

UAC
University Assessment
Committee

*Report on the Status of
Assessment & Quality of
Educational Effectiveness
at the University*

For the 2016-2017
Academic Year

Submitted
Fall 2017

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Introduction

Since Fall 2015, the University Assessment Committee (UAC), the university-wide group of faculty and administrators charged with promoting assessment of student learning across UNE, has synthesized annual assessment data and made recommendations in an annual report. This *Report on the Status of Assessment & Quality of Educational Effectiveness at the University* uses assessment data from the 2016-2017 academic year to determine the following conclusions.

Since [last year's report](#), the UAC has seen noteworthy advancement in the university-wide movement of assessing student learning, making decisions in response to assessment findings, and enhancing the culture of assessment. It is also significant that NEASC, in its recent reaccreditation visit, recognized the university-wide assessment process as [a strength of the University](#). UNE has established a solid process for collecting and evaluating data to report the curricular and co-curricular value it provides students both professionally and personally, as well as to make programmatic and institutional improvements.

Follow-Up on Last Year's Recommendations

All of the UAC's agenda items, put forth in last year's report, have been addressed to various degrees.

- The UAC refined the questions on the program, student support services, and college/division report forms to elicit more targeted responses about assessment of student learning.
- In meetings and workshops with Athletics and Student Affairs, UAC representatives offered suggestions on writing co-curricular learning outcomes, creating direct and indirect measures, and developing and refining assessment processes. The UAC will continue to work with co-curricular units to develop their processes (*Recommendation 1a*).
- The UAC has also improved communication by presenting last year's report to the UNE leadership in November 2016, sharing it with the UNE community via the Deans and the UNE Community Notices email, and posting it on the UAC web page. The UAC will take these actions again this year. Interim Provost Sheldon also engages with the UAC on a regular basis. All of these activities help to cultivate a transparent and candid culture about the state of student learning (*Recommendations 2a and 1b*).

UAC's recommendations to the University from last year have also been met to various degrees.

- 100% of required programs completed reports, and 100% reported taking actions in response to their prior year assessment data.
- 100% of programs also articulated the changes they plan to implement or have already implemented in response to their prior assessment data, essentially "closing the loop."
- Fewer reports raised operational issues, reflecting an improvement in recognizing the goal of the reporting process to evaluate student learning rather than program operations.
- Since January 2017, the Center for the Enrichment of Teaching and Learning (CETL) has joined the UAC's meetings, working together to further the university-wide assessment process. Among the many rewards that came from this collaboration was a May 2017

workshop with assessment specialist Linda Suskie, attended by over 85 faculty, professional staff, and administrators.

- In last year's report, the UAC also recommended enhancing assessment of student learning by collecting more feedback from alumni on their educational experiences. Although still fragmented and incomplete, alumni data continues to be gathered and centralized for use in assessment of programs and student services (*Recommendation 2b*).

Findings from AY 2016-17 Assessment Reports

Of the 54 program assessment reports received this reporting year, the UAC has synthesized the findings from 42 of them for discussion here. (The excluded reports are from the Transitional Doctor of Physical Therapy program, which is being phased out, and the 11 College of Arts and Sciences or CAS Core Areas, which are summarized in the CAS Core Summary report.) As with last reporting year, every academic program at UNE completed a report. Evidence from the Colleges' and Divisions' Assessment Activities also shows that much more assessment work is taking place across the university than was reported (*Appendix I*). Faculty are committed to assessment as a way to evaluate students' attainment of necessary skills within their program as well as to pinpoint curricular areas for targeted improvements.

A Culture of Assessment

Collectively, this year's reports have shown the UAC that assessment has become more embedded and layered across the university, adding value to UNE as a whole. CAS recognizes that "a culture of assessment in the college is becoming firmly established." Westbrook College of Health Professions (WCHP) identifies its "growing culture of education assessment...as evidence by increased faculty interest, commitment and engagement." College of Dental Medicine (CDM) notes that its accreditors were impressed by its assessment data. College of Pharmacy (COP) built "a complete student learning outcomes...plan" to meet its new accreditation standards. And College of Graduate and Professional Studies (CGPS) has recently implemented across the curriculum, for all of its programs, the assessment of core skills in foundational courses. This is adding value to online graduate student learning outcomes (SLOs).

The reports have also revealed that programs are at various stages in their assessment system, with some more developed than others. Taken together, the program reports highlight the remarkably broad scope of assessment work that is occurring across the university, from refining SLOs, assessment measures, and rubrics; to mapping outcomes, aggregating, analyzing, and triangulating data; and to realigning classes and curriculum in response (*Appendix II, Table 1*). Every program has been working at an appropriate pace, depending on their circumstances, to assess student learning. To further advance the university-wide assessment system, the UAC would like to see academic programs assess all of their learning outcomes within the full program review cycle (*Recommendation 3b; see also Appendix III for an update on program reviews*).

