that complement, intersect, or operate outside of curricular (academic) areas, and offer activities, programs, or experiences that support students, augment their growth, and enhance their learning.
Office/division: A larger, co-curricular area that might include and support smaller co-curricular units or programs within it.
Unit/program: A smaller, co-curricular area that might report to a larger, co-curricular office or division.
Programmatic effectiveness: The operational effectiveness and student satisfaction of an office/division or unit/program.
Educational effectiveness: The effectiveness of an office/division or unit/program in student learning.
Measures: Tools used to assess student learning. Direct student learning measures can include pre-/post-tests and student written reflections. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, retention rates, and surveys.

For more on student learning assessment at UNE, visit www.une.edu/provost/assessment
For a resource on completing this report form, <u>click here</u>.

1) REFLECTIONS ON PROGRAMMATIC & EDUCATIONAL EFFECTIVENESS

Instructions: This section is meant to help you reflect on a few program goals and/or student learning outcomes that you assessed in the past year or years prior, the data-informed actions you took to achieve those goals and/or outcomes, the results of those actions, and the areas that need further attention. (If you need a copy of your previous assessment reports, email Jen Mandel at jmandel2@une.edu)

1. Reflect on the actions your unit/program has taken in response to programmatic and/or student learning assessment data and the results of those actions. Provide: (a) each program goal and/or student learning outcome that your unit/program assessed; (b) the data-informed actions that your unit/program took to improve programmatic and/or educational effectiveness; and (c) the results of those actions. (Add rows, as needed)		
(a) *Program goal and/or student learning outcome*	*(b)* *Actions taken to improve programmatic and/or educational effectiveness*	*(c)* *Results of those actions aimed at improving programmatic and/or educational effectiveness*
2. What remains to be done or achieved?		

2) 2022-2023 REPORTING ON CO-CURRICULAR ASSESSMENT OF PROGRAMMATIC AND EDUCATIONAL EFFECTIVENESS

Instructions: Select the most strategic or compelling program goals and/or student learning outcomes that your unit/program reviewed this year, needs to reflect on, and/or seeks to help your unit/program and/or more students achieve, and complete the following questions. Report on no fewer than two outcomes assessed **this year**. Add rows and copy table as needed.

URL of Unit's Program Goals and/or Student Learning Outcomes:

a) First program goal or student learning outcome being assessed

(1) Co-Curricular Unit:
(2) Program Goal and/or Student Learning Outcome Being Assessed:
(3) List the measure(s) used to determine the extent to which your unit/program or the students have achieved the above goal or outcome. (Direct student learning measures can include pre-/post-tests, student written reflections, and performance evaluations. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, proctoring hours provided, retention rates, graduation rates, and surveys.)
(4) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)

Program goal:
☐ Beginning of the academic year ☐ Middle of the academic year ☐ End of the academic year ☐ Other (please indicate):

Student academic level:
☐ Undergraduate ☐ Graduate/Professional

Student learning outcome:
☐ Introduced learning outcome ☐ Reinforced learning outcome ☐ Students expected to be proficient in learning outcome

(5) Direct or indirect measure	(6) What is the benchmark for the program goal or student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(8) Was the benchmark met? (Please check one)	(9) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)	

(10) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?

b) Second program goal or student learning outcome being assessed

(1) Co-Curricular Unit:

(2) Program Goal and/or Student Learning Outcome Being Assessed:

(3) List the measure(s) used to determine the extent to which your unit/program or the students have achieved the above goal or outcome.
(Direct student learning measures can include pre-/post-tests, student written reflections, and performance evaluations. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, proctoring hours provided, retention rates, graduation rates, and surveys.)

(4) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)

Program goal:
☐ Beginning of the academic year   ☐ Middle of the academic year   ☐ End of the academic year   ☐ Other (please indicate):

Student academic level:
☐ Undergraduate   ☐ Graduate/Professional

Student learning outcome:
☐ Introduced learning outcome   ☐ Reinforced learning outcome   ☐ Students expected to be proficient in learning outcome

(5) Direct or indirect measure	(6) What is the benchmark for the program goal or student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(8) Was the benchmark met? (Please check one)	(9) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)	

(10) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?

c) Third program goal or student learning outcome being assessed

(1) Co-Curricular Unit:
(2) Program Goal and/or Student Learning Outcome Being Assessed:
(3) List the measure(s) used to determine the extent to which your unit/program or the students have achieved the above goal or outcome. (Direct student learning measures can include pre-/post-tests, student written reflections, and performance evaluations. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, proctoring hours provided, retention data, graduation rates, and surveys.)
(4) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)

Program goal:

☐ Beginning of the academic year   ☐ Middle of the academic year   ☐ End of the academic year   ☐ Other (please indicate):

Student academic level:

☐ Undergraduate   ☐ Graduate/Professional

Student learning outcome:

☐ Introduced learning outcome   ☐ Reinforced learning outcome   ☐ Students expected to be proficient in learning outcome

(5) Direct or indirect measure	(6) What is the benchmark for the program goal or student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(8) Was the benchmark met? (Please check one)	(9) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)	

(10) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?

3) 2022-2023 ASSESSMENT SUMMARY & OUTLOOK

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

Co-Curricular Office/Division:		**Due:**	August 15, 2023
Completed by:		**Send To:**	Jen Mandel, Assoc. Dir. of Assessment, jmandel2@une.edu
Date Completed:			

ANNUAL CO-CURRICULAR DIVISION ASSESSMENT REPORT, 2022-2023

Institutions of higher education are places that contain multiple sites of learning…Students learn in general education and in majors or minors. They learn in labs, internships, cocurricular activities, and student employment. Each of these different learning sites can function as another piece of a constructively aligned learning system.
--Natasha A. Jankowski and David W. Marshall, *Degrees that Matter* (Stylus, 2017)

Report's Purpose:
➢ Evaluate the <u>most significant or compelling</u> programmatic and/or educational effectiveness data, actions, and outcomes <u>this year</u>
➢ Prioritize needs and propose actions to further assessment processes, enhance pedagogy, and, above all, improve programmatic and educational effectiveness

Report's Audience:
➢ The Provost's office and the University Assessment Committee

Due Date: August 15, 2023

Because UNE's co-curricular areas vary in their organization and operations, we might use different words that could convey similar meanings. Here are some definitions of words commonly used in this form.

Co-curricular: Co-curricular, extracurricular, and administrative support offices that complement, intersect, or operate outside of curricular (academic) areas, and offer activities, programs, or experiences that support students, augment their growth, and enhance their learning.
Office/division: A larger, co-curricular area that might include and support smaller co-curricular units or programs within it.
Unit/program: A smaller, co-curricular area that might report to a larger, co-curricular office or division.
Programmatic effectiveness: The operational effectiveness and student satisfaction of an office/division or unit/program.
Educational effectiveness: The effectiveness of an office/division or unit/program in student learning.
Measures: Tools used to assess student learning. Direct student learning measures can include pre-/post-tests and student written reflections. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, retention rates, and surveys.

For information on assessment of student learning at UNE, visit www.une.edu/provost/assessment

Instructions: Please reference this year's individual co-curricular unit assessment reports from your office/division to answer the following questions. Feel free to include tables, charts, and/or attachments. For questions, contact a UAC member or the Provost's office. If you would like a copy of your previous assessment reports, email Jen Mandel at jmandel2@une.edu

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