UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

Report on the Status of Assessment & Quality of Educational Effectiveness at the University: For the 2024-2025 Academic Year

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I. Introduction

Marking the tenth year since the University of New England launched its current annual assessment cycle, the University Assessment Committee (UAC) continued to increase its support to academic programs and co-curricular units in demonstrating educational and programmatic effectiveness through outcomes data.

In the spirit of continuous improvement, the UAC recognized that while the university has consistently maintained remarkably high participation in its annual student learning assessment and regular program review processes, it needs to shift to reporting more on outcomes data than its customary emphasis on process trends. The UAC has done this, in part, by adding expectations to conduct regular and ongoing reviews of enrollment and retention trends using the Office of Institutional Research and Data Analytics' (OIRDA) data dashboards. The UAC's strategies to accomplish its objectives have also included showcasing exemplar programs in its annual presentation to senior leadership, providing more intentional and individualized support to programs and co-curricular units on their assessment efforts, and offering workshops throughout the year. These changes, as described in more detail below, illustrate the UAC's effort to assess, reflect on, and improve the effectiveness of its annual assessment and program review processes.

II. Update on the UAC's Areas of Emphasis

Throughout the 2024-25 reporting year, the UAC worked on ten areas of emphasis to advance programs' and co-curricular units' actions and outcomes. Based on the feedback, the UAC will continue this model in the coming years.

1. Enrollment, Retention, and Graduation Trends

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.

While working toward this goal, the UAC revised its vision statement to affirm its intentions.

> The UAC, in partnership with the Office of Institutional Research and Data Analytics, will expand its support of institution-wide assessment through the use of data dashboards and other innovative tools to assess trends in enrollment, retention, and student success; identify programmatic successes and challenges; and implement interventions that map to curricular and student support services.

At the start of 2024-25, OIRDA sent academic programs undertaking a comprehensive review various data, including their ten-year enrollment, retention, and graduation trends. Programs used those data as the basis for their self-studies and strategic plans.

The program review wrap-up meetings have been more structured. The Office of Assessment typically invites the program director, dean, provost, and associate provost for academic affairs, and recently the provost's office has brought in more areas, including those representing Admissions, the Registrar, and Student Success. The associate director of assessment prompted

program directors ahead of time to open the meeting with a targeted high-level executive summary, and address successes, challenges, and strategic opportunities that are related to enrollment, retention, graduation, and learning outcome trends. After the directors' introduction, the meetings then moved into a discussion on areas such as enrollment and retention, curricular revisions, and new program ideas that resulted in targeted action plans. In 2024-25, the Westbrook College of Health Professions' (WCHP) applied exercise science, athletic training, dental hygiene, and nutrition, and the College of Professional Studies' (CPS) healthcare administration completed the process (Appendix B).

OIRDA has made its data dashboards available to all program directors and senior leaders. It launched its dashboard project with one on first-time, full-time, one-year undergraduate student retention trends that users can easily disaggregate by fall semester (2017 onward), college, and major, and drill down further by gender, first-generation status, athlete status, Pell eligibility, high school GPA, and more. Now OIRDA offers multiple other undergraduate and graduate student dashboards, including those on admissions, enrollment, retention, and graduation trends; faculty credit hours and grade distributions; and peer and competitor figures. All of the dashboards comprise data that users can disaggregate and drill down to compare and analyze university, college, and their programs' figures, and make better informed decisions to improve their areas.

2. Program Review Schedule

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

While the UAC did not ask any programs to conduct a review ahead of their regularly scheduled review this past year, the associate director of assessment and the UAC collaborated to provide individualized support to several programs (see number 4 below). Also, in reviewing this area of emphasis, the UAC acknowledges it needs to better define the guidelines, including consulting with the dean of the respective college before asking programs to conduct an accelerated review. The assessment office, in collaboration with the UAC, will add these changes to the program review guidebooks.

3. Assessing Annual Assessment Reports

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.

The associate director of assessment and the UAC's college representatives used the rubric as a basis to identify exemplar program reports and those needing individualized support. The conversations led to the steps discussed next (numbers 4, 5, and 7).

Relatedly, the UAC plans to assess the continued utility of its annual assessment report forms. Having programs and co-curricular units report annually on a Microsoft Word file makes it challenging for program directors, senior leaders, and the UAC to identify long-term trends on individual student learning outcomes (SLOs) and program goals over time. Also, the forms' questions mostly elicit process-related responses that the UAC has typically aggregated and

analyzed for trends. Considering the UAC's recent shift in emphasis from process trends to progress (or outcomes) trends, the committee will discuss ways to advance its role in collecting more longitudinal data and making meaning of the aggregate data trends.

4. Individualized Support

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.

Several programs and co-curricular units received individualized support for various reasons. Some were approaching their reaccreditation reviews, some underwent a leadership change and needed to know UNE-specific procedures, some had recently launched new programs, and some decided to update their SLOs and rebuild their entire process. The academic programs included WCHP's programs in public health and occupational therapy; College of Arts and Sciences' (CAS) programs in criminology, marine science, and various programs in the School of Biological Sciences; CPS's programs in nutrition, public health, and education; and the College of Business' (COB) programs. The co-curricular areas included Athletics and Student Success.

5. Exemplar Curricular and Co-Curricular Assessment

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.

The UAC shifted the focus of its annual presentation from a high-level overview of the annual aggregate results to a deeper dive into two undergraduate programs' assessment practices. Directors of WCHP's dental hygiene and CAS's history program discussed their strengths, challenges, and opportunities. They led an open, honest, and data-informed discussion on the achievement of student learning, as well as enrollment and retention trends, to senior leaders and assessment stakeholders on how they identified and addressed their challenges.

The assessment office also continued its spring semester interactive workshops on assessment models, this time inviting back the dental hygiene and history program directors to give their presentation to the wider university audience, and hosting the assistant vice president for global operations to talk on global education's assessment practices (see number 8).

The UAC acknowledges that it needs to sort out its guidelines for posting exemplar annual reports on its web page. Because the UAC has some concern about readers taking the reports out of context, and the goal is intended for the internal audience, the UAC has proposed posting the reports on an intranet site. This preliminary discussion also led the UAC to question the utility of keeping all of its annual reports from the last ten years on its web page. The UAC will discuss posting only its most recent report on a public-facing web page and putting all of the reports on an intranet site.

6. Programs that Support General Education

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.

In preparation for the fall 2025 launch of the Nor'easter Core Curriculum (NCC), UNE's new undergraduate general education curriculum, the UAC's Subcommittee on General Education Assessment asked CAS's School of Computer Science and Data Analytics (SCSDA; now School of Mathematics and Data Science) to pilot a new process by reporting on its general education courses MAT 120 (Statistics) and MAT 190 (Calculus I) through the UAC's established annual process. SCSDA grounded its two reports on the current Core Curriculum's SLOs that align with the NCC's quantitative reasoning tenet and related SLOs (see number 10). Also, similar to the area of emphasis on accelerating some program reviews (number 2), the UAC acknowledges it needs to better define the guidelines of asking programs to pilot course-level outcomes assessment reporting, including consulting with the dean of the respective college.

7. UAC's Annual Presentation

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.

The UAC changed its annual presentation format and in December 2024, hosted two exemplar programs, dental hygiene and history, to present to senior leaders and assessment stakeholders on their assessment-related successes, challenges, and opportunities. Dianne Smallidge, dental hygiene's director, spoke on the findings and interventions from "Assessment in Dental Hygiene Education," and Michael Cripps, CAS's School of Arts and Humanities director, discussed the findings and interventions from the "History Program Review Cycle." The change in presentation format and content received universal positive feedback from senior leadership that the assessment office asked the directors to present to a wider university audience in the spring semester (numbers 5 and 8).

The UAC has decided to continue this method and invite three programs with exemplar assessment practices to present their work on this reporting cycle. This December 2025, representatives from CAS's animal behavior, CPS's social work, and WCHP's physician assistant programs will be giving a presentation.

8. Assessment-Related Professional Development

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

In 2024-25, the assessment office organized and sponsored the following university-wide professional development opportunities to support UNE's curricular and co-curricular areas.

