Report on the Status of Assessment & Quality of Educational Effectiveness at the University: For the 2023-2024 Academic Year

Prepared by Jennifer Mandel, Ph.D., Associate Director of Assessment

With input from the University Assessment Committee:
Moustafa Abu El Fadl, Stine Brown, Kristin Burkholder, Liz Crampsey, Emily Connor Dafoe, Ellie Dodge, Kelly Duarte, Stacey Dubois, Marc Ebenfield, Nici Kimmes, Shelley Cohen Konrad, Shane Long, John Lowery, Wallace Marsh, and Linda Morrison

And ex officio members: Gwendolyn Mahon, M.Sc., Ph.D., Provost and Senior Vice President for Academic Affairs, Michael Sheldon, PT, Ph.D., Associate Provost for Academic Affairs, and Karen Pardue, Ph.D., RN, CNE, FNAP, ANEF, Associate Provost for Strategic Initiatives

Distributed Fall 2024

Photo: UNE Trailblazers Orientation, Summer 2024

UNE UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

TABLE OF CONTENTS

Report

Appendices

Report Summary

The 2023-24 reporting year of the University Assessment Committee's (UAC) annual cycle was again marked by consistently high participation from academic programs across the university, including the newly established ones, and increased participation from co-curricular units and divisions. Approaching the ten-year anniversary since it launched this process in 2015-16, and with a well-established system in place, the UAC has reached an inflection point. The UAC now seeks to shift its focus and support from assessment processes to more on student learning outcomes data. Process revisions remain a welcome practice for continuous improvement, but now the UAC aims to move the university toward fulfilling assessment's primary goal: demonstrating student learning and the impact of its academic and co-curricular programs through outcomes data.

I. Introduction

Approaching the ten-year anniversary since it launched its current assessment process in 2015-16, the University Assessment Committee (UAC) notes that the university has a well-established assessment system in place that includes: 1) the annual systematic assessment and reporting of student learning outcomes data, and 2) an ongoing process of periodic academic program review across all academic programs of the university's six colleges. At the same time, the UAC acknowledges the growing importance of its role to assist programs in demonstrating that students are achieving their stated learning outcomes. The UAC will continue to support programs' and co-curricular units' need to regularly review and revise their assessment process for continuous improvement. However, the committee now aims to raise its expectations of its programs to the primary goal of demonstrating student learning through outcomes data.

II. Follow-up on Last Year's Recommendations

Since the UAC distributed, presented, and received feedback from the University of New England's (UNE) senior leadership on its last report in November 2023, the Assessment office, UAC, and senior leadership have engaged in a series of conversations to evolve and advance the university-wide assessment processes.

At the UAC's presentation, President Herbert and Provost Mahon raised concerns on the level of rigor the UAC expects especially from academic programs as they engage in their annual assessment reports and program reviews. The President's and Provost's concerns parallel the New England Commission of Higher Education's (NECHE) conversations surrounding its five-year Standards review that propose universities move away from a focus on process, such as the percentage of syllabi that include learning outcomes or programs that revised their measures, to demonstrating, through an iterative approach, student learning improvement.

Thus, in early 2024, the Associate Director of Assessment, in collaboration with the Associate Provost for Academic Affairs, the Director of the Center for Excellence in Teaching and Learning (CETL), and the Director of the Office of Institutional Research and Data Analytics (OIRDA) responded in writing and met with the President and Provost to discuss a plan. Then in July 2024, the Associate Director of Assessment, the Associate Provost for Academic Affairs, and the Provost agreed on a set of focus areas. The following summarizes the UAC's challenges and opportunities in moving toward reporting more on student learning data.

A. Moving from Assessment Process to Student Learning

The UAC recognizes the challenges and opportunities in moving toward more data-driven reporting on student learning outcomes.

1. Challenges

The annual assessment reports have largely collected data related to the assessment process. Only two questions on the report forms request data on student learning (in Appendix C and D, see Part

1, question 1, letter c, and Part 2, question 8). Because of the questions' wording, however, few programs and co-curricular units include year-over-year trends. They might instead report on their annual data, mention that they are monitoring the numbers, or discuss their changes to their assessment methodology or learning environment.

The UAC faces the challenge of tracking trends on programs' same learning outcomes. Due to the UAC's original intention when it created the annual cycle, which it based on NECHE's E-series forms, the UAC's report forms include no questions that ask for longitudinal data on each learning outcome.

The report forms were therefore useful during the years the UAC was focusing its efforts on supporting programs to build strong and sustainable assessment processes, but it has hindered the UAC from annually tracking data trends on the same outcomes. The UAC's form asks programs to use the standard practice of reflecting on two or more learning outcomes each year, and reporting on all of their learning outcomes by their next comprehensive program review. Thus, programs can report on different outcomes each year. Programs might also revise their learning outcomes, a welcome practice for continuous improvement, which consequently restarts their data collection calendar.

2. Opportunities

The UAC will take several steps to encourage programs to report more on student learning data.

a. Program Reviews

The program review process, which programs undertake every seven or so years, provides probably the best means for the UAC to collect longitudinal data. For that reason, the UAC will make the following changes:

- The UAC will stress that programs, during their regularly scheduled review, need to examine their longitudinal assessment data and, if available, ten-year enrollment, retention, and graduation rates, and competitor data. OIRDA will provide programs with the available enrollment, retention, and graduation rates, and competitor data as they begin their review (Focus Area 1).
- The UAC will accelerate the program review timeline for programs that show concerning assessment, enrollment, or retention trends, or need additional support (Focus Area 2).

b. Annual Assessment Reporting

In the annual reporting process, the UAC has made the following changes to the process to date:

- The UAC created a rubric that it used to more intentionally assess all of the 2023-24 annual program assessment reports. The rubric helps the UAC identify program reports that are exemplar, good, evolving, and need support in their learning outcomes, curricular alignment, measures, scaffolding, benchmarks, data-informed actions, and learning

improvement data. The UAC will continue to use the rubric to assess annual reports in the coming years (Focus Area 3), and has been using its results to engage in focus areas 4 and 5 (below).

- UAC representatives from each dean's office, in collaboration with the Associate Director of Assessment, use the rubric to identify 1-2 programs each year that need support, and help them strengthen specific areas within their assessment process, such as revising learning outcomes, developing measures, aligning their outcomes and measures to their curriculum, collecting and analyzing data, and establishing data-informed actions (Focus Area 4).

- The UAC, in collaboration with the Associate Director of Assessment, identify programs and units with exemplar assessment practices, and request to post their annual reports on the UAC's web page and ask them to provide peer support (Focus Area 5).

- For programs with low enrollment that provide undergraduate general education courses, the UAC and the Associate Director of Assessment will pilot course-level outcomes assessment reporting. For example, all undergraduate students take English Composition and a majority take General Chemistry I and II, and while the number of English and Chemistry majors are small, course-level assessment should assist with better understanding student success and retention (Focus Area 6). This approach is also designed to help to ensure assessment of the undergraduate general education courses.

c. Annual UAC Presentation

The UAC has also changed the format of its annual presentation beginning this fall 2024.

- This year, the UAC has significantly shifted the focus of the presentation from a summary of its process and high-level overview of results to allow a deeper dive into two undergraduate programs, one from the College of Arts and Sciences (CAS) and one from the Westbrook College of Health Professions (WCHP), and their approach to assess challenges and opportunities facing their respective units. The goal is to model an open, honest, and data-informed discussion of how these programs identified and addressed challenges they faced in the past year (Focus Area 7).

B. Follow-Up on Additional Recommendations

Based on last year's data and the discussions surrounding the UAC's 2022-23 report, the UAC also made recommendations to itself and the university, some of which it completed and others it will continue to work on next year.

1. UAC's Recommendations to Itself

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

Actions Taken: The Associate Director of Assessment added more resources to the UAC's [assessment resources web page](). Now on the page, curricular and co-curricular programs can find the key steps of an assessment process; examples of analytic frameworks for assessing student learning; tips for designing student learning outcomes using Bloom's taxonomy and other learning classification systems; examples of curriculum maps for aligning learning outcomes to learning experiences; ideas for selecting and designing measures; information on and examples of rubrics; suggestions for setting benchmarks or target goals; tips for reporting on student learning; and links to internal and external supports.

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

   Actions Taken: In 2023-24, the UAC organized and sponsored several professional development opportunities.

   - The UAC collaborated with CETL and OIRDA to support mini-grants on various assessment projects. Two academic areas (chemistry and dental medicine) and two co-curricular areas (Library Services and Student Affairs) received the grants and worked on their projects over the year.
     - Each group presented their work at a wrap-up luncheon on April 11, 2024.
     - Jennifer Mandel, Associate Director of Assessment, Kelly Duarte, OIRDA Director, and Ed Doyle, OIRDA Senior Data Analyst, also shared the projects together and separately at the New England Educational Assessment Network's Fall Forum, the North East Association for Institutional Research's annual conference, the New England Commission of Higher Education's annual meeting, and the Massachusetts Department of Higher Education's Advancing a Massachusetts Culture of Assessment conference.
   - The Office of Assessment hosted three professional development opportunities at UNE.
     - Marjorie Dorimé-Williams, Ph.D., Senior Research Associate in MDRC's Postsecondary Education Policy Area, led a three-hour, remote workshop on "Making Assessment Meaningful: Curricular and Co-Curricular Effectiveness Strategies."
     - Mary Fraser, Director, Student Academic Success Center (SASC), spoke on "The Spectrum of Assessment at the Student Academic Success Center."
     - Bob Eagle, Director, Campus Center Operations & Recreation, spoke on "Using the Campus Center's Assessment Process as a Model to Meet Your Operating Needs."

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

   Actions Taken: The professional development offerings and individualized support gave more weight to assessment at the university and helped bring more co-curricular units into the annual

cycle. Five co-curricular offices, the Center to Advance Interprofessional Education and Practice (CAIEP), Makerspace, Safety and Security, Student Health Center, and WCHP's Service Learning, reported for the first time this year.