Observations

One of the new questions on the current assessment report asked programs for the goals or benchmarks of their reported learning outcomes and the extent to which those goals have been reached. A remarkable 95% of the program reports state the goals or benchmarks for at least one of their learning outcomes. Eighty-three percent (83%) report meeting or exceeding those goals; 50% report not meeting them. The UAC finds 83% impressive, yet it raises the question as to whether the goals and benchmarks were challenging enough for students. The UAC seeks to foster a culture of assessment that ensures faculty can uphold a rigorous learning environment while knowing they will not face punitive measures if those outcomes are not met. For those programs that have reached or exceeded their goals, program directors should consider the possibility of setting higher benchmarks, or more rigorous learning outcomes or curriculum, for the upcoming year to challenge the program and create an opportunity for students' continued growth (*Recommendation 4b*).

The UAC has also noticed that, for two consecutive years, student surveys have stood out as the most frequently used indirect measure for student learning. Last and this year, 40% of programs surveyed current and/or former students (*Appendix II, Tables 2 and 3*). However, student surveys come with challenges. In its college report, WCHP notes that it is difficult “to secure adequate/sufficient student responses to course evaluations and alumni surveys to allow meaningful interpretation of the data.” CAS writes, “Some reports note that students are expressing ‘survey fatigue’ because they are completing increasing numbers of assessment measures.” The summative CAS Core Curriculum report has requested “streamlining and reduction of surveys,” and this idea is worthy of consideration by other programs as well. Programs across the university should communicate and coordinate their assessment measures to avoid overusing those measures (*Recommendation 5b*). To help diversify assessment types, the UAC and OIRA will add to its web page assessment resources that include examples of alternative direct and indirect measures (*Recommendation 3a*).

Improving the Assessment Process

UNE programs have reported a need for better methods to track, aggregate, and analyze their findings; this is a good indication that they are progressing and maturing in their assessment process. Ninety-three percent (93%) of programs report that, in response to their assessment work last year, they need to refine their assessment process in some way. Ninety-three percent (93%) of programs also report that they plan to “close the loop” on this year’s assessment findings. Programs now need assistance to meet their student learning needs.

Similar to last year, programs have requested more support for assessment in this year’s reports. Seventy-nine percent (79%) of programs have asked for some kind of support this year to improve their assessment efforts. Twenty-four percent (24%) have asked for more part- and/or full-time faculty support in the assessment of student learning and professional development, while 19% have appealed for additional assistance from the administration, CETL, or the Office of Institutional Research and Assessment (OIRA). Sixteen percent (16%) of programs have asked for support from assessment specialists, external consultants, or instructional designers (*Appendix II, Table 4*). All five of the submitted Student Affairs’ and the Library’s student

support services assessment reports also mention the need to further their assessment processes. Some of the Deans' college/division reports reiterated these requests. CAS recognizes that assessment puts additional demands on faculty time. WCHP highlights programs' need to establish "consistency" of assessment practices and intends to provide "ongoing faculty development" on assessment. CDM seeks "to involve more faculty in the assessment process" and make more transparent its assessment process and findings at its annual faculty and staff retreat. The College of Osteopathic Medicine (COM) requests hiring, "a Director of Faculty Development, Learning and Leadership and an Assessment Specialist...to improve the utilization and development of appropriate assessment tools." Based on this data, the UAC recommends the University provide more support for assessment (*Recommendation 6b*).

Requests for technology and software tools stood out in this year's reports. Eight programs (19%) and three (43%) student support units stated in their reports the need for technology or software solutions to collect, aggregate, analyze, and store assessment data. Four college/division reports (CAS, WCHP, CGPS, and Library Services) also acknowledge these needs. Because each program and unit made different requests regarding the type of technology or software necessitated, additional research will need to take place to understand and find solutions. The UAC will forward these resource requests to the Provost, Deans, and information technology committees to consider as part of their analysis (*Recommendation 7b*).

Final Recommendations

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

- 1a. Support more university-wide, student-facing units, such as Athletics, Global Education, and Title IX and Green Dot Training, to define co-curricular learning outcomes and assess students' attainment of established goals.
- 2a. Continue to improve communication between the UAC and UNE senior leadership. The UAC has scheduled a meeting in November 2017 with the UNE leadership to present its report and recommendations. The Interim Provost plans to continue attending UAC meetings.
- 3a. Add to the UAC web page assessment resources that include the steps in the assessment process, tips on writing SLOs, and examples of curriculum maps and direct and indirect measures.

The UAC also recommends the University address the following:

- 1b. The UNE upper administration can provide leadership and make the university-wide assessment process more transparent by communicating its response to this report to the university community. WCHP, in its college report, finds it "challenging to widely disseminate assessment outcomes and share results through both departmental curriculum and faculty meetings structures." Having UNE leadership communicate its response would "help faculty 'own' and be invested in the assessment process."