On January 31, Keston Fulcher, Ph.D., professor of graduate psychology in James Madison University's Center for Assessment and Research Studies, led a three-hour, interactive workshop, "From an Assessment Culture to a Learning Improvement Culture," on ways of conceptualizing

and orienting assessment processes to obtain learning trends, make interventions, and improve student learning. The driving theme corresponded with the UAC's new direction of supporting programs and co-curricular units to prioritize examining learning trends over process changes. Fulcher encouraged workshop attendees to get to this place by discussing his "weigh pig, feed pig, weigh pig" model (or assess, intervene, reassess) and six step learning improvement process, while leading activities on identifying process changes versus learning trends, and creating a six-step improvement plan on a personal goal.

The UAC's spring assessment series included three interactive workshops on UNE's exemplar areas. On March 15, Dianne Smallidge repeated her talk from the UAC presentation on "Assessment in Dental Hygiene Education." On April 2, Emily Dragon, assistant vice president for global operations, presented "I Learned So Much About Myself: Assessing Student Growth and Program Quality in Study Abroad." Then on April 18, Michael Cripps repeated his talk from the UAC presentation on the "History Program Review Cycle."

The UAC saw uneven attendance at these events. Fulcher's talk had strong attendance: 45 people registered, 25 people joined on Zoom, and all registrants were sent the recording after. Smallidge's spring talk on the Portland campus also had a good-sized crowd. Several program and school directors, and faculty and professional staff charged with conducting assessment within their units joined the events. But Dragon's and Cripps's spring talks on the Biddeford campus saw small turnout. The UAC will need to assess the reasons for the uneven attendance (e.g., timing during a busy semester, too many competing opportunities, venue), and strategize ways to increase interest.

9. Co-Curricular Assessment

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.

As discussed above, the associate director of assessment provided individualized and institution-wide support for curricular and co-curricular units. This outreach continues to result in additional co-curricular units participating in the annual reporting process. For the first time, Student Affairs provided a co-curricular unit report on its division-wide health and wellness outcomes.

10. General Education Assessment

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

Last December, the provost charged the UAC with establishing a subcommittee that will propose a structure and process for assessing the NCC, and ensure the ongoing assessment of the current Core Curriculum as it is phased out over the next three years. The UAC Subcommittee on General Education Assessment comprised UAC representatives from UNE's four undergraduate-serving colleges (CAS, COB, CPS, and WCHP), the associate director of assessment, the associate provost for academic affairs, and the associate provost for strategic initiatives. From January through July, the UAC subcommittee met monthly to explore development of a robust, practical, and sustainable model for the ongoing assessment of the general education curriculum.

The subcommittee drafted recommended procedures that describe each constituent's responsibility (e.g., dean's offices, program directors, faculty, and the UAC), the reporting structure, and a schedule for reporting on the tenets over the next four years; sketched out ideas for a longer-term, scaffolded assessment plan; and proposed to have SCSDA pilot student learning assessment in MAT 120 and MAT 190.

The CAS, COB, CPS, and WCHP deans have now taken over the project and appointed an inaugural director of general education from the faculty who will oversee the NCC's implementation, coordination, and assessment.

III. The 2024-25 Annual Assessment Reports

While assessment process improvements remain a welcome practice to ensure continuous improvement, the UAC has continued to increase its support to programs and co-curricular units in demonstrating their educational and programmatic effectiveness. Thus, the UAC has organized its report on the 2024-25 aggregate data into two sections: (1) Learning Trends, and (2) Process Trends.

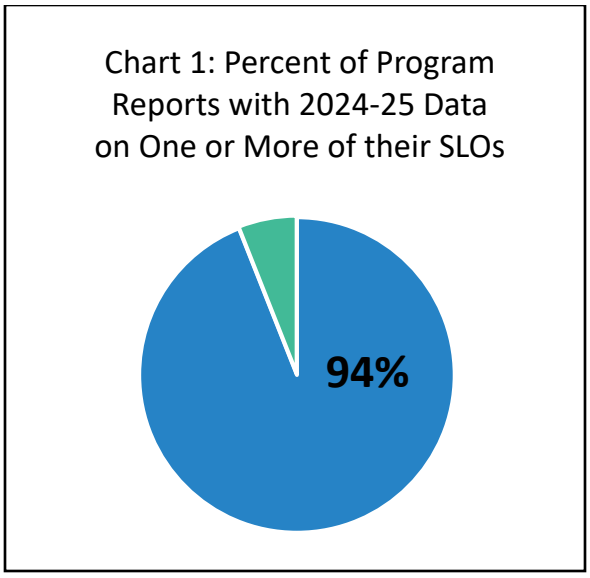
A. Learning Trends

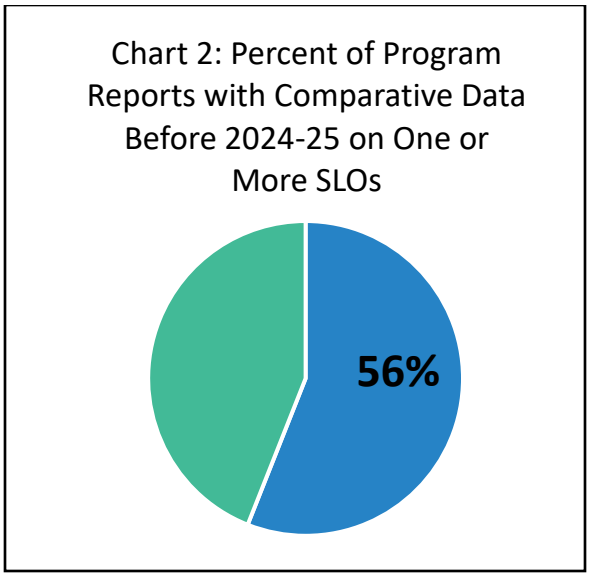
1. Reporting Longitudinal Data

To report longitudinal learning trends, the UAC revised two questions on its annual 2024-25 report form that asks programs and co-curricular units to compare their data from this reporting year to previous years. By collecting longitudinal data, programs and units can better follow the weigh pig, feed pig, weigh pig (or assess, intervene, reassess) model, where they identify learning trends that surface in one or more years, use those data as evidence to make short- or long-term curricular or pedagogical interventions, and then collect more data to see if those interventions worked. The following aggregate data come from Part II of the form (Appendices C and D).

a. Academic Programs

Most program reports (94%) provided this year's data on one or more of their SLOs, and more than half (56%) included comparative data from previous years (Charts 1 and 2).





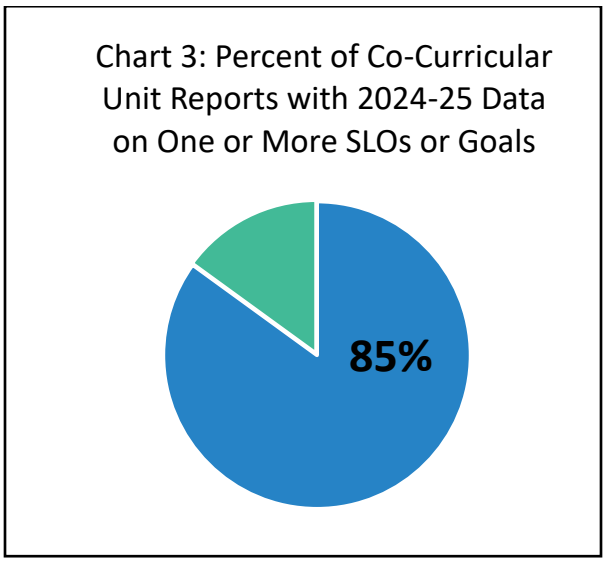
Various reasons could have deterred more programs from reporting longitudinal trends. Since this is the first year the UAC asked this question, report writers might have overlooked or misinterpreted the wording. Programs might have reported on SLOs that they assessed for the first time, or have no previous data due to revising their SLOs, undergoing a leadership transition, or maintaining no data archive. The UAC, however, recommends more programs report longitudinal trends.