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

    Actions Taken: Several co-curricular units also received feedback from their supervisors who "closed the loop" in an annual co-curricular division report. CAEIP and the Makerspace received a response from the Associate Provost for Academic Affairs, and WCHP Service Learning received a response from the WCHP Associate Dean of Academic Affairs.

2. UAC's Recommendations to the University

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

    Actions Taken: Under the enterprise-wide investment, dubbed Project Beacon, the university has been modernizing its technology systems and adopting new software to improve the student experience, enhance internal processes, and further secure records. Project Beacon is rolling out in multiple phases throughout the next three years.

    Since adopting the single sign-on, multifactor authentication portal, Okta, UNE's Information Technology Services (ITS) has launched an integrated, cloud computing service, named UNE Compass, that centralizes information in one hub and allows all students and employees to access and personalize their dashboard with UNE's tools. They can, for example, search for courses, review their records, and get into the learning management system, D2L Brightspace.

    The current and forthcoming upgrades of additional software will also provide more tools to support students and employees, and centralize data for more informed decision-making. The software include Banner 9 Self-Service (a student information system and registration that upgrades U-Online), CRM Advise (a student advising and early alert system that replaces EAB's Navigate), Degree Works (for degree audit and planning), EduNav (for degree planning), CourseLeaf (for curriculum management), and Insights (a data unification, analytics, and reporting tool that replaces Cognos). Several of these systems will or already can be accessed through Compass.

    Beginning in 2024-25, the Provost's office has likewise required faculty to use specific functionalities in Brightspace. By following these practices, faculty will post essential course information in one location, make it easier for students to find that information, and thereby help support student success and retention. Those functionalities include: uploading course syllabi; creating a course calendar with associated assignment due dates; posting course announcements and notifications; adding instructional and learning material; posting all graded assignments and course deliverables; and using the gradebook for all assessments. ITS and

CETL have been leading workshops to support faculty and professional staff in navigating these tools.

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

    Actions Taken: The university continues to work on adopting university-level undergraduate co-curricular learning outcomes. The new Nor'easter Core Curriculum's tenets, each program's outcomes, and the co-curricular tenets will capture undergraduates' full UNE experience. The co-curricular tenets should help students articulate their learning, and co-curricular units and divisions express their value.

    During this year's fifth-year refresh of the UNE strategic plan, *Our World, Our Future*, the university updated its 2024-29 priorities. Strategic Priority 1.1.4 now pledges to, "Continue the development, promotion, and measurement of learning outcomes for co-curricular activities, events, and programs that develop professional competencies, habits of mind, and characteristics of adaptive learners." This work is ongoing.

III. The 2023-24 Annual Assessment Reports

All of UNE's academic programs and colleges, including the newly established ones, and increasingly more co-curricular units and divisions participated in 2023-24.

The Associate Director of Assessment aggregates and analyzes program-level data from the reports. The undergraduate general education (now dubbed the Nor'easter Core Curriculum) has been undergoing a major revision to its curriculum and assessment process. CAS and WCHP, the two main general education-serving colleges this year, provided annual reports that the UAC has summarized in a separate section below (Part V). The newly-formed College of Business (COB), which also supports undergraduate education, has begun to join those conversations.

As noted above, the number of co-curricular units reporting for the first time this year has also increased. The increase this year helps close the feedback loop for more co-curricular units and contextualizes the UAC's aggregate program and co-curricular unit data. WCHP also separated its college report into two reports—one for its undergraduate programs, and the other for its graduate programs—to make its data aggregation and next steps more meaningful.

A. Findings

As in previous years, aggregate data from the 2023-24 annual program and co-curricular unit reports provide a high-level view of the university's assessment trends. The UAC uses these broadscale figures to discover strengths, identify needs, and make recommendations to improve assessment practices and student learning.

Following standard assessment practices, the UAC asks programs and co-curricular units to report on two or more learning outcomes in the current cycle. Thus, programs and co-curricular units

tend to report on different learning outcomes each year. Programs especially maintain this practice in order to assess all of their learning outcomes within their program review cycle.

Amid the annual cycle's continued growth, and approaching its ten-year anniversary, however, the UAC seeks to shift the university's direction from reporting less on assessment processes to more on student learning data.

1. Academic Programs and Colleges

The actions programs report taking to improve student learning typically fall into four categories:

- Continuing with the same actions (e.g., maintaining the learning outcomes, measures, and rubrics);
- Monitoring data, checking for any changes in the figures;
- Changing the assessment methods (e.g., mapping the curriculum, revising a measure, or adding a rubric); and
- Changing the learning environment (e.g., incorporating more group work, improving communication, or reaching out to more students)

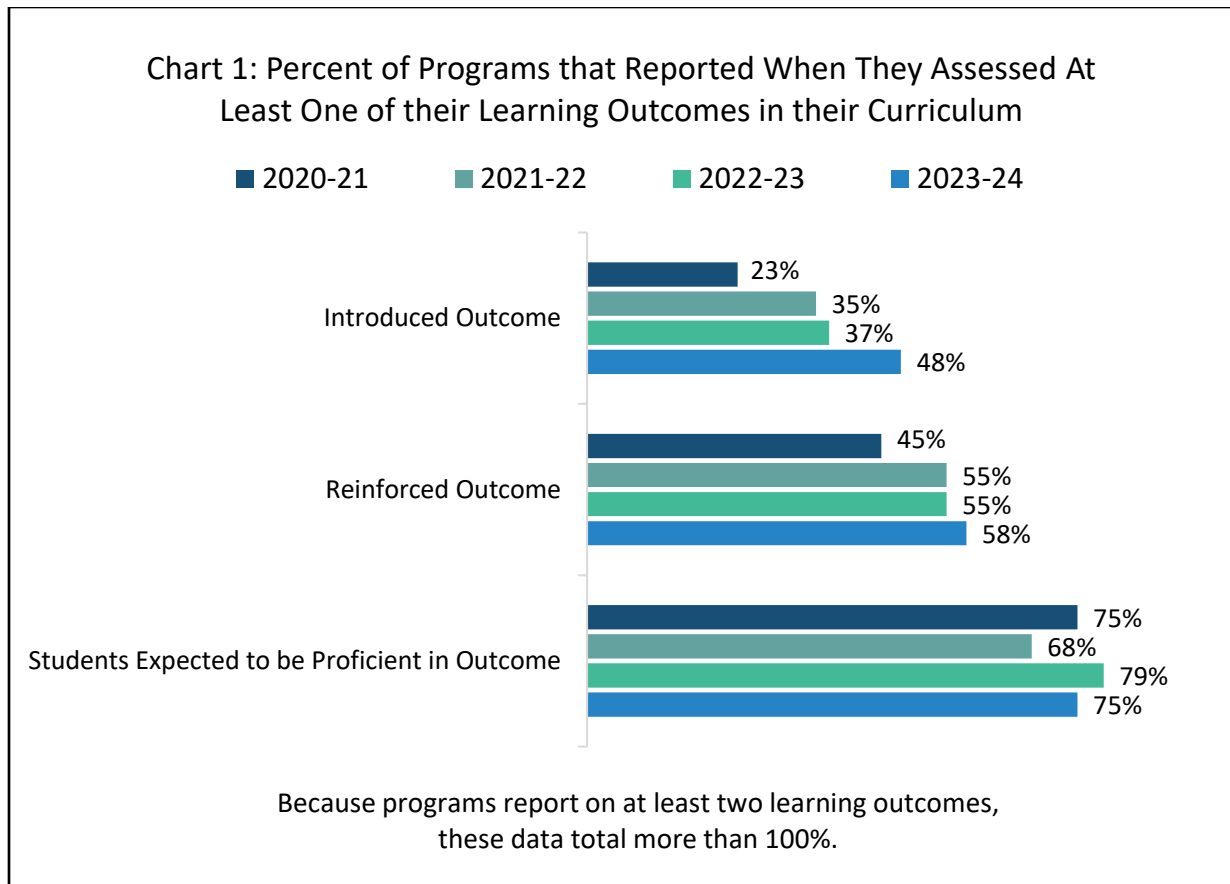The UAC wants programs to report more data on the fifth category: student learning.

- Changes to student learning (e.g., 77% of students scored an 80% or higher on the essay last year that is aligned to the learning outcome, and 80% of students scored an 80% or higher on the essay this year).

The following discusses the UAC's findings in the aggregate program data on these five categories.

a. Assessing Student Progression of Curricular Learning

For the last four years, the UAC has been closely monitoring the percentage of programs that reported data on when they introduced, reinforced, and expected student proficiency of their learning outcomes (in Appendix C, see Part 2, question 4). Because programs can alternate the learning outcomes they report each year, the aggregate program data provide a high-level view of the extent programs scaffold data collection throughout their curriculum.

This year's data revealed more reporting of scaffolding than previous years. A higher percentage of programs (48%) reported at least once to introducing a learning outcome (compared to 37% in 2022-23), a higher percentage (58%) reported at least once to reinforcing a learning outcome (compared to 55% in 2022-23), and a smaller percentage (75%) reported at least once expecting student proficiency of a learning outcome (compared to 79% in 2022-23) (Chart 1).

Chart 1: Percent of Programs that Reported When They Assessed At Least One of their Learning Outcomes in their Curriculum

■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24

Introduced Outcome
- 2020-21: 23%
- 2021-22: 35%
- 2022-23: 37%
- 2023-24: 48%

Reinforced Outcome
- 2020-21: 45%
- 2021-22: 55%
- 2022-23: 55%
- 2023-24: 58%

Students Expected to be Proficient in Outcome
- 2020-21: 75%
- 2021-22: 68%
- 2022-23: 79%
- 2023-24: 75%

Because programs report on at least two learning outcomes, these data total more than 100%.

The College of Dental Medicine (CDM), WCHP, and CAS, in their college reports, highlight the nuances within the aggregate data. CDM explains, "Assessing our students on their progression toward competence for each learning outcome (competency statement) is a complex process. By using multiple assessment measures (both direct and indirect, in a variety of formats) and by conducting assessments at different points in the DMD program, we are able to provide converging evidence to demonstrate that each of our students has obtained the knowledge and skills necessary to begin the practice of general dentistry upon graduation."
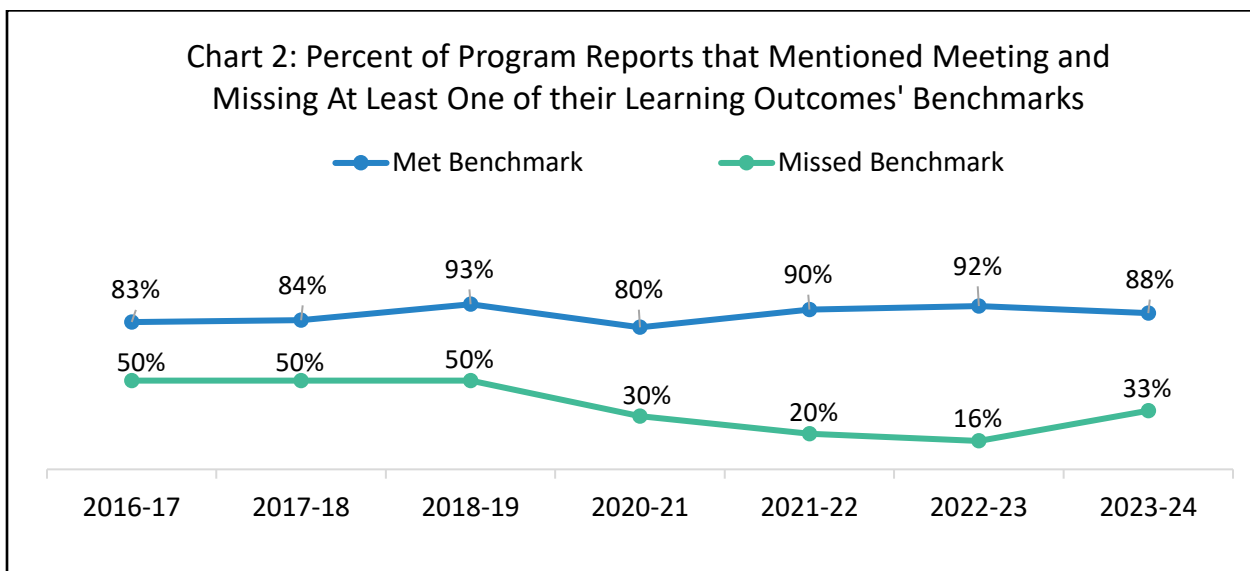
WCHP counted the multiple times its programs reported assessing their outcomes. Of the eighteen learning outcomes its seven undergraduate programs reported on, three were assessed at the reinforced stage; six at the proficient stage; one at the introduced and reinforced stages; two at the introduced and proficient stages; five at the reinforced and proficient stages; and one at all three stages. Of the eighteen learning outcomes that its seven graduate programs reported on, one was assessed at the reinforced stage; one at the proficient stage; five at the introduced and reinforced stages; four at the reinforced and proficient stages; and seven at all three stages.

CAS notes, "Many of the programs in CAS mentioned their intention to look carefully at course sequencing and the development of skills through more careful and intentional scaffolding within the program curriculum. In some cases, this may lead to curricular changes, in other cases there may be an intentional examination of the assignments within and between course levels."

The UAC expects this trend of more programs reporting the data when they introduced and reinforced their learning outcomes to ensure students get sufficient practice before they are expected to achieve proficiency.

b. Meeting and Missing the Learning Outcomes' Benchmarks

The UAC has tracked seven years of data on whether or not programs have met their reported learning outcomes' benchmarks. This year, more programs shared their challenges for meeting their benchmarks. Eighty-eight percent reported meeting at least one of their benchmarks (compared to 92% last year). On the flip side, 33% reported missing a benchmark (compared to 16% last year) (Chart 2).

Chart 2: Percent of Program Reports that Mentioned Meeting and Missing At Least One of their Learning Outcomes' Benchmarks

— Met Benchmark   — Missed Benchmark

	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
Met Benchmark	83%	84%	93%	80%	90%	92%	88%
Missed Benchmark	50%	50%	50%	30%	20%	16%	33%

NOTES ON CHART 2:
*The percentages reflect the outcomes that programs selected reporting on. Programs can report on different outcomes each year.
**Because programs report on at least two learning outcomes, these data total more than 100%.
***Due to the COVID-19 pandemic, the UAC in 2019-20 replaced collecting reports with surveying the UNE populations.

The UAC believes programs are feeling increasingly more comfortable reporting on their missed benchmarks. CAS, in its college report, explains, "The responses from the programs regarding the areas of student learning needing special attention was highly variable. The majority of programs note that while the benchmarks were met for the [student learning outcomes] assessed, there is still room for improvement."
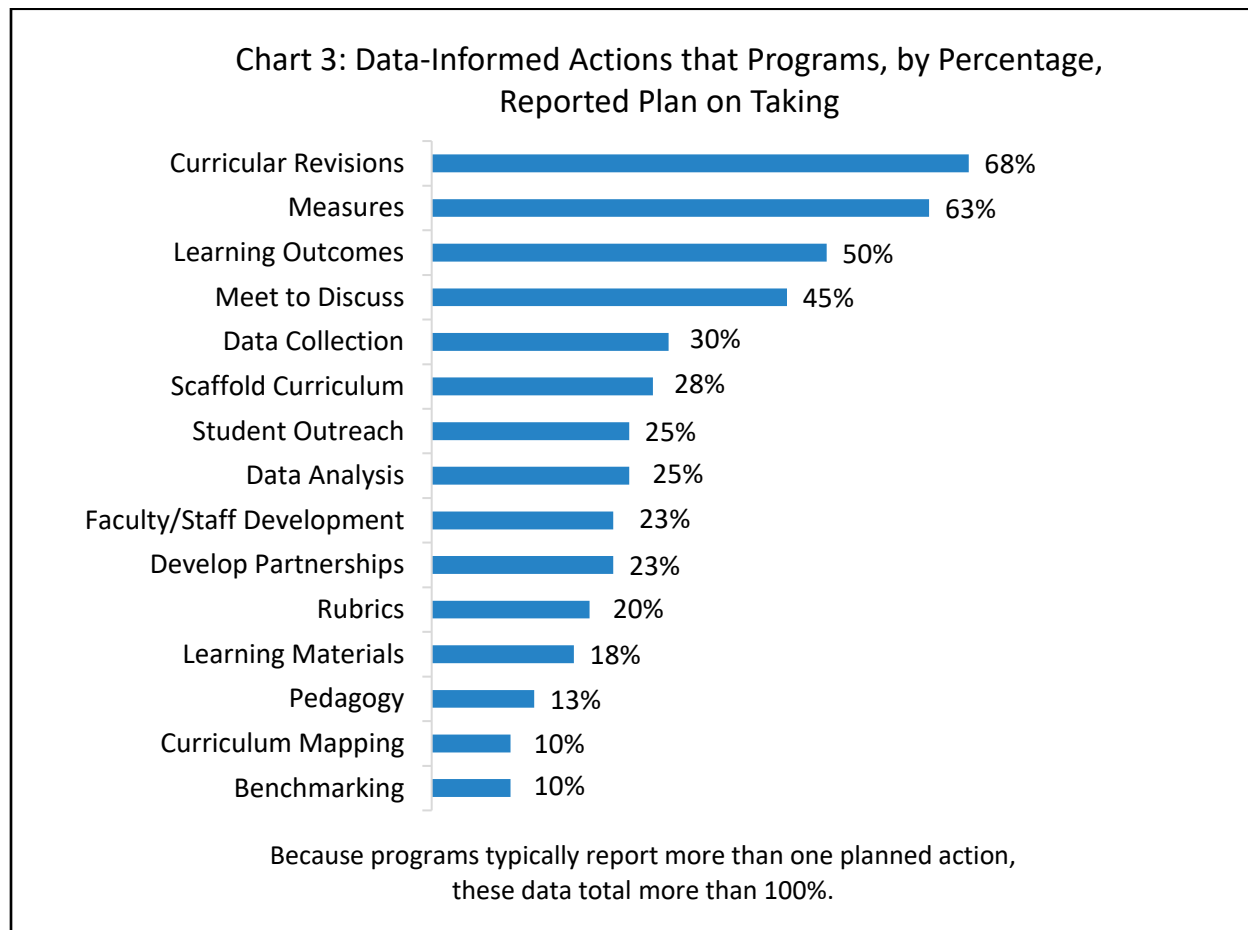
UNE's many programs with specialized accreditation face their accreditors' high level of scrutiny to meet the learning outcomes' benchmarks. As the College of Professional Studies (CPS), in its college report, explains, "Because 4 of the programs in CPS have specialized accreditation that

require close monitoring of the attainment of student learning outcomes…it is not surprising that benchmarks are consistently met."

c. Taking Data-Informed Actions to Advance Student Learning

Only a small proportion of programs mentioned that they plan on continuing with the same actions (20%), and monitoring their assessment data on one or more of their learning outcomes (15%). They also reported taking the following specific actions.

By far, the majority of programs reported plans that fall under two categories: making changes to their assessment methodology and to their learning environment. Most mentioned changes to the curriculum (68%), measures (63%), and student learning outcomes (50%). Fewer programs mentioned changes to some of the other key components of assessment, including data collection (30%), scaffolding (28%), data analysis (25%), rubrics (20%), curriculum mapping (10%), and benchmarking (10%) (Chart 3).

Chart 3: Data-Informed Actions that Programs, by Percentage, Reported Plan on Taking

Category	Percentage
Curricular Revisions	68%
Measures	63%
Learning Outcomes	50%
Meet to Discuss	45%
Data Collection	30%
Scaffold Curriculum	28%
Student Outreach	25%
Data Analysis	25%
Faculty/Staff Development	23%
Develop Partnerships	23%
Rubrics	20%
Learning Materials	18%
Pedagogy	13%
Curriculum Mapping	10%
Benchmarking	10%

Because programs typically report more than one planned action, these data total more than 100%.

The WCHP college report recognizes some undergraduate and graduate programs' desire "to re-assess/revise student learning outcomes and enhance the annual assessment plan modifying the

type and amount of student assessments." Moreover, "Some programs noted they have a depth of data, but that resources in personnel and time make it a challenge to fully assess and revise."

CDM has made faculty alignment of assessment practices a priority. "Calibration of faculty and Group Practice Leaders is ongoing and we have plans to increase and strengthen the calibration of our faculty this academic year, especially as it relates to assessment of competency and daily formative feedback." Among its activities, CDM will offer department- and college-level faculty development sessions, a checklist for faculty to support student progress toward graduation, and new faculty onboarding activities.

To support programs develop all components of their assessment process and achieve more reliable data to use for decision-making toward learning improvement, the UAC provides information and quick guides on its assessment resources web page.

d. Curricular Assessment Support Needs

This year, 50% of programs reported requesting assessment support from their program directors, deans, CETL, UAC, OIRDA, and others (compared to 37% in 2022-23) that include revising learning outcomes, designing measures, setting benchmarks, and collecting and analyzing data (Focus Area 8). A smaller percentage of program reports requested support for faculty/staff hires and development (8%); from other UNE administrative offices, such as SASC, Library Services, Advising, Counseling Services, and Communications (8%); and for technologies (8%). As the College of Osteopathic Medicine (COM) in its college report explains, "Technology support to track and analyze grades and [data] would allow us further development of student assessment of competencies, and ensuring student success as we make data-driven decisions."

2. Co-Curricular Units and Divisions

While more co-curricular units have taken part in the annual cycle over recent years, only some of the same co-curricular units report every year. Thus, the year-over-year aggregate co-curricular unit data remain less reliable. Yet the UAC can draw some conclusions from this year's data.
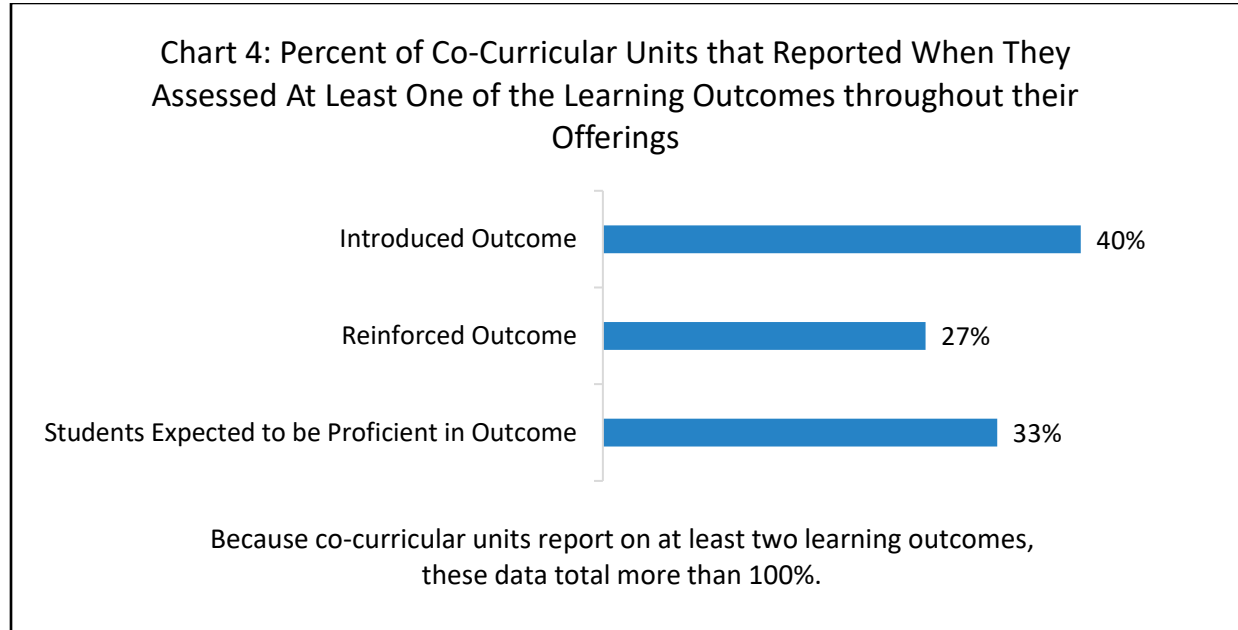
a. Reporting on Educational and Programmatic Effectiveness

To bring more co-curricular units into the annual cycle, the UAC asks them to report on data that derived from their student learning outcomes (if applicable) and/or programmatic goals.
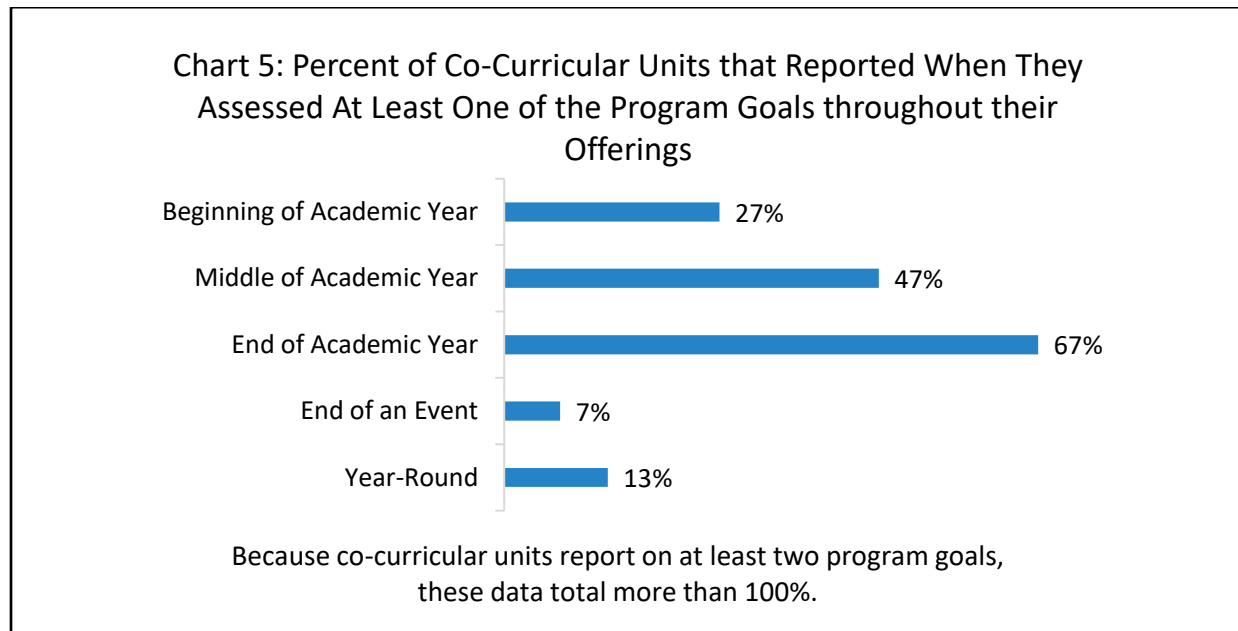
This year, 67% of co-curricular units reported on at least one learning outcome, compared to 80% reporting on at least one program goal (the data come from responses to Appendix D, Part 2, question 4). The UAC has made it a goal to continue supporting co-curricular areas to assess student learning (Focus Area 9).

b. Assessing Student Progression of Co-Curricular Learning

Data from the co-curricular units also demonstrated scaffolding the data collection of their learning outcomes and program goals throughout their offerings. Similar percentages of co-curricular units reported collecting data on when they introduced, reinforced, and expected student proficiency of at least one of their learning outcomes (Chart 4).

Chart 4: Percent of Co-Curricular Units that Reported When They Assessed At Least One of the Learning Outcomes throughout their Offerings

Outcome	Percent
Introduced Outcome	40%
Reinforced Outcome	27%
Students Expected to be Proficient in Outcome	33%

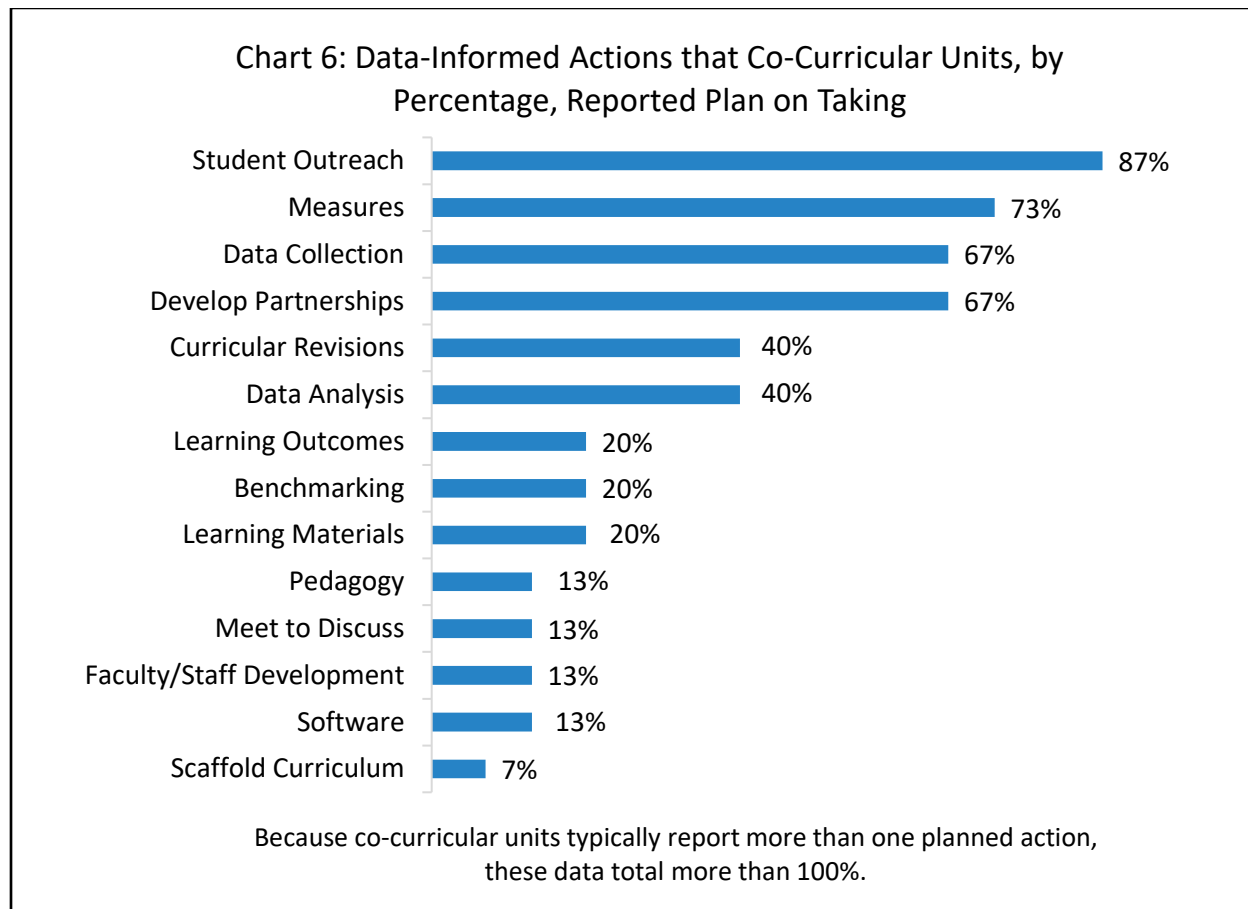Because co-curricular units report on at least two learning outcomes, these data total more than 100%.

A larger percentage of co-curricular units reported collecting data on at least one of their program goals at the end of the academic year (Chart 5).

Chart 5: Percent of Co-Curricular Units that Reported When They Assessed At Least One of the Program Goals throughout their Offerings

Period	Percent
Beginning of Academic Year	27%
Middle of Academic Year	47%
End of Academic Year	67%
End of an Event	7%
Year-Round	13%

Because co-curricular units report on at least two program goals, these data total more than 100%.

The Associate Provost for Academic Affairs, in his division report, acknowledged the long-standing practices some programs have in collecting programmatic data. On one of his reporting units, he explained, "CAIEP has a long history of collecting data across the 'student life-cycle' at UNE...from prospective students - to current students - to graduates, and they have a robust data set allowing them to evaluate trends over time as evidenced by their report submission."

c. Taking Data-Informed Actions to Advance Student Learning

Over half of the co-curricular units (53%) that participated this year reported that they plan on continuing with the same actions. The concrete planned actions illustrate co-curricular units' main priorities. Student outreach topped the list at 87% in the co-curricular unit aggregate data. Developing or revising measures, which co-curricular areas often view as a challenge to create and schedule into their activities, came in second, and collecting data and developing partnerships both came in third (Chart 6).

Chart 6: Data-Informed Actions that Co-Curricular Units, by Percentage, Reported Plan on Taking

Action	Percentage
Student Outreach	87%
Measures	73%
Data Collection	67%
Develop Partnerships	67%
Curricular Revisions	40%
Data Analysis	40%
Learning Outcomes	20%
Benchmarking	20%
Learning Materials	20%
Pedagogy	13%
Meet to Discuss	13%
Faculty/Staff Development	13%
Software	13%
Scaffold Curriculum	7%

Because co-curricular units typically report more than one planned action, these data total more than 100%.

Co-curricular division reports celebrated and encouraged more data collection. Student Affairs explained, "The introduction of new data collection methods, such as surveys and the Presence platform by the Office of Student Engagement, was notably successful, yielding more comprehensive data than in previous years." But, Student Affairs added, "Establishing reliable baseline data presents a challenge to maintain and analyze long-term trends and impacts of

programmatic changes." For its co-curricular unit, WCHP recommends to, "Continue to administer [measures], collect and analyze data, emphasize student learning outcomes…, [and] set benchmarks."

Library Services, in its division report, connected its challenges of collecting data from its instructional sessions to the need to further develop faculty partnerships. "It can be challenging to conduct direct assessment of student learning through our sessions due to our role as academic support on the UNE campus…Librarians are often not privy to assignment results which can pose challenges for assessing student learning." Thus, "On-going sharing of assessment activities among the Research & Teaching Librarians and collaboration with faculty is essential."

Even CPS, an academic college, plans to develop its co-curriculum assessment. In its college report, CPS explains, "We will begin collecting reports from our embedded co-curricular units, such as our enrollment and support and instructional design teams. By leveraging cross-functional support and targeted professional development, CPS is committed to further refining assessment processes and fostering a culture of continuous improvement."

d. Co-Curricular Assessment Support Needs

Like the academic programs, 60% of co-curricular unit reports asked for assessment support from their deans, CETL, UAC, and OIRDA (compared to 19% in 2022-23) that include revising learning outcomes, designing measures, and offering professional development opportunities (Focus Area 8). A smaller, but significant percentage of co-curricular unit reports requested support for technologies (27%), for example, with UNE's existing platforms or adopting additional products.

IV. Updates on the Undergraduate General Education Revision

As the UNE faculty continue to teach the current undergraduate general education courses, they have been carrying out a major revision to the core undergraduate curriculum, and took significant steps this year to have the revised core ready to launch in fall 2025.

In spring 2022, after the Ad-Hoc Curriculum Task Force (CTF) shepherded the ideological underpinnings of the new core curriculum through the faculty approval process, the Nor'easter Core Curriculum Committee (NCCC) took over the work of implementing and materializing the new core. At the same time, the College of Business was launched, and this necessitated the NCCC to rewrite the committee's bylaws to reflect the now three undergraduate degree-granting colleges, increasing its membership to include CAS, COB, and WCHP faculty representatives. This process also included renaming the group the NCCC, previously the Bi-College Core Curriculum Committee (BCC), and the new general education was named the Nor'easter Core Curriculum.

The current core curriculum will be phased out and thus, the 2023-24 assessment report submitted by CAS, and contributions from the co-chairs of the NCCC inform this update on the undergraduate general education revision.

One of the first steps the NCCC took to operationalize the new core was to prioritize mapping, updating, and aligning the new curriculum with existing major programs across all three colleges. To that end, the NCCC asked all undergraduate programs/majors to:

- update and color-code their curriculum maps to differentiate their general education courses from their program-required courses; and
- use those curriculum maps to construct a list of current courses that they wanted to propose be included in the new Nor'easter Core.

The NCCC prioritized this list of existing core courses and requested faculty to submit revised syllabi for review, aligning the new Nor'easter Core's tenets and learning outcomes within those courses. To assess those courses for inclusion into the new curriculum, the NCCC established the minimum requirements the courses needed to meet, which included:

- aligning at least 51% of the coursework/course time, or the student's final grade with the Nor'easter Core's overall objective of the tenet being proposed;
- requiring each submitted course have a verbatim learning outcome from within the proposed tenet;
- requiring multi-section courses to develop a singular course shell for submission that all sections would utilize; and
- for each core learning outcome listed on the syllabi, faculty were required to specify specific course assignment(s) that would align with that learning outcome.

The NCCC designed a review process for all of the courses, from the 100- and 200-level classes to the "deeper dive" 300- and 400-level classes. The CTF did not specify detail around the First Year Experience/First Year Seminar (FYS) or Deeper Dive which required the NCCC to develop learning outcomes for the FYS and language to expand on what constitutes a Deeper Dive course. The committee, therefore, co-wrote and shepherded through the faculty governance process course learning outcomes for the new FYS courses, and worked with the Dean's offices across all three colleges to make preliminary plans for the FYS. Additionally, they created a policy for the Deeper Dive courses such that students would be required to take their Deeper Dive course outside of their major area of study, and required Deeper Dive courses to meet one of the Nor'easter Tenets. Also, as part of the Deeper Dive policy, specially accredited programs with tight curricular requirements are able to notify the NCCC of their need to utilize a 300- or 400-level course that does not meet the criteria used by the other undergraduate majors for review, consideration, and approval. These Deeper Dive policies and FYS learning outcomes were approved by all three college faculty assemblies.

In the first wave of course submissions, the NCCC reviewed 124 courses, most of which had aligned with the current core curriculum. The second wave of submissions in fall 2023 included solicitation of courses not previously considered core classes from faculty across all three colleges. The committee ultimately approved 211 of the more than 240 courses it reviewed for inclusion in the curriculum. In spring 2024, the NCCC asked academic programs to work with their faculty and the newly approved Nor'easter Core Curriculum course list and draft new curriculum maps

for all undergraduate majors in their units and the committee, through its representatives, and provided feedback on those maps. These curriculum maps will be used for fall 2025 admissions.

Finally, the Nor'easter Core assessment process is embedded in the course submission process. The NCCC is currently drafting an assessment plan as part of the Core Curriculum Handbook. It is the goal of the NCCC to have the assessment process outlined prior to core implementation as to facilitate the collection of assessment data when the new core is launched. The NCCC is recommending the collection and analysis of data from the faculty's designated assignments that they submitted in the course approval process, and these assignments can be used as direct assessment data indicating the extent to which students have met the new learning outcomes in the approved Nor'easter Core course. The NCCC is recommending that an administrative structure be constructed to both collect and analyze that data as it will be crucial for the ongoing development and refinement of the new Nor'easter Core (Focus Area 10).

V. The UAC's Focus Areas

The following focus areas will guide the UAC in its work in the next assessment cycle.

1. Ensuring that programs, during their regularly scheduled comprehensive review, more closely examine their enrollment, retention, and graduation rates, and competitor data, OIRDA will provide them with up to ten years of available data.

2. Accelerating the program review timeline for programs that show concerning assessment, enrollment, or retention trends, or need other additional support.

3. Continuing use of the rubric that more intentionally assessed all of the 2023-24 annual program assessment reports, and helps identify program reports that are exemplar, good, evolving, and need support.

4. UAC representatives from each dean's office, in collaboration with the Associate Director of Assessment, will provide 1-2 programs each year with more focused support to strengthen specific areas within their assessment process, such as revising learning outcomes, developing measures, aligning their outcomes and measures to their curriculum, collecting and analyzing data, and establishing data-informed actions.

5. The UAC, in collaboration with the Associate Director of Assessment, will identify programs and co-curricular units with exemplar assessment practices, and request to post their annual report on the UAC's web page and ask them to provide peer support.

6. For programs with low enrollment that provide undergraduate general education courses, the UAC and the Associate Director of Assessment will ask them to pilot course-level outcomes assessment reporting.

7. The UAC has changed its annual presentation by providing a brief overview of this report, and then hosting two programs to share a portion of their assessment work.

8. Continue to offer assessment-related professional development opportunities to the university community.

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

10. The UAC will assist in developing an assessment plan for the new general education curriculum.

<h1 style="text-align:center">Appendix A:
Colleges' and Co-Curricular Offices' Assessment Activities, 2023-24</h1>

1. Colleges

➢ College of Arts and Sciences

The College of Arts and Sciences (CAS) maintained its robust track record of annual assessment of program level student learning outcomes during AY 2023-24. CAS works continuously to improve both the achievement of learning outcomes of the students in our academic programs and the process of assessment of academic programs.

With continued focus during AY 2023-24 on the development, identification, and review of courses for the Nor'easter Core Curriculum (the second call for core courses came in fall 2023), the programs focused on program-level learning outcomes, in much the same way they have: responding to the format requested by the UAC. In brief, identifying a subset of program learning outcomes, gathering assessment data, and reporting out at the end of the academic year.

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

Of note are marine and biological sciences programs, which have responded to the periodic program review process by reexamining their program learning outcomes, refocusing on making sure those outcomes address current expectations for graduates in these disciplines and best practices in education. In addition, their next steps will be reviewing and renewing the mapping of the program learning outcomes to the curricula to ensure coverage content and scaffolding of skills across the four years.

➢ College of Dental Medicine

Assessment of student learning remains a priority in the College of Dental Medicine (CDM) as we continue to refine and improve our assessment process. The following are a few of the implementations during AY 2023-2024:

- The RPD Design Simulation Skills Assessment (SSA) rubric underwent minor revisions.
- The RPD Rest and Guide Plane Preparation SSA rubric underwent minor revisions.
- Incorporation of a summative Objective Structured Clinical Examination for fourth-year students in the Patient Care 9 course.
- Modified the Dental Hygiene-Dental Medicine rotation in the Oral Health Center.

- Revised student learning outcomes for the COM-CDM Interprofessional Initiative.
- Addition of orthodontics service line to Oral Health Center clinic to provide students with additional opportunities to develop competency in the management of malocclusion.

Assessing our students on their progression toward competence for each learning outcome (competency statement) is a complex process. By using multiple assessment measures (both direct and indirect, in a variety of formats) and by conducting assessments at different points in the DMD program, we are able to provide converging evidence to demonstrate that each of our students has obtained the knowledge and skills necessary to begin the practice of general dentistry upon graduation. The data show that our students are doing well, overall, in meeting the learning outcomes.

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

- Better tracking and monitoring of patient care experiences for each student;
- Establishment of benchmarks for pass rates (for both first attempts and repeat attempts) for Simulation Skills Assessments (SSAs) and Clinical Skills Assessments (CSAs);
- More involvement of the Academic Affairs Committee in continuous curricular evaluation and improvement;
- Improvement in exam question writing, review, and question analysis;
- Analysis of INBDE performance Academic Affairs Committee and recommendations for steps to take to improve CDM student scores and pass rates with a goal of meeting (and ideally exceeding) national metrics;
- Creation of case criteria for CSAs and continued review and revision of rubrics;
- Comprehensive review and revision of SSA rubrics;
- Modifications to the Temporomandibular Disorder CSA;
- Addition of a Comprehensive Oral Evaluation CSA in the 3rd and 4th year;
- Addition of Clinical Skills Assessments in the 3rd and 4th year that focus on the diagnosis and management of developmental or acquired occlusal abnormalities.
- Addition of orthodontics service line in the OHC and related CSAs;
- Improved and increased faculty development and calibration with standardized scenarios for Clinic Care Feedback (CCF), SSAs, and CSAs;
- Developing and implementing a process for quality review of courses and student performance on a regular schedule; and
- Development of Department Chairs to be involved in meaningful program assessment.

➢ College of Osteopathic Medicine

Overview of COM Assessment System

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

Student progress in the preclinical curriculum (years 1 and 2) is assessed by periodic high-stakes written exams in the Osteopathic Medical Knowledge (OMK) I & II courses (delivered through ExamSoft); additional oral exams in the Osteopathic Medical Knowledge II course; and high-stakes written and competency-based practical assessments in the Osteopathic Clinical Skills (OCS) I & II courses. Additionally, formative assessment is ongoing during the preclinical years through peer evaluation, reflective essays, and other means. Upon completion of the preclinical curriculum, students are required to pass the first in a series of licensing exams from the National Board of Osteopathic Medical Examiners (NBOME), entitled the Comprehensive Osteopathic Medical Licensing Examination of the USA Level 1 (COMLEX-Level 1). Practice and gateway exams in the form of Foundational Biomedical Science Comprehensive Osteopathic Medical Achievement Test (COMAT FBS) and Comprehensive Osteopathic Medical Self-Assessment Examination Examinations (COMSAEs) are administered with required benchmarks that provide information regarding a student's readiness to take the high-stakes COMLEX USA Level 1 examination successfully. Students are required to take and score a 450 on a COMSAE within 1 month of sitting for the COMLEX-USA Level 1.

In the clinical curriculum (years 3 and 4), also known as clerkships or rotations, student progress and performance are assessed through a variety of means. In year 3, osteopathic medical students are assigned to a core clinical clerkship site. Assessments include standardized preceptor evaluations, self-evaluations, and the NBOME's Comprehensive Osteopathic Medical Achievement Test (COMAT) series, a nationally standardized assessment that assesses student performance on each of the core clerkships: family medicine, internal medicine, psychiatry, obstetrics and gynecology, pediatrics, and surgery. As part of the clinical curriculum, students are required to pass the second national examination in NBOME licensing series, the COMLEX-USA Level 2 Cognitive Evaluation. This is a high-stakes nationally standardized written examination, which measures fundamental clinical skills and application of medical knowledge. Students are required to take and score a 450 on a COMSAE within 1 month of sitting for the COMLEX-USA Level 2.

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

UNE COM student performance has been very strong in all national metrics. Our students continue to exceed the national passing mean on both COMLEX Level 1 and Level 2 CE. In the past academic year UNE COM's pass rate on Level 1 was 96% (national average: 93%) and on Level 2CE it was 97.6% (national average: 92.5%).

For the vast majority of students, the final measure of medical school success is placement in a residency program. Our residency match rate this year was 99% (via the National Residency Program, NRMP). The national MATCH rate average for all applicants was 79.7% with the mean for DO schools at 97.7% and for MD schools at 97.4%.

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

Improvement in exam question writing has been a continued area of focus. We continue to utilize ExamSoft as a tool for rubric examinations in clinical skills to allow for better assessment tracking, analysis, and feedback to students. This allows us to better track competencies across exams, courses, and years.

We continue to use the NBOME's COMAT Foundational Biomedical Sciences Exams to ensure students are achieving the needed competencies in the foundational basic sciences; results of this exam both in 2023 and 2024 were competitive with national scores and showed a strong foundation in the biomedical sciences for our year 2 students. This year we also used NBOME COMAT Targeted Foundational Biomedical Science exams as an optional way for students to assess knowledge.

We continue to improve our student support resources throughout the curriculum to ensure student success. A major component of this is to maintain and improve the pass rate of COMLEX Level 1 & Level 2 CE due to their critical role in residency placement. While having our mean scores exceed national metrics for COMLEX Level 1, there are still opportunities to better support students that have had academic challenges. We support student readiness and progress towards the exams with Board Preparation sessions.

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

The Clinical Skills Assessment for a Preventative Health Complete Physical Exam was trialed with standardized patients and student testing during the spring semester of OCS2. The Clinical Skills Assessment for a Preventative Health Complete Physical was viewed as a very good assessment to have in our OCS 2 curriculum based on both faculty and student feedback of this assessment being more true to life testing that will be seen in the clerkship years of education.

This year UNE COM was selected as a pilot site for the NBOME Core Competency Capstone for DOs (C3DO). The C3DO pilot assesses the patient-physician communication skills and hands-on physical exam and OMT skills through a multi-station OSCE (Observed Structural Clinical Examination) model using standardized patients, designed for entry into residency programs. The C3DO also served to provide an attestation of competency, ensuring that students meet the core minimum benchmarks needed for clinical examination skills as a condition for graduation. All third-year osteopathic medical students successfully participated in the NBOME C3DO pilot.

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

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

Future Plans for COM Teaching and Assessment

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

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

2. Strengthening competency reports to track across courses and years for students to reflect on strengths and opportunities in the achievement of each core competency.

3. We continue to refine the grading schema and assessment outcome, and utilize data analysis to inform changes.

4. The Department of Clinical Education continues to host two caucus events each year to provide a network mechanism to ensure standardization of learning activities across the geographically diverse core clerkship sites and integration between pre-clinical and clinical faculty.

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

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

Summary on COM Assessment System

UNE COM leadership, faculty, and professional staff are proactive regarding assessment and student success and feel that our assessment process is robust. We have multiple groups acting both independently and in concert to further student success through proper assessment. These include the Curriculum Advisory Committee (CAC), the Student Assessment and Evaluation Subcommittee of the CAC, the Dean's Leadership Team, and the faculty and professional staff associated with the Departments of Academic Affairs and Clinical Education.

➢ College of Professional Studies

The College of Professional Studies (CPS) is committed to the assessment of student learning. Assessment is considered in both the development of new programming as well as in curricular review of existing programs.

We have an established Assessment Working Group, which is committed to enhancing student learning and reinforcing student learning outcomes both at the program and college levels. We work collaboratively across academic programs and through data collection and analysis, and we identify actionable insights to improve student learning outcomes. This year marks our eighth year of collaboration, demonstrating our sustained dedication to student success.

CPS provides the UAC with both annual program assessment reports, and an annual assessment report that the Working Group selects on a cross-college area of importance related to college-level learning outcomes, academic values, or strategic priorities. Over the last six reporting cycles, in three-year cycles, the Working Group assessed each CPS matriculated program's curricula, by evaluating discussion boards' alignment of student learning outcomes to the CPS Academic Core Values, and mapping diversity, equity, and inclusion (DEI) concepts in courses and identifying areas that may benefit from additional DEI content.

For the next three-year cycle, the college has chosen to examine supports (in place and needed) for our students across the lifecycle of their program. Specifically, in AY 2023-24, and over the next two assessment cycles, the CPS Assessment Working Group is examining what resources are already built into entry level-courses and where resources can be incorporated to enhance the student experience; if there are supports provided for courses with challenging material where students may need to remediate; and what additional resourcing we can incorporate into our courses or provide to our faculty and professional staff to support achievement of student learning outcomes.

In AY 2022-23, CPS reworked its mission, vision, and values to more closely align with the UNE strategic plan. In AY 2023-24, after completing the mission, vision, and values, we began work on, and are almost finished with, an updated CPS strategic plan that will align closely with the UNE strategic plan and 2024-2029 strategic priorities. We view this as a timely parallel to the work completed on the UNE strategic plan and the updated strategic priorities for 2024-2029. By more explicitly aligning how our college level mission, vision, values, and strategic plan integrate with the University's strategic plan, we can provide a clear framework for programs to utilize as they report on and contextualize student learning outcomes. With this alignment, the annual and university-level review processes, and documents produced as a result of these initiatives, will

more effectively support the accreditation narratives for our four accredited programs. Programs that do not have specialized accreditation will still benefit from this alignment, as it will allow the directors to identify areas for growth, opportunity, and challenges, and comprehensively address these within the framework provided at the time of their university program review.

In AY 2022-2023, CPS also highlighted specific needs that arose from the individual program assessment of student learning outcomes. We continue to look forward to the ability to implement the BrightSpace ePortfolio tool, which several programs view as integral to their curricula as a consistent way to best employ this high-impact practice. In addition, we would like to be able to realize the use of a competency tool for assessment of accreditor-required competency achievement. Three of our four accredited programs are required to track and report on competency attainment by our students, and since AY 2021-22 we have investigated multiple software avenues to streamline and standardize competency tracking, which is required by the respective accreditors. Unfortunately, we have not yet found a software that meets our needs in totality, so we are still using multi-step processes to capture and retain competency assessments from our preceptors and field and practicum advisors. In AY 2023-24, CPS has been proactively working with ITS to see if we can find an appropriate tool to address these complex needs so that the competency-based programs can more easily incorporate data from practicum and field work in future annual reports on student learning outcomes.

➢ Westbrook College of Health Professions

Westbrook College of Health Professions' (WCHP) programs with and without specialized accreditation continue to provide high quality assessment and program evaluation efforts that support program quality.

As a result of Public Health's, Nutrition's, and Social Work's recent program reviews, the programs have been making curricular revisions, strategic planning, and implementation to support the quality programming, and contemporary health care trends. Additionally, Social Work's BSW and minor program review occurred with quality improvement and plans to strengthen relationships between WCHP and CPS to support the School of Social Work and recognize its opportunities.

The accredited programs ensured that they were meeting their accreditation standards, as illustrated in their annual AY 2023-24 assessment reports, and supporting programmatic outcomes and graduation requirements.

Due to declining enrollments in a number of WCHP programs, leadership and faculty have been working to develop new programs and refine existing programs to remain innovative and competitive. WCHP launched a Nurse Anesthesia Doctor of Nursing Practice (DNP) completion program and refined the Accelerated BSN program to 12 months in length. WCHP also has plans to new/refine programming in the DPT program, Applied Exercise Science, and 3+2 and 4+1 programs in partnership with undergraduate and graduate programming, CPS, and other stakeholders. WCHP is working closely with the Office of Communications, Graduate

Admissions, and the Provost's office to bolster marketing for graduate programs that are currently facing market competition, a phenomenon now very real in health professions education.

Four programs (Occupational Studies, Public Health, Nutrition, and Social Work) and three minors were organized into the newly formed Department of Health Promotion Studies. Given the programs' smaller sizes, the new department will facilitate more shared resources, marketing, and assessment efforts.

WCHP is refining the strategic plan to align with the UNE strategic plan refresh process. The college has also partnered with CAS and COB on the Nor'easter Core Curriculum, and this work will now shift into implementation and assessment. Additionally, much of the assessment work focuses on the recruitment and retention of students and supporting their academic success and career readiness. This year the WCHP college annual assessment report was split into two reports, one for graduate programs and one for undergraduate programs, given the depth and breadth and uniqueness of each of the 13 programs within WCHP.

2. Co-Curricular Offices

➢ Center to Advance Interprofessional Education and Practice

Although this is the Center to Advance Interprofessional Education and Practice's (CAIEP) first year reporting into the UAC's annual process, the Center has been collecting data and assessing programmatic and student learning outcomes for many years. This information is critical for CAIEP's strategic planning and quality improvement, and ability to demonstrate its impact on students, faculty, and beyond.

Preparing students for professional success with transferable, interprofessional knowledge and skills

CAIEP offers the extra-curricular Interprofessional Team Immersion program to health professions students twice a year. It is an interactive, case-based interprofessional simulation intended to expose students to real-life interprofessional interactions using patient actors. CAIEP assesses student outcomes for this program using the Interprofessional Collaborative Competencies Attainment Survey, a 20-item validated retrospective pre-/post-measure of knowledge and skills across the four interprofessional competency areas of roles and responsibilities, communication, teamwork, and values/ethics. In FY 2024, 98 students enrolled in IPTI, and 60 completed all items of the ICCAS (61% response rate). Among participant completers, summed scale scores increased by almost 20 points after the training, compared to before the training, resulting in a statistically significant increase in self-reported knowledge and skills (t=12.16, p=<.00001).

Provide a portfolio of high quality, interprofessional programs and experiences

CAIEP measures its goals around breadth and depth of programming, as well as programmatic satisfaction, through tracking student participation at all CAIEP events and conducting annual student surveys in the fall and spring of graduate health professions students.

- In FY 2024, CAIEP provided:
  - 8 Knowledge Exchange events to a total of 1,290 student and faculty participants (count includes duplicated participants who attended >1 event).
  - 2 Interprofessional Team Immersion programs with a total of 95 unique student participants and 10+ faculty and student facilitators.
  - 2 Interprofessional Showcase/Poster sessions with a total of 222 participants.
- FY 2024 Student survey results indicate:
  - About 1 out of 3 (32%) of the 1st year health professions students on the Portland campus report that the availability of Interprofessional Education programs influenced their decision to attend UNE.
  - More than ½ (53%) of health professions students from all years on the Portland campus have participated in at least one CAIEP event since enrollment.

For more on CAIEP participation and impact data see: Appendix 2 CAIEP Impact Data 11-29-23.pptx

➢ Division of Student Affairs

During AY 2023-24, the Division of Student Affairs (DSA) enhanced its data collection methods, allowing for a more comprehensive programmatic and educational effectiveness evaluation. This effort revealed several strengths within the DSA. Specifically, the Student Access Center, Student Counseling Center, and Office of Student Engagement improved their data gathering regarding the students they served, providing more insight into their successes and challenges.

The introduction of new data collection methods, such as surveys and the Presence platform by the Office of Student Engagement, was notably successful, yielding more comprehensive data than in previous years. Prior efforts to establish reliable baseline data presented a challenge to maintaining and analyzing long-term trends and the impacts of programmatic changes. Another challenge DSA units face is ensuring programmatic effectiveness beyond the data obtained through surveys and other tools. Plans for future assessment include correlating student success and retention data with programmatic outcomes. The DSA also aims to better assess effectiveness within various student sub-populations by disaggregating data based on multiple factors in the coming year.

The DSA has adopted the Council for Advancement of Standards in Higher Education (CAS) Professional Standards and has identified the first two departments that will undergo departmental self-studies using CAS Self-Assessment Guides in AY 2024-25. The DSA Assessment Committee will next create a schedule for all DSA units and programs that do not have external accreditation or review practices already in place to perform a self-study. Future goals will also include the opportunity to further augment self-study results through the inclusion of an external review.

➢ Library Services

OVERVIEW
During the 2023-2024 fiscal year, UNE's Research and Teaching Librarians (RTLs) continued to advocate for library instruction in the classroom. During this year, a total of 87 library sessions reached (non-unique) 2,363 students. Librarians continue to strive to increase these numbers so that more UNE students are aware of the resources available to them and how to effectively use the resources. This year also saw a rise in the Library's Open Education Resource (OER) initiatives, including the formation of the campus-wide OER Steering Committee. During the 2023-2024 year, a team of UNE librarians were awarded an equity-minded assessment grant that allowed for assessment of our services and spaces. Librarians continue to assess and improve our collections to ensure the most cost efficient and impactful resources are offered to our community.

STUDENT LEARNING OUTCOMES & USER INSTRUCTION
RTLs teach classes, upon faculty request, on a variety of information literacy topics. Student learning outcomes are assessed to find areas of instruction that need revision and improvement for student success.

Librarians developed new online tools to improve library instruction and student success. For instance, this year, in an effort to make the BIO 104 library lab more effective for the students, the RTL biology liaison developed new online tools to assist students in their learning. A BIO 104 online course guide was developed in the spring 2024 semester. In the instruction student feedback survey, we saw a 21% rise in respondents who strongly agreed, as opposed to simply agreed, with the statement, "You are more aware of resources and services provided by the library," between the fall 2023 survey (with no course guide) and the spring 2024 survey (with the course guide). RTLs have also begun using ScreenPal to assist with instruction.

OPEN EDUCATIONAL RESOURCES (OER)
Encouraging OER adoption by instructors continues to be a key focus of UNE Library Services. Targeted outreach to faculty aims to raise awareness about OERs and the benefits to students. During the 2023-2024 year, the campus-wide OER Steering Committee was formed consisting of faculty, administrators, staff, and students from across the university. UNE also joined the Open Education Network, which provides support, resources, and training for those aiming to advance open education on their campus. UNE Library Services also received an $80,000 grant from the Davis Educational Foundation to advance campus-wide open educational resources (OER) initiatives over the next three years. UNE librarians have completed certificate training and other programs to deepen OER knowledge. OER content on the UNE Library Services web pages continues to be modified and updated.

MAKE THE STUDENT YOUR PARTNER: PRACTICING EQUITY IN THE LIBRARY
To build a sustainable, departmental approach to equity, a team within UNE Library Services was awarded a grant funded by the UAC, CETL, and OIRDA to conduct a university-wide, equity-minded assessment on students about their perspectives on library spaces, online services, and instruction practice. The study team designed and gathered from student participants over 500 formal, multi-question survey responses, over 18 hours of recorded formal interviews, and over

1,300 short-answer comments or casual prompt responses over the course of the 2023-2024 academic year. The data collected encompassed demographics, lifestyle questions, study habits, service effectiveness, communication and navigational preferences, and accessibility challenges.

The study team prioritized immediately actionable items and services that can be further reviewed in more graduated stages over the 2024-2025 academic year. The earliest stages of the equity study have resulted in departmental data-sharing with the Office of the Provost, the Office of Diversity, Equity, and Inclusion, the University Faculty Assembly, and more. Improvements to the physical spaces at both libraries have involved the acquisition of necessary study tools, such as whiteboards, chargers, and adjustable lighting. Other student suggestions informed our efforts to create an inviting space by addressing furniture placement, paint, seating options, and plants, while also addressing accessibility needs with regards to door access and signage at the Portland campus library.

COST PER USE STATISTICS FOR COLLECTION MANAGEMENT
Cost-per-use of electronic resources is calculated annually to aid decisions for additions or cancellations to Library collections. Digital Resources Digital Services librarians and RTLs collaborate to evaluate the relevance, availability, and cost of requested electronic resources. The library budget has allowed the maintenance of existing collections that meet cost-per-use criteria, and the addition of new electronic resources. As a result of cost-per-use statistics, all but three databases were renewed and all but eight e-journal titles were renewed. The non-renewals created room to add several new resources and upgrade existing ones.

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

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

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

1. Regular Program Reviews

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

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

In 2023-24, the following programs completed a review: CAS's History, Interdisciplinary Studies in the Humanities, and Medical Biology and Biological Sciences; COM's Osteopathic Medicine; and WCHP's Physical Therapy, Social Work, and Pharmacy.

In 2024-25, the following programs are conducting a review:

College of Arts and Sciences
Art and Design Media; and Art (minor)
Marine Affairs; Marine Science; Sustainable Ecological Aquaculture; Aquaculture, Aquarium Science, and Aquaponics
Political Science; Global Studies; Health, Law and Policy (minor)
Psychology; Animal Behavior; Neuroscience
Sociology; Applied Social and Cultural Studies; Anthropology; Health, Medicine and Society

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

This January 2025, the following programs will receive advanced notification before their scheduled 2025-26 review:

College of Arts and Sciences
Applied Mathematics (major and minor); Data Science
Education

College of Dental Medicine
Dental Medicine

College of Professional Studies
Education

Westbrook College of Health Professions
Occupational Therapy

2. Three-Year New Program Reviews

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

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

In 2023-24, the following programs completed a review: WCHP's Pharmacy Sciences and Social Work minor.

In 2024-25, the following programs are conducting a three-year new program review:

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

College of Professional Studies
Health Care Administration

This January 2025, the following programs will receive advanced notification before their scheduled 2025-26 three-year new program review:

College of Arts and Sciences
Criminology
Special Education

Westbrook College of Health Professions
Assistive Technology

School/Department:			**Due:**	June 15, 2024
Program(s)/Major(s) addressed in this report:			**Send To:**	Your College Dean
Completed by:			**Copy to:**	Jen Mandel, Assoc. Director of Assessment, jmandel2@une.edu
Date Completed:				

ANNUAL ACADEMIC PROGRAM ASSESSMENT REPORT, 2023-2024

It is crucial that institutions gather and analyze qualitative and quantitative data in order to understand student experiences, learning, and outcomes. Equally important…is the process during which practitioners reflect on and make sense of data to inform their actions.
–Tia Brown McNair et al., *From Equity Talk to Equity Walk* (Jossey-Bass, 2020)

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

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

Due Date: June 15, 2024

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

1) REFLECTIONS ON STUDENT LEARNING

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

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

2) 2023-2024 Reporting on Program Assessment of Student Learning

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

<u>Note</u>: Your program should aim to assess all of its learning outcomes **within its program review cycle** as your program will be asked to reflect on all of its learning outcomes during its regular program review. Reporting on a variety of learning outcomes annually on this report form can help your program prepare to reflect on all of its learning outcomes in its regular program review. For the date of your program's next scheduled review, go to the Academic Program Review web page, and then click on "Program Review Schedule (PDF)."

URL of Student Learning Outcomes for Program:

a) First student learning outcome being assessed

(1) Program(s)/Major(s):
(2) Program Learning Outcome Being Assessed:
(3) List the measure(s) used to determine the extent to which students have achieved the above outcome (e.g., capstone project, portfolio, essay, exam, etc.):

(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply)		
☐ Introduced learning outcome ☐ Reinforced learning outcome ☐ Students expected to be proficient in learning outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?
(8) Was the benchmark met? (Please check one)		(9) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)		
(10) What actions will be taken as a result of the data/evidence to improve student learning?		

b) Second student learning outcome being assessed

(1) Program(s)/Major(s):
(2) Program Learning Outcome Being Assessed:

(3) List the measure(s) used to determine the extent to which students have achieved the above outcome (e.g., capstone project, portfolio, essay, exam, etc.):		
(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply)		
☐ Introduced learning outcome ☐ Reinforced learning outcome ☐ Students expected to be proficient in learning outcome		
(5) Direct or indirect measure	(6) What is the benchmark for the student learning outcome?	(7) What is the: (a) sample size; and (b) participation rate of the data?
(8) Was the benchmark met? (Please check one)		(9) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)		
(10) What actions will be taken as a result of the data/evidence to improve student learning?		

c) **Third student learning outcome being assessed**

(1) Program(s)/Major(s):

(2) Program Learning Outcome Being Assessed:

(3) List the measure(s) used to determine the extent to which students have achieved the above outcome (e.g., capstone project, portfolio, essay, exam, etc.):

(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply)
☐ Introduced learning outcome   ☐ Reinforced learning outcome   ☐ Students expected to be proficient in learning outcome

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

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

(10) What actions will be taken as a result of the data/evidence to improve student learning?

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3) 2023-2024 ASSESSMENT SUMMARY & OUTLOOK

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

4) 2023-2024 ADDITIONAL REPORTING FOR ACCREDITED PROGRAMS

<u>Note</u>: Please forward to Jen Mandel (jmandel2@une.edu) any recent accreditor letters or notifications. Add rows to table as needed.

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

UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

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

Due:	June 15, 2024
Send To:	Your Dean, Associate Provost, Vice President, and/or Director
Copy to:	Jen Mandel, Assoc. Dir. of Assessment, jmandel2@une.edu

ANNUAL CO-CURRICULAR UNIT ASSESSMENT REPORT, 2023-2024

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

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

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

Due Date: June 15, 2024

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

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

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

1) REFLECTIONS ON PROGRAMMATIC & EDUCATIONAL EFFECTIVENESS

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

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

Program goal or SLO: _____ Please indicate about the above: ☐ Program goal ☐ SLO		
2. What remains to be done or achieved?		

2) 2023-2024 Reporting on Co-Curricular Assessment of Programmatic and Educational Effectiveness

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

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

a) First program goal or student learning outcome being assessed

(1) Co-Curricular Unit:
(2) Program Goal and/or Student Learning Outcome Being Assessed:

(3) Select if this a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).
☐ Program goal ☐ Student learning outcome (SLO)

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

(5) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)
Program goal: ☐ Beginning of the academic year ☐ Middle of the academic year ☐ End of the academic year ☐ Other (please indicate): **Student academic level:** ☐ Undergraduate ☐ Graduate/Professional **Student learning outcome:** ☐ Introduced learning outcome ☐ Reinforced learning outcome ☐ Students expected to be proficient in learning outcome

(6) Direct or indirect measure	(7) What is the benchmark for the program goal or student learning outcome?	(8) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(9) Was the benchmark met? (Please check one)	(10) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)	

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

b) Second program goal or student learning outcome being assessed

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

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

Student academic level:
☐ Undergraduate   ☐ Graduate/Professional

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

(6) Direct or indirect measure	(7) What is the benchmark for the program goal or student learning outcome?	(8) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(9) Was the benchmark met? (Please check one)	(10) What are the results?
☐ Yes ☐ No ☐ Other (*Please describe the results in question 9*)	

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

c) Third program goal or student learning outcome being assessed

(1) Co-Curricular Unit:

(2) Program Goal and/or Student Learning Outcome Being Assessed:
(3) Select if this a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).
☐ Program goal ☐ Student learning outcome (SLO)
(4) List the measure(s) used to determine the extent to which your unit/program or the students have achieved the above goal or outcome. (Direct student learning measures can include pre-/post-tests, student written reflections, and performance evaluations. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, proctoring hours provided, retention data, graduation rates, and surveys.)
(5) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)
Program goal: ☐ Beginning of the academic year ☐ Middle of the academic year ☐ End of the academic year ☐ Other (please indicate): **Student academic level:** ☐ Undergraduate ☐ Graduate/Professional **Student learning outcome:** ☐ Introduced learning outcome ☐ Reinforced learning outcome ☐ Students expected to be proficient in learning outcome

(6) Direct or indirect measure	(7) What is the benchmark for the program goal or student learning outcome?	(8) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(9) Was the benchmark met? (Please check one)		(10) What are the results?
□ Yes □ No □ Other (*Please describe the results in question 9*)		
(11) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?		

3) 2023-2024 ASSESSMENT SUMMARY & OUTLOOK

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

5.   What assistance, guidance, and resources would you find helpful in order to meet programmatic and/or student learning needs in your unit?