- 2b. Continue to grow the collection of alumni data. Data from recent and past graduates can provide insight into the value of former students' education, their gained skills, and their satisfaction of learning in their field of study and with UNE support services.
- 3b. To further advance the university-wide assessment system, the UAC would like to see academic programs assess all of their learning outcomes within the full program review cycle. For programs without specialized accreditation, program reviews take place approximately once every seven years. For programs with specialized accreditation, they take place the year following their reaccreditation visit.
- 4b. Encourage those programs that have met or exceeded the goals or benchmarks of their SLOs to consider setting higher benchmarks for the upcoming year to challenge the program and create an opportunity for students' continued growth. The goal is to create a culture of assessment and improvement in which faculty can raise the bar for student learning without fear of facing punitive measures if the more rigorous outcomes are not met.
- 5b. Facilitate communication and coordination of program assessment measures across the University, specifically in regard to the use of student surveys. Administering too many surveys can cause "survey fatigue" in respondents, which increases the risk that the data collected will not be reliable and/or valid.
- 6b. Continue to support faculty, administrators, and university committees and offices, such as UAC, CETL, and OIRA, and utilize assessment specialists and external consultants to provide necessary assistance in developing and strengthening the assessment process.
- 7b. Consider the resource request of eight programs and three student support units for technology or software solutions to collect, aggregate, analyze, and store assessment data. The UAC will forward the request to the Deans' Council and information technology committees to take up the charge.

APPENDIX I: COLLEGES' AND DIVISIONS' ASSESSMENT ACTIVITIES, AY 2016-17

College of Arts and Sciences (CAS):

During AY 2016-2017, the Deans, Department Chairs, and faculty engaged in a number of activities to support assessment of student learning in CAS. All majors and core curriculum areas conducted and reported on assessment and took actions to address issues of student learning that were identified during the assessment process. Throughout the academic year, Associate Dean Gray met with faculty and/or Chairs of departments needing consultation for developing or refining assessment methods or rubrics, working on curricular revisions, or developing more comprehensive reporting. The overall result of these meetings is that there was clear and documented advancement of program assessment activity and reporting over the previous academic year.

Dean Hey distributed the College assessment report to Department Chairs, discussed the contents of the report at a Chair's meeting, and asked Chairs to share and discuss the report with their department faculty. At a summer Chair's retreat, Associate Dean Gray led an open discussion where select Department Chairs presented their program assessment findings and actions planned or taken to address areas needing attention. This discussion expanded to include questions about assessment challenges and the sharing of ideas about ways to address those challenges. As a result of this discussion, Chairs made plans to share rubrics and other assessment resources and to continue discussions about activities supporting assessment during the upcoming academic year.

The CAS Dean's office continued funding to support faculty in the roles of a Core Curriculum Assessment Coordinator (CCAC) and Core Area Coordinators (CACs) to lead and report on core curriculum assessment activities in each of the core themes and content areas: Environmental Awareness, Social and Global Awareness, Critical Thinking, Citizenship, English Composition, Mathematics, Laboratory Science, Explorations, Human Traditions, Creative Arts, and Advanced Studies. Associate Dean Gray met with the CCAC to set priorities for core curriculum assessment activities and discuss actions to facilitate assessment work among faculty in the College for the academic year. Associate Dean Gray also participated in one of several organizational meetings for CACs that were led by the CCAC to discuss assessment methodology and reporting practices. This structured and goal-oriented approach to core curriculum assessment resulted in marked advancement of core curriculum assessment activity, faculty participation, and report quality over the previous academic year.

The CAS Dean's office organized three faculty workshops in August, January, and May during which faculty teaching core curriculum courses met with CACs to develop assessment activities, analyze data and review findings, and plan curricular improvements to address areas needing attention. There was marked advancement in the depth of core assessment work and the quality of assessment reports over the previous academic year, and it was noted that faculty participation in core assessment activities increased as compared to last year.

Westbrook College of Health Professions (WCHP):

The WCHP faculty discussed the University's assessment process during the All-College retreat in August 2016. Adrienne McAuley, Assistant Clinical Professor, Department of Physical Therapy and UAC member, presented an overview of the assessment process. This PowerPoint presentation included faculty's key roles in developing learning outcomes, selecting assessment measures, delivering content, designing learning experiences, and then using the assessment results to inform meaningful changes. Bloom's taxonomy was reviewed as it relates to the writing of learning outcomes, and direct vs. indirect measures of assessment were discussed. Small groups of faculty were able to share examples of assessment in their own classrooms as well as brainstorm new ideas. The dialogue was rich and the culture of assessment is flourishing among WCHP faculty.

The WCHP Program Directors engaged in an academic assessment development workshop as part of the 2017 winter leadership retreat. Led by Karen Pardue, Associate Dean for Academic Affairs, program directors carefully analyzed and discussed the 2015-2016 University Assessment Committee *Report on the Status of Assessment and the Quality of Educational Effectiveness at the University*. Significant attention was dedicated to differentiating "direct" and "indirect" assessment measures, with time provided for immediate application to individual programs. The process for "closing the loop" was also explored, again with time dedicated for program directors to work in pairs and provide each other feedback as to how best accomplish and communicate this process. Finally, the differences between student learning outcomes and program goals/outcomes was explored. The dyadic work provided opportunity for directors to share prior documents, obtain feedback, and initiate thinking and writing for upcoming reports.

The Master's in Occupational Therapy program embarked upon a major curricular revision beginning in spring 2017. This endeavor included a comprehensive mapping of course-level objectives to programmatic student learning outcomes. This endeavor was facilitated by the MS OT Program Director Kris Winston. Learning activities in each course were examined, and artifacts and determination of student learning/achievement was discussed. While initiated during AY 2016-2017, this review is not complete, thereby extending into the summer and fall (2017) terms. The aim of this work is to propose a revised MSOT curriculum for AY 2018-2019.

WCHP engaged in numerous accreditation activities during AY 2016-2017. The Commission on Dental Accreditation (CODA) conducted a site visit in September 2017, subsequently awarding the BS Dental Hygiene program with 7-year re-accreditation. Comprehensive self-study reports were initiated by the Department of Nursing and the School of Social Work, for submission to the Accreditation Commission for Nursing Education (ACEN) and the Council on Social Work Education (CSWE), respectively. Nursing will undergo an institutional site visit in February, 2018; Social Work will be hosting visitation in November 2017.

College of Dental Medicine (CDM):

In preparing the self-study for the April 2017 Commission on Dental Accreditation (CODA) site visit, twelve items related to assessment were identified as high, medium, or low priority opportunities for improvement and outlined in the Foreword of the self-study. Each of the items outlined below was either implemented during the 2016-2017 AY prior to the CODA site visit or prepared for implementation in the 2017-2018 AY following the CODA site visit. The CDM's

DMD program was granted the accreditation status of “approval without reporting requirements.”

- Improved assessment of overall competency by implementing the Student Progress Review (SPR), a recurring, structured assessment used to evaluate a student’s overall progress in multiple domains. SPRs are formative in nature throughout students’ third and fourth years and summative in nature in the semester prior to graduation (implemented fall 2016; reviewed and modified May 2017).
- Implemented Clinical Skills Assessment (CSA) completion goals for the Class of 2018 to ensure readiness for community-based externship rotations and on-time graduation (summer 2016).
- Implemented the Clinical Care Feedback (CCF) form and associated reports in axiUm to provide students with formative faculty feedback around key competency domains (communication, professionalism, procedure quality, etc.) on a daily basis (spring 2017; faculty calibration session fall 2017).
- Created a more structured curriculum to support and cultivate the development of professionalism and incorporated it into all 11 semesters of the DMD program. The Professional Development course grade includes an assessment of professionalism, to which Course Directors for all CDM courses can contribute feedback for each student (summer 2016).
- Implemented a comprehensive Curriculum Content Survey to collect information related to the curriculum content and assessments in each course. Survey responses will be used for curriculum mapping and curriculum review and evaluation by the Academic Affairs Committee (fall 2016; data collection ongoing).
- Implemented a Course/Exercise Addition or Modification Proposal Form for faculty to submit ideas for new courses or modifications of existing courses to the Academic Affairs Committee. This includes requests to add or remove Simulation Skills Assessments (SSAs) or Clinical Skills Assessments (CSAs) (fall 2016).
- Formed a task force to review NBDE and licensure examination results and make curricular change recommendations to the Academic Affairs Committee (fall 2016/spring 2017).
- Improved first-challenge pass rate tracking and conducted a systematic rubric review for all SSAs and CSAs (fall 2017 and ongoing).
- Created a clinical form for documenting a patient treatment outcomes assessment. Students fill out the form for every patient in the Oral Health Center whose comprehensive care has been completed and the form is used to assess student evaluation of treatment outcomes (developed spring 2017; form implemented summer 2017).
- Created a clinical form for documenting a special dental care needs assessment. Students complete the form for all patients in the Oral Health Center, and the form is used to assess student knowledge of necessary treatment modifications (spring 2017; faculty calibrated/form implemented summer 2017).
- Implemented the Implant Diagnosis CSA to assess competency in implant diagnosis (summer 2016).
- Developed metrics for the CDM Outcomes Assessment Plan (ongoing).

Prior to the CODA site visit in April 2017, a copy of the self-study was emailed to all faculty, giving them the opportunity to review the College's Outcomes Assessment Plan. In addition, the CDM held a faculty and staff orientation session prior to the site visit, during which important aspects of our program, including assessment, were reviewed. 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.

College of Pharmacy (COP):

Similar to last year, the COP undertook several assessment-related activities and assessment training in AY 2016-2017.

The program gathered data for the Overall Evaluation Plan for the second year in a row. The Overall Evaluation Plan contains a mix of programmatic, curricular, and student learning assessment.

Results were reviewed by the Assessment and Evaluation (A&E) Committee from July-September and a few recommendations were made to the college's executive committee. Some of these recommendations will be built into charges for committees for AY 2017-18.

The Student Learning Outcomes assessment plan was devised by the Assessment and Evaluation Committee to measure our programmatic outcomes for the new curriculum. This was approved by the faculty in August 2017. A co-curricular plan was also designed for the college during the last year and it was just recently approved by the faculty.

For the new curriculum, standardized rubrics were finalized and are now being used in the new curriculum beginning with this fall. In order to train faculty on the use of the Reflective Writing Rubric and to minimize interrater reliability issues, the college invited two faculty from COM to do a training session in summer 2017.

This summer the college participated in three national surveys that provide the college with data to assess its effectiveness – AACP Curriculum Quality Surveys for graduating students, faculty, and alumni. The data from the surveys will be analyzed in AY 2017-18.

College of Osteopathic Medicine (COM):

The COM Curriculum Advisory Committee reviews assessment findings, including COMLEX pass rates, as well as residency match statistics, and concludes that our graduates are prepared for residency training and continued professional development. The results of COMLEX Level 1 (ranked 12 out of 30 schools based on performance), Level 2 PE (ranked 13th out of 30 schools), and Level 3 licensing exams (ranked 8th out of 29 schools), exceed the national pass rate. The graduating students (Class of 2017) had 100% match rate for Graduate Medical Education (GME) programs.

Some first year students struggle with academic success in an integrated curriculum. These students are being identified earlier and given resources to adapt their learning styles to the integrated curriculum. We have collected some early evidence to show that identifying and

supporting these incoming students improves performance on comprehensive block and systems exams, compared to similar students from previous academic years. We will continue to monitor student performance, utilizing all assessment tools as indicated. Continuous review of this process ensures appropriate delivery of curriculum and fulfillment of stated mission. Based on our findings, we have altered our academic classroom schedule to incorporate assigned National Board reviews and Clinical Clerkship preparation assignments in year two.

Based on review of emerging national standards for entering residency, research and professionalism components were added to the OMK course structures (they were present in other courses) and we enhanced our evidence-based medicine content of the curriculum. These were assessed through attendance at research symposia, reflective writing, research poster presentations, interaction with peer groups and patient simulation activities, and questions on comprehensive or system exams.

Based on our goals to improve COMLEX 1 pass rates, we initiated having our second year osteopathic medical students take the Comprehensive Osteopathic Medical Self-Assessment Examinations (COMSAE) as a benchmark earlier in the academic year (December) from the previous academic year (January-February).

In an effort to improve assessments in the 3rd and 4th clerkship years, core clerkship syllabi were reviewed, updated, and edited. The clerkship evaluation assessment tool: Evaluation of Medical Student Competency, was modified to be consistent with Osteopathic Clinical Skills and Osteopathic Medical Knowledge courses by utilizing the standard nomenclature of Unsatisfactory, Needs Improvement, Meets Expectations, and Exceeds Expectations, to assess student performance in the seven Core Competencies

Looking forward, COM needs to identify and develop additional benchmarks and assessment tools to improve student learning outcomes and achievement of Core Entrustable Professional Activities (EPAs) throughout the continuum of education. Our faculty need to continue development in the creation and writing of learning objectives, and developing appropriate assessments in ways that truly demonstrate that the learning outcomes were achieved. Specific faculty development programs for clinical faculty at clinical rotation sites to implement assessment tool modifications need to be enhanced as well.

In order to facilitate meeting our assessment needs, we need to add a Director of Faculty Development, Learning, and Leadership and an Assessment Specialist.

College of Graduate and Professional Studies (CGPS):

CGPS is excited to have begun a new phase in its evolving approach to the assessment of student learning and success. This year, the College developed a set of Core Academic Values that will guide its vision for graduate student preparedness and professionalization. The four Core Academic Values are:

- Critical and Innovative Thinking
- Oral and Written Communication
- Application of Scholarship and Research

- Ethical Reasoning and Practice

The CGPS programs have committed to assessing student mastery of the skills related to these values throughout their disciplinary curricula. This year's assessment efforts examined the introductory course or courses of each program to establish which Core Values were already being assessed through substantial student work, and what the student mastery levels were in each Value.

Complementing the overarching structure of the College Core Academic Values, the academic programs created an assessment working group to focus assessment efforts and to share best practices and successful strategies relating to student learning and assessment. The supportive and collegial nature of the working group allowed all CGPS programs to engage with highly granular assessment data that allowed each to develop sophisticated and data-supported action plans for improving student learning in these introductory courses. Through this team-based approach, CGPS is able to capitalize on its existing skill and experience with assessment to increase its assessment effectiveness across the board.

The assessment working group is also beginning an accelerated assessment cycle that examines assessment data twice each academic year. Given the robust direct and indirect assessment data available through the CGPS information and support infrastructure, this more frequent schedule will allow CGPS to detect and address challenges to student mastery as they arise, and will also allow the College to engage with a wider variety of assessment targets and goals each year.

Library Services:

UNE Library Services has a new team-based organizational structure and new positions to better meet the needs of our students, staff, and faculty. The “New Library Models Task Force” took over two years to research and develop ideas to restructure the roles and organization of the library staff within the existing footprint. Through restructuring, we created two exciting new positions to improve delivery of library services: User Experience Librarian and Online Research & Teaching Librarian. The User Experience Librarian will focus on assessment of existing facilities and services to improve the library experience for the UNE community. She will collaborate with Research & Teaching Librarians to develop more ways to assess student learning outcomes of library instruction. The Online Research & Teaching Librarian will work with CGPS to provide library resources and services specific to students, faculty, and staff in UNE’s growing online programs.

Implementation of the new structure began this summer and almost every staff member has a new title and job description to reflect the evolving roles of academic librarians, such as Scholarly Communication Librarian, Metadata Librarian, and Digital Services and Systems Librarian. The new model widens the network of library liaisons to academic departments and colleges; whereas the previous structure had four liaisons, the new structure has thirteen liaisons. The new liaisons model will enable closer connections with departments to connect faculty, staff, and students with the library resources and services they need. Plans include further widening the liaisons model to include formal library liaisons to non-academic departments, including student support services, institutional advancement, security, and more.

Division of Student Affairs:

Following a restructure in January of 2016, the Division of Students Affairs began an intentional and focused approach to improve the student experience through its assessment processes. First, the Division participated in a retreat to define core values and clarify its mission in preparation for adapting focused learning outcomes and reexamination of assessment processes. Each unit then attended an April 2017 workshop, led by UAC and OIRA representatives Margy Moremen and Jennifer Mandel, to learn about steps of an assessment process, understand best practices for writing learning outcomes, and brainstorm ideas for those learning outcomes by recording the skills and values they want students to develop in their programs. The following month, each Student Affairs' unit met with assessment specialist Linda Suskie individually to discuss the drafts of their learning outcomes, receive input on their assessment practices, and gather ideas on ways to measure those outcomes. These unit outcomes will align with the Division of Student Affairs' outcomes.

The five established units within the Division submitted an annual assessment report. Those include: (1) First Year Experience; (2) Student Activities & Organizations, Outdoor Recreation, Orientation, Health & Wellness, and Leadership; (3) Intercultural Student Engagement; (4) Housing and Residential/Commuter Life; and (5) Graduate and Professional Student Affairs. Under its new leadership, Student Conduct will begin to complete an annual assessment report next year.

Each unit is at various stages in their assessment process.

As a relatively new office, First Year Experience began from the ground up by developing its learning outcomes, direct and indirect measures, benchmarks, and the actions it plans to take to improve student learning for three first year Living Learning Communities.

Student Activities & Organizations, Outdoor Recreation, Orientation, Health & Wellness, and Leadership began to develop its learning outcomes as a whole and each entity within this unit took a number of steps toward improvement. Some examples include utilizing satisfaction and assessment data to improve Orientation and the Dirigo Leadership Retreat; implementing assessment measures for Orientation Leader Training; developing a four-year signature event plan and a student organization handbook; writing learning outcomes for the pre-orientation Trailblazer and Leader and Sophomore Scholars programs; and tracking usage of the Fitness Center.

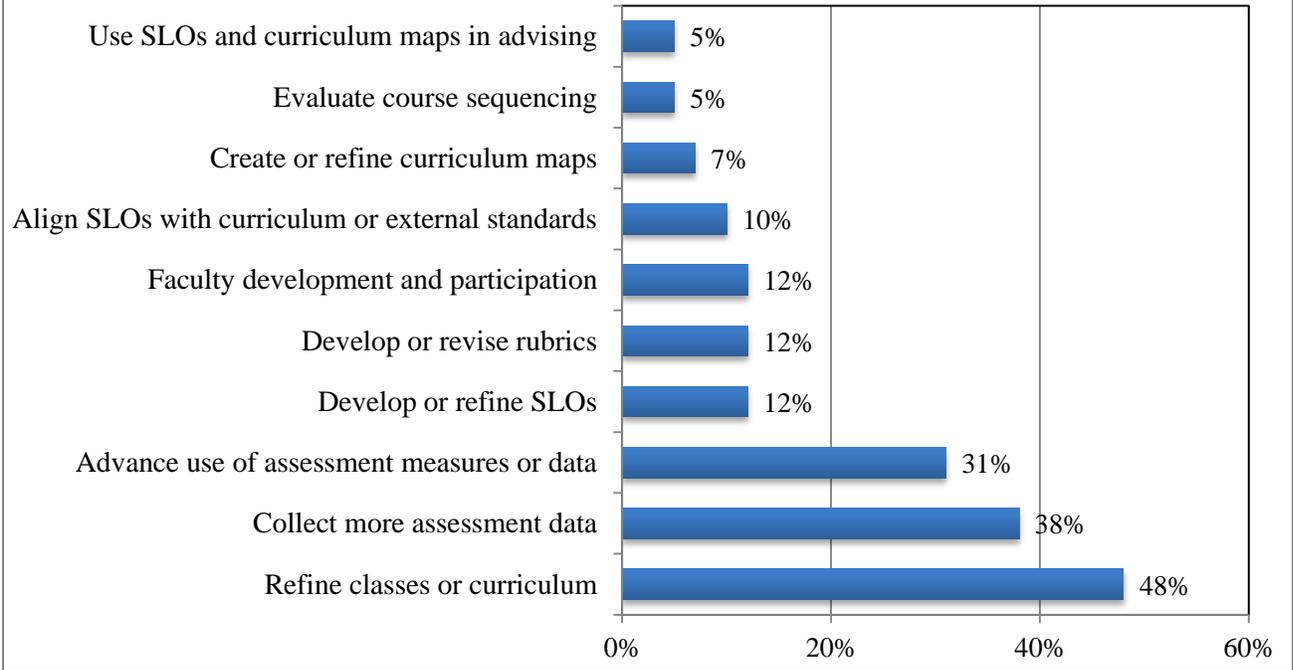
Although the Office of Intercultural Student Engagement has clearly defined learning outcomes for the Diversity Leadership Certificate (DLC), it is in the process of revising its existing assessment measures for this program. Currently, the DLC has in place direct measures, including a final reflection paper and scenarios/role-playing activities.

Housing and Residential/Commuter Life has clearly established its learning outcomes and benchmarks, has articulated plans to improve student learning, and seeks to refine its measures. Examples of this include adding more questions to the Campus Life Survey, tracking attendance at events, and increasing utilization of existing training and assessment tools.

Like the Student Affairs units on the Biddeford campus, Graduate and Professional Student Affairs on the Portland campus is also establishing its assessment process. It plans to better define its learning outcomes, ensure they are relevant, and align them to the unit's activities, including Pre-Orientation events and the Graduate and Professional Student Orientation.

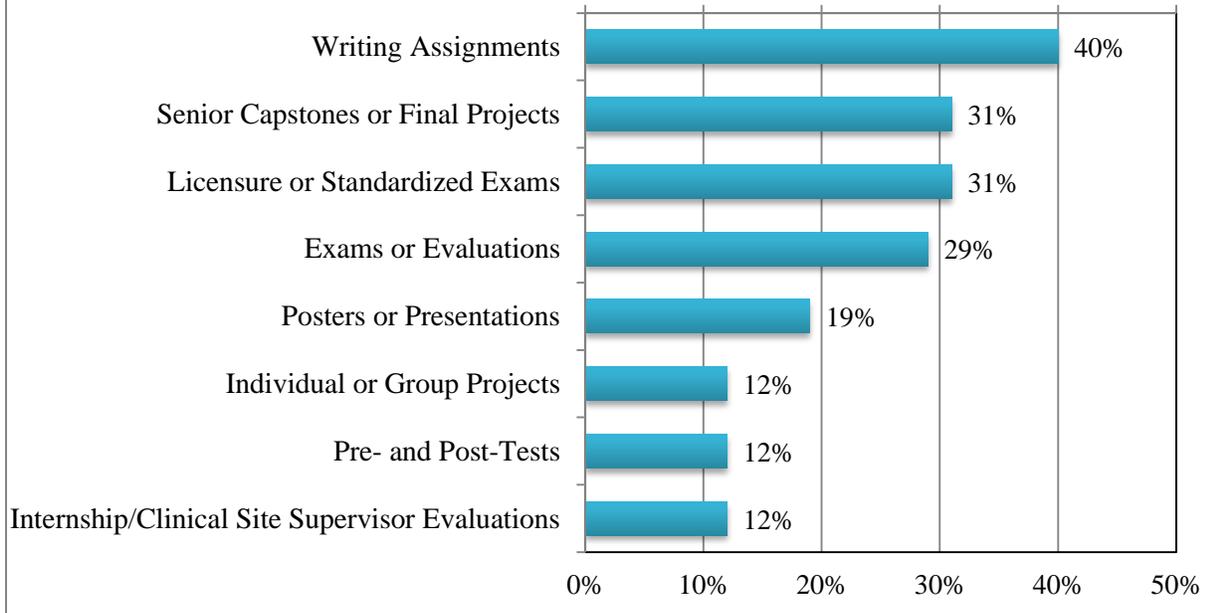
**APPENDIX II:
TABLES OF AY 2016-17 ASSESSMENT DATA**

**Table 1: Percent of Programs Reporting Assessment Work to be Completed in Specific Areas
(Follow-up to Planned Actions from AY 2015-16 Reports)**



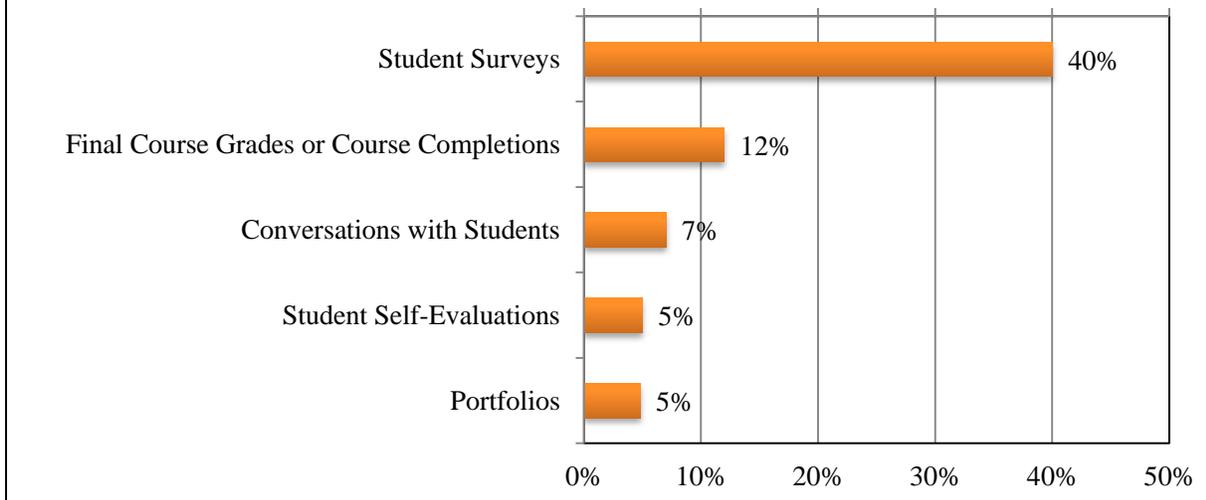
Other responses mentioned in the program reports include: identify benchmarks; check syllabi for learning outcomes; better report assessment data; and meet regularly to collaborate on the assessment process.

Table 2: Percent of Programs Reporting Direct Measures Used in AY 2016-17



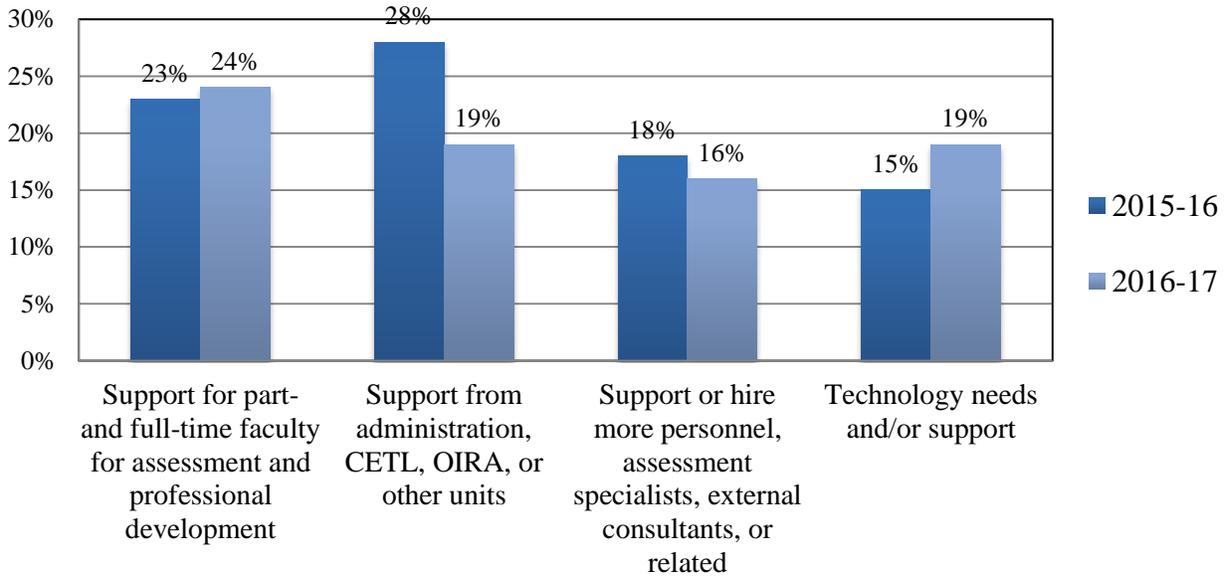
Other direct measures mentioned in the program reports include: lab exercises; training modules; and self-assessments with faculty evaluations.

Table 3: Percent of Programs Reporting Indirect Measures Used in AY 2016-17



Other indirect measures mentioned in the program reports include: student statements; employer surveys; faculty feedback; skills inventory; student requests for faculty references; graduation rates; and graduate placement rates.

Table 4: Percent of Programs Reporting Assistance, Guidance, and Resources Needed for Assessment



Other responses mentioned in the AY 2016-17 program reports include: remediation support; more lab space; hire more full-time faculty; and need better way of collecting and analyzing data.

APPENDIX III: UPDATE ON PROGRAM REVIEWS, AY 2016-17

Over the last year, in response to feedback from the Deans and programs, the UAC has created two academic program review procedures and guidebooks from the previous one: a process for programs without specialized accreditation and a process for programs with specialized accreditation.

The Academic Program Guidebook: Guidelines and Procedures for Academic Programs without Specialized Accreditation follows the previously established cycle of programs undergoing an internal self-evaluation and external peer-evaluation essentially once every seven years. In the Fall semester of the scheduled review year, programs use relevant qualitative and quantitative data to write a 15-page self-study that evaluates the program's quality, viability, and sustainability in relation to its mission, its learning outcomes, the College's mission, and the University's mission, and proposes an action plan and action items for program improvement. In the Spring semester, programs host an external specialist on campus to review the program, and then meet with the Provost, College Dean, and OIRA to discuss the program review and finalize the action items. Every two years following the review, the College Dean will check in with the program for an update on those action items.

The Academic Program Guidebook: Guidelines and Procedures for Academic Programs with Specialized Accreditation establishes a new cycle in which programs undergo an internal self-evaluation the year following their full accreditation visit. Drawing from their accreditor's summary and findings, and using relevant qualitative and quantitative data, programs write a 10-page self-study that evaluates the program's viability and sustainability, in relation to its added value to the University's mission and strategic plan, and proposes an action plan and action items for program improvement. Programs then meet with the Provost, College Dean, and OIRA to discuss the program review and finalize the action items. Every two years following the review, the College Dean will check in with the program for an update on those action items.

In AY 2016-17, the Education program in CAS and the EdD program in CGPS completed a program review and established their action items to carry out in the subsequent years. In AY 2017-18, Dental Hygiene, Dental Medicine, Science Prerequisites for Health Professions, and the MEd and CAGS Education programs in CGPS, are undergoing program reviews.