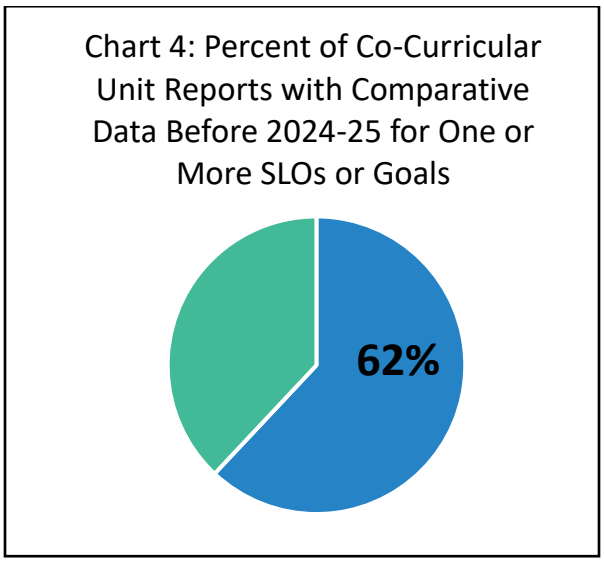
One program, for instance, exemplifies long-term data use. For one SLO, the program found that 78% of students earned at least 75% of points, on average, across three exams in one course in 2024-25, compared to 86% in 2022-23. Since the SLO "is typically our program's weakest from a performance perspective," the program decided to better track data on that SLO across the curriculum, and put forth a package of curricular revisions to address the issue, including proposing a new introductory course and retooling a higher-level course. For another SLO, the program had "received mixed results (some evidence that students were not meeting the benchmark) for the first time." On one measure, 89% of students received at least 75% of points available on the final research plan in 2024-25, compared to 61% of students in 2022-23. "But with the current assessment cycle returning results more consistent with longer-term norms, we…can now more confidently implicate pandemic fatigue/fog as the culprit during 2022-23."

Since the program data are unique to each SLO, the UAC has trouble making meaning of the reported data particularly on student learning from a centralized aggregate perspective. The undergraduate general education has been assessing student learning by each of its SLOs. But the UAC's university-wide vantage point, which includes all of UNE's diverse undergraduate, graduate, professional programs, makes it difficult to extrapolate broad learning trends. This is an area the UAC will continue to work on (Area of Emphasis 3).

b. Co-Curricular Units

Compared to academic programs, a slightly lower percentage of co-curricular units (85%) provided this year's data on one or more SLOs or program goals. But a higher percentage of co-curricular units (62%) included comparative data from previous years (Charts 3 and 4).





Programmatic effectiveness data collection and decision-making remained especially strong in co-curricular units. As the Library Services division report put it, "We are strong collectors and interpreters of data related to what we do, and act on it to improve services and resources to advance student success." While "we are stronger assessing programmatic effectiveness than educational effectiveness," the division has been updating its SLOs and assessment process.

Many other co-curricular units demonstrated their strength in collecting and acting on long-term programmatic effectiveness data. One unit, for instance, reported an increase in student attendance at their events from 1,607 in 2023-24 to 1,903 in 2024-25. To continue the momentum, the unit "will update the survey" at particular events "to include more explicit assessment of the degree to which [the] competencies are addressed," collaborate with more academic programs and co-curricular units "to ensure students are available, aware, and understand" the competencies, and incorporate "tracking systems for communications and facilitators."

Several co-curricular units exemplify their long-term educational effectiveness data uses. One unit, for example, for one SLO, reported that as a result of its intervention of implementing more frequent assessments, work study students' performance increased from 97% in 2023-24 to 98.3% in 2024-25, and students' errors on another assessment decreased from 17 in 2023-24 to 9 in 2024-25. In response to the data, the unit will continue administering frequent assessments. The same unit saw a slight decrease in students' achievement of another SLO benchmark: 82% of work study students effectively performed a scenario in fall 2023, compared to 81% in fall 2024; 88% effectively performed a scenario in spring 2024, compared to 86% in spring 2025. In response, the unit will "work to amplify" its assessment measures and "continue to offer remedial sessions."

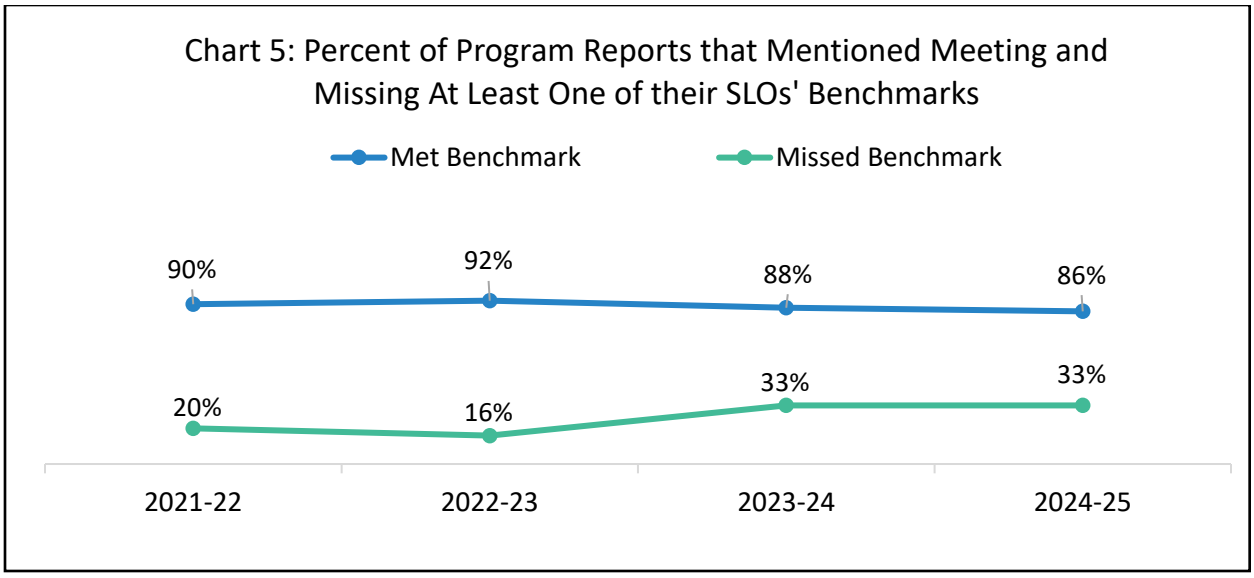
2. Meeting and Missing Benchmarks

The UAC's other roadblock for making meaning of the reported data resides in its current reporting process. The report forms follow the standard assessment practice of allowing programs and co-curricular units to select the SLOs and/or goals that they want to report on each year. This practice, however, can make the annual aggregate data less reliable, even when the UAC does see reasonably consistent trends over the years (see charts below). Confounded with that challenge, the report forms live on Microsoft Word files that, although have been archived easily over the last decade, make it time-consuming for program directors, senior leaders, and the UAC to mine for long-term trends.

Also, the current report forms include only one definitive question that asks, in Part II, using a "yes" or "no" checkbox, if programs and co-curricular units have met their reported SLO and/or goal benchmarks in the current reporting cycle (Appendices C and D). The next section illustrates the aggregate trends that derived from programs' responses (Chart 5). But in the report forms' current iteration, this is the extent to which the UAC can report on and make meaning from the aggregate SLO data without providing individual examples. Since most questions on the forms elicit process-related data, the UAC will discuss adding questions or revising existing questions that better get at educational and programmatic effectiveness data (Area of Emphasis 3).

a. Academic Programs

Even though programs might report on different SLOs each year, the last two years show similar trends: 86% of program reports specified meeting at least one of their benchmarks this year (compared to 88% last year) while, conversely, 33% specified missing a benchmark (compared to 33% last year) (Chart 5).



NOTES ON CHART 5:
*The percentages reflect the SLOs that programs selected reporting on. Programs can report on different SLOs each year.
**Because programs report on at least one of their SLOs, the data each year total more than 100%.

The college reports found a similar trend. CAS explained, "Most programs reported that students are successfully meeting the Program Learning Outcomes…that were assessed this year." Of the WCHP undergraduate programs, the college report noted, "21 student learning objectives were measured" and "the benchmark was met 14/21 (66.7%), partially met 10% (2/21), and not met 5/21 (24%)." Of its graduate programs, "Thirteen SLOs were measured," and "8/13 met the benchmarks, 2/13 did not meet, and 3/13 were partially or otherwise notated."

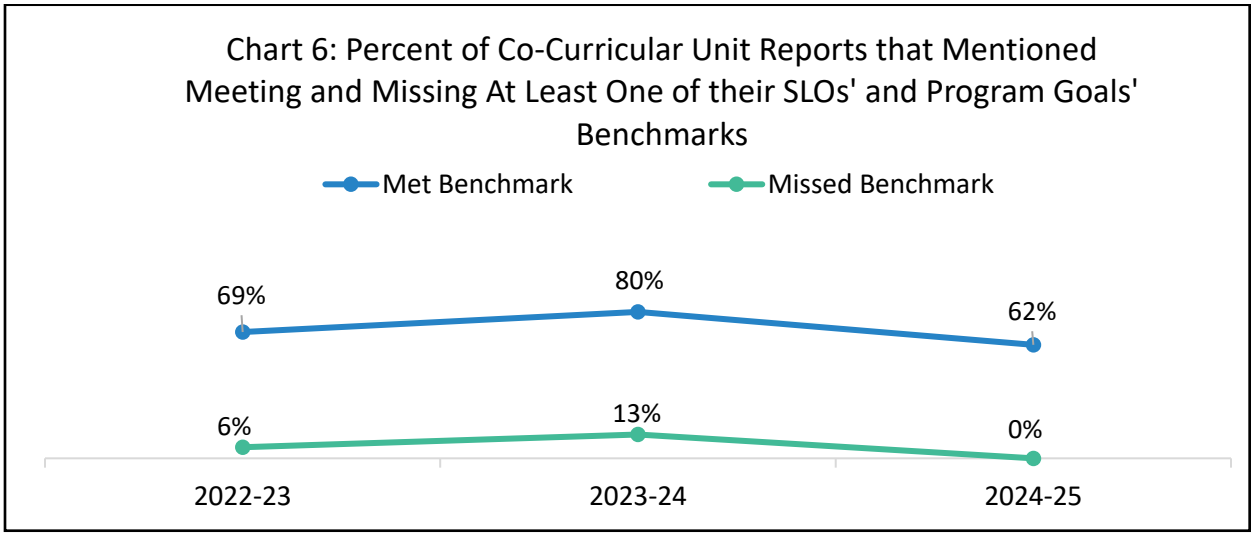
Now that the UAC has a longitudinal data set, the committee is discussing more methods for analyzing trends. For instance, it has proposed setting its own baseline on the percentage of programs it aims will meet and miss benchmarks. The challenge, however, remains that, in the report form's current iteration, programs would select the SLOs they want to report on each year. If the UAC goes in this direction, it can look to the College of Dental Medicine (CDM) as an example for setting targets. Of the data CDM monitors, its college report explains, "We will continue to…ensure that pass rates are neither too high nor too low and that they are valid and reliable measures of competence."

Other challenges persist in the UAC's data analysis. For instance, since many accreditors require UNE's programs to achieve their benchmarks, the UAC's aggregate data might skew more heavily to programs meeting their benchmarks. "When students do not meet a benchmark," CPS's college report explained, some accredited programs "need to remediate to meet competency." For medical students, the College of Osteopathic Medicine's (COM) report explained, "Successful completion of COMLEX-USA Level 2 CE is a graduation requirement." Therefore, "Any student failing the Level 2 examination must retake and pass the examination to meet graduation requirements." Also, changes to standardized measures might have resulted in programs missing a benchmark. The

WCHP college report explained, missing benchmarks "typically reflected an increase in…expectation for students to complete higher level, integrated skills on a first-time assessment." The UAC will continue to grapple with these challenges.

b. Co-Curricular Units

Several long-reporting co-curricular units continue to strengthen their assessment processes, while others are taking steps to launch their programmatic and educational effectiveness data collection and analysis methods. Leadership transitions and organizational changes have challenged unit-level assessment processes. For those reasons, the year-over-year aggregate co-curricular unit data trends on meeting and missing benchmarks remain uneven (Chart 6).



NOTES ON CHART 6:
*The percentages reflect the SLOs and program goals that co-curricular units selected reporting on. Units can report on different SLOs and goals each year.
**Because of uneven reporting on SLOs and/or goals, the data each year total less than 100%.

Co-curricular division reports also explain the reasons for the uneven data. For instance, of WCHP's co-curricular units, which now report to the Provost's Interprofessional Education (IPE) office, the WCHP report "highlighted the ongoing challenge of establishing clear benchmarks for their measures. This includes determining effective ways to assess and track educational outcomes." Student Affairs reported that, "Several units found it challenging to move beyond basic participation counts. They noted a need to assess more nuanced outcomes like student satisfaction, learning, and program effectiveness."

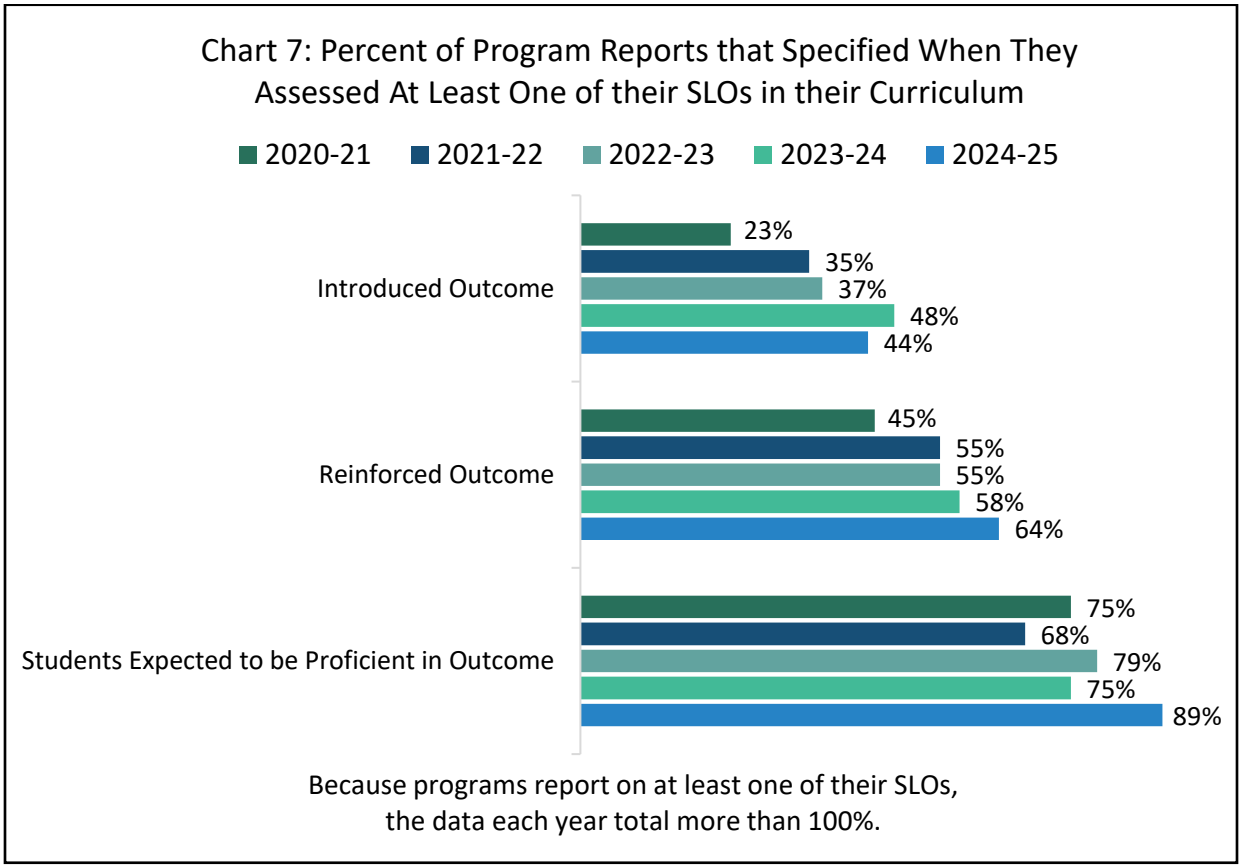
Also, this year, 31% of co-curricular units gave no response to the question on meeting or missing their benchmarks. The UAC plans to follow up on these results with the units and provide them with the support they need to move forward (Areas of Emphasis 8 and 9).

B. Process Trends

1. Scaffolding Assessment

a. Academic Programs

Five years of aggregate data show similar trends of programs scaffolding data collection (i.e., when they introduced, reinforced, and expected student proficiency of their SLOs) across their curriculum. Yet this year's figures revealed fewer program reports specified collecting data when they introduced at least one of their SLOs (44% this year, compared to 48% last year), while a notably higher percentage identified collecting data when they expected student proficiency (89% this year, compared to 75% last year) (Chart 7).



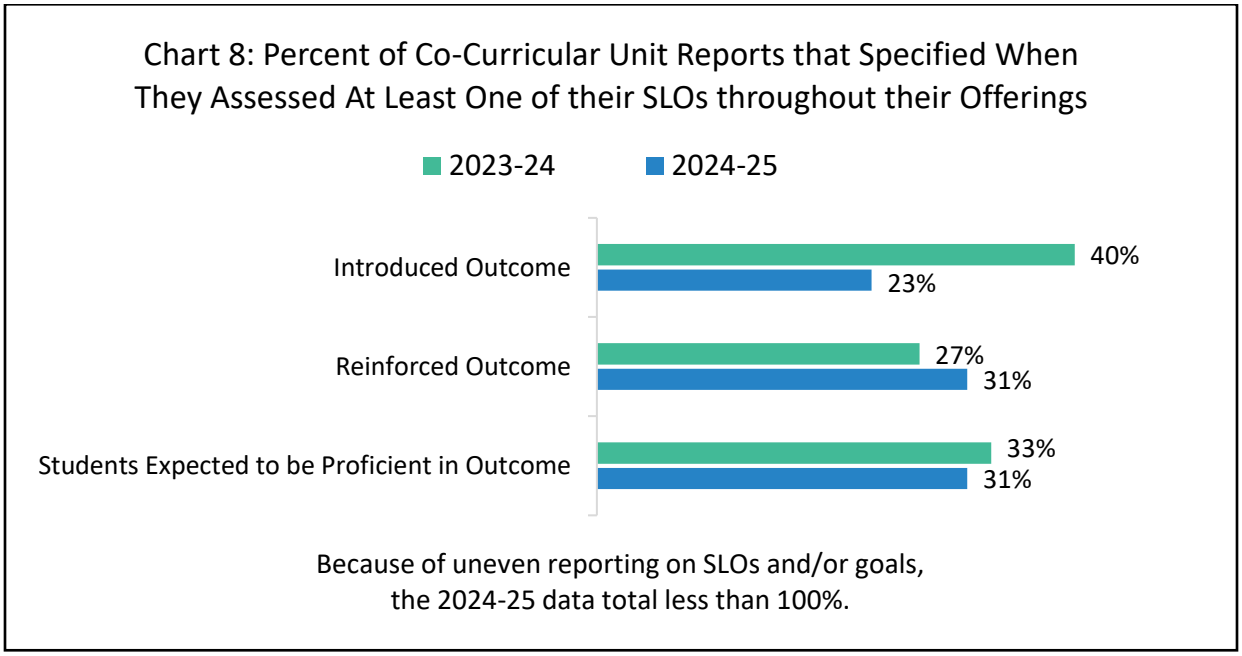
While Chart 7 illustrates program-level scaffolding of data collection, some college reports also wrote about their college-level scaffolding efforts. For example, CDM "is finalizing and implementing a curriculum management plan that establishes a structured process for the regular review, evaluation, and updating of the curriculum to ensure alignment with program learning outcomes, accreditation standards, and emerging best practices in dental education." CPS's "collective efforts highlight a college-wide commitment to evidence-based learning, accessibility,

and the intentional scaffolding of complex skills for adult learners with a particular focus on continuous quality improvement."

That said, Chart 7 continues to highlight the UAC's challenge of making meaning of the aggregate data. Like the previous charts, Chart 7 illustrates the SLOs that programs selected reporting on this year, rather than all of their SLOs. One way to address this challenge in the future is to narrow the question on the data the UAC wants to collect. For example, for one reporting year the UAC might ask programs to provide data on when they introduced an SLO, and the following year, when programs reinforced an SLO. The UAC will discuss this ongoing issue of making meaning of the reported data (Area of Emphasis 3).

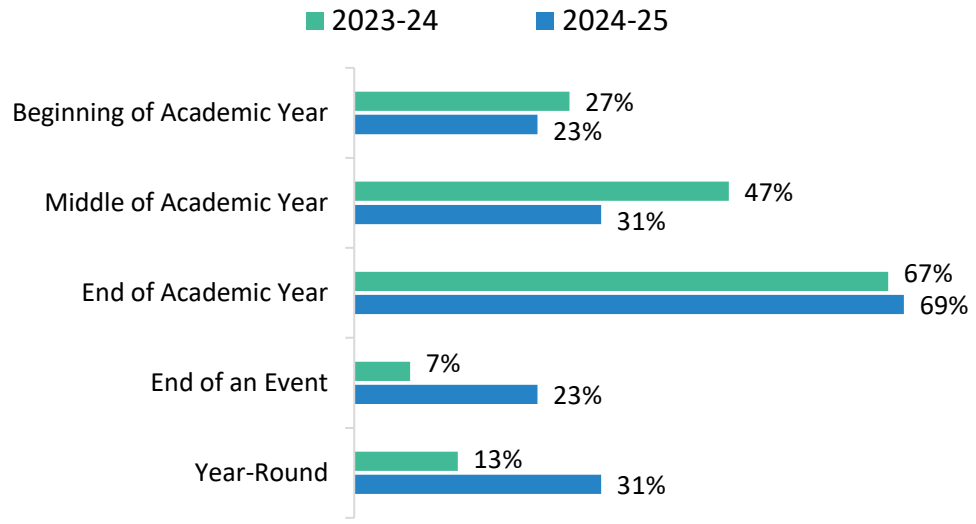
b. Co-Curricular Units

Two-year trends of the co-curricular unit reports demonstrate improved scaffolding data collection of at least one of their SLOs. Fewer co-curricular unit reports this year (23%), compared to last year (40%), identified collecting data when they introduced one or more of their SLOs. Slightly more co-curricular unit reports this year (31%), compared to last year (27%), reported collecting data when they reinforced one or more of their SLOs (Chart 8).



Moreover, most co-curricular unit reports this year (69%) and last year (67%) continue collecting data on one or more of their program goals at the end of the academic year. More are reporting collecting those data at the end of an event (23%) and year-round (31%) (Chart 9).

Chart 9: Percent of Co-Curricular Units that Reported When They Assessed At Least One of the Program Goals throughout their Offerings



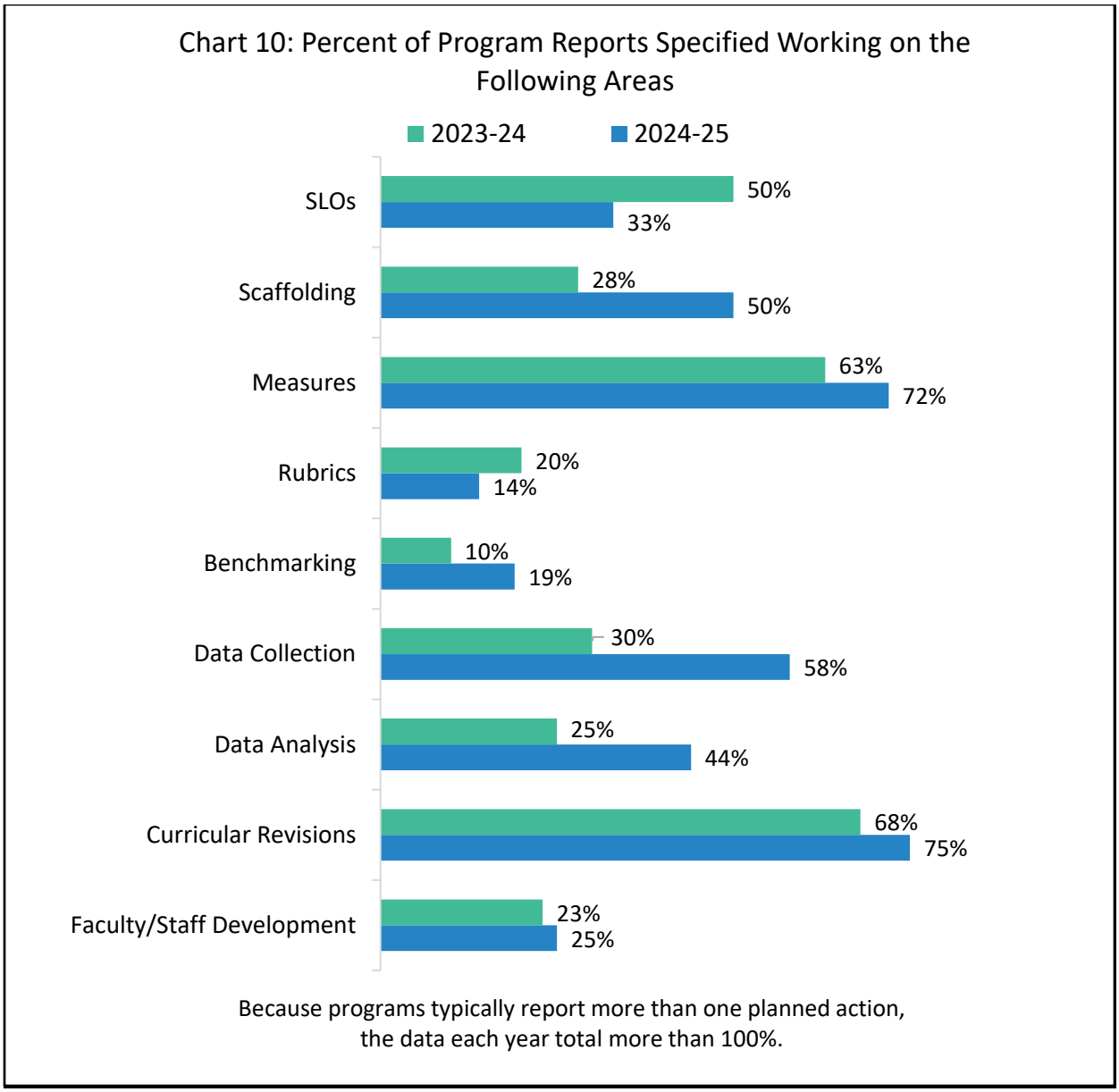
Because co-curricular units report on at least one of their program goals, and report on assessing the same goal at different stages, the data each year total more than 100%.

Yet, again, Charts 8 and 9 highlight the UAC's challenges of making meaning of the aggregate data when the report form allows co-curricular units to select two or more SLOs and/or program goals to report on each year. Leadership transitions and organizational changes, among other challenges, have also led to uneven aggregate co-curricular assessment data. These are roadblocks the UAC will work on.

2. Planned Actions

a. Academic Programs

According to this year's figures, programs are planning on working on a range of projects, including reviewing their SLOs (33%), scaffolding assessment (50%), refining their measures (72%), creating rubrics (14%), benchmarking their data (19%), collecting more data (58%), analyzing data (44%), and revising their curriculum (75%). Still, a notable percentage this year (25%) seek faculty and/or professional staff development (Chart 10; Areas of Emphasis 4 and 8).



College reports identified programs' willingness to assess and adjust their processes and offerings. WCHP noted its graduate programs "are actively using data from assessments to refine their curricula and improve learning outcomes. The willingness to assess and adjust based on student performance and feedback demonstrates a strong commitment to educational excellence." CAS mentioned that its various programs' plans included "curriculum revisions or course sequencing changes," "implementation of new assessment tools or teaching strategies," and "discussion of benchmarks and metrics for success."

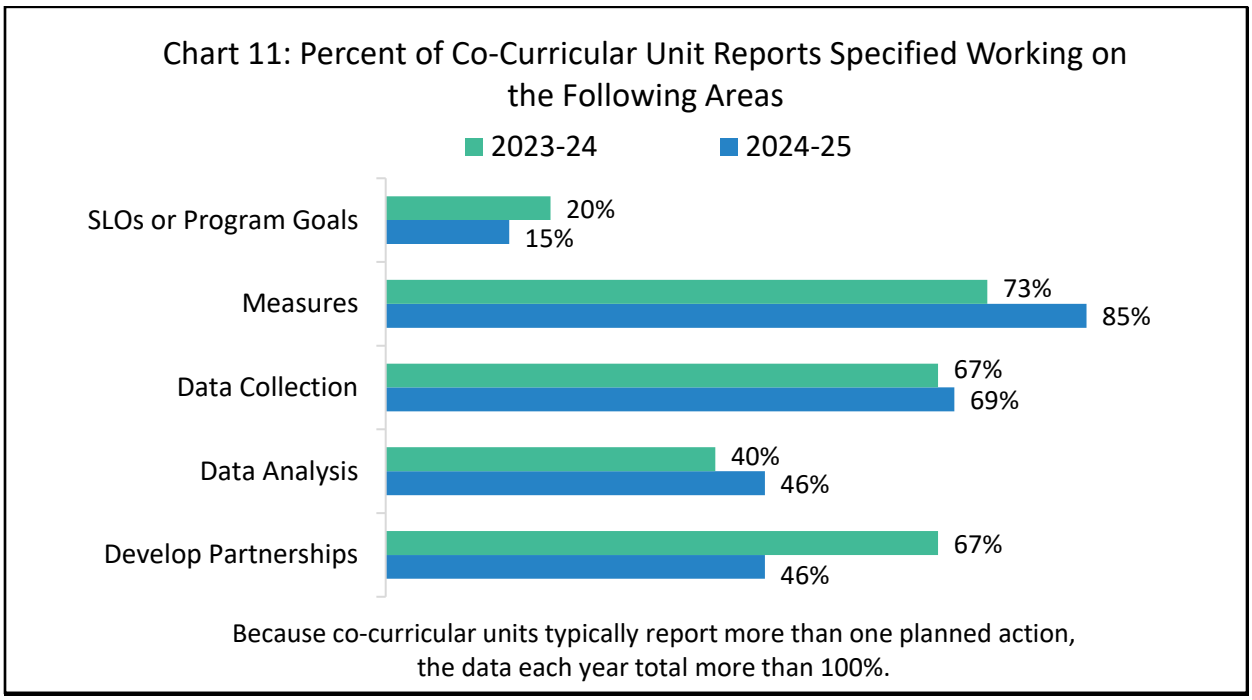
College reports noted the trend, which Chart 9 illustrates, of programs reporting plans for more data collection. On its undergraduate programs, WCHP acknowledged, "Implementing user-friendly data collection and analysis tools would simplify the process of gathering assessment

data." WCHP's report on its graduate programs echoed, "The collection and analysis of assessment data will be an ongoing process." CPS explained, "Extracting assignment-level data from our current systems is labor-intensive, and aligning course improvements with edit cycles requires careful planning. Addressing these challenges will be essential to streamline future reporting and strengthen the link between assessment and action."

Some college reports also identified the need for more faculty development. Among its action items, for instance, CDM has been providing faculty with assessment-related professional development. "Calibration of faculty and Group Practice Leaders is ongoing and we continue to strengthen the calibration of our faculty, especially as it relates to assessment of competency and daily formative feedback." For CPS, "The rapid growth of generative AI and substantive overlap with academic integrity concerns have highlighted the need for clear policies and proactive education around ethical academic conduct. Assessment data revealed persistent issues with plagiarism and inappropriate technology use, underscoring the importance of ongoing faculty development and student orientation on academic integrity, and resources available to them."

b. Co-Curricular Units

Co-curricular units' aggregate data also illustrate many units' plans to work on a range or projects, including revising SLOs or program goals (15%), refining measures (85%), collecting data (69%), and analyzing data (46%). Measures and data collection remain a challenge as co-curricular units support students in, for example, one-shot sessions, unique club or university-wide events, and occasional appointments. Also, as support areas, 46% report plans to develop partnerships with, for instance, academic areas to align their SLOs and goals with academic needs, collect data, and implement changes (Chart 11).



Division reports noted the challenge for more consistent, reliable programmatic and educational effectiveness data. Library Services, for example, struggles with tracking "in-person library use." Of UNE's two libraries, one "has one entrance so [it] can use a gate counter, but [the other] library has multiple entrances…and has no gate counters." Library Services also noted the need to further develop partnerships to meet this barrier. "It has always been challenging to assess educational effectiveness of library instruction in classes since most of them are one-shot instruction, and librarians are not privy to the outcomes of assignments related to the instruction."

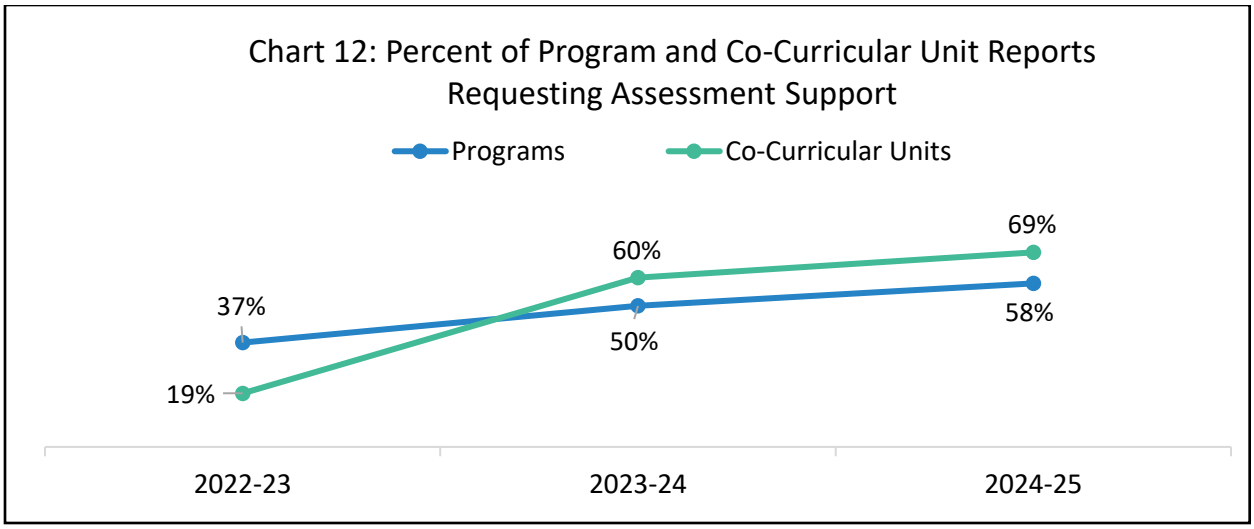
WCHP echoed similar barriers to data collection. Its co-curricular units, which now report to the Provost's IPE office, the WCHP report explained, "identified challenges in achieving high response rates for student surveys." Moreover, the units "noted challenges in motivating clinical faculty to participate in development efforts." In this case, stronger faculty partnerships would help co-curricular units acquire the data they need to assess their offerings.

Student Affairs expressed data collection challenges that vary per unit. One unit "struggles with inconsistent manual data entry across multiple databases" that requires more user training. Another unit "reported significant challenges due to external software vendor errors, resulting in the loss of key attendance data from events," which the vendor needs to resolve. Also, like Library Services, "Multiple units," Student Affairs reiterated, "recognize the need to move beyond simple attendance/participation metrics to assess more nuanced outcomes such as student satisfaction, learning, and overall program effectiveness."

3. Assessment Support Needs

a. Academic Programs and Co-Curricular Units

Finally, of the requests made for assessment-related assistance over the last three years, programs and co-curricular units have increasingly asked for support from their directors, deans, the Center for Excellence in Teaching and Learning (CETL), UAC, OIRDA, and others that include revising SLOs, designing measures, setting benchmarks, and collecting and analyzing data. The figures amounted to 58% of program reports this year (compared to 50% in 2023-24 and 37% in 2022-23), and 69% of co-curricular unit reports this year (compared to 60% in 2023-24 and 19% in 2022-23) (Chart 12).



Some college reports also identified these needs. CAS noted the need for "guidance on curriculum mapping, vertically integrated SLOs, and benchmarking," "dedicated assessment support staff or workshops," "technology support for tracking an analyzing assessment data," and "recognition of faculty time investment in assessment efforts." CDM requested "a curriculum management system…to track gaps, redundancies, and compliance with accreditation requirements," "robust reporting and dashboards using Power BI," a "workshop for establishing benchmarks," and assistance to department Chairs on "meaningful program assessment."

The WCHP college report also identified its undergraduate and graduate programs' need for assessment support. In its undergraduate programs, "Faculty would benefit from professional development opportunities focused on effective assessment strategies, including best practices for evaluating student learning outcomes and providing constructive feedback, [and] support for adjunct faculty navigating data collection for the core faculty and program leadership." Its graduate programs would benefit from, "Enhanced faculty development, collaboration with assessment experts, access to comprehensive tools, improved resources for practical experiences, effective communication mechanisms, and robust support services."

Co-curricular divisions echoed this sentiment. Student Affairs found, "Additional training on how to assess programs beyond participation data is needed. The Division now has an established pattern and methodology for tracking participation, the next step in the development of our assessment approach needs to include collecting data on student learning outcomes and satisfaction with our programs and services." Library Services noted that, "Research and teaching librarians have expressed interest in having help to plan assessment activities and measures to address the updated SLOs that will be finalized this fall." WCHP also acknowledged its co-curricular areas, which now report to the Provost's IPE office, need "improved survey tools, training on data collection and analysis, strategic communication support, resources for benchmark development, collaboration opportunities, and incentives for [student] participation" in completing assessment measures.

IV. Emphasis Areas Remain the UAC's Emphasis

The ten areas of emphasis that have guided the UAC's work through the 2024-25 assessment cycle will remain a focus next year. The aggregate data, including those from the assessment support requests, indicate that the UAC needs to continue to highlight exemplars, offer individualized support, professional development programs, and other support to ensure programs and co-curricular units are using best assessment practices and demonstrating student learning and programmatic effectiveness through their data. The UAC will also consider additional ways for making meaning of the reported annual and aggregate data by reexamining the utility of the current report forms' Microsoft Word software application and the types of questions it asks.

Appendix A:
Colleges' and Co-Curricular Offices' Assessment Activities, 2024-25

1. Colleges

➢ College of Arts and Sciences

This year's assessment findings across CAS indicate a strong overall performance in achievement of program-level student learning outcomes, with most programs reporting that students are meeting or exceeding benchmarks in content knowledge, communication skills, and critical thinking. Capstone projects, experiential learning, and interdisciplinary approaches emerged as particularly effective in supporting student success.

Despite these strengths, several areas were identified as needing special attention. Programs such as animal behavior, environmental studies, and aquaculture noted challenges with specific content areas or learning outcomes, such as concept mastery or foundational knowledge. Writing continues to be a cross-cutting concern, with multiple programs citing the need for greater student support in written communication and revision skills. Some programs—especially those newly implementing assessment measures—are still refining their processes and expressed the need for better integration and data collection strategies.

In response to these findings, programs plan to refine curricula, adjust course sequencing, develop more robust assessment tools, and engage faculty in structured reflection on pedagogy. Specific initiatives include revising program learning outcomes, mapping curricula more intentionally, and improving communication of assessment results to both students and faculty. Many programs are also leveraging these findings to inform program reviews and strategic planning.

Programs reported that collaboration, regular faculty dialogue, and reflective use of capstone assessments were effective elements of the assessment process. However, challenges remain, including a sense of limited faculty bandwidth for program assessment work and limited autonomy in implementing changes. Several programs emphasized the need for more consistent and equitable support structures for assessment work.

To meet evolving student learning needs, programs would benefit from enhanced resources, such as professional development in curriculum mapping, funding for active learning, writing support initiatives, and improved tools for assessment data management. Dedicated time and institutional support for faculty engagement in assessment were recurring themes, highlighting the importance of recognizing assessment as both a pedagogical and strategic priority.

➢ College of Business

The College of Business (COB) uses four college-wide learning outcomes—CW1 (Tech/Data & Business Fundamentals), CW2 (Ethical Reasoning), CW3 (Teamwork/Professionalism), and CW4 (Global Awareness & Sustainability). This unified, evidence-based assessment system was

implemented in 2025. The college-wide outcomes (Tech/Data, Ethics, Teamwork, Global/Sustainability) are measured with common rubrics and anchors—BUMG 325 (Fall) and BUMG 498 (Spring)—using direct artifacts (cases, simulations, and team consulting) and indirect comparators (Peregrine outbound/exit, CATME, and internship/advisory feedback). Programs assess their own outcomes in designated mastery courses (e.g., Accounting: BUAC 315/320/330/400; Marketing: BUMK 345/350/460/405; Finance: BUFI 415/321/490; and MBA: BUMG 520/650/680). Benchmarks are standardized as ≥90% Exceeds / 70–89% Meets / <70% Does Not Meet; and several plans specify a target of ≥80% Meets+Exceeds. COB uses shared reporting templates to support results, observations, and action plans across all majors.

➢ 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. This review cycle overlapped with our Commission on Dental Accreditation self-study and March 2025 site visit, which required us to complete a comprehensive review of all our competency statements and the pre-doctoral CODA Standards. We made multiple improvements and developed a list of priorities for upcoming years. The following lists only a few of the items that were implemented or developed for implementation during AY 2024-2025 in response to the annual academic program assessment:

- Multiple faculty calibration activities were added to measure how faculty were calibrated in using standardized rubrics for formative and summative assessments. During these activities there was an emphasis on assessing how the faculty were calibrated so that any deficiencies could be addressed.
- The Temporomandibular Disorder CSA was revised and a peer-to-peer activity for temporomandibular join examination was added in the third-year curriculum.
- A patient-based Comprehensive Oral Evaluation Clinical Skills Assessment (CSA) was implemented to enhance the paper-based assessment that is challenged on a standardized patient case during the third year. The new CSA incorporates a minimum patient experience expectation and case selection criteria to ensure that students are completing more than just one patient experience before challenging a competency assessment and to ensure that they are challenging at the appropriate difficulty level.
- More were made available for students to work directly with our oral and maxillofacial radiologist during clinic and group practice treatment planning sessions. The faculty member also conducted faculty calibration sessions.
- A readiness-to-challenge reflection was developed for each CSA. This was implemented in AY 2025-26 to further develop student critical thinking and self-assessment before deciding to seek approval to challenge an assessment that measures their competency to complete the procedure independent of instructor input or assistance.

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:

- More involvement of individual departments in monitoring of patient care experiences for each student through the formation of the Clinical Competency Committee;
- Increased assessment for competencies with limited direct assessment currently;
- Establishment of benchmarks for pass rates (for both first attempts and repeat attempts) for Simulation Skills Assessments (SSAs) Clinical Skills Assessments (CSAs), and Objective Structured Clinical Examinations (OSCEs);
- More involvement of the Academic Affairs Committee in continuous curricular evaluation and improvement including implementing a process for quality review of courses and student performance on a regular schedule;
- Improvement in exam question writing, review, and question analysis;
- Addressing INBDE performance 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;
- Ongoing faculty development and calibration with standardized scenarios for Clinic Care Feedback (CCF), SSAs, CSAs, and OSCEs; 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. Students are required to successfully pass the COMLEX-USA Level 1 Cognitive Evaluation prior to starting the core clinical curriculum (years 3 and 4).

In the clinical curriculum, 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 95.1% (national average: 90.3%) and on Level 2CE was 91.6% (national average: 91.3%).

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 98% (via the National Residency Program, NRMP). The national MATCH rate average for all applicants was 79.8% with the mean for DO schools at 98.4% and for MD schools at 97.8%.

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 of 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 2024 and 2025 were competitive with national scores and showed a strong foundation in the biomedical sciences for our year 2 students.

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. 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 continued 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 continue 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 held its own Clinical Skills Assessment (CSA) on the Biddeford campus. The CSA 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 CSA 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 Clinical Skills Assessment.

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) remains deeply committed to the assessment of student learning as a foundational element of academic excellence and student success. Assessment continues to guide both the development of new programming and the ongoing review and enhancement of existing curricula.

CPS's assessment processes are enhanced and facilitated by our unique CPS Assessment Working Group, now in its ninth year, and which serves as the cornerstone of these efforts. The group operates collaboratively across programs to evaluate learning outcomes, review assessment data, and identify actionable strategies to improve teaching and learning. This long-standing, data-

informed culture underscores CPS's commitment to continuous improvement and accountability in assessment and attainment of both program-level and college-wide outcomes.

Each year, CPS participates in the annual assessment cycle and submits comprehensive annual program assessment reports and an overarching college-level report to the UAC. These collective efforts allow the Working Group to examine not only individual program performance, but also cross-college themes related to learning outcomes, academic values, and strategic priorities. Over successive three-year cycles, CPS has explored key areas such as the integration of academic core values into learning assessments and rubrics, diversity, equity, and inclusion (DEI) mapping across the curricula, and most recently, institutional supports for student success throughout the program lifecycle.

During AY 2024–2025, CPS entered the second year of the current three-year cycle, which focuses on examining student supports across all stages of the learner experience—from entry-level readiness through mastery and program completion. The Assessment Working Group continued to inventory and evaluate existing supports embedded within second-year and common elective coursework, identified areas for additional resourcing in more complex or demanding courses, and developed strategies to ensure faculty and professional staff have access to the tools necessary to facilitate student achievement of student learning outcomes.

A significant area of progress this year involved expanding structured academic supports across multiple programs. Building upon findings from the previous assessment cycle, CPS identified writing, research methods, biostatistics, and professional communication as consistent challenge areas among adult and career-changing learners. In response, programs piloted embedded tutoring in four courses, expanded peer academic coaching models in nutrition and public health. In the prior year, and in courses where similar supports are found to be useful, programs collaborated with our instructional design team to design course-integrated "first-year experience" prompts that orient students to academic expectations and key resources at critical points in their early coursework; these have proven a valuable resource, and we have expanded the inclusion of these 'just-in-time' tips and resources across higher level courses where practicable. These efforts collectively strengthen readiness and improve retention while providing just-in-time assistance for learners managing a variety of professional and personal demands.

Assessment results across programs indicated that student learning outcome achievement remains strong. The majority of direct and indirect measures met or exceeded established benchmarks, and competency-based programs such as nutrition, public health, and social work reported high attainment across accreditor-aligned learning outcomes. In several programs, curricular adjustments implemented in prior years yielded measurable improvements in engagement and performance. For example, 100% of alumni respondents (n=28) from applied nutrition's Master of Science dietetics program reported feeling prepared for entry-level practice as Registered Dietitian Nutritionists (RDN) in AY 2024-25, compared with 73% the prior year, while after the rollout of supplemental math tutorials in science prerequisites for health professions summer 2024, 100% of students who earned an A across the chemistry portfolio course also completed the math prep modules, indicating strong correlation between the new support resource and higher achievement.

Across CPS, faculty and instructional design teams collaborated to revise assignments, enhance scaffolding, and better align assessments with learning outcomes and professional competencies. In the Doctor of Clinical Nutrition (DCN) program, assessment findings from its inaugural year identified variability in student readiness for doctoral-level research and academic writing. As a result, the program is implementing additional formative checkpoints, exploring the addition of a biostatistics course, and strengthening early orientation and librarian-led research support to ensure learners enter advanced coursework with appropriate foundational skills.

While academic performance remains strong overall, shared challenges in several areas emerged. Most notable among these was the increasing prevalence of academic integrity violations linked to both plagiarism and generative AI use. Despite updated syllabi, expanded orientation content, and faculty-led discussions emphasizing ethical academic conduct, this issue persisted across multiple programs. The college recognizes that these concerns often reflect broader challenges related to time management, student confidence, and understanding of graduate-level writing conventions. CPS is therefore investing in proactive education, faculty development, and clear college-level guidance on the ethical use of AI tools in learning and assessment contexts, which will be aligned with the University AI policies once adopted.

Programs also noted continued challenges in tracking experiential and competency-based outcomes through existing systems. In response, CPS began working with our technology and systems group to integrate webhooks for automated data transfer from evaluation forms into Salesforce, with the goal of improving efficiency and accuracy in student competency and learning outcome reporting.

This year also marked the first full year of the engagement with the new CPS Strategic Plan 2025–2030, which builds upon and aligns directly with the University's institutional priorities. The plan emphasizes innovation in education, academic excellence, and professional development—core areas that intersect directly with assessment of student learning. By intentionally connecting program-level assessment outcomes with college- and university-level strategic objectives, CPS is strengthening its ability to make data-driven decisions that support excellence across all CPS programming.

Looking ahead, CPS remains focused on advancing a holistic approach to assessment that integrates student learning outcomes with student experience and success metrics. As part of this work, the college is expanding the peer academic coach model across graduate programs. CPS is also finalizing the pilot of embedded content specialists in writing- and research-heavy courses, and developing structured formative opportunities for credentialing exam preparation in the nutrition programs, as well as orthopedic specialty exams in the continuing education space.

The Assessment Working Group will continue to monitor the outcomes of these initiatives, assess the effectiveness of academic integrity interventions, and refine systems for collecting and analