

**Biddeford Campus**  
11 Hills Beach Road  
Biddeford, ME 04005  
U.S.A.

**Portland Campus**  
716 Stevens Avenue  
Portland, ME 04103  
U.S.A.

**Tangier Campus**  
Rue Abi Chouaib Doukkali  
Tangier 90000  
Morocco

**T:** (207) 602-2678  
**F:** (207) 602-5953

[www.une.edu](http://www.une.edu)

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Dear Dr. Mandel and Members of the UAC,

The purpose of this correspondence is to provide a formal response to the UAC's *Report on the Status of Assessment and Quality of Educational Effectiveness at the University: For the 2024-25 Academic Year* and the annual presentation on January 20, 2026 (postponed from December 2, 2025 due to weather) to the University's senior leadership team, academic deans, and various department chairs, school directors, and program/unit directors across the University.

This is the second year of implementing the change in format and content of the annual presentation. This year's presentations, highlighting the assessment work of three programs across three colleges, again allowed for a much deeper dive, discussion, and understanding of the assessment work occurring in three very different academic programs. Moreover, as was the case last year, these program presentations served as exemplars for other academic program leaders in the audience by modeling a professional and critical analysis of program enrollment trends, retention trends, or student outcomes and then addressing identified challenges from a data-informed perspective. I continue to enthusiastically support the continuation of this format for the annual presentations going forward. I also support the UAC's plan to further develop the Assessment resource page by adding (with program permission) exemplar reports.

Likewise, the change in format for the periodic program reviews, tailoring the meetings based on discussions with the program leadership and deans, has led to more substantive and productive discussions of program priorities and more targeted action plans. I believe our recent discussions with the academic deans about further revising the program review schedule and process will ensure that the program review process is meaningful to all stakeholders involved in the process.

The written annual report continues to demonstrate consistent year over year university-wide participation in the annual reporting of student learning outcome assessment and the growing participation of co-curricular unit reporting on their program/service impact and effectiveness. I encourage the UAC to continue its emphasis on program/unit reporting of learning outcomes/program impact versus process, although I recognize the current institutional reporting forms are aligned with the NECHE E-Series forms, which contain expectations for reporting on process. However, similar to the changes that have been made in the annual presentation and program review process, it is essential that the annual reporting of student learning and program efficacy be meaningful to all stakeholders involved in the process and be focused on demonstrating that students are achieving the outcomes we say they are

achieving and that co-curricular units demonstrate they are having the impact they say they are having on student growth and development. In this context, I encourage the continued emphasis on professional development, in collaboration with the academic deans, to academic programs that have been identified as in need of assistance based on the review of the annual report submissions. I also support the exploration of technology options to enable both the automation of the report submissions and the analysis of the data.

I want to again thank the Associate Director of Assessment and the UAC for their leadership in the oversight of UNE's institutional-level assessment initiatives. Over the past year, you have again made progress on your goals to improve the effectiveness of the annual assessment of student learning/program impact, and the periodic program review processes. I again look forward to working with you, members of the UAC, and colleagues throughout the university in the year ahead to support the priorities outlined in your annual report.

Sincerely,



Gwendolyn Mahon, M.Sc., Ph.D.  
Provost and Senior Vice President for Academic Affairs