Report on the Status of Assessment & Quality of Educational Effectiveness at the University, For the 2019-2020 Academic Year

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Acronyms

AY	Academic year
BIPOC+	Short for Black, Indigenous, and People of Color, this report uses BIPOC+ to refer to the graduate students who, for race/ethnicity, self-identified as Black/African American, Asian, Hispanic/Latinx, or American Indian/Alaskan Native, and for gender, selected "other gender (not listed)"
CAS	College of Arts and Sciences
CDM	College of Dental Medicine
CETL	Center for Excellence in Teaching and Learning
CGPS	College of Graduate and Professional Studies
COM	College of Osteopathic Medicine
COP	College of Pharmacy*
IRB	Institutional Review Board
ITS	Information Technology Services
LMS	Learning Management System
NSSE	National Survey of Student Engagement
OIA	Office of Institutional Advancement
OIRDA	Office of Institutional Research & Data Analytics
UAC	University Assessment Committee
UG	Undergraduate
UNE	University of New England
WCHP	Westbrook College of Health Professions

*In August 2020, the College of Pharmacy was renamed the School of Pharmacy and moved into WCHP.

I. Introduction

On Friday, March 13, 2020, as most UNE academic programs began spring break, the novel coronavirus that causes COVID-19 and has led to a global pandemic, forced the University to follow the nationwide movement and ensuing statewide policies, suspend in-person campus activities, including instruction and research, send students home, and swiftly move all face-to-face interactions (from classes to labs to meetings) to the remote environment. Unlike most other colleges and universities, UNE moved to a single, university-wide platform and format, using Zoom technology and the LMS, Blackboard, to remain connected to the students and help them successfully complete the spring semester. In one week, students shifted their housing, many from the campus dormitories, clinical externship sites, and study abroad programs, to private residences, and readjusted their study routines and work schedules; faculty transformed their face-to-face classes, labs, clincals, and practicals to online instruction; and professional staff and administrators facilitated the University community to make the transition, organizing remote programming and support structures, to maintain the support and administrative services. Classes resumed on Monday, March 23, in fully online mode.

UNE created or modified several academic policies to accommodate the rapid shift to remote learning. First, the University extended withdrawal from a course to the last day of classes with no academic penalty (W rather than WF or WP). This allowed students to withdraw from any classes in which they were struggling so as to not jeopardize their academic program. Second, the administration asked all faculty to move to low-stakes, small, frequent, and non-cumulative assessment methods, a best practice, rather than a small number of high-stakes tests, in order to assist students in successfully managing their coursework in this new environment and to focus on learning rather than comprehensive tests. Third, the UNE administration asked faculty to allow students to repeat any section of a course where they did not perform well, which was made easier by modularizing the courses with the small, low-stakes tests. Fourth, UNE allowed students to take an incomplete at the end of the semester, again with no academic penalty, if they needed additional time to complete a course, providing four weeks beyond the end of the semester for them to do so. Finally, UNE decided to not move to pass/fail, which more than 70% of colleges and universities in the United States had elected to do for UG and many graduate and professional programs. We were confident that the students could continue to perform well given the revised structures outlined above; we did not want to penalize high performing students who were on track to earn an “A” or a “B” and not receive the full credit for this in their GPA; and we were aware that on many UG pre-professional tracks, the graduate programs that students were intending to apply for upon graduation do not accept pass/fail for key requirements.

All of these measures led to a successful spring completion, with very few withdrawals from courses or UNE, and an overall academic success record equal to or greater than prior years despite the challenges for faculty and students from the sudden technical and pedagogical shifts in teaching and learning. Of note, the University also completed two comprehensive surveys in the spring semester: the Rankin Campus Climate Survey, which was administered in February while COVID-19 was emerging nationally, but just prior to UNE and higher education moving to all remote learning, and the NSSE student satisfaction survey, which was administered in April, just after UNE pivoted to all remote learning.

Moreover, as a result of this disruption, at its April 2020 meeting, the UAC, with the support of the Office of the Provost, made the decision to suspend collecting the usual AY 2019-20 annual program, co-curricular, college, and division assessment reports, and instead focus this year on surveying the faculty and professional staff on their experiences teaching and supporting the University community amid the pandemic. The Office of the Provost also requested surveying students on their experiences learning amid the pandemic. The UAC, CETL, and OIRDA collaborated on creating the surveys, attaining an IRB exemption of review and oversight, administering the surveys, and analyzing the data.

In May 2020, the UAC, CETL, and OIRDA sent surveys to the UG students, faculty, and professional staff. Then in the summer terms, while all UG courses ran online – with the exception of CGPS, which already offers all of its courses online – the University held graduate and professional courses in a hybrid model (each course offered partly online and partly in-person), rather than in a fully face-to-face, format. In many classes, for example, students did much of their didactic coursework online, while completing labs, clinical simulations, and other experiential learning modules with in-person cohorts. At the time, UNE was also considering, and then ultimately implemented, this hybrid format for all UG students and graduate and professional students (hereafter, referred to as graduate students) in the fall 2020 semester. For that reason, the UAC also decided to administer a survey to the graduate students in August to understand their unique experiences over the summer and get initial feedback on the use of the hybrid format.

Learning from the spring surveys, we added demographic questions to the graduate student survey, including major/program of study, new/returning student status, gender, race/ethnicity, and age group, to understand the unique experiences and sentiments of the varied University community and its underrepresented groups. Because of the small number of graduate students who, for the race/ethnicity question, self-identified as Black/African American, Asian, Hispanic/Latinx, or American Indian/Alaskan Native, and for the gender question, selected "other gender (not listed)," this report combines those data into one grouping, referred to as BIPOC+.

This annual report follows the UAC's well-established process of addressing its recommendations from last year and making data-informed recommendations for this year. The UAC has based those recommendations on previous years' annual assessment reports as well as the spring and summer surveys' data. As the UAC sees it, the pandemic has highlighted the need to not only continue assessing student learning, but to also develop methods and analysis to better understand the ways in which to support students, faculty, and professional staff in global pandemic conditions that will most likely persist through and perhaps beyond AY 2020-21.

II. Follow-up on Last Year's Recommendations

Based on last year's data and the discussions surrounding the UAC's AY 2018-19 report, the UAC undertook the following goals it set for itself:

1.1. Continuing its efforts from the past two years, the UAC plans to support more university-wide, student-facing, and supporting units to define co-curricular learning outcomes and

assess student learning and programmatic effectiveness. The UAC's long-term goal includes bringing all student-facing units, including the Centers and Institutes, into student learning assessment and the university-wide assessment process.

Actions Taken: (a) The Associate Director of Assessment continued to meet with co-curricular units, including Athletics and the Welcome and Solutions Desks, to develop their assessment plans. (b) She collaborated with a working group that included UAC co-curricular and SASC representatives who, together, planned a day-long workshop, sponsored by the UAC and the Office of the Provost, on assessing co-curricular student learning for May 6, 2020. The working group had scheduled a co-curricular assessment specialist to lead the workshop, distributed a "Save the Date" announcement to all of UNE's co-curricular units, and began firming up the details. Then in mid-March 2020, when the University suspended university-sponsored travel and moved classes online, out of concern for the community's well-being, the working group had to postpone the event. It is anticipated that the working group can restart these plans, with either a virtual format for this workshop or when travel resumes and we can bring the specialist to campus. (c) Among the professional staff surveyed in spring 2020 on their experiences amid the pandemic, the UAC received 86 total responses, including those from several units that have not written an annual assessment report in the past. The UAC thus received data from a wider breadth of co-curricular units across the University on their work supporting and assessing students this year. (See further discussion on the survey in Part III of this report and Final Recommendation 1.1).

1.2. Add more resources to the "Assessment Resources" web page, which is under the Provost's web page, for University academic programs, co-curricular units, colleges, and divisions to draw on and further develop their assessment processes, including an assessment resource with examples to support academic programs and co-curricular units as they complete their annual assessment reports.

Actions Taken: During the first few months in the fall 2019 semester, the UAC created two resources, entitled Resource for Completing an Annual Program Assessment Report and Resource for Completing an Annual Student Support Services Assessment Report, to support academic programs and co-curricular units as they complete their annual assessment reports. Both resources have been published on the Assessment Resources web page and distributed across the University. They follow the format of the revised AY 2019-20 annual program and student support services assessment report forms, which the UAC suspended collecting, and offer guidance on replying to each question and example responses to the questions. With further plans derailed by the pandemic, the Associate Director of Assessment has made it a goal to continue adding more resources to the web page when time permits (Final Recommendation 1.2).

1.3. To better understand the extent to which programs and co-curricular units are meeting their student learning outcomes, the UAC will add questions to the AY 2019-20 annual assessment report forms. Part II will include questions on data sample size and participation rate, and the stage in the program/unit when the measure was used to assess student learning (i.e. introduced learning outcome, reinforced learning outcome, or student expected to be

proficient in learning outcome). Part III will include an additional question that asks programs/units the key actions they plan to take in the next academic year, in response to their assessment data, to advance student learning.

Actions Taken: The UAC completed all of the intended revisions, as stated above, of the AY 2019-20 annual program and student support services assessment report forms, and redesigned the table in Part II to provide space for each response. The Office of the Provost sent those forms and the newly created resources (described above) to the Deans and co-curricular senior leaders in January 2020 to distribute to their academic programs and co-curricular units. The UAC then decided in April 2020 to suspend collecting the AY 2019-20 assessment reports and instead administer surveys.

1.4. Offer support to the University community on establishing benchmarks for student learning outcomes.

Actions Taken: The Associate Director of Assessment made it a goal, after creating the two resources and revising the AY 2019-20 assessment report forms, to compose another resource on establishing benchmarks for student learning outcomes and address benchmarks at the workshop on assessing co-curricular student learning. Amid the changes precipitated by the pandemic, she has put this goal on hold, and will return to it when time permits (Final Recommendation 1.2).

1.5. Amid the maturation of the institution-wide assessment process, and the UAC's membership changes, the UAC also plans to update its handbook, underlining its charge as a resource for assessment support.

Actions Taken: At its February 2020 meeting, the UAC began discussing revisions to the UAC handbook, University Assessment System: Guiding Principles, Policies, and Procedures. While the Associate Director of Assessment updated the handbook's descriptions of the University's assessment processes over the years, she has maintained the UAC's stated values, principles, and framework, which reflect the first years the committee was established. The UAC has decided to begin the revision by following the format of the first part of the UNE 2018-2023 Strategic Plan, *Our Future, Our World*, and write its own mission and vision statements, and update its core values. The pandemic then redirected the UAC's attention back to annual assessment reporting. The UAC will pick up this project again soon (Final Recommendation 1.3).

In last year's report, the UAC also made four recommendations to the University that were addressed in the following ways:

2.1. As in the last two years, the UAC recommends the University continue to increase the collection of alumni data. Programs can reach out individually to OIRDA to assist in data collection as they have been doing in the past. But to build a more robust database in a centralized place, OIRDA and other University offices need more University support to collect alumni data across colleges and campuses steadily every year. WCHP agrees, this year, that since "response rates of graduate and employer surveys were not as robust as desired…we

will continue to strengthen the connection with OIRDA to assist with increasing the survey response rates."

Actions Taken: The University has made significant progress collecting alumni data, albeit in an ad hoc, decentralized manner. (a) OIRDA has now collected four years of data for all UG and physical therapy alumni. (b) Some programs have worked directly with OIRDA to collect data some years, and then administer alumni surveys on their own other years. (c) OIA, with OIRDA's assistance, started tracking alumni of UNE's various health professional programs through Maine's professional licensures. Based on lists of active licensed professionals in Maine for the on-campus disciplines at UNE that end in licensure, OIA and OIRDA located UNE alumni since 2010 who might be working in Maine post-graduation. Moreover, of those UNE graduates who are licensed in Maine, OIA and OIRDA located the alumni of graduate and professional programs from other states and those who attended out-of-state colleges prior to enrolling at UNE. (d) COM has been using a third-party paid service to find the licensures of their graduates, which the University has been considering expanding to other health professional programs.

2.2. Evaluate the use of student surveys across the University and take steps to improve communication and coordination where possible. The administration of key surveys in AY 2019-20, including NSSE and the Rankin Campus Climate Survey, makes this recommendation particularly important. Moreover, to reduce the use of surveys, Student Affairs seeks "assistance with training for staff around determining and utilizing tools," other than surveys, "to best measure student learning."

Actions Taken: (a) Senior leaders managed the timing of administering some surveys, denied some survey requests, and redirected other requests to alternative assessment measures. (b) While NSSE and the Rankin Campus Climate Survey launched in the spring semester, senior leaders scheduled the surveys at different times to avoid overlapping with one another. (c) The University received the highest NSSE response rates in years. For example, in 2018, the last time UNE administered the survey, it received a 39% response rate for first-year students and a 28% rate for seniors while, in 2020, it received a 47% response rate for first-year students and a 38% rate for seniors. (d) As discussed below in Part III, after considering the exigencies brought on by the pandemic, the UAC also decided to replace annual reporting with surveys. Similar to the NSSE survey, the UAC surveys received high response rates, demonstrating University community members' strong desire to share their experiences.

2.3. Reassess University-, college-, and program-specific needs to provide necessary assistance in developing and strengthening assessment practices across the institution, taking into consideration CETL's expanded offerings for instructional design and curricular assessment and OIRDA's new hire.

Actions Taken: (a) As part of the University budget process, CETL submitted a request for a full-time instructional designer specializing in curricular assessment and statistical methods. This position is essential to move forward Strategic Priority I, Exceptional Teaching and Learning, of the UNE 2018-2023 Strategic Plan, *Our Future, Our World*, in a systemic method. No department on campus has the capacity to assist in reviewing the outcomes of departmental curricular changes, room configuration changes to facilitate active learning,

technological innovations, or programs in faculty development. This position could assist UNE to empirically demonstrate success in active and experiential learning, resulting in greater publicity and grant funding. (b) In October 2019, OIRDA hired a Senior Data Analyst who, among her many accomplishments, helped close the loop on an enrollment tracking project. But when the pandemic pivoted University operations in mid-March 2020, she was moved to more urgent projects. (c) The OIRDA Director, who also serves on the UAC, played a major role in creating, administering, and analyzing the spring and summer surveys' data, completing this annual report, and presenting it to the University community.

2.4. Investigate programs' resource requests for technology or software solutions to collect, aggregate, analyze, and store assessment data. While the pending adoption of a new LMS might mitigate some of the requests, the UAC recognizes that some programs and units continue to seek additional software tools.

Actions Taken: (a) Led by an ad hoc working group of faculty and professional staff, the University conducted a campus-wide process for assessing a new LMS for UNE to replace the currently outdated "Blackboard Classic" platform. The working group managed the assessment and feedback process and then conducted detailed analysis and demonstrations of three finalist platforms. The group made their recommendations to the Provost, and the recommended platform, D2L's Brightspace LMS, was selected and then approved for funding and implementation in this academic and fiscal year. Despite the impact of COVID-19, the University decided to proceed with this project, which is currently underway, with a goal of switching UNE to the new platform in mid-2021. (b) UNE has now also fully implemented the EAB Navigate platform at the UG level. There were plans to adopt the EAB Navigate platform for graduate and professional students this winter, but that project has been put on hold due to COVID-19. (c) UNE, through the Academic Affairs Committee (AAC) of the University Faculty Assembly, is also developing new policies on required minimal use of the LMS and EAB platforms in order to have universal collection of key metrics that will greatly assist in analyzing student success. Within those systems, the AAC is also developing a proposal for a universal student course assessment instrument based on national best practices, which will be administered and automatically collected via the new LMS. (d) UNE also upgraded its Ad Astra scheduling platform, which allowed the university to move forward on its dual projects of fully implementing a uniform block scheduling weekly format for UG and appropriate graduate courses, as well as a unified annual academic calendar for all five UNE colleges. Due to the necessities of COVID-19, the block scheduling format was implemented fully for all UG programming for fall 2020 and will continue to be refined for spring 2021 and into the following academic year. (e) After a review of potential system-wide applications for survey implementation and analysis tools, the Academic Technology Advisory Committee (ATAC) suggested the University adopt Qualtrics for all surveys, and provide students, faculty, and professional staff conducting pertinent research access to the tool. A funding request was submitted as part of the budget process. The status of the request is pending.

III. Findings from the Spring and Summer 2020 Surveys

With the exception of replacing annual assessment reports with surveys, the UAC has upheld the well-established, university-wide annual assessment cycle. The UAC maintained the customary June 15 deadline of annual program and co-curricular reporting to respond to the survey; used the data from this year to complete this report and make recommendations; distributed and presented this report to the University community; obtained the Provost's formal response to the report and recommendations; and posted the report and the Provost's response on the UAC web page.

At the end of the spring 2020 semester, OIRDA sent surveys to all UG students, all faculty (full- and part-time, teaching UG and graduate students), and professional staff in student-facing, co-curricular units. At the end of the summer terms, OIRDA then sent a survey to CAS, CDM, COM, and WCHP graduate students who took summer courses. (Because COP held no summer classes, and CGPS offered all of its classes online, we did not survey them.) Because the survey questions inquire about swiftly preparing for and experiencing remote or hybrid learning in a pandemic, the data capture a distinct moment in time, and reflect student, faculty, and professional staff sentiment in an emergency state. We would need to administer surveys in typical semesters to compare the trends. That said, the data reveal many valuable insights on the successes and challenges of students, faculty, and professional staff, and thus the University's strengths and growth opportunities, before and through the pandemic.

A. UG and Graduate Student Survey Data and Findings

1. Survey Response Numbers

a. For the UG Student Survey

Of the 2,366 surveys distributed directly by email to the UG student population, all of whom either major in a CAS or WCHP program, 718 of them, or 30%, responded (Appendix B, Table 1). Of the 718 respondents, the response rates for CAS (447 students or 62%) and WCHP (271 students or 38%) closely resemble the proportion of UNE's total UG population. Among the UG population, CAS comprises roughly 60% and WCHP makes up roughly 40%.

While the UG respondents were enrolled in a CAS or WCHP major, since the survey did not ask for college or major, or other demographic information (e.g. gender, race/ethnicity, or age group), no data on those criteria are available (Final Recommendation 1.4). Moreover, because we made every survey question noncompulsory, many students chose to skip some questions.

B. For the Graduate Student Survey

Of the 972 surveys distributed by email to the graduate student population in the summer, all of whom took courses in CAS, CDM, COM, or WCHP, 296 of them, or 30%, responded. Out of the total response rate, COM students make up the highest percentage (32%), followed closely by WCHP students (31%), and then CDM (26%) and CAS (11%) (Appendix B, Table 1).

Learning from the spring student surveys, we added demographic questions to the graduate student survey, including major/program of study, new/returning student status, gender, race/ethnicity, and age group, to understand the unique experiences and sentiments of the varied University community and its underrepresented groups. This report provides disaggregated graduate student data of females, males, and what we refer to as the BIPOC+ group. Because of the small number of graduate students who, for the race/ethnicity question, self-identified as Black/African American, Asian, Hispanic/Latinx, or American Indian/Alaskan Native, and for the gender question, selected "other gender (not listed)," this report combines those data into one grouping, BIPOC+. Also, since students might have selected one of those racial/ethnic categories as well as the gender option, some responses, albeit a small number, might overlap.

2. Survey Findings

a. UG and Graduate Student Challenges: Learning Remotely Amid the Pandemic

The global pandemic has exacerbated daily struggles and historical inequities, which pervade in the responses of UNE students. The survey data show that most UG and graduate students faced external forces (e.g. family obligations, financial concerns, and food and housing insecurity) that distracted them from their studies and their ability to stay motivated.

Notably, on the closed-ended question, their learning challenges, 63% of all UG student respondents and 63% of all graduate student respondents selected "difficulty focusing on remote learning activities." More female graduate students (66%) than male graduate students (55%) reported struggling to focus, while a high percentage of BIPOC+ graduate students (65%) also reported the same. UG students (62%) also reported a "lack of motivation or desire to complete coursework," compared to fewer graduate students (51%). But among those graduate students, more females (56%) than males (38%) reported struggling with motivation, and more BIPOC+ graduate students (58%) reported the same (Appendix B, Table 2).

In an open-ended question on their learning challenges, UG students in particular expressed these struggles. Of all UG students who responded to the query (n=363), 33%, by far the highest response rate for that question, described their external stressors and challenges to remain motivated in their school work after the University swiftly moved to remote instruction. In addition to other possible factors, such as their age group, family conditions, living situation, and survey timing, UG student respondents, who we surveyed at the end of the spring semester, reflected the widespread uncertainty of the first months of the pandemic and the emergency pivot from face-to-face courses to online instruction, and campus life to home quarantine. When we surveyed graduate students in August, there was a longer time period to adjust to the crisis.

It is important to also note that food and housing insecurity, while not reported by a substantial number of UG and graduate students, emerged as a significant concern. For the closed-ended question on their additional concerns, 6% of all UG students and 4% of all graduate students selected food security. Of all the graduate students, BIPOC+ graduate students comprised the

highest percentage (7%). For the same question, 9% of all UG students and 8% of all graduate students selected housing security. Male graduate students stood out with the highest response rate (8%) for that concern, followed closely by female (7%) and BIPOC+ graduate students (7%). Of all the UG student respondents (N=718), 6% selected food security, and 9% selected housing security. Of all the graduate student respondents (N=296), 2% of females, 2% of males, and 1% of BIPOC+ selected food security, and 5% of females, 2% of males, and 1% of BIPOC+ selected housing security. Overall, survey data reveal that more students faced housing insecurity than food insecurity, but food insecurity remained an underlying concern. (Appendix B, Table 3).

The UG and graduate student qualitative responses echo some of the stressors and challenges. One UG student wrote, "Most challenging I lost my job [on campus] due to the online transition, so I cannot contribute as much as I would like to paying for food costs…and other expenses related to my education." Another UG student disclosed, "It was unexpected and extremely difficult for me to get used to [the pandemic] amid my [parent] losing [her/his] job and me becoming the sole provider for my household." One graduate student "saw the toll this semester took on the mental and physical health of my peers as well as myself. It was absolutely crushing." Another graduate student found it "difficult to find the motivation to get course work done, challenging being at home and isolated from my classmates that I was very excited to meet in person."

Many students wrote that their lack of access to study space exacerbated the distractions. One UG student explained, "I do not have a desk and had to learn to take notes from my lap on my bed (the kitchen table was not an option because of the dogs barking/people coming in and out of the house)." One graduate student wrote, "I found it difficult to stay attentive and motivated during my online courses because my home is not the best academic environment." Many UG students also commented that the swift pivot to online learning upended their schedule. "My biggest challenges," one UG student put it, "were motivation and time management. I had to quickly learn a totally new schedule and method of getting my coursework done within a week or two." Ultimately, as one graduate student wrote, "Motivation was really hard and overall I prefer in person classes."

Survey data show that the campus and all of its supporting elements (e.g. faculty, professional staff, classmates, Library Services, and student clubs) help keep students on track in their coursework. On the closed-ended question, their learning challenges, 64% of all UG students and 64% all graduate students selected they had a "personal preference for face-to-face learning." BIPOC+ graduate students had, by far, the highest response rate (77%) to that selection (Appendix B, Table 2). For the closed-ended question on their additional concerns, 63% of all UG students and 66% of all graduate students selected "missing out on extracurricular/on-campus activities." Among all graduate student respondents, females (72%) had the highest rate, followed by BIPOC+ students (67%). To that same question, 60% of all UG students and, remarkably, 72% of all graduate students selected "not being able to see classmates." Graduate students' high motivation for professional training and reliance on each other to learn the material, practice skills, build relationships with fellow future colleagues, and get emotional support offer reasons for the high percentage (Appendix B, Table 3).

UG and graduate student qualitative responses reflect the value they place on support from the on-campus resources to advance their learning. One UG student wrote, "It was…difficult to not have access to the quiet library study space and to the library printers to print my lesson slides." Another UG student disclosed, "It is very difficult for me to work from home. I usually work on assignments at the library or commons, so I'm far less productive right now." One graduate student explained, "Not having 24/7 access to the…lab/being able to body surf among other pods makes learning much more restricted than it ever has before." Another graduate student advised, "Opening the simulation lab overnight with a limited number of students allowed or alternating which groups can access the lab each night would relieve some stress from time constraints."

UG and graduate student qualitative responses also underscore the value students place on their classmates to support their learning. One UG student wrote, "I struggled with not being able to talk with my peers about classwork." Another UG student disclosed, "It was challenging to turn my home into a learning environment without the support of my classmates around me." One graduate student wrote, "Without the possibility of chatting directly with my classmates, I feel I know very little about them and their academic pursuits." Another graduate student expressed, "It is extremely difficult to make friends and socialize with classmates, especially when you have not met in person before."

While spring semester students could not access campus-based learning tools with University grounds closed to them, many summer students faced the same obstacles when some of the campus facilities' physical locations remained closed. For the closed-ended question on their additional concerns, 31% of all UG students and 35% of all graduate students selected lacking "adequate space or equipment for remote learning." Among the graduate students, females made up the highest rate (36%) to that selection (Appendix B, Table 3). For the closed-ended question on their technological issues, 32% of all UG students and 42% of all graduate students selected "my access to reliable internet service." Among the graduate students, females had the highest rate (45%) to that selection. For the same question, graduate students stood out with the highest rate of concerns for "adequate digital replacements for clinical/lab environments" (41%, compared to UG students at 29%). Likewise, the response rate of BIPOC+ graduate students' concerns over "my access to specialized software" (21%) stood out from the other demographic groups (Appendix B, Table 4).

Data from that same question also show a considerable proportion of graduate students who faced challenges in accessing a greater range of resources. For instance, graduate students had higher response rates than UG students to "my access to reliable communication software/tools," "my access to library resources," and "my access to reliable computer hardware." Out of those three selections, BIPOC+ graduate students had the highest rate of the demographic groups for "communication software/tools" and "computer hardware," and the same rate as female graduate students for "library resources" (Appendix B, Table 4). For the closed-ended question on needing after-hours or 24/7 access to certain campus resources, more than 40% of all graduate students selected "simulation/lab space" (47%), "library" (44%), or "study space" (49%). BIPOC+ graduate students stand out with the highest response rates of all the demographic groups to "simulation/lab space" (65%) and "library" (53%), while males stand out for needing "study space" (54%) (Appendix B, Table 5).

Graduate students' qualitative responses to the open-ended question on their learning challenges in the summer corroborate and expand upon these data. Comprising the top three responses of the graduate students who responded to the question (n=167), 40% noted a need for greater access to campus resources (e.g. labs, the clinic, Library Services, Commons, computer labs) to practice their skills, 22% reported a need for more faculty support and engagement, and 20% expressed concern for falling behind in learning the material and feeling unprepared for licensure exams and the profession. It is also important to note that, to the open-ended question on their challenges, 12% of all graduate students who responded (n=167) reported in the summer needing more transparency and communication from University leadership on, for example, their course schedules, curriculum revisions, and campus re-openings. On the open-ended question asking for additional feedback, 25% of all graduate students who responded (n=85) echoed the sentiment. For comparison, on the spring survey, 4% of all UG students who responded to the question on their learning challenges (n=363) reported a need for more transparency from the University on classes, scheduling, and graduation.

Some qualitative responses exemplify graduate student appeals in the summer for more communication and transparency from the University. One graduate student wrote, "I feel as though being separated into many different groups led to a major communication breakdown…because information given to each group differed depending on the professor/fellow that was teaching the group." Another graduate student advised, "I know it must be so challenging to plan for anything right now, but it would be nice to know our schedules a bit more in advance…[I]t seems like things seem to pop up so quickly and frequently change."

While summer classes began at the end of May and graduate students learned in fixed cohorts, Library Services followed the UNE protocol for managing the pandemic and kept the physical locations of its Biddeford and Portland Campus Libraries closed to ensure safety. Students, faculty, and professional staff continued to have access to the Library's electronic resources and support services, including user instruction, interlibrary loan, and reference. Meanwhile, Library Services planned for a return to campus, including making physical modifications to the facilities. The Library then resumed on-campus operations on both campuses on August 10 (See the Library's UNE Onward Plan and Library Services' AY 2019-2020 assessment activities in Appendix A).

Survey data show that, essentially, on-campus resources, activities, and interactions provide support for students that help them advance in their coursework and program.

b. For UG and Graduate Students: What Went Well

Amid a statewide quarantine order that, in the summer, required travelers from certain states to get a recent negative COVID-19 test or quarantine for fourteen days, most graduate student respondents taking summer classes reported making a relatively smooth transition to UNE.

For the closed-ended question, asking if they needed to quarantine since April, 44% of all graduate students reported they did. Of the same total number of graduate student respondents (N=296), females comprised the highest rate (33%), followed by males (10%), and then BIPOC+ students (6%). To compare, females comprise the highest rate of all graduate student respondents (67%),

followed by males (30%), and then BIPOC+ students (15%) (Appendix B, Table 6). Also, of all graduate students who reported that they had to quarantine (n=131), on the closed-ended question asking where they lived, 90% selected their own residence. That said, of the BIPOC+ graduate students who had to quarantine (n=18), 11% paid for a hotel/motel and 6% paid for on-campus housing, while 78% percent, 12 fewer percentage points than the other groups, stayed in their own residence (Appendix B, Table 7).

Of all the graduate students who had to quarantine and responded to the open-ended question on the extent to which UNE provided support while in quarantine (n=81), 40% reported that they did not need UNE support, and 28% mentioned that they received the support they needed. However, it is important to note that 15% reported they did not receive the needed support. UNE provided campus housing, but some graduate students disclosed lacking access to a kitchen and sufficient counseling services. A few others reported struggling while in quarantine to get groceries, access Wi-Fi and printers, and pay for additional housing.

By and large, UG and graduate students reported appreciating the support of their faculty. Of the top three responses to the closed-ended question, the resources UG students found "helpful" or "very helpful" in the mid-March transition, 70% of UG students (or 503) selected Internet searches, 70% (or 500) selected faculty, and 67% (or 478) selected other UNE students (Appendix B, Table 8). (Because the transition occurred in the spring semester, that question was removed from the graduate student survey.) Of those who responded to the open-ended question, the aspects of remote learning that went well, 59% of UG students (n=372), and 34% of graduate students (n=149), by far the highest response rates to that question for both populations, specified faculty support, flexibility, and commitment to student success (Appendix B, Table 9).

UG and graduate student qualitative responses underscore their appreciation of faculty. One UG student remarked, "The faculty were amazing. They were invested in our well-being as students and strived to be accommodating." Another UG student extolled, "The kindness displayed by every faculty member I came in contact with was reassuring and made these hard times so much easier." One graduate student wrote, "I think professors did a great job of making themselves available for questions and feedback. They were very open to student suggestions and comments and very clearly doing their best to adjust to the online environment." Another graduate student praised, "Professors were great with communication and changing their teaching style on the fly to meet the demands of remote teaching."

It is important to note that some UG and graduate students reported some faculty as less engaged. For the closed-ended question, their learning challenges, 22% of all UG students and 25% of all graduate students selected "instructor availability/responsiveness" (Appendix B, Table 2). For the closed-ended question, their additional concerns, 45% of all UG students and, notably, 60% of all graduate students selected "not being able to communicate with instructors." Female graduate students reported the highest rate (62%) for that concern (Appendix B, Table 3). For those who responded to the open-ended question on their learning challenges, 18% of UG students (n=363) and 22% of graduate students (n=167), the second highest response rate behind their need for greater access to campus resources, also referenced faculty as less accessible or engaged. Faculty overburdened with their own challenges (e.g. child care when schools closed and heavier workload

moving their classes online in the spring, or modifying them to the online or hybrid format in the summer) could explain these reasons. Most student respondents, however, expressed gratitude for faculty support.

Of the specific ways in which faculty provided support, UG students notably cited faculty flexibility on completing assessments. Of all the UG students who responded to the open-ended question, the aspects of remote learning that went well (n=372), 9% specified flexible or extended deadlines, or open-book or untimed assessments.

UG students reported appreciating synchronous class meetings, while UG and graduate students reported appreciating recorded and pre-recorded course material. Of those who responded to the open-ended question, the aspects of remote learning that went well, 9% of UG students (n=372) mentioned Zoom for synchronous classes and meeting with classmates, 4% cited online platforms overall (e.g. Zoom, Blackboard, YouTube) and software, and 4% reported recorded lectures from live classes or pre-recorded lectures from faculty on their own. To the same question, what went well, 14% of all graduate students who responded (n=149) cited recorded lectures or pre-recorded lectures, and 6% reported Zoom for synchronous classes and meetings with classmates.

UG and graduate student qualitative responses further explain the reasons many students appreciated recorded and pre-recorded course material. One UG student commented, "Live lectures that were recorded and posted afterward were the most helpful to me." Another UG student wrote, "Zoom is sooo [*sic*] wonderful. Also having the ability to go back to recorded lectures was so amazingly helpful." One graduate student explained, "Having the lecture readily available to rewind, rewatch, and learn at my own pace allowed me to manage my time most effectively." Another graduate student wrote, "I tended to really enjoy having lectures posted. It allows time to pace yourself as you watch lecture, and provides a way for students to watch lecture at times that work best for them. Being able to pause, rewind, or speed up lecture is also a massive benefit."

Also, to the same open-ended question, what went well, the second and third highest response rates, following faculty support, highlight graduate students' unique experiences in the summer. While 23% of graduate students who responded (n=149) reported their online or hybrid classes went well, 19% appreciated in-person classes, labs, and clinicals to build the hands-on skills and research experience they need in their chosen profession.

Graduate student qualitative responses highlight their appreciation for the hybrid model. One graduate student explained, "I think making the smaller cohorts has helped facilitate learning…I definitely feel like there's better communication and more organization. Online learning has gone smoothly and I really appreciate all the effort instructors have put into making modules and online lectures." Another graduate student wrote, "During pandemic times, I absolutely feel that virtual instruction is the way to go…I strongly believe that the health and safety of the public is much more important than my own convenience." Another graduate student expressed, "I am so grateful for this time and opportunity for face-to-face contact with my fellow students. Additionally, I quite enjoy the set-up and intimacy of our groups with the faculty (there is a good student to faculty ratio). I feel like I have actually learned quite a bit…in this environment."

It is important to note that, to the open-ended question on their learning challenges, while 12% of all UG students who responded (n=363) felt they did not learn their course material as well, 20% of all graduate students who responded (n=167) reported that they fell behind in their learning or felt unprepared for exams or their profession. On the open-ended question asking for their additional feedback, 21% of graduate students who responded (n=85) echoed that sentiment. One UG student wrote, "I feel as though I did not learn the material as much as I had been." One graduate student wrote, "I have trouble retaining any information I've read. I do not feel confident in my progress this summer or the end of last semester."

Thus, for both UG and graduate students, faculty support, flexibility, and availability remained vital to their success. While synchronous classes using Zoom and other technologies lacked a true substitute for the in-person experience, they provided UG students with a connection to the relationships they had built in their face-to-face classes in the first-half of the spring semester, and a structure to their daily schedule in quarantine that helped further their learning. For both UG and graduate students, faculty recorded and pre-recorded course material provided an added layer of support. Moreover, both UG and graduate students reported the need for on-campus resources, activities, and interactions, while many graduate students stressed their appreciation for the hybrid model that included in-person learning, and their need for more communication and transparency on University decisions (Final Recommendation 2.1).

B. Faculty Survey Data and Findings

1. Survey Response Numbers

Of the 684 surveys distributed directly by email and indirectly by a common electronic link to the UNE faculty, 258 faculty, or 38%, noted they teach in one college. Most respondents taught in either CAS (42%) or WCHP (24%), followed by CGPS (16%), COM (7%), COP (6%), and CDM (5%). That said, the survey data represent faculty in all six colleges (Appendix B, Table 10).

Because some faculty responded, in the survey's first question, they teach in more than one college (including some selecting up to three colleges), the response numbers vary. Thus, of the 258 respondents, around 20 faculty noted teaching in more than one college, bringing the total response number up to 278, or 41%, of the total 684 surveys distributed, when counting faculty responses in all six colleges.

If faculty selected teaching in more than one college, their response data thus appear in the disaggregated data of each of those colleges. To maintain confidentiality, the data from the roughly 20 faculty responses consequently overlap in those selected colleges. Thus, the response rates for each college tend to exceed the all-faculty (or, as used in the tables, "All Colleges") rates, which reflect the aggregate of all faculty (or, as used in the tables, "All Colleges"). Moreover, because we made every survey question noncompulsory, many faculty chose to skip some questions.

Since the survey asked faculty for the college(s) they teach in, but no other demographic information (e.g. faculty gender, race/ethnicity, or full- or part-time status), only college data can be identified (Final Recommendation 1.4).

2. Survey Findings

a. Faculty Changes and Challenges: Teaching Remotely Amid the Pandemic

With only one week to shift their courses to the online environment and learn technologies they might not have used before, amid a pandemic that has also affected their daily lives, faculty faced their own set of challenges. Of the top four responses to the open-ended question, their initial thoughts when UNE announced plans to transition to remote instruction, 38% of all faculty who responded to the query (n=216) reported supporting the decision, 24% revealed experiencing stress and feeling overwhelmed, 19% felt that they lacked sufficient time to prepare, and 18% expressed concern for students.

Examples of faculty qualitative responses expand upon their initial thoughts on the rapid shift. While one faculty member felt "relief" and another thought the decision "made sense [and] was logical," another felt "lost, confused, stressed" and another felt "panic, overwhelmed, uncertain about students' varying abilities to participate." One faculty member wrote, "I wished I'd had more time to prepare," and another explained, "I thought 10 days lead time was not nearly enough." Despite the conditions, the faculty rose to the occasion and their commitment to the students. One faculty member explained, "I was nervous about how to deal with students who struggle with this teaching style and really need a rigorous schedule to keep them on track. I was nervous to use Zoom but figured this would be a reasonable approach."

i. Faculty Use of Available Resources

Faculty tapped into the available resources to move their courses online. Of the top three responses to the closed-ended question, the resources they found "helpful" or "very helpful" in the transition, 80% of faculty (or 206 in total) selected UNE colleagues, 64% (or 166) selected Internet searches, and 54% (or 140) selected UNE academic support staff (Appendix B, Table 11).

Among those academic support staff, CETL and ITS provided a series of trainings to support faculty and professional staff in remote instruction. As of late July 2020, just-in-time trainings on remote pedagogy and technologies, such as Zoom and Blackboard, have had 598 views. Also, 300 individuals have participated in various CETL and ITS webinars and live support sessions, where they have received immediate, one-on-one support on any question regarding, for instance, Zoom, Blackboard, technical troubleshooting, and access to University systems. (CETL and ITS have also created a comparable support site for students with tutorials and guides on the usage of various delivery tools, including Zoom and Blackboard. As of April 6, 2020, the site had been accessed 9,235 times, and UNE students had visited the student training section 1,500 times.)

While many faculty found support in the UNE professional staff and resources, fewer than half of the faculty surveyed reported making the most of several of those resources. Among the faculty respondents who indicated that they used a UNE resource, for example, 45% selected CETL webinars, 41% selected Library resources, 39% selected ITS webinars, and 37% selected the Continuity Technology Resource website. Data reveal, however, that many faculty respondents

found those resources "very helpful" (43% for CETL webinars, 42% for the Continuity Technology Resource website, 41% for Library resources, and 34% for the ITS webinars) (Appendix B, Table 11). Thus, in the future, it may be important to increase faculty engagement with some of the UNE resources that they did not fully utilize in the shift to remote learning (Final Recommendation 2.2).

Also in the faculty survey, learning and navigating technologies emerged as a concern. For those who responded to the open-ended question, their teaching challenges (n=220), 13% reported navigating technologies (e.g. Blackboard, Zoom, and PowerPoint), and 15% reported teaching and engaging students through technology. The two highest UG student response numbers to the closed-ended question, on their technological issues, likewise highlight the challenges UG students perceived that faculty faced. Data reveal 53% of all UG students and 59% of all graduate students perceived "instructor discomfort or lack of familiarity with required technologies," and 35% of all UG students and 30% of all graduate students selected "unclear expectations around which technologies I am required to use" (Appendix B, Table 4).

In their written responses, many faculty elaborated on their struggles navigating teaching with technologies. One faculty member explained the challenge of "mastering the technology without proper training and sufficient time," and put in "lots of overtime work to make it happen while being affected by the pandemic at home in our personal lives." Another faced the challenges of "getting Zoom to work really well; eye strain due to too much [Z]ooming…; trying to think creatively to use other ways to engage students; not being able to see all my students on Zoom at the same time." Another explained the challenges of "figuring out how to further expand my use of Blackboard and Zoom; [and] the incredible additional time it took simply to handle class management—loading things to [Blackboard], setting up Zoom meetings, [and] responding to students via e-mail."

Faculty respondents used a variety of tools and formats to support student learning. While most faculty respondents used Zoom and Blackboard, they reported using other tools, such as YouTube, Google Docs/Hangouts, social media, SharePoint, and ExamSoft, depending on their pedagogical and discipline-specific needs (Appendix B, Table 12). For the closed-ended question on their teaching methodologies, 65% of all faculty respondents selected a "mix of synchronous and asynchronous," 16% selected "synchronous," and 14% selected "asynchronous." (This question was excluded from the survey when respondents selected that they teach in CGPS. Thus, data include only CAS, CDM, COM, COP, and WCHP faculty responses.) (Appendix B, Table 13).

While many faculty revealed their challenges navigating the technologies, the student data might reflect, in part, the faculty as well as the students trying to adjust. Thus, it may be important to further support students on navigating the various technologies, and communicating with them about which technologies they need to use (Final Recommendation 2.3).

ii. Faculty Changes to Course Curriculum and Assessments

Faculty considered a myriad of factors, including the challenges students encountered, the resources they had available, and the learning outcomes students needed to achieve, as they revised

their classes according to the new conditions. Similar to the students in their survey, faculty noted the competing external forces students faced as significant challenges to completing coursework. Of those faculty who responded to the open-ended question on their teaching challenges (n=220), 39%, the highest response to that question, reported difficulty engaging students, many of whom had more stressors and distractions. Of those faculty who responded to the open-ended question on students' learning challenges (n=216), 49%, also the highest response to that question, reported students' distractions and personal struggles.

Most faculty respondents modified their curriculum in some way. On the closed-ended question, the extent to which they changed their course material in response to the pandemic, while 14% of all faculty selected "not at all," 30% noted "slightly," 35% selected "moderately," and 17% indicated "substantially" (Appendix B, Table 14). It is important to note that UNE's programs with specialized accreditation taught the same content, but faculty might have adjusted the time they spent on particular material or the way in which they assessed students. Accrediting bodies did not relax or change their standards in the pandemic, but they did give programs latitude on the ways in which faculty could assess the competencies. The sudden shift encouraged faculty to more closely examine the material they were including in their courses, maximize class time, and focus on teaching content that directly related to the learning outcomes.

Survey data reveal that many faculty modified the format and/or measure for assessing students. Of those faculty who responded to the open-ended questions on the changes they made to their learning outcomes and assessments (n=381), 28%, the highest response rate of the responses to both questions, changed their assessments' format. Examples of changes include: closed-book exams to open-book ones; live student presentations to recorded ones; live discussions to online discussion boards; and live proctoring to remote proctoring (e.g. using Zoom). Faculty likewise reported giving students more time to complete assessments and allowing students multiple attempts, both of which students reported helped them. Also, 21% of all faculty who responded to those queries (n=381), the second highest response rate, reported changing the assessment measure. Examples of changes include: fieldwork to literature review; group project to individual work; and lab component to written assignment.

Courses that cultivated hands-on skills, including those performed in the field, lab, and clinic, were challenging to transition online. Of the faculty who responded to the open-ended question, their teaching challenges (n=220), 20% mentioned transferring experiential learning activities to the remote environment, and 7% revealed teaching and assessing labs, practicals, and clinicals. For the open-ended question on students' learning challenges, 9% of those who responded (n=216) mentioned the same. These data compare to the total number of experiential courses faculty respondents reported teaching, that is 22% labs (or 57), 13% clinicals (or 33), and 11% fieldwork/practicum courses (or 29).

Faculty reported modifying their hands-on activities to fit the online environment in unique ways. Of those who responded to the open-ended questions on the adjustments they made to their learning outcomes and assessments (n=381), 10% reported removing hands-on work or replacing it with videos or simulations. Some asked students to design experiments, describe procedures, or interpret datasets, rather than have students carry out the research themselves. To those same

questions, 3% specified that they focused on teaching data analysis rather than data collection and analysis.

Aiming to support students to successfully manage their coursework in the uncertain conditions of the pandemic, while following best practices, many faculty undertook the administration's recommendation in mid-March and revised their high-stakes assessments to low-stakes, small, frequent, and non-cumulative assessments. Of those faculty who responded to the open-ended questions on the adjustments they made to their learning outcomes and assessments (n=381), 14% reported removing assessment(s) or some components of their assessment(s), while 5%, some of whom were counted in the former category, reported adding more assessments (e.g. shorter, low-stakes ones). For instance, one faculty member wrote, "I moved from bigger tests to smaller and more frequent quizzes." Another explained, "My efforts to de-emphasize tests led to the creation of smaller projects and much more grading for me…Overall, this semester was by far the most labor intensive I have experienced in [many] years of teaching."

These changes to the coursework might, in part, explain the reasons UG students in particular reported feeling they had a heavier workload. For the open-ended question on their learning challenges, 18% of those UG students who responded (n=363), the second highest response rate to that question, after personal struggles, reported that their coursework increased or seemed harder, while 3% of graduate students who responded (n=167) reported the same sentiment. One UG student wrote, "I feel like some classes became harder and required more work done online than they would have in person." One graduate student wrote, "When watching a lecture over the computer and taking notes, I have noticed this takes me about twice as long as opposed to attending an in-person lecture." Students might have also felt that, living under quarantine and without frequent, face-to-face, campus support and interactions, more of the responsibility of establishing a study schedule, learning the course material, and managing their deadlines fell on them.

b. For Faculty: What Went Well

Despite the urgent and unanticipated conditions that forced University community members to conduct operations in their residences, faculty adjusted to the available resources and successfully guided students to achieving the learning outcomes.

While many faculty respondents identified as "beginner" to online teaching before the pandemic, the vast majority reported likely using the online tools again in the future. Data show that, for the closed-ended question, their familiarity with online teaching prior to the pandemic, 48% of all faculty selected "beginner," 28% selected "intermediate," and 26% selected "advanced." Understandably, most COP, COM, and CAS faculty identified as "beginner," since they typically teach face-to-face courses and mostly focus on imparting hands-on skills, while most CGPS faculty identified as "advanced," as they teach fully online (Appendix B, Table 15). Then, for the closed-ended question on the likelihood they will use the tools again, 94% of all faculty selected "very likely" or "somewhat likely," and only 3% indicated "somewhat unlikely" or "very unlikely" (Appendix B, Table 16).

Thus, while a meaningful percentage of faculty self-identified as "beginner" to online teaching before the pandemic, a significant proportion found the online resources and support services helpful for remote instruction and will likely continue to use those resources in the future.

Also, in the face of this unprecedented teaching and learning environment, faculty reported that most students met the learning outcomes. For the closed-ended question, the extent to which students met the learning outcomes amid the pandemic, 57% (or 147 in total) of all faculty reported "extremely" or "very well," 38% (or 98) selected "moderately" or "slightly well," and only 1% selected "not well at all" (Appendix B, Table 17).

Faculty endorsed Zoom for facilitating synchronous meetings, and similar to the many students who appreciated their professors, faculty attributed students to successfully completing the semester. Of the top three responses to the open-ended question on what went well, 27% of those faculty who responded (n=199) mentioned Zoom and its features, and 18% reported student engagement, attendance, and resilience (Appendix B, Table 18).

Faculty qualitative responses underscore student determination to persevere in trying conditions. "The class connected more personally and shared professional challenges as well," one faculty member reflected, "moving from an academic format always to a reflection helped people share more deeply." Another faculty member explained that students "demonstrated a very high level of competency and professionalism that was really impressive." Another reveled, "I think my students were remarkable in every single way. They were responsible and attentive." And another celebrated, "The students are frankly incredible."

It is also important to note that to the same question, what went well, of those faculty who responded (n=199), 11% indicated supporting students, 9% reported increased meetings and office hours, 8% noted recorded and pre-recorded lectures, and 8% recognized giving students flexible deadlines or multiple attempts at assessments. Put another way, of the faculty who responded to the open-ended question, the actions they would do differently (n=184), 14% reflected, holding more synchronous classes. In the face of their own challenges, many faculty reported investing in more hours to support students in achieving the learning outcomes and completing the coursework.

Thus, altogether, many faculty and UG and graduate students agree that: faculty support, flexibility, and availability; synchronous, recorded classes and pre-recorded options (despite some reports of Zoom fatigue); on-campus resources, activities, and interactions; and more transparency over University decisions help advance student learning (Final Recommendation 2.1).

C. Professional Staff Survey Data and Findings

1. Survey Response Number

For the professional staff survey, we made the decision to survey units that partake in a high level of student interaction and co-curricular engagement that directly support student learning, as opposed to surveying the entire UNE professional staff. Since the professional staff offices vary widely in their methods and procedures for supporting students and the University community, we

also made the decision to ask the co-curricular senior leaders to distribute an untraceable, common electronic survey link to their reporting units they deemed appropriate to take the survey. Thus, we can neither calculate the number of surveys distributed nor a response rate.

That said, we received 86 responses to the professional staff survey, which came from a broad range of UNE's co-curricular offices, including Student Affairs, Global Education, Library Services, Student Success, Athletics, WCHP Service Learning, Student Access, Sustainability, and CGPS Student Support. Because we made every survey question noncompulsory, some professional staff chose to skip some questions.

Since the survey asked professional staff for the unit(s) they work in, but no other demographic information (e.g. gender, race/ethnicity, or full- or part-time status), only unit-level data can be identified (Final Recommendation 1.4). However, since some of the unit-level response numbers were small, this report combines all of the data into one grouping.

2. Survey Findings

a. Professional Staff Changes and Challenges: Supporting the University Community Remotely Amid the Pandemic

During spring break, while many students adjusted to altered housing, studying, and employment arrangements, and the faculty moved their classes, labs, and clinicals online, professional staff spent time supporting students and the University community make the transition and developing remote programming, support structures, and digital processing systems, amid a pandemic that also affected their daily lives.

Professional staff reported the same top four responses as faculty, albeit at different data points, on their initial thoughts when UNE announced plans to transition to remote instruction. Of the professional staff who responded to the open-ended question on the topic (n=59), 49% (compared to 38% of faculty) reported supporting the decision, 17% (compared to 19% of faculty) felt that they lacked sufficient time to prepare, 14% (compared to 18% of faculty) expressed concern for students, and 12% (compared to 24% of faculty) revealed experiencing stress.

Examples of the professional staff qualitative feedback highlight the varied initial responses. Expressing support for the rapid transition, one professional staff wrote, "I thought it was the right decision at the time," while another explained, "I thought of it as a positive and progressive choice, one that would allow learning to continue without significant risk." Some, however, conveyed the need for more time to get organized. One professional staff explained, "When it was first announced, we had little time to prepare and had no real expectations of how the remainder of the semester would be for students." Another agreed that it "was a good decision," but "thought we should have made the move earlier." As in the students and faculty, professional staff got to work, as one explained, and "immediately strategized what steps would need to happen to facilitate the change in format."

Immediately following the announcement, professional staff worked directly with students to adapt to the new circumstances. They helped students: move out of the residence halls; return from study abroad programs; suspend their fieldwork or internship assignments; modify their experiential and research projects; transition out of their campus job; adjust their weekly schedules; locate electronic sources; move club meetings online; and, for student-athletes, train remotely.

i. Professional Staff Use of Available Resources

More than half of the professional staff respondents had some experience in remote student support before pivoting entirely online. On the closed-ended question, their familiarity with online engagement and student support before the pandemic, 36% of all professional staff (compared to 48% of all faculty) selected "beginner," while 40% (compared to 28% of all faculty) selected "intermediate," and 23% (compared to 26% of all faculty) selected "advanced" (Appendix B, Table 19).

Professional staff turned to the available resources to buttress their work. They shared with faculty the same top two responses to the closed-ended question, the resources they found "helpful" or "very helpful" in the transition. Of those top responses, 84% of professional staff (or 72 in total) selected UNE colleagues (compared to 80% of faculty), and 71% (or 61) selected Internet searches (compared to 64% of faculty), followed by 64% (or 55) who selected scholarly or higher education publications (Appendix B, Table 20). (On the faculty survey, UNE academic support staff ranked third highest.)

As in the faculty, while fewer than half of the professional staff respondents reported using UNE support resources, those who did benefited from them. Among the professional staff respondents who indicated they used a UNE resource, 31% selected Library resources, 27% selected the Continuity Technology Resource website, and 17% selected CETL webinars. Despite the low percentages, data reveal that most professional staff respondents found those resources helpful. For instance, in the "very helpful" category, 64% selected their UNE colleagues, 56% selected Library resources, and 47% selected CETL webinars, and in the "somewhat helpful" category, 74% selected the Continuity Technology Resource website (Appendix B, Table 20). Thus, it may be important to increase professional staff engagement with some of the UNE resources that they did not fully utilize in the shift to remote student support (Final Recommendation 2.2).

Professional staff used a variety of tools to support students remotely. Also as in the faculty, professional staff primarily relied on Zoom to meet with students, but unlike the faculty, most did not use Blackboard. Of the top three responses to the closed-ended question, the tools they found "helpful" or "very helpful" to support students, 79% of professional staff (or 68 in total) selected Zoom, 66% (or 57) selected Internet searches, and 56% (or 48) selected social media (Appendix B, Table 21).

Their responses to the open-ended question, the ways in which their interactions with students changed, reveal the wide range of virtual tools they used to maintain connections. Making up the highest rate of the professional staff who responded (n=56), 54% mentioned using, for example, Zoom, email, phone (office and personal), text, social media, and WhatsApp. For the second

highest response, 41% noted their interactions with students felt more personal, compassionate, and effective, and for the third highest response, 16% reported meeting more and chatting more with students. One professional staff, for instance, wrote, "Interactions with students [were] much more personal and this made it easier to relate to them and have candid discussions." Another wrote, "I actually feel [like] I know my students better."

Also similar to the faculty, more than half of the professional staff reported using a mix of synchronous and asynchronous formats to support students. On the closed-ended question, the methodologies they used, 52% selected a mix of synchronous and asynchronous, while 5% selected asynchronous, and 6% selected synchronous (Appendix B, Table 22). Professional staff thus reported employing many available tools, during and outside of their regular work hours, to meet students where they were at.

ii. Professional Staff: Their Challenges and the Students' Challenges

In these highly interactive areas of the University, communication emerged as a key element for professional staff in maintaining connections with students and colleagues. Of those who responded to the open-ended question, what went well (n=47), 23%, the highest response, mentioned communicating with students and colleagues (including on social media). But when communication broke down, some felt disconnected from campus.

The top two responses to the open-ended question, the main professional challenges professional staff faced, highlight communication as well as access to technologies. Making up the highest rate of those who responded (n=60), 30% revealed struggles in communicating with students and colleagues. Some felt disconnected from campus and hindered by the limitations of Zoom, email, and other electronic forms of communication. Comprising the second highest response, 22% mentioned technological challenges, from learning new tools to the University's need for improved digital processing systems, all of which facilitate communication and University operations.

The top two responses to the open-ended question, what they would do differently, also highlight the same needs. While some professional staff noted increased and improved communication, others commented on the need for more of it. Making up the highest rate of those who responded (n=44), 23% reported the need for better or more effective communication, followed by 11% who mentioned the need for UNE to acquire more advanced technologies (e.g. digital processing systems) to better facilitate University administration, procedures, and communication (Final Recommendation 2.4).

Examples of the professional staff qualitative responses underscore their need for improved communication and digital processing systems. One professional staff wrote that professional challenges included, "Not having access to my coworkers for conversation/easy communication about students and issues." Three others wrote, as professional challenges, "lack of communication," "keeping up with colleagues," and "missing face to face interactions with students." On carrying out University procedures and paperwork remotely, one professional staff wrote that the shift "from printing forms to all digital processing…was tricky." Another explained,

"Our office's dependency on paper forms" as a professional challenge, and the industry and creativity it took in an intense time period to create digital processing systems.

As in the students and faculty, professional staff had to manage their personal and professional lives in conditions where those responsibilities often overlapped. Making up the third highest response to the open-ended question, the main professional challenges they faced, highlights those demands, as 18% of professional staff who wrote feedback (n=60) discussed their struggle in achieving a work/life balance. They mentioned, for example, caring for children and family members at home, working more than their regular hours or during hours outside of their established shift, and managing the emotional toll of the pandemic. One professional staff wrote, "I have had a very hard time balancing my home life and professional life. With my situation, I am…parenting all day/night," while fulfilling work responsibilities.

The professional staff survey data also corroborate the student and faculty survey data on students' challenges. Comprising the top four responses to the open-ended question, the challenges students faced, 23% of all professional staff who responded (n=57) noted students' mental health struggles, 21% mentioned students' increased class and employment workload, 16% cited students' financial insecurity (e.g. due to job loss), and 16% pointed out students' desire for in-person interactions and campus connections.

b. For Professional Staff: What Went Well

Understanding the value of communication while working remotely, professional staff tapped into students' desire to continue connecting and interacting with the campus community. For the open-ended question, what went well, 15% of all professional staff who responded (n=47), the second highest rate after communication, reported remote programming (e.g. meetings, events, and ceremonies), followed by 13% who cited Zoom.

Several professional staff qualitative responses elaborate on their successes in remote programming. One professional staff put it succinctly, "Virtual programming, meetings, award ceremonies all went well." Another explained, "Our interactions had to move to a virtual format. In some cases, this was actually a better move than holding in-person events," probably because quarantine requirements increased "the likelihood [students] would be available to attend our virtual sessions." Another elaborated, "Holding some of our events for students online seemed to provide a nice format for discussions and also made programming more accessible for students. Going forward, we will think about how we can add virtual events as part of our team strategy for reaching students with important information or a venue to get their questions answered."

Most professional staff respondents, by far, reported that they will likely use the online tools again in the future. On the closed-ended question, the likelihood they will use the technologies again, 91% of all professional staff (or 78 in total, compared to 94% of faculty) selected "very" or "somewhat likely," while only 1% (compared to 3% of faculty) selected "somewhat" or "very unlikely" (Appendix B, Table 23).

Finally, in the face of an international crisis, professional staff reported meeting the student learning outcomes, albeit not as successfully as faculty. For the closed-ended question, the extent to which students met the learning outcomes amid the pandemic, 24% of professional staff selected "extremely" or "very well" (or 21 in total, compared to 57% of faculty), 31% selected "moderately" or "slightly well" (or 27, compared to 38% of faculty), and only 1% selected "not well at all" (compared to 1% of faculty) (Appendix B, Table 24).

The data on student learning outcomes, in part, might reflect the many professional staff offices that continue to work on developing their full assessment processes (including embedding regularly scheduled assessments into their programming). The pandemic slowed some of that work (Final Recommendation 1.1).

IV. Final Recommendations

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

1.1. Continuing its efforts from the past three years, the UAC plans to support more university-wide, student-facing, and supporting units to define co-curricular learning outcomes and assess student learning and programmatic effectiveness.

1.2. Add more resources to the "Assessment Resources" web page for University academic programs, co-curricular units, colleges, and divisions to draw on and further develop their assessment processes, including a resource for establishing benchmarks.

1.3. The UAC also plans to continue updating its handbook, underlining its charge as a resource for assessment support.

When COVID-19 gets under control and circumstances change, the following recommendations that relate directly to the conditions in the pandemic might not need addressing. That said, the survey data helped surface some trends that the UAC recommends the University consider.

If the UAC sees the need to survey students, faculty, and professional staff again, the committee will work on the following:

1.4. Include demographic questions (e.g. gender, race/ethnicity, age group, college, student year in school, and faculty and professional staff full- or part-time status) to better ascertain the specific challenges of particular groups and the support they need to succeed.

If the pandemic continues into next year, the UAC also recommends the University address the following:

2.1. To advance student learning in and outside the classroom, survey data surfaced several of the following pedagogical and student support measures. (a) Both UG and graduate student data highlight the value of faculty support, flexibility, and availability. (b) Synchronous meetings, using Zoom and other technologies, provide UG students with campus connections, and a

structure to their daily schedule. (c) Both UG and graduate student data also highlight the value of faculty recorded and pre-recorded course material. (d) Both UG and graduate student data reveal the need for on-campus resources, activities, and interactions. Many graduate students in particular stressed their appreciation for the hybrid model that included in-person learning. (e) Graduate student and professional staff data also reveal the need for more transparency on University decisions.

2.2. Increase faculty and professional staff engagement with some of the UNE resources, such as the Continuity Technology Resource website, ITS webinars, CETL webinars, and Library resources, that they did not fully utilize in the shift to emergency remote learning.

2.3. Further support students on navigating the various technologies, and communicating with them about which technologies they need to use. Ultimately, most faculty respondents relied on Zoom and Blackboard for remote instruction, but they used other tools, depending on their pedagogical and discipline-specific needs. On the student survey, 35% of all UG students selected "unclear expectations around which technologies I am required to use."

2.4. Adopt more advanced technologies to facilitate communication and University operations (e.g. digital processing systems). Of the top two responses to the open-ended question, what professional staff would do differently, 23% of those who responded (n=44) reported better or more effective communication, and 11% mentioned the need for UNE to acquire more advanced technologies (e.g. digital processing).

Appendix A:
Colleges' and Divisions' Assessment Activities, AY 2019-20

❖ *College of Arts and Sciences (CAS)*

CAS started AY 2019-20 with an assessment plan designed to continue on the progress, plans, and projects from previous years. Core Curriculum Assessment was moving forward as the AY started with a workshop held on August 22, 2019. Assessment of academic programs/units was also moving forward with the follow-up from the previous year's reports and action plans. In the spring semester, work was underway to start generating and gathering the annual reports, including sending a reminder email from CAS Associate Dean Amy Keirstead in February 2020 that provided information and resources on annual program assessment reporting. All programs/units and Core Curriculum areas were working on assessment projects and gathering data until the COVID-19 pandemic led UNE to move all programs to remote learning. The announcement of the shift to remote teaching/learning was made on March 13, 2020, and remote teaching/learning started upon UNE's return from spring break on March 23, 2020.

This radical shift in the teaching/learning model had an obvious and immediate impact on many of the assessment projects that were underway. This was not just the case in CAS, but in other UNE colleges as well. The Provost's Office, in collaboration with the UAC, made an announcement that the usual annual assessment reports would not be gathered this summer. Nonetheless, some programs (e.g. the Writing Fellows Program) completed their planned assessment and submitted reports. The college had planned for three Core Areas (Environmental Awareness, Creative Arts, and Lab Science) to report at the fall 2020 All-CAS Day, yet those plans have been suspended.

Moving ahead, CAS will be shifting the overall college plan for Core Curriculum and program assessment. In AY 2020-21, the college will work on a more parsimonious assessment plan that combines Core Curriculum and program assessment from the course-level through program and Core Area learning outcomes, if appropriate. Associate Dean Stine Brown will be collaborating with CAS School Academic Directors and other CAS faculty on this work. This major shift within the college will require significant effort through the year.

In addition to the shift in assessment practice in CAS, Provost Josh Hamilton has charged the Undergraduate Curriculum Taskforce to continue its ongoing work, which may impact programs and the Core Curriculum in the coming years. CAS assessment efforts will be adapted accordingly.

❖ *College of Dental Medicine (CDM)*

Assessment of student learning is a priority in CDM as we continue to refine and improve our assessment process. Several of the action items noted in last year's report were implemented during AY 2019-2020 and are ongoing. We also continued to improve upon things implemented in previous years.

- In spring 2020 we implemented a Clinical Progression Examination for the second-year students to assess clinical readiness. This is the first of a series of progression assessments we would like to implement at the end of each academic year. Initially the goal was to have an Objective Structured Clinical Examinations (OSCE) format for this assessment, however, the impact of COVID-19 requires this to be administered as a written examination (administered electronically via ExamSoft and proctored via Zoom).
- In fall 2018 and spring 2019, we conducted a comprehensive review of our Clinical Skills Assessment (CSA) rubrics. The revised rubrics and evaluation forms were implemented in summer 2019. Course Directors for simulation courses have been provided the CSA rubrics and asked to align the Simulation Skills Assessment (SSA) rubrics for their courses. In addition to revising rubrics for the specific procedures, a rubric was made for all additional categories found on many of our skills assessment rubrics. These categories include Patient Management and Infection Control; Time Management; Ergonomics; Professionalism; Communication and Interpersonal Skills; Medical History; Consent Form; Anesthesia; Diagnosis, Etiology, Prognosis, and Treatment Plan; Post-Op Instructions and Pain Management; Follow-Up Care and Plans for Next Appointment; Health Promotion; Critical Thinking; Patient Record Documentation; and Self-Assessment. The Academic Affairs team continues to work with Course Directors to update SSA rubrics.
- An additional CSA related to Pediatric clinical competency was implemented for the Class of 2021: Adjacent Class II Composite Resin Restorations. This change was made when it was determined that it was too early to measure competency of this procedure in the second year. The second-year students now challenge a single restoration as an SSA, and the adjacent restorations are challenged by third-year students.
- In spring 2017, we 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. A modified CCF form utilizing an Independence Scale based on the Ottawa Clinic Assessment Tool was implemented in summer 2019, and the Student Progress Review that was subsequently modified to align with the revision was also implemented in summer 2019. Unfortunately, Class of 2020 (fourth-year) students had to end direct patient care early in the spring 2020 semester due to the impacts of COVID-19; thus, a full academic year's worth of data using the modified CCF are not available for this cohort. However, the CDM Assessments and Outcomes Committee will review the truncated Class of 2020 data along with the data for the Class of 2021 in summer 2021 to determine if the instrument is effective for showing the progression of student independence from the time the student enters patient care through graduation.
- The Comprehensive Treatment Planning CSA has undergone revisions the past few years due to first-time pass rates that had been too high. The course that the CSA previously occurred in is no longer offered and, as a result, the CSA was moved to the Patient Care Course series and administered to third-year students in spring 2020. The CSA evaluation was modified to be more similar to other CSAs by requiring the student to meet expectations for all criteria in order to pass. Students who failed on the first attempt were given two additional opportunities to challenge the CSA, following

extensive review sessions and mock exams in preparation. At this time, eleven students have not passed after three attempts and will undergo additional remedial instruction. Curricular improvements have already been made to better prepare the Class of 2022 to challenge the CSA this spring.

- A Biomedical Sciences Integration Taskforce has been continually working to review and revise the DMD biomedical sciences curriculum to condense and re-sequence content in preparation for the new Integrated National Board Dental Examination (INBDE), which our Class of 2022 students will challenge in their fourth year. Dentally Relevant Integrated Learning Series (DRILS) activities have been incorporated into all biomedical science courses to help students see the dental relevance of biomedical science topics early in their learning. In addition, Course Directors are encouraged to utilize the INBDE question format for quiz and exam questions to help students become familiar with this style of assessment.
- In spring 2020 we implemented oral reflections in the DMD6389: Patient Care 3 course. The oral reflection replaced written reflections, which were required in previous years. Each second-year student was required to select a patient of record in which the student had been actively participating in one or more patient visits. The student presented a 10-20 minute reflection followed by 10-15 minutes of questions/discussion from the Group Practice Leader, Group Practice Student Leader, and other colleagues present from the Group Practice. The student was evaluated on Case Selection; Components of Oral Reflection; Review of Medical History; Research of Material/Technique/Protocol; Self-assessment and Case Reflection; Case Discussion; Quality of Presentation; and Professionalism.

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;
- Revisions to second-year patient care written reflection template;
- Implementation of comprehensive case documentations to improve student reflection and self-assessment in the third and fourth year;
- Implementation of a mock/simulated INBDE examination (Kaplan).

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

AY 2019-2020 represents the fourth year of the CGPS cross-program Assessment Working Group. This collaborative Working Group brings together faculty from each academic program with the continued objective of developing systematic assessment plans, collection and analysis of

assessment data, and identification and implementation of action items that surface from our analyses. The Working Group commences each year in January, meeting monthly through April, and then biweekly through June.

This year the Working Group welcomed new Directors from our Education and Health Informatics program (Jayne Pelletier and Matthew Kaszubinski, respectively), and Nang Tin Maung provided leadership from Public Health, until transitioning the role to Sharla Willis. Group activities aimed to update members on past findings from the Working Group as well as to work on current cross-program assessment goals and activities.

Last year's (AY 2018-2019) assessment efforts expanded the reach of the Standardized Discussion Board Rubric developed in the prior year to include the assessment of initial and response posts. These rubrics were designed to assess students' Critical and Innovative Thinking, one of the four Academic Core Values (ACV) identified in prior years. Importantly, all programs mapped the curriculum of the most heavily enrolled focus area for second-year courses against the Academic Core Values. Additionally, CGPS developed and introduced and made available an interprofessional policy course to all CGPS students, identified a suite of electives that students can take across programs, and kicked off our first virtual research symposium.

This year's (AY 2019-2020) assessment efforts were built upon the foundations laid in the prior year. The Working Group continued to evaluate the Standardized Discussion Board Rubrics, along with the modifications that were implemented, in order to stand it up as a measure of Critical and Innovative Thinking. Assessment activities also included a final mapping of all program courses (excluding electives in highly enrolled focus areas in each program) to evaluate their performance against the benchmark that "80% of all offered courses must include assignments and rubrics to assess that each of the Values is achieved in all CGPS courses."

While CGPS continued its AY 2019-2020 college-level assessment activities, the COVID-19 pandemic delayed the final analysis of college- and program-level assessment activities. The Working Group looks forward to evaluating the outcomes of its efforts, making modifications where necessary, and continuing to identify strategic college-level assessment activities for AY 2020-2021. Notably, CGPS will begin in fall 2020 enrolling students in its newly added program, Master's in Healthcare Administration, as well as four new stackable graduate certificates in Emergency Management, Health Data Quality, Healthcare Management, and Health Policy, Law, and Compliance. Within the Applied Nutrition program, CGPS will begin enrolling students into the Registered Dietitian Nutritionist (RDN) focus area in spring 2021. The RDN focus recently earned candidacy for accreditation status under the Future Education Model Graduate (FEM-G) accreditation standards by the Accreditation Council for Education in Nutrition and Dietetics. The college will work to onboard these new programs to the Working Group, along with the new certificates (and other certificates that are in development), and apply its developed assessments where appropriate.

In AY 2020-2021, CGPS also looks to re-engage in the annual research symposium, which allows students an opportunity to gain more presentation experience and work toward achievement of Application of Research and Scholarship, one of the four Academic Core Values. CGPS has

remained committed to implementing an ePortfolio platform to offer students continuity of their online coursework and foster more methods for systematic assessment of quantitative (grades) and qualitative data (writing samples). This work paused in light of UNE's evaluation and selection of a new learning management system (LMS) platform this past year. However, the Working Group plans to revisit this objective and determine if the new LMS has viable ePortfolio options available and/or if an exploration of external platforms is warranted. The Working Group has also identified the need for a specialty tutor who will be shared between the graduate programs in Public Health and Applied Nutrition and will work toward a plan to staff this need for our students. The college has found the need for dedicated, graduate-level career service offerings for students. Recommendations about how to fill this need will be discussed and brought to leadership over the next year.

❖ *College of Osteopathic Medicine (COM)*

Overview of COM Assessment System

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 continuously assessed by periodic high-stakes written exams in the Osteopathic Medical Knowledge (OMK) I & II courses (delivered through ExamSoft), 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. To progress beyond the Preclinical Years, students are required (in normal circumstances) 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 exams in the form of Foundational Biomedical Science Comprehensive Osteopathic Medical Achievement Test (COMAT FBS) and Comprehensive Osteopathic Medical Self-Assessment Examinations (COMSAEs) are administered with required benchmarks to provide students with information regarding their readiness to take the high-stakes COMLEX-USA Level 1 examination successfully.

In the Clinical Curriculum (Years 3 and 4), also known as clerkships, student progress and performance are assessed through a variety of means. In Year 3, osteopathic medical students are assigned to a clinical campus site. Assessments include standard preceptor evaluations, self-evaluations and the NBOME's Comprehensive Osteopathic Medical Achievement Test (COMAT) series that assesses student performance on each of the core rotations, including family medicine, internal medicine, psychiatry, obstetrics and gynecology, pediatrics, and surgery. During this time, students are required to pass two COMLEX Level 2 exams, the PE (Physical Examination; a high-stakes, live, series of clinical encounters and documentation evaluation) and CE (Cognitive Evaluation; a high-stakes written examination), which measure fundamental clinical skills and application of medical knowledge, respectively.

Trends, Adjustments, and Advancements in COM Assessment System

We have noted several strengths in UNE COM student performance. Our students continue to exceed the national mean on both COMLEX Level 1 and Level 2 CE. Our initial residency match rate this year was 96%, with final placement into residencies at 98% [the National Residency Program (NRMP) match mean for DO schools was 84.6% and for MD schools was 93.9%]. The mean scores of our graduates also continue to be above the mean for COMLEX Level 3 relative to graduates of other Colleges of Osteopathic Medicine.

We have continued to focus and expand our advising program during the clinical portion of the curriculum to ensure student success in the National Residency Match Program. A major component of this is to maintain and improve the pass rate of COMLEX Level 1 & Level 2 PE due to its critical role in residency placement. While having our mean scores exceed national metrics is a major accomplishment, a more critical statistic for residency placement is whether a student passes the examination or not. A further curricular goal is to ensure that graduates are ready for residency; as such, we continue to work towards implementation of, in the near future, a competency-based assessment of the Association of American Medical Colleges (AAMC) and the Association of American Colleges of Osteopathic Medicine (AACOM) core entrustable professional activities (EPAs) for entering residency.

In a normal year, we require year 2 students to pass COMLEX Level 1 in order to begin year 3 clerkships, and we also require students to score 500 or greater on a COMSAE prior to taking the COMLEX Level 1 exam. This year, we offered an alternative pathway to starting rotations due to Prometric site closures and student test date cancellations due to the pandemic. Our students could start rotations if they achieved a 500 or greater on a COMSAE examination. We had 128 students (79%) take COMLEX Level 1 prior to starting rotations. The rest of the students are scheduled between July and November.

We have identified that there is a stronger correlation between the scores on a proctored and timed COMSAE and the COMLEX Level 1 exam, than an un-proctored COMSAE. So in AY 2019-2020, we provided 5 opportunities for students of the class of 2022 to take a purchased, 4-hour, faculty-proctored and timed COMSAE. This year, due to the pandemic, the COMSAEs were offered offsite and proctored via Zoom.

This year we also initiated the NBOME Foundational Biomedical Sciences (FBS) comprehensive examination. This national exam gives students an opportunity to view their strengths and weaknesses in various biomedical science disciplines. The exam was offered in February 2020 and we anticipate giving it again in January of 2021.

We also increased the number of study weeks dedicated to COMLEX Level 1, yet we're still met with concerns of insufficient study time from students. We 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 third year begins.

Due to the disruption of COMLEX 2 PE test administration by travel restrictions imposed by the COVID-19 pandemic, many students will most likely not have the opportunity to complete this

examination during AY 2019-2020. As of September 4, 2020, there are 63 UNE COM students who have not yet taken and passed COMLEX Level 2 PE. Recognizing that many of these students have a COMLEX Level 2 PE scheduled in the next 6-9 months, we are proposing an alternative pathway to meet the COMLEX Level 2 PE requirement for graduation and to meet the waiver requirements for students to graduate in May 2021 and receive a diploma.

Students who have not taken the COMLEX Level 2 PE examination in time to receive a passing score by March 16, 2021, will complete a two-phase pathway. The first phase of the pathway is a four-week clinical simulation rotation utilizing the *iHuman Symptom to Diagnosis Cases* and the *OSCE Cases*. This simulation will include the *iHuman* grading, as well as a review of progress notes by COM faculty. This will be an accredited course. The second phase of the pathway will apply to those students who have not received a passing score by April 12, 2021. The second phase will be a simulated patient encounter conducted on campus with standardized patients and testing parameters similar to the COMLEX Level 2 PE standards. Students will complete 4 standardized patient encounters in the 14-minute format, and complete a SOAP note in an allocated 9-minute timeframe. These encounters and notes will be graded by COM clinical faculty utilizing the scoring rubrics developed for the clinical skills curriculum. All students understand that in order to receive a medical license, they will need to successfully complete the COMLEX Level 2 PE.

Attendance is required of many classes in the preclinical (Years 1 and 2) curriculum, including the hands-on, psychomotor clinical skills and osteopathic manipulative medicine skills, in the Osteopathic Clinical Skills IA, IB, IIA, and IIB courses, and select activities in the Osteopathic Medical Knowledge IA, IB, IIA, and IIB. Exam scores in the wake of COVID-19 appear to have remained constant per trends from past years, or even slightly strengthened as is the case thus far in the year in the OMK IIA course. In-person assessment of clinical skills, including with standardized patients and Simulation Lab, has continued with the employment of appropriate safety measures.

Regarding applications to residency, we have identified issues with the manner in which UNE codes the COM student transcripts. COM students need to send transcripts to potential fourth year clerkship sites via the Visiting Student Learning Opportunities (VSLO) system, and for residency applications via the National Resident Matching Program (NRMP). UNE's Banner system is set up so that the transcript indicates courses, which are included in the GPA calculation with an "I" to designate "include." This is not a system used in medical education and is often mistaken as an "incomplete" by VSLO and NRMP. This is negatively impacting our students as they apply for rotations and interviews. We are attempting to minimize this occurrence by establishing additional course designations, which then eliminate the "include" or "I" designation from the transcript. An additional change was approved by the UNECOM curriculum advisory committee (CAC) to simplify the overall grading process and subsequent transcript process for the fourth-year curriculum.

The fourth-year curriculum is now designated as two distinct Clinical Experiences, each coordinated within an individual semester. Clinical Experiences Semester A will run from July 1 to December 31, and consist of a total of 3-24 credits. Clinical Experiences Semester B will run from January 1 to May 15, and consist of 3-24 credits. The experiences will include any

combination of individual rotations of 1-6 weeks, consistent with guidelines as delineated by the Office of Clinical Education. Final grades will be determined by an evaluation of all grades submitted for each rotation, and recorded as a final grade of Pass or Fail. Each student will be responsible to schedule, and satisfactorily complete, a minimum 34 weeks of rotations in their four-year, thus attaining the requirement of a total of 82 weeks of education cumulatively for the third and fourth years of education, combined. If any student is unable to meet the intended number of credits for any semester, they will complete a program change per registrar guidelines.

Future Plans for COM Assessment System

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

1. The Department of Clinical Education operates a 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 face-to-face, one-hour sessions while students are embedded in a core clinical campus. Due to the COVID-19 pandemic, the individual meetings are now conducted via individual video conference meetings with each student. The initial phase of this program assists students as they proceed through the standard core clerkship curriculum. Counseling continues as students navigate the residency application process by providing specialty topic webinars, additional one-on-one coaching, and general coaching for key residency application processes. Further refinements have been implemented this year, including more frequent contact with individual students. In addition, the Office of Clinical Education hosts scheduled whole class video conference meetings with the third- and fourth-year classes. During the height of the pandemic, these meetings were held frequently, at times weekly. The current plan is to host monthly meetings with each class. In addition, vital information is transmitted weekly via an email newsletter.

2. We 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.

3. The Curriculum Advisory Committee is continuing to work towards incorporating the Core Entrustable Professional Activities for Entering Residency (CEPAER) as a competency framework for assessment and curricular revisions.
    a. The Department of Clinical Education hosts two Caucus events each year with invited representative clinical faculty and student coordinators from core clinical campuses. The principal meetings also provide a network mechanism to ensure standardization of learning activities across the geographically diverse clinical campus system. These fall and spring Caucus events provided faculty development topics, such as developing utilization recommendations for the assessment of Entrustable Professional Activities (EPA) in medical students. However, due to the COVID-19 pandemic, no Caucus event was held in May 2020 and further advancement of this topic has been put on hold.

b. We continue to work towards developing an assessment at the end of the third year, guided by the CAC Subcommittee on Assessment. Input from clerkship sites would be submitted to this assessment subcommittee. The nature of the data collected would be determined by the particular EPA.
c. Ongoing work continues for the purpose of evaluating rubrics, policies, and digital support systems to track student data for longitudinal and summary competency assessments.

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

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

Summary on COM Assessment System

UNE COM leadership, faculty, and professional staff are aggressively proactive regarding assessment and student success. Therefore, we 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 staff associated with the Departments of Academic Affairs and Clinical Affairs. In addition, we have a Task Force on Assessment Modeled around EPAs for Core Clerkships, with representation from Northern Light Hospitals, Maine General Hospital, and Southern New Hampshire Health System as well as some members of Subcommittee on Assessment and Evaluation and the Clinical Education Department; this committee strives to represent faculty input from regional clinical campuses focused on assessment in the clerkships modeled around the EPAs.

We have identified one of our major challenges: UNE's digital platform does not support the multiple assessments we currently use, nor does it easily interface with external systems. This problem is going to become more prominent as we try to stay current with our peers and move forward with the national developments in EPA assessment. We will need a digital platform that can acquire multiple assessments, and can interface with external systems with regards to output and input. Half of the college curriculum occurs at our clinical campuses 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 standardization of training and education across all clinical campuses, UNE COM needs to invest in systems that can interface with hospital systems.

❖ *School of Pharmacy (formerly College of Pharmacy)*

The School of Pharmacy has two assessment plans. The first is the Overall Evaluation Plan, which assesses the school on its accreditation standards on a periodic basis. The second plan is the Student

Learning Outcomes Plan that assesses the performance of students toward achieving the Learning Outcomes of the school. In addition to our own plans, the School also looks at results from the performance of its students on licensure exams and nationalized survey results. In conjunction with the American Association of Colleges of Pharmacy (AACP), the national association that represents schools and colleges of pharmacy, our accreditor, the Accreditation Council for Pharmacy Education (ACPE), performs surveys of the stakeholders of pharmacy. On an annual basis, the survey is sent to our faculty and graduating students. The survey also goes to our alumni and pharmacists who precept our students during their 4th year internships every other year.

Looking back at the AY 2018-2019 annual report, the School proposed a few actions to improve our student's achievement and our own processes. One of the actions was to implement a Pharmacy Curriculum Outcomes Assessment® (PCOA®) improvement plan. It was implemented in fall 2019, but put on hold in spring 2020 due to the demand placed on our students as a result of the pandemic. In January 2020, our P2 students took the PCOA® normally and scored better than the previous year's P2 students (37 percentile v. 52 percentile). The P3 students took the exam in April via remote proctoring methods and scored very significantly better than the previous year's P3 students (4 percentile v. 49 percentile). It is too early to attribute the improvement to the PCOA® plan solely as there were vast differences in the admission's characteristics of the classes, which likely played a large role in the improvement. We identified six challenges to data collection in the AY 2018-2019 report and four of the challenges still remain. In addition, the move to fully online in mid-spring 2020 and 9-month contracts for some faculty have added additional data collection challenges this year, as we had traditionally used the summer months to collect data.

❖ *Westbrook College of Health Professions (WCHP)*

WCHP continues to actively participate in the work of the UAC. In AY 2019-20, Dr. Sally McCormack Tutt, Associate Dean for Academic Affairs, and Dr. Adrienne McAuley, Associate Clinical Professor, Department of Physical Therapy, provided representation for the College.

The WCHP Program Directors AY 2019-20 winter retreat dedicated time to program assessment and resources available to the programs. Dr. McCormack Tutt led the session that reviewed the changes made by the UAC to the annual program assessment forms, discussed resources available to all of the programs that can guide and enhance their individual program assessments, and then guided the Program Directors through a think-pair-share activity to enhance their knowledge of what WCHP programs are doing for assessment. This led to robust conversations about new and creative ways programs might approach their own assessment in the future.

The Master of Science in Occupational Therapy program, under the leadership of Dr. Kris Winston, had finalized major curricular revisions and received approval from the Accreditation Council for Occupational Therapy Education (ACOTE) in May 2019. In AY 2019-20, the department began the implementation of this new curriculum. The first class to complete this new curriculum will graduate in May 2021. This will allow the program to perform the initial evaluation of the efficacy of the curriculum.

WCHP participated in numerous accreditation activities during AY 2019-20. The Master of Science in Nurse Anesthesia (MSNA) program, under the leadership of Dr. Cheryl Nimmo, is in a two-year monitoring status with the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) due to a decline in pass rates on their National Certification Exam. The MSNA program submitted their report providing the required update after the first year. This report was accepted by COA (94%), and the program continues to be monitored for one more year. The MSNA program has also been working diligently on their self-study report for reaccreditation. They submit the self-study in August 2020 for an October 2020 site visit. The program has been working closely with an external consultant to receive guidance and feedback on their report.

The Master of Science in Athletic Training (MSAT) program, under the leadership of Mr. Wayne Lamarre and Dr. Paul Visich, submitted a rejoinder to the Commission on Accreditation of Athletic Training Education (CAATE) to address some minor concerns that were noted during their reaccreditation visit last February.

UNE's School of Social Work (SSW), under the leadership of Dr. Shelley Cohen Konrad, was being monitored by the Council on Social Work Education (CSWE) because the percent of doctoral trained faculty teaching in the Master of Social Work (MSW) program was below the minimally required amount. The School submitted their updated report to CSWE in December 2019, and received approval in February 2020 for full accreditation reinstatement.

The Dental Hygiene program, under the leadership of Marji Harmer-Beem, submitted a request to the Commission on Dental Accreditation (CODA) to increase their class size from 50 to 60. In fall 2019, the program was granted permission from CODA to make this increase.

The Bachelor of Science in Nutrition program partnered with CGPS's Applied Nutrition program to apply for accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The programs were pleased to report they received preliminary approval for ACEND accreditation in 2020.

❖ *Division of Student Affairs*

At the onset of AY 2019-2020, the Division of Student Affairs anticipated continued growth in its assessment efforts. Strategic priority 1 of the Division's Strategic Plan provided for the design and implementation of a comprehensive Division assessment plan, calendar, and dashboard to measure divisional success, student learning, and to inform practices through data-driven decision-making. Additionally, the Division Assessment Committee met regularly to work towards completing these objectives. Through the course of the fall semester, the committee drafted a Divisional Assessment Calendar and Plan, and coordinated to discuss and develop the metrics and begin working on a design for the Division of Student Affairs Dashboard that would facilitate the annual measurement and reporting of key Student Affairs' success metrics.

The work of the committee was put on hold when the University and the Division were required to focus their efforts on University operations altered by the COVID-19 pandemic and will re-engage in this work over the course of AY 2020-2021. This pivot towards pandemic response procedures and protocols, as well as the student transition to remote learning, also disrupted our

annual student learning outcomes assessments. While some of the measurements of those outcomes did take place in the fall semester, many were scheduled to happen in spring and the compilation of the annual report would have been difficult to complete due to the lack of data and the need to focus team efforts on other work responsibilities tied to COVID-19 response and planning for an altered fall semester. In response to this disruption, the Division of Student Affairs instead took part in the survey created by the UAC, CETL, and OIRDA to document professional staff's experiences on the swift transition to remote student support.

This past spring, the Division facilitated and completed the administration of NSSE to first-year and senior undergraduates. NSSE is used at colleges nationwide and measures the amount of time and effort that first-year and senior students commit to their coursework and other educationally purposeful activities. NSSE also measures how institutional resources, courses, and offerings facilitate student participation in activities that impact student learning. The Division administers NSSE biennially, and this past spring, the response rate to the survey was higher than is typical for UNE students with 47% of first-year and 38% of seniors responding. The survey was launched just prior to the University beginning remote instruction and continued through much of the spring semester. The results of NSSE have just recently become available, but a cursory review of the reports show that UNE students, both first-years and seniors, report significantly higher averages for collaborative learning and student-faculty interactions than their peers at New England private institutions, but significantly lower averages for discussions with diverse others. Also of note is that UNE students continue to engage in high-impact practices at rates greater than their peers, and the number of UNE students engaging in these experiences has increased from UNE's 2018 NSSE administration as well. The Division will be working on a way to present the data gathered from NSSE to the larger University community some time during AY 2020-21.

❖ *Library Services*

The COVID-19 pandemic was a demarcation line in mid-March that brought an abrupt halt to in-person services and classes provided by UNE Library Services staff. Remote access became the only means by which users had access to Library electronic resources and staff services. Below are examples of assessment before and after spring break, March 16-20, 2020.

STAFF ORGANIZATION AND COMMUNICATION
The third year of the Library Services Reorganization, the New Models team-based structure of the Library staff, is continually undergoing assessment. Each staff member was asked to provide written feedback to questions on the team-based structure in their annual performance reviews in April. The information helps cross-functional team members work together to plan, implement, assess, and continually improve collections and services for the UNE community. In-person Library staff communications were replaced primarily with Microsoft Teams and Zoom after spring break 2020.

COST PER USE STATISTICS FOR COLLECTION MANAGEMENT
Because of multiple electronic resources, UNE Library Services seamlessly continued to offer remote access to many quality resources: About UNE Library Services. And because of the high number of electronic resources, the transition to entirely remote access was relatively easy.

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

STUDENT LEARNING OUTCOMES

Research and Teaching Librarians teach, upon request, and in conjunction with faculty, on specific class assignments. Student learning outcomes are assessed to find areas in instruction that need revision and improvement for student success. Below are examples for before and during the pandemic that mandated a transition to remote instruction.

USER INSTRUTION – DENTAL MEDICINE STUDENTS

One-minute paper with first-year dental students last November 2019. Student response examples from assessment immediately after class:

"What are the 2 or 3 most important things you learned during today's class?"

- "1. How to use PubMed and utilizing PICO questions with this database. 2. RefWorks. 3. MeSH terms."
- "Where to get credible resources."
- "A solid review of where to find sources on PubMed."

"What important question remains unanswered?"

- "While how to narrow search and mark records and send to clipboard were answered in class, I would recommend adding it to the powerpoint to refer back to."
- "I would like to see more of the activities they were a lot of fun and a good way to teach the material. Also, I would enjoy learning more about how to identify fake vs true articles."
- "How to find the right MeSH word for a colloquial term."

USER INSTRUCTION – NURSING STUDENTS

Research and Teaching Librarians have partnered for the past five years with Nursing faculty within NSG 332 (Evidence Based Practice or EBP I), to teach information literature searching and research methods. A one-minute paper assessment and evaluation of students' completed Influence Papers show that Nursing students can successfully locate evidence-based literature to support their PICO(T) questions, which they formulate and research using databases and peer-reviewed journals, following Library user instruction.

USER INSTRUCTION – OCCUPATIONAL THERAPY STUDENTS

A one-minute paper assessment was added a year-ago to two Occupational Therapy classes, OTR 531 (Health Conditions in Occupational Therapy) and OTR 628 (Research Methods & Design). Class goals included integrating critically appraised research results into their study designs for OTR 628, and using up-to-date, relevant resources for their OTR 531 diseases and conditions templates. One-minute paper assessments asked two questions, which provided student feedback on what were the three most important things learned within the Library user instruction classes and what important question remained unanswered. Research and Teaching Librarians, in turn, provided feedback to the students, answering, in writing, their questions that had remained unanswered.

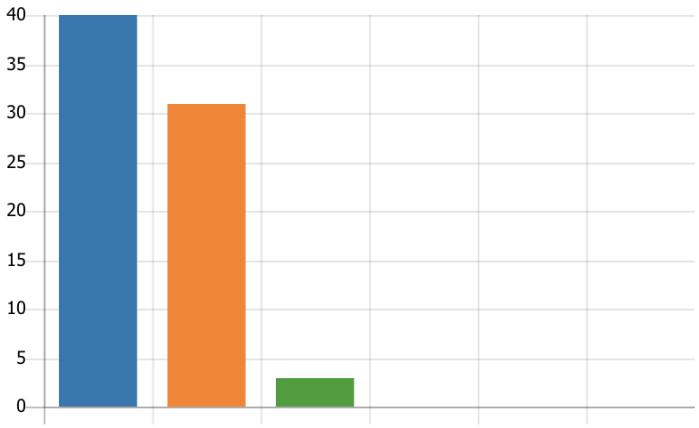
USER INSTRUCTION – UNDERGRADUATE STUDENTS

Fall Semester 2019.
74 responses (n=74) to the survey based on Project Outcome assessment.
Q1: 71 out of 74 students strongly agreed or agreed. 3 were neutral.
Q2: 69 out of 74 students strongly agreed or agreed. 5 were neutral.

1. You are more aware of applicable resources and services provided by the library.

More Details

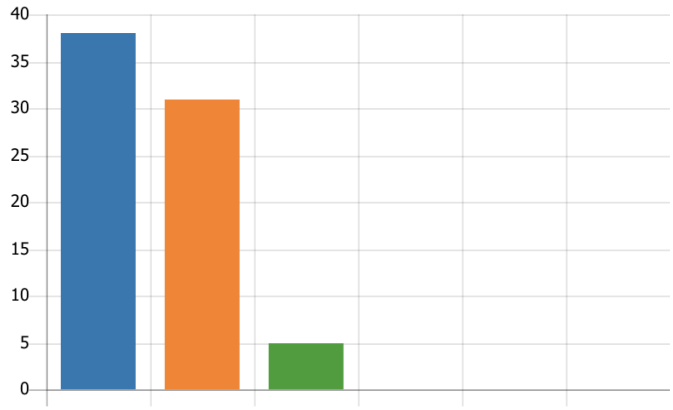
Strongly Agree	40
Agree	31
Neutral	3
Disagree	0
Strongly Disagree	0
You don't know	0



2. You feel more confident when using library resources.

More Details

Strongly Agree	38
Agree	31
Neutral	5
Disagree	0
Strongly Disagree	0
You don't know	0



Open text questions asked what students liked best about the library workshop and how the library can better help them. Student response examples:

"What did you like most about the Library workshop?"

- "How to tailor searches in the data bases to find what you specifically want."
- "Being able to search for things specifically in our field/major."
- "The amount of sources the library has."

"What can the Library do to improve your learning?"

- "Fabulous stuff! The Library has been essential to my academic success."
- "Greater awareness of the resources and librarians' willingness to help would be great! I didn't realize how many tools I have at my disposal."
- "Have little reminders of what the library can do to help monthly or weekly because since we learned so much today I'm pretty sure I won't remember it all."

USER INSTRUCTION – BIO 104 STUDENTS

BIO 104 (General Biology) refinement of "The Temperate Forest of New England Species Report," also known as "Critter on a Card," Library Lab assignment continues, particularly in terms of evaluating scientific information. Research and Teaching Librarians partner with BIO 104 lab instructors to integrate innovative teaching methods that improve student learning outcomes and information literacy skills. Evaluation of student papers indicated students can locate reliable or peer-reviewed information, however, teaching of citation formatting skills still needs to be addressed and revised.

Prior to the transition to remote instruction, in fall 2019, students followed along during the Library session and completed a literature cited page before they left the in-library Library Lab. After

spring break 2020, Librarians used asynchronous Zoom as the instructional mode. Students submitted their literature-cited page and almost all of the citations were incorrect. Students had difficulty following the instructions, or the instructions were not clear to them. As a result, Lab Instructors made corrections to their citations for that first exercise. It was very time consuming and shifted the effort from the students to the instructors. Then, students were asked to do peer editing and review for the whole paper. This helped them use better formatting. The final papers were pretty good. Bottom line is, we have to figure out how to get the students to participate remotely the way they do in person.

VIRTUAL REALITY PROJECT – CLAY LAB

UNE is an early adopter of an innovative teaching tool that uses virtual reality (VR) technology to instill empathy in medical and other health professions students. From May 5, 2019 through April 30, 2020, UNE completed the fourth year of the educational project that employs VR technology to teach empathy to medical and other health professions students, and to familiarize students with National Library of Medicine (NLM) information resources related to older adult health. The VR Project uses software from Embodied Labs, a company that creates VR labs for aging services workforce training. The application puts the learner in the shoes of the patient, to teach about the aging experience from a first-person perspective. After spring break 2020, Embodied Labs adapted its software to provide embodied experiences via synchronous Zoom. The experience isn't quite as real as it is in the Oculus Rift headset, but it does provide immersive training for students. The VR Project has been ongoing since November 2016 via grant funding from NLM.

CLAY LAB

UNE COM second year medical students (N=146) were required to complete The Clay Lab VR assignment in the Biddeford campus library during the month of January 2020 as preparation for the Clinical Practice class, January 31, 2020, that focused on end of life/palliative care. Pre-/post-assessments were included in the VR assignment to determine change in attitudes about end of life, hospice care, and palliative care because of completing the 30-minute Clay Lab VR experience. The UNE IRB approved this project. A 2-tailed paired T-Test resulted in significant change (P=.05) in all but one question. Comparative analysis on all other questions met significance in pre- to post- test scores. Based on the analysis, students appeared to have gained a significant understanding about hospice and end of life care.

CHAT SERVICE

LibChat is an online user chat service offered via the UNE Library Services homepage. Users can request immediate help and ask questions during the hours that Chat is staffed. Below is a comparison of mid-March through July of the number of chats per month. A significant increase is indicated during the pandemic.

	2019	**2020**
March	41	88
April	74	186
May	89	102
June	85	141

July	82	117

USER INSTRUCTION – TOTAL NUMBER OF SESSIONS AND STUDENTS

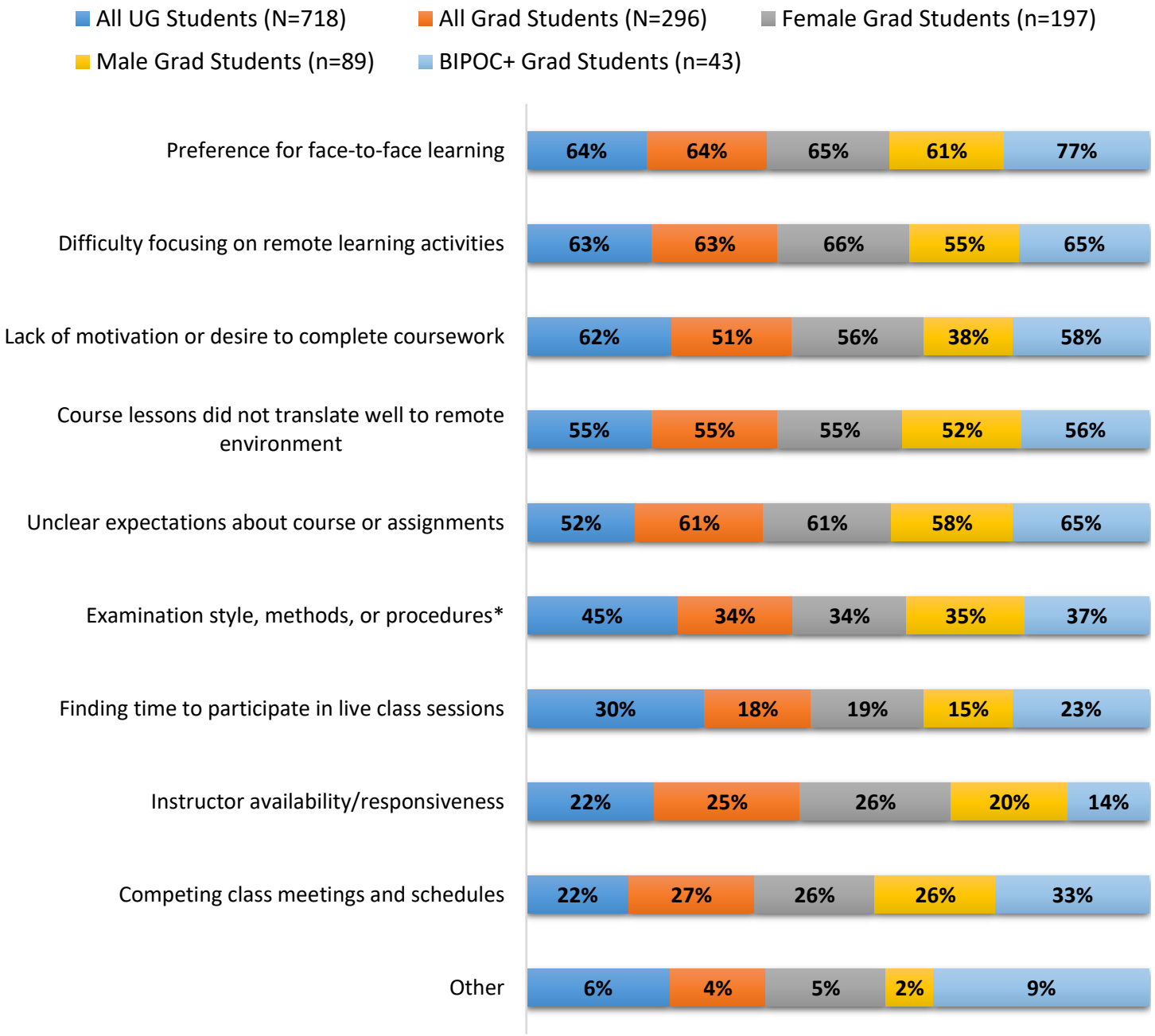
In AY 2019-2020, Research and Teaching Librarians taught 83 user instruction sessions to 2,519 undergraduate and graduate students across all six colleges. These numbers compare favorably to AY 2018-19, where 2,546 students had Library instruction in 76 sessions. Given that all instruction went online starting in mid-March this year, results show that Librarians were able to successfully continue teaching students using remote instruction.

Appendix B:
Tables of Survey Data

I. UG and Graduate/Professional Student Survey Data Tables

Table 1: UG and Graduate/Professional Student Survey Responses			
UNE College	**Number of Surveys Distributed**	**Number of Responses**	**Response Rate of the Number Distributed**
UG Student Survey (Spring 2020)			
CAS	1407	447	32%
WCHP	959	271	28%
TOTAL:	2366	718	30%
Graduate/Professional Student Survey (Summer 2020)			
CAS	19	7	37%
CDM	190	50	26%
COM	354	114	32%
WCHP	409	125	31%
TOTAL:	972	296	30%

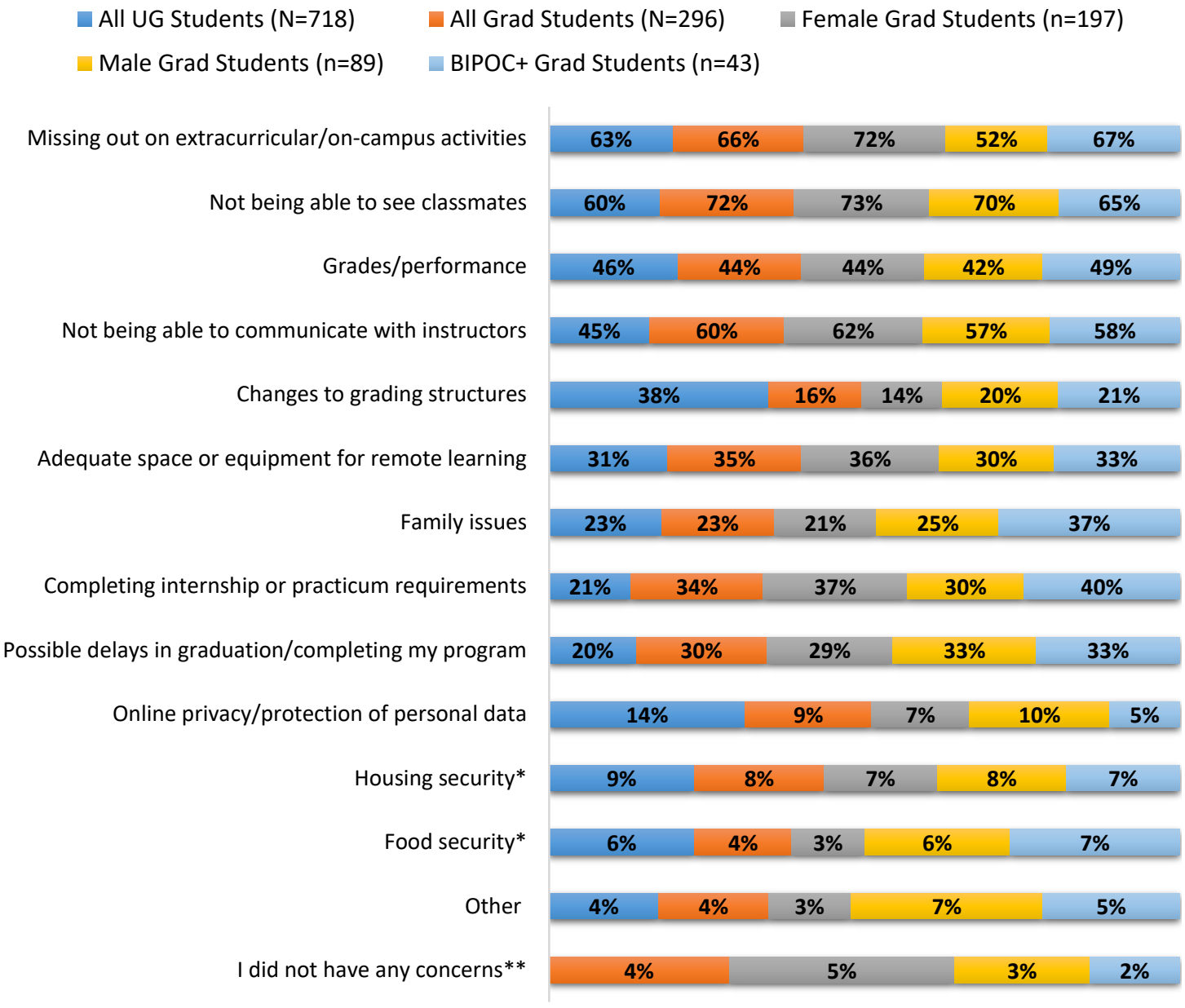
Table 2: UG and Graduate Students' Learning Challenges Amid the Pandemic



Survey question: Which of the following learning/educational issues have been a challenge for you since the transition to remote learning? Select all that apply.

*On the UG student survey, this option was separated as "time on tests" (which 213 or 30% selected) and "test proctoring" (which 112 or 16% selected).

Table 3: UG and Graduate Students' Additional Concerns Amid the Pandemic

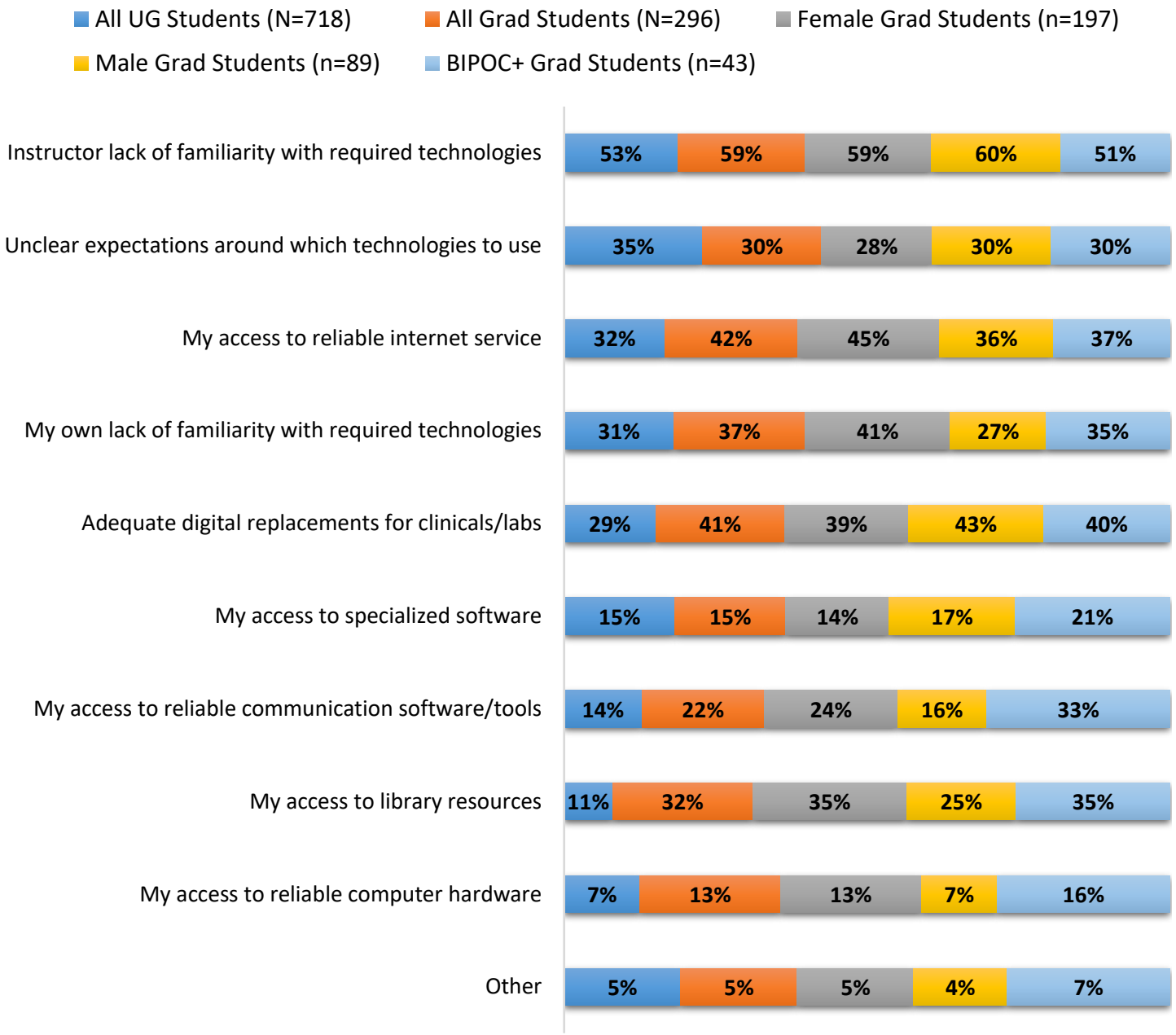


Survey question: Have you experienced any of the following concerns during the transition to remote learning? Select all that apply.

*Of all UG student respondents (N=718), 6% selected food security, and 9% selected housing security. Of all graduate student respondents (N=296), 2% of females, 2% of males, and 1% of BIPOC+ selected food security, and 5% of females, 2% of males, and 1% of BIPOC+ selected housing security.

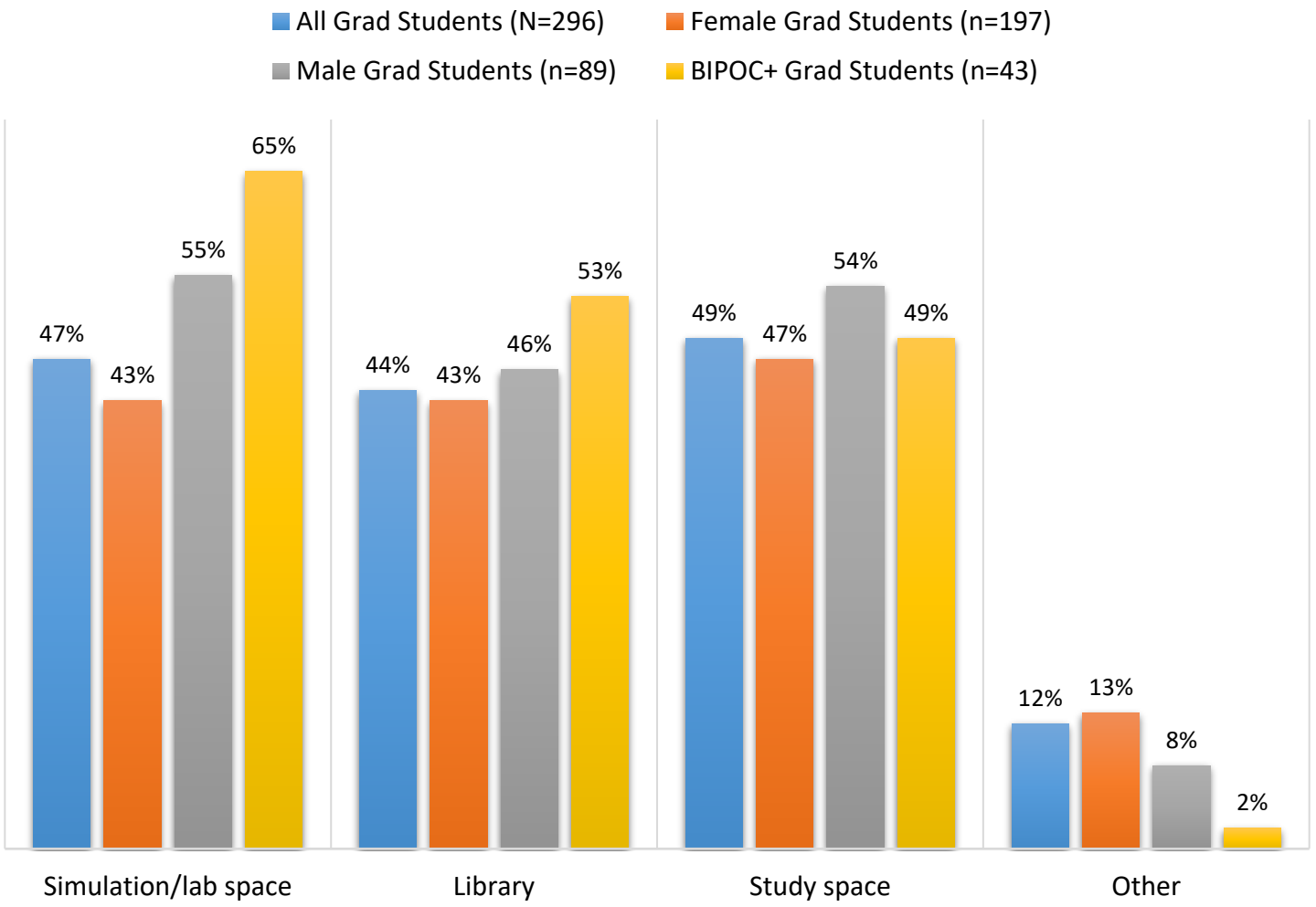
**Added to the graduate student survey.

Table 4: UG and Graduate Students' Technological Issues Amid the Pandemic



Survey question: Which of the following technological issues have been a challenge for you since the transition to remote learning? Select all that apply.

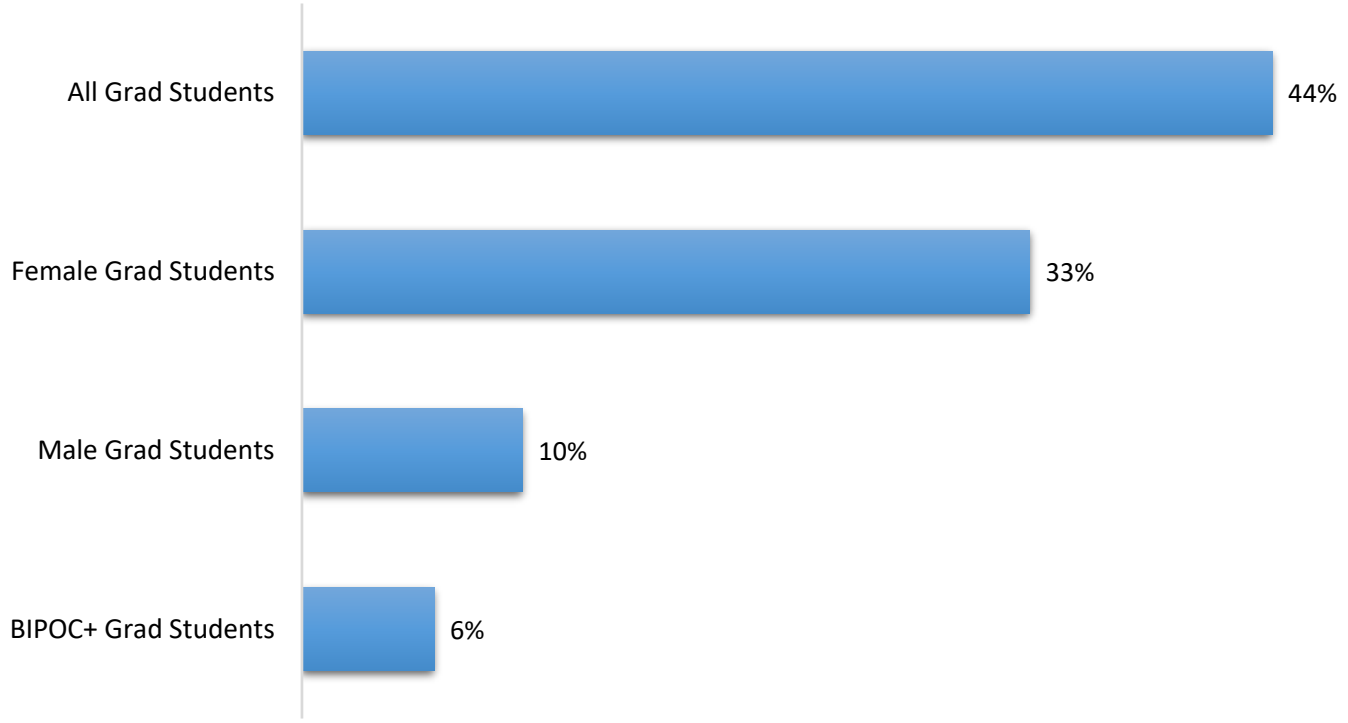
Table 5: Graduate Students Needing After-Hours or 24/7 Access to UNE Services



Survey question: To support your studies this summer, do/did you need after-hours or 24/7 access to any of the following? Select all that apply.

Other responses included: computer lab/printers; gym; and longer counseling appointments.

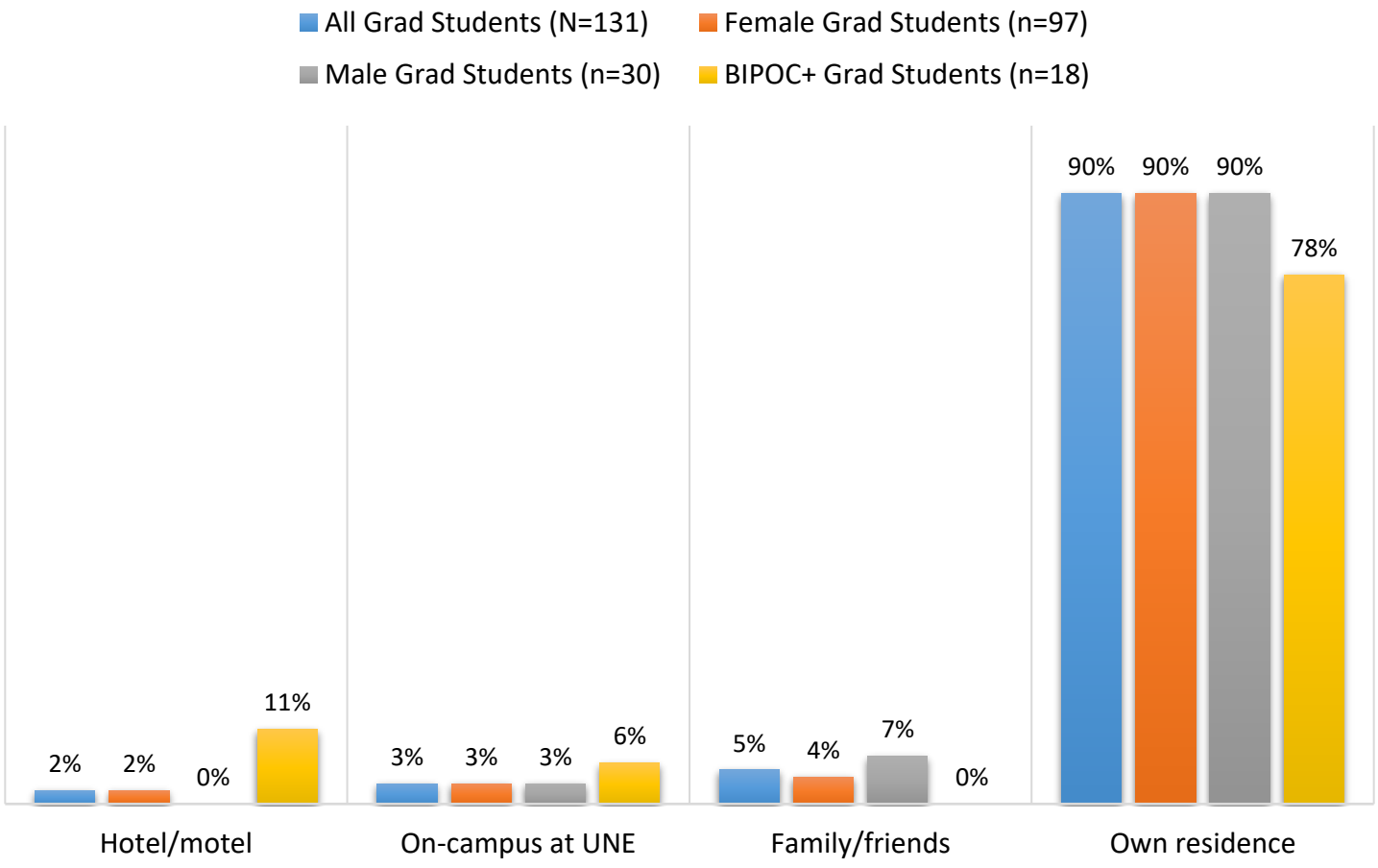
Table 6: Graduate Students Needing to Quarantine Since April 2020 (N=296)



Survey question: Beginning in April, State of Maine Governor Janet Mills mandated a 14-day quarantine period for anyone entering the state. Did you have to quarantine at any point since April?

On the whole, females comprise 67% of all graduate student respondents, males comprise 30%, and BIPOC+ students comprise 15%.

Table 7: Of the Graduate Students Who Quarantined, the Residences Where They Stayed



Survey question: When you had to quarantine, where did you stay? Select all that apply.

Table 8: Resources that Helped UG Students Prepare for Remote Learning				
	Percent Who Used Resource (N=718)	Not Helpful At All	Helpful	Very Helpful
UNE faculty (n=554)	77%	10%	59%	31%
Internet/Google searches (n=526)	73%	4%	50%	46%
UNE students (n=512)	71%	7%	58%	35%
YouTube (n=376)	52%	11%	59%	30%
Library resources (n=370)	52%	14%	63%	24%
Publications (n=362)	50%	12%	67%	21%
Students outside of UNE (n=256)	36%	23%	61%	16%
Student support staff at UNE (Advising, Library, SASC, etc.) (n=255)	36%	19%	64%	17%
The Continuity Technology Resource website (n=231)	32%	25%	61%	13%
Webinars offered externally to UNE (n=170)	24%	35%	52%	12%
Survey question: When preparing to move to remote learning, how helpful were the following resources? The latter three columns are calculated by those respondents who used resource and gave a rating.				

Table 9: Open-Ended Question Asking UG Students What Went Well

Survey question: Please explain what you feel went well this spring during the rapid move to remote learning.
This word cloud was downloaded directly from the survey software, Qualtrics, and is based on high frequency words that came up in the qualitative responses to the question.

II. Faculty Survey Data Tables

Table 10: Faculty Survey Responses by College (*For Faculty Who Selected Teaching in One College*)		
UNE College	**Number of Responses**	**Percent per Total 258 Surveys Received**
CAS	108	42%
WCHP	62	24%
CGPS	42	16%
COM	17	7%
COP	15	6%
CDM	14	5%
TOTAL:	258	

Because the faculty survey email distribution lists did not distinguish recipients by college, we cannot provide response rates by college. Also, this table reflects the numbers of faculty respondents who selected teaching in one college in the survey. Of the 258 respondents, around 20 faculty noted that they teach in more than one college, bringing the response number up to 278 or 41% of the total 684 surveys distributed, when counting faculty responses in all six colleges.

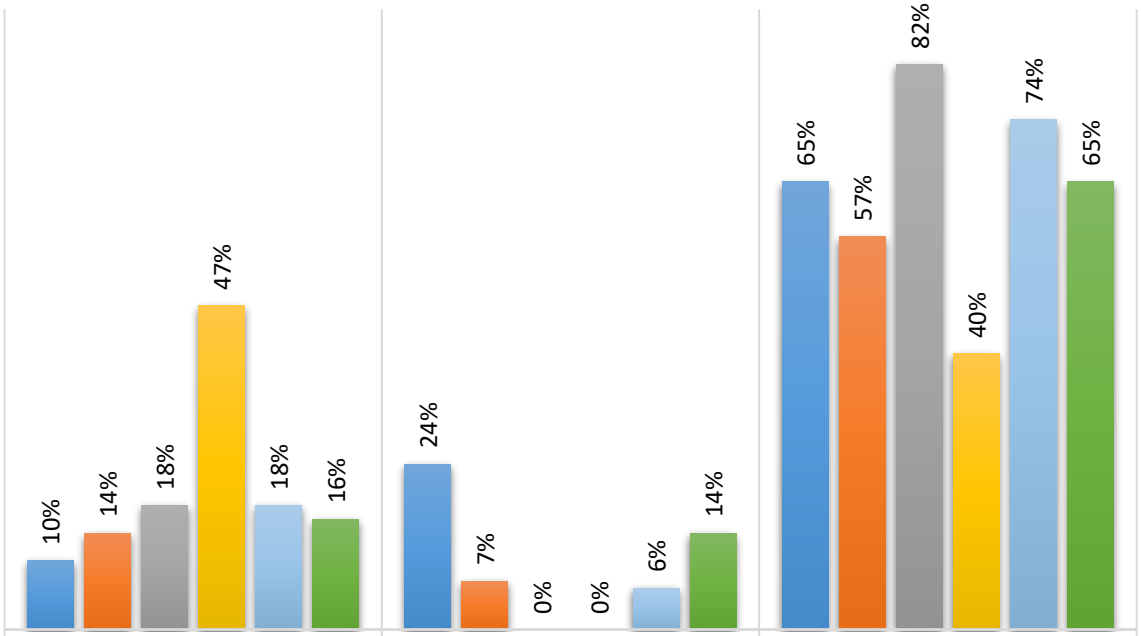
Table 11: Resources that Helped Faculty Prepare for Remote Learning				
	Percent Who Used Resource (N=258)	Not At All Helpful	Somewhat Helpful	Very Helpful
UNE colleagues (n=209)	81%	1%	40%	59%
Internet/Google searches (n=173)	67%	4%	59%	37%
Academic support staff at UNE (n=145)	56%	3%	38%	59%
Colleagues outside UNE (n=119)	46%	4%	56%	39%
YouTube (n=118)	46%	9%	50%	41%
CETL webinars (n=116)	45%	4%	53%	43%
Publications (n=107)	41%	4%	55%	41%
Library resources (n=105)	41%	7%	52%	41%
ITS webinars (n=101)	39%	8%	58%	34%
The Continuity Technology Resource website (n=96)	37%	7%	51%	42%
Webinars offered externally of UNE (n=79)	31%	8%	76%	16%

Survey question: At the onset of the COVID-19 pandemic, when preparing for the transition, how helpful were each of the following resources?
The latter three columns are calculated by those respondents who used resource and gave a rating.

Table 12: Tools Faculty Found Helpful for Remote Instruction				
	Percent Who Used Resource (N=258)	Not At All Helpful	Somewhat Helpful	Very Helpful
Zoom (n=236)	91%	0%	14%	86%
Blackboard (n=221)	86%	5%	29%	66%
Internet/Google searches (n=170)	66%	1%	46%	53%
YouTube (n=133)	52%	3%	50%	47%
Google Drive/Google Hangouts (n=89)	34%	2%	40%	57%
Social media (n=62)	24%	18%	52%	18%
SharePoint (n=47)	18%	15%	53%	32%
ExamSoft (n=45)	17%	18%	20%	62%
Microsoft Teams (n=39)	15%	28%	38%	33%
Publisher Portal (n=26)	10%	8%	50%	42%
Other (n=25)	10%	0%	8%	92%

Survey question: Which of the following tools did you turn to for teaching remotely, and how helpful were these tools? Please select all that may apply.
The latter three columns are calculated by those respondents who used resource and gave a rating.

Table 13: Faculty Teaching Methodologies Amid the Pandemic

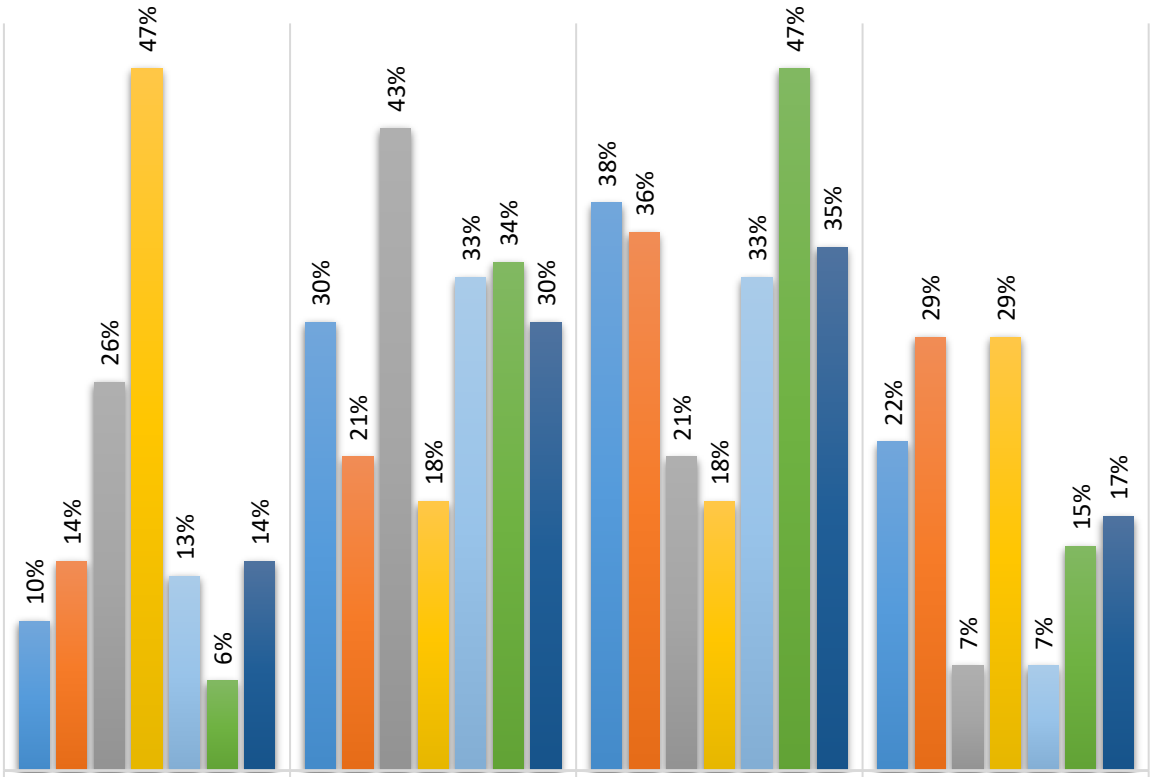


	Synchronous	Asynchronous	Mix of synchronous & asynchronous
CAS (n=108)	10%	24%	65%
CDM (n=14)	14%	7%	57%
COM (n=17)	18%	0%	82%
COP (n=15)	47%	0%	40%
WCHP (n=62)	18%	6%	74%
All Colleges (n=216)*	16%	14%	65%

Survey question: Please indicate whether you settled on generally using synchronous teaching, asynchronous teaching, or a mix of the two methodologies, amid the pandemic.

*This question was excluded from the CGPS faculty survey. Thus, data in the "All Colleges" category include only CAS, CDM, COM, COP, and WCHP faculty responses.

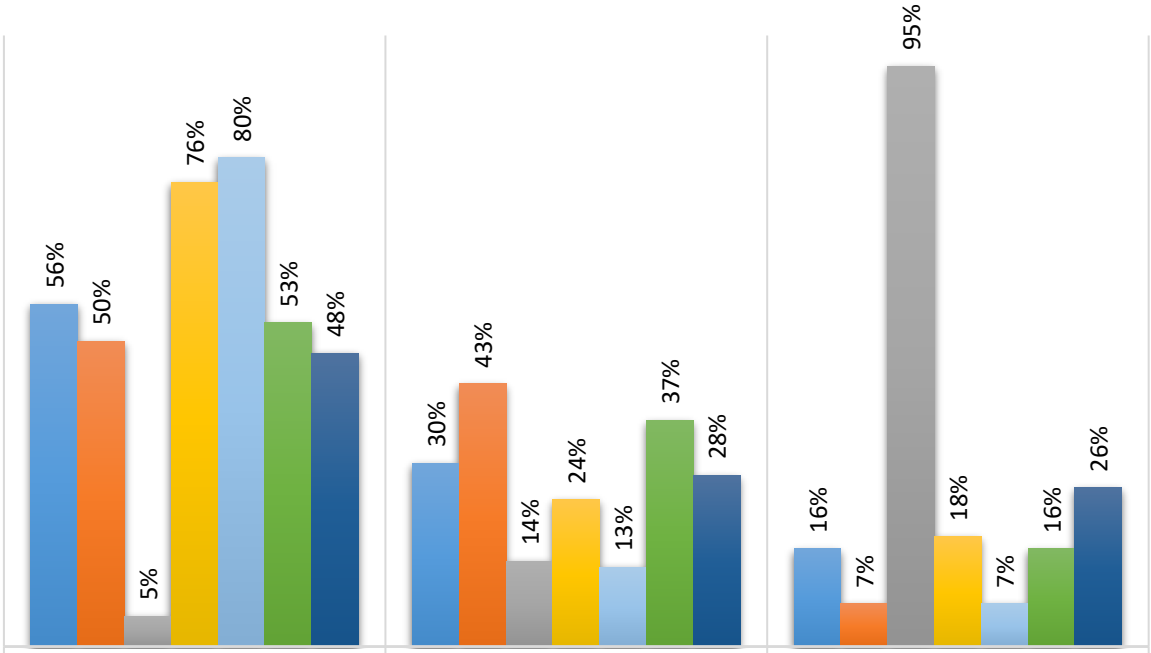
Table 14: How Much Faculty Changed Their Course Material



	Not at all	Slightly	Moderately	Substantially
CAS (n=108)	10%	30%	38%	22%
CDM (n=14)	14%	21%	36%	29%
CGPS (n=42)	26%	43%	21%	7%
COM (n=17)	47%	18%	18%	29%
COP (n=15)	13%	33%	33%	7%
WCHP (n=62)	6%	34%	47%	15%
All Colleges (N=258)	14%	30%	35%	17%

Survey question: To what extent did you change your course material/curriculum after the transition/amid the pandemic?
Accrediting bodies did not relax or change their standards in the pandemic, but they did give programs latitude on the ways in which faculty could assess the competencies. Thus, UNE's programs with specialized accreditation taught the same material, but faculty might have adjusted the time they spent on particular content or the way in which they assessed students.

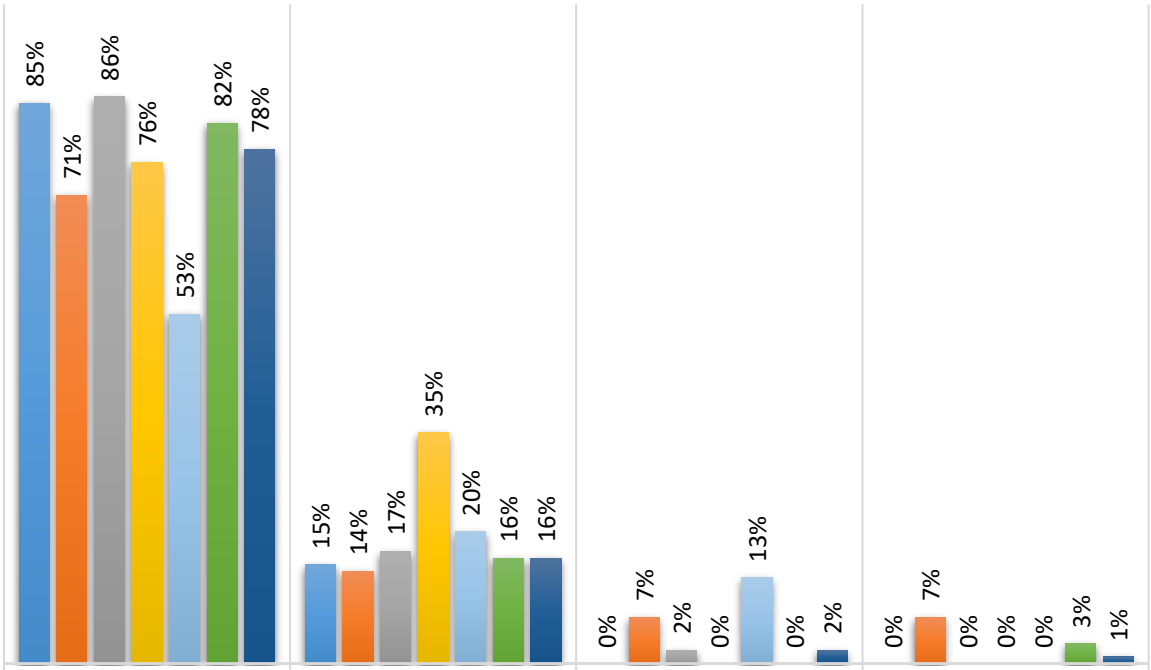
Table 15: Faculty Self-Identified Familiarity with Online Teaching Before the Pandemic



	Beginner	Intermediate	Advanced
CAS (n=108)	56%	30%	16%
CDM (n=14)	50%	43%	7%
CGPS (n=42)	5%	14%	95%
COM (n=17)	76%	24%	18%
COP (n=15)	80%	13%	7%
WCHP (n=62)	53%	37%	16%
All Colleges (N=258)	48%	28%	26%

Survey question: How would you describe your familiarity with online teaching prior to the COVID-19 pandemic?

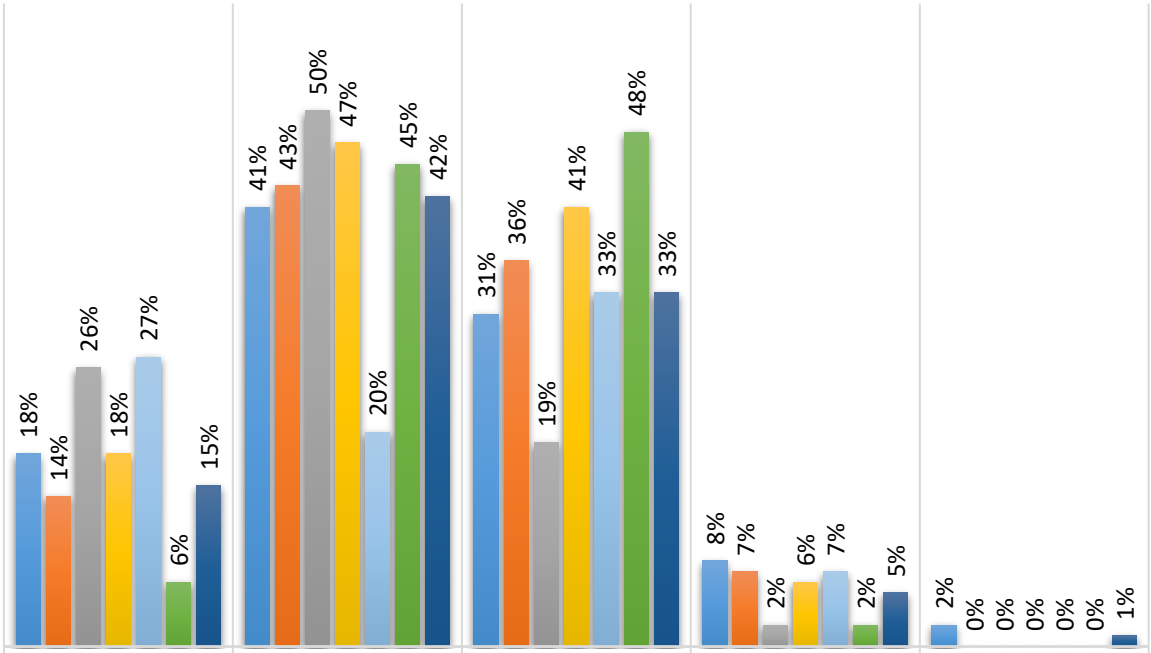
Table 16: Faculty Likelihood of Using the Technologies Again



	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
CAS (n=108)	85%	15%	0%	0%
CDM (n=14)	71%	14%	7%	7%
CGPS (n=42)	86%	17%	2%	0%
COM (n=17)	76%	35%	0%	0%
COP (n=15)	53%	20%	13%	0%
WCHP (n=62)	82%	16%	0%	3%
All Colleges (N=258)	78%	16%	2%	1%

Survey question: How likely are you to use these tools again in the future?

Table 17: Faculty Impression of Students Meeting the Learning Outcomes



	Extremely well	Very well	Moderately well	Slightly well	Not well at all
CAS (n=108)	18%	41%	31%	8%	2%
CDM (n=14)	14%	43%	36%	7%	0%
CGPS (n=42)	26%	50%	19%	2%	0%
COM (n=17)	18%	47%	41%	6%	0%
COP (n=15)	27%	20%	33%	7%	0%
WCHP (n=62)	6%	45%	48%	2%	0%
All Colleges (N=258)	15%	42%	33%	5%	1%

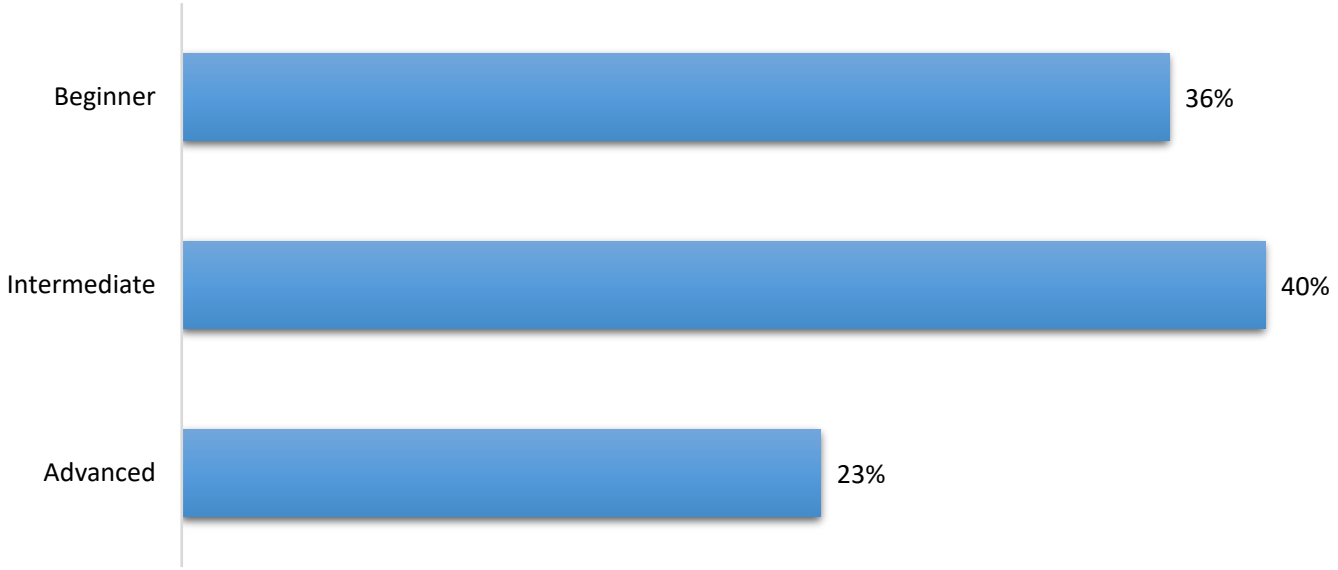
Survey question: What is your impression of how well students met the learning outcomes after the transition/amid the pandemic?

Table 18: Open-Ended Question Asking Faculty What Went Well

Survey question: Of all the changes you made amid the pandemic, what went well?
This word cloud was downloaded directly from the survey software, Qualtrics, and is based on high frequency words that came up in the qualitative responses to the question.

III. Professional Staff Survey Data Tables

Table 19: Professional Staff Self-Identified Familiarity with Online Student Support Before the Pandemic (N=86)



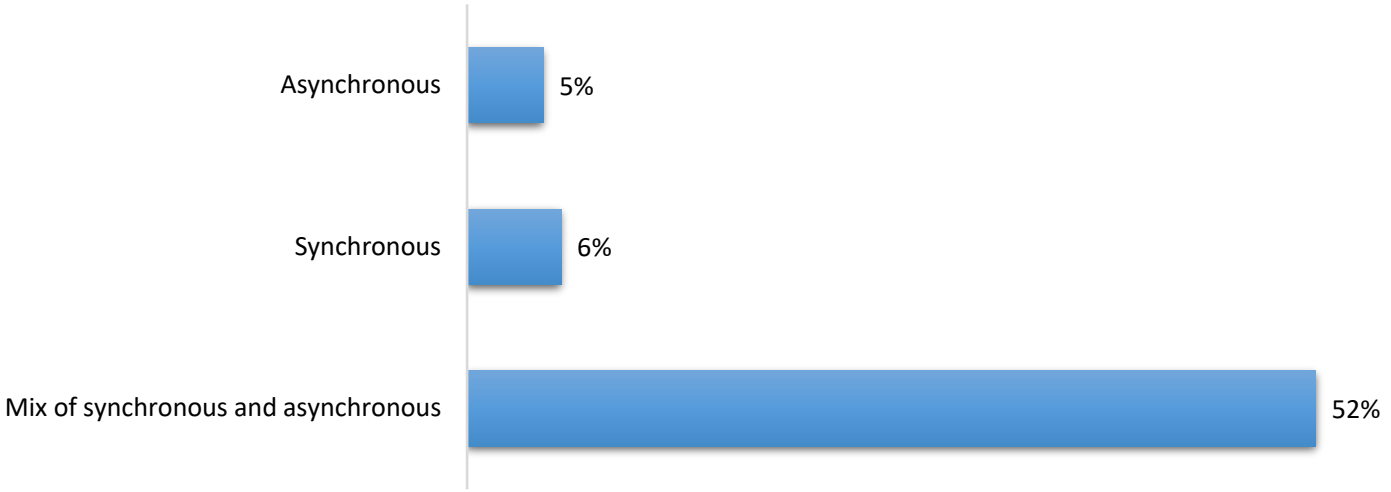
Survey question: Please describe your own familiarity with online engagement and student support before the COVID-19 crisis.

Table 20: Resources that Helped Professional Staff Prepare for Remote Student Support				
	Percent Who Used Resource (N=86)	Not At All Helpful	Somewhat Helpful	Very Helpful
UNE colleagues (n=74)	86%	3%	34%	64%
Internet/Google searches (n=62)	72%	2%	60%	39%
Publications (n=55)	64%	0%	69%	31%
Colleagues outside UNE (n=54)	63%	2%	57%	41%
YouTube (n=36)	42%	0%	69%	31%
Webinars offered externally of UNE (n=35)	41%	9%	63%	29%
Library resources (n=27)	31%	4%	41%	56%
The Continuity Technology Resource website (n=23)	27%	0%	74%	26%
CETL webinars (n=15)	17%	0%	53%	47%
Survey question: At the onset of the COVID-19 pandemic, when preparing for the transition, how helpful were each of the following resources? The latter three columns are calculated by those respondents who used resource and gave a rating.				

Table 21: Tools Professional Staff Found Helpful for Remote Student Support				
	Percent Who Used Resource (N=86)	Not At All helpful	Somewhat Helpful	Very Helpful
Zoom (n=69)	80%	1%	6%	93%
Internet/Google searches (n=58)	67%	2%	52%	47%
Social media (n=50)	58%	4%	46%	50%
Microsoft Teams (n=43)	48%	7%	33%	60%
SharePoint (n=36)	42%	19%	58%	22%
Google Drive/Google Hangouts (n=36)	41%	0%	58%	39%
YouTube (n=27)	31%	4%	74%	22%
Blackboard (n=19)	22%	5%	47%	47%
Publisher Portal (n=7)	8%	0%	57%	43%
ExamSoft (n=2)	2%	50%	50%	0%
Other (n=14)	16%	0%	29%	71%

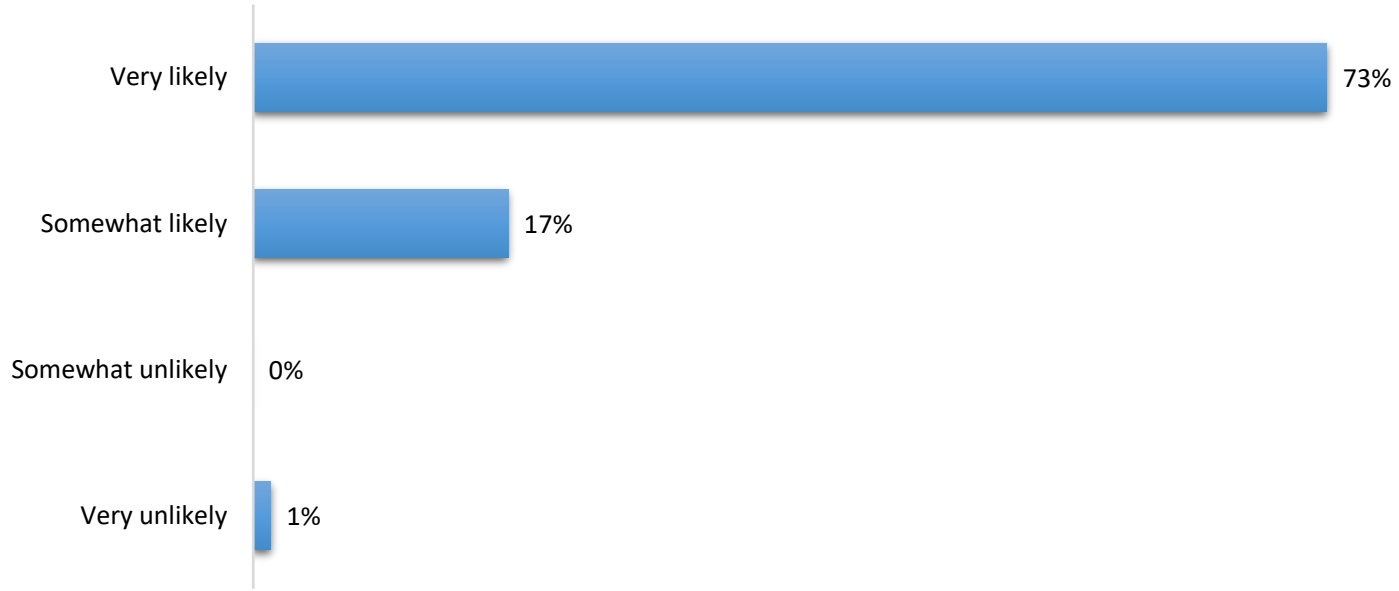
Survey question: Which of the following tools did you turn to for working remotely with students, and how helpful were these tools? Please select all that may apply.
The latter three columns are calculated by those respondents who used resource and gave a rating.

Table 22: Professional Staff Methodologies to Support Students Amid the Pandemic (N=86)



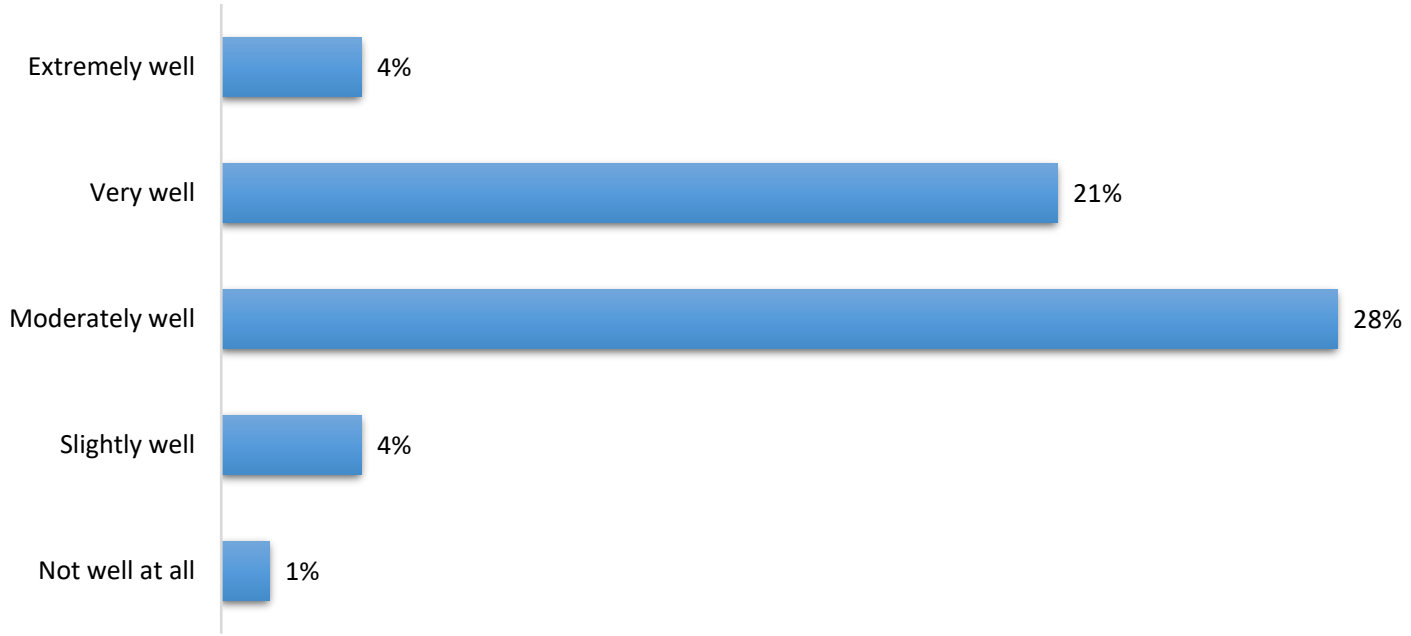
Survey question: Please indicate whether you settled on generally using synchronous support services, asynchronous support services, or a mix of the two methodologies, amid the pandemic.

Table 23: Professional Staff Likelihood of Using the Technologies Again (N=86)



Survey question: How likely are you to use these tools again in the future?

Table 24: Professional Staff Impression of Students Meeting the Learning Outcomes (N=86)



Survey question: If applicable, what is your impression of how well students met learning outcomes in the remote environment?

Appendix C:
Update on Three-Year New Program Reviews and Periodic Program Reviews

Three-Year New Program Reviews

After their third full year in the catalog, new programs, including UG majors and minors and graduate programs, need to undergo an evaluation that entails comparing the data and projections they made in their Feasibility Study and Statement of Activities Pro Forma to their current status, and addressing any modifications they will make. If the department that houses the program has a scheduled periodic program review within a year of the scheduled new program three-year review, the Office of the Provost will work with the Dean and Chair/Program Director to schedule the reviews in the same year. For more details, see the UNE Academic Program Review web page and the "New Program Development Procedures" link on it.

In August 2019, WCHP's Public Health completed its three-year new program review. In AY 2020-21, the following programs are conducting a three-year review: CAS's Anthropology, Health, Medicine, and Society, Marine Entrepreneurship, and Sustainability and Business; CGPS's Applied Nutrition and Health Informatics; and WCHP's Athletic Training (3+2 program), Nutrition, and Social Work.

This January 2021, the following programs will receive advanced notification before their AY 2021-22 three-year review: CAS's Biochemistry, Data Science, Social Innovation and Entrepreneurship, and Special Education.

Periodic Program Reviews

In AY 2020-21, the following programs are conducting a program review: CAS's Environmental Science, Environmental Studies, Geographic Information Systems, and Climate Change Studies; CGPS's Applied Nutrition and Health Informatics (both of which overlap with their three-year new program review); and WCHP's Exercise and Sport Performance (includes Athletic Training, which is also conducting a three-year new program review, as well as Applied Exercise Science and Coaching).

This January 2021, the following programs will receive advanced notification before their AY 2021-22 program reviews: CAS's Medical Biology, Biological Sciences, Education, Latin American Studies, Sociology, Applied Social and Cultural Studies, Anthropology, Health, Medicine, and Society, and Women's and Gender Studies; CGPS's Education (EdD) and Public Health; and WCHP's Nurse Anesthesia, Occupational Therapy, and Physician Assistant.

For more details, see the UNE Academic Program Review web page and the "Program Review Schedule" link on it.

Appendix D:
Survey Invitations and Instructions

I. For the UG Student Survey (Spring 2020)

A. Email Invite

Dear UNE Student,

We want to thank you for your flexibility, dedication and assistance this past spring as UNE, like so many other institutions, quickly moved its learning online for the health and safety of our community. We would like to hear back from you regarding your learning experience in order to help us improve our teaching and learning, especially in the remote/online environment. This survey is anonymous and we ask for your feedback by **June 15, 2020**. To preserve anonymity, please refrain from naming individuals in the open-ended response questions. We will analyze the aggregated results and make the findings available to the entire UNE community.

Survey link here

Or copy and paste the following URL into your web browser:

Survey link here

Thank you for taking our remote learning in the time of COVID-19 survey.

Sincerely,

Marc Ebenfield
Director
University of New England Center for Excellence in Teaching and Learning

B. Survey Instructions

On behalf of the Office of the Provost, the Center for Excellence in Teaching and Learning (CETL), and the University Assessment Committee (UAC), thank you for taking this survey on remote learning in the time of COVID-19.

This survey is anonymous, and data will be aggregated and shared with the UNE community.

II. For the Faculty Survey (Spring 2020)

A. Email Invite

Dear UNE Faculty & Course Instructors,

On behalf of the Office of the Provost, the Center for Excellence in Teaching and Learning (CETL), and the University Assessment Committee (UAC), thank you for taking this survey on remote teaching and learning in the time of COVID-19. In lieu of your program/department submitting a 2019-20 assessment report, we aim to collect, aggregate, and report on all course instructor's lived experiences teaching and learning amid the sudden move to remote instruction in the pandemic. We are all curious to know how the pandemic has affected both teaching and learning and what lessons we can learn from this experience.

For CGPS: We do recognize CGPS serves a fully online student population; however, we have heard that even the CGPS faculty and professional staff have had to develop new strategies in response to the impact of the pandemic.

Your responses will be fully confidential, but we do ask for your college and program/department, so that we can disaggregate the data to better capture the diversity of innovation and creativity across the university, and send those data to each department and college. We really need the full participation of all faculty to make these data as meaningful as possible for each area and for UNE. The Office of the Provost, the UAC, and CETL will analyze the aggregated results, with assistance from the Office of Institutional Research and Data Analytics, and the UAC will use the findings for its 2020-21 report to the entire UNE community.

Survey link here

Or copy and paste the following URL into your web browser:

Survey link here

If you taught more than one course this spring semester, feel free to respond generally to the questions or based on the course that was most difficult for you to transition. Please complete the survey by June 15, 2020.

With Sincere Thanks,

Josh Hamilton Ph.D.
Provost & Senior Vice President for Academic Affairs

Mike Sheldon Ph.D.
Associate Provost for Academic Affairs

Jen Mandel Ph.D.
Associate Director of Assessment

Marc Ebenfield Ph.D.
Director, Center for Excellence in Teaching and Learning

B. Survey Instructions

On behalf of the Office of the Provost, the Center for Excellence in Teaching and Learning (CETL), and the University Assessment Committee (UAC), thank you for taking this survey on remote teaching and learning in the time of COVID-19. In lieu of submitting an annual AY 2019-20 assessment report, we aim to collect, aggregate, and report on the lived experiences of teaching and learning amid the COVID-19 pandemic.

This survey is anonymous, but we do ask for your college and program/department (where applicable), so that we can disaggregate the data and send them to each department and college. The Office of the Provost, the UAC, and CETL will analyze the aggregated results, with assistance from the Office of Institutional Research and Data Analytics, and make the findings available in the UAC's annual AY 2020-21 report to the entire UNE community.

Because you might have taught more than one course this spring semester, feel free to respond generally to the questions or based on the course that was most difficult for you to transition.

III. For the Professional Staff Survey (Spring 2020)

A. Email Invite

Dear Colleagues,

In lieu of annual assessment reporting, the University Assessment Committee (UAC) and the Center for Excellence in Teaching and Learning (CETL) have collaborated to create a survey asking professional staff about their lived experiences on the swift transition to remote student support amid the COVID-19 pandemic. Please share the following link to the survey with the applicable members of your group. We aim to get as much participation from professional staff as possible.

If you want to see the questions without taking the survey, please contact Jen Mandel, Associate Director of Assessment, at jmandel2@une.edu. For any technical challenges with the survey, please email Kelly Duarte, Director of the Office of Institutional Research and Data Analytics, at kduarte@une.edu. The survey is due on **June 15, 2020**.

Survey link here

Thank you for your support of this survey and sharing it to your group.

Sincerely,

Josh Hamilton Ph.D.
Provost & Senior Vice President for Academic Affairs

Mike Sheldon Ph.D.
Associate Provost for Academic Affairs

Jen Mandel Ph.D.
Associate Director of Assessment

Marc Ebenfield Ph.D.
Director, Center for Excellence in Teaching and Learning

Kelly Duarte M.S.Ed.
Director, Office of Institutional Research and Data Analytics

B. Survey Instructions

On behalf of the Office of the Provost, the Center for Excellence in Teaching and Learning (CETL), and the University Assessment Committee (UAC), thank you for taking this survey on remote teaching, learning, and student support in the time of COVID-19. In lieu of submitting an annual AY 2019-20 assessment report, we aim to collect, aggregate, and report on the lived experiences of student engagement, support, and learning amid the COVID-19 pandemic.

This survey is anonymous, but we do ask for your work unit/area, so that we can disaggregate the data *in instances where five or more responses are received for a unit*. The Office of the Provost, the UAC, and CETL will analyze the over-all aggregated results, with assistance from the Office of Institutional Research and Data Analytics, and make the findings available in the UAC's annual AY 2020-21 report to the entire UNE community.

IV. For the Graduate Student Survey (Summer 2020)

A. Email Invite

Dear UNE Student,

On behalf of the entire UNE community, we would like to ask you to take this survey to understand your experiences as a graduate/professional student this summer while learning in the COVID-19 pandemic.

Your responses will be fully confidential. We rely on your participation to make these data as meaningful as possible and help us best prepare for the coming academic year. Please complete the survey by August 18, 2020.

Survey link here

Or copy and paste the following URL into your web browser:

Survey link here

With Sincere Thanks,

Joshua Hamilton, Ph.D.
Provost & Senior Vice President for Academic Affairs

Michael Sheldon, Ph.D.
Associate Provost for Academic Affairs

Jen Mandel, Ph.D.
Associate Director of Assessment

Marc Ebenfield, Ph.D.
Director, Center for Excellence in Teaching & Learning

B. Survey Instructions

On behalf of entire University of New England, thank you for taking this survey on learning this summer in the COVID-19 pandemic. This survey is anonymous, and data will be aggregated and shared with the UNE community.

Appendix E:
IRB Exemption Letters

UNIVERSITY OF NEW ENGLAND

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Kelly Duarte, M.S.

From: Brian Lynn, J.D.

Date: May 5, 2020

IRB Project # & Title: 050520-02; Student, Faculty, and Professional Staff Surveys on Teaching, Learning, and Supporting Students amid the COVID-19 Pandemic

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed work is exempt from IRB review and oversight as defined by 45 CFR 46.104 (d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Please contact me at (207) 602-2244 or irb@une.edu with any questions or concerns.

Sincerely,

Brian Lynn, J.D.
Director of Research Integrity

UNIVERSITY OF NEW ENGLAND

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Kelly Duarte, M.S.

From: Brian Lynn, J.D.

Date: July 28, 2020

IRB Project # & Title: 050520-02; Student, Faculty, and Professional Staff Surveys on Teaching, Learning, and Supporting Students amid the COVID-19 Pandemic (Amendment #1)

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the proposed amendment to the above captioned project. The proposed changes include:

- Addition of one new survey related to the summer student experience.

The IRB has determined that the proposed work remains exempt from IRB review and oversight as defined by 45 CFR 46.104(d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Please contact me at (207) 602-2244 or irb@une.edu with any questions or concerns.

Sincerely,

Brian Lynn, J.D.
Director of Research Integrity

UNIVERSITY OF NEW ENGLAND

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Kelly Duarte, M.S.

From: Brian Lynn, J.D.

Date: November 5, 2020

IRB Project # & Title: 050520-02; Student, Faculty, and Professional Staff Surveys on Teaching, Learning, and Supporting Students amid the COVID-19 Pandemic (Amendment #2)

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the proposed amendment to the above captioned project. The proposed changes include:

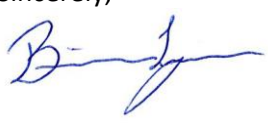
- A confidential procedure to report favorable mentions of faculty by students to CETL for recognition.

The IRB has determined that the proposed work remains exempt from IRB review and oversight as defined by 45 CFR 46.104(d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, you must first submit the changes to the IRB and receive its written, unconditional approval before implementing them. This includes any changes to the version of the consent forms approved by the UNE IRB. If the subjects of your study are exposed to any unusual or unanticipated risk or injury as a consequence of participating in it, you must report such events to the IRB within one working day of the occurrence.

Please contact me at (207) 602-2244 or irb@une.edu with any questions or concerns.

Sincerely,



Brian Lynn, J.D.
Director of Research Integrity

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NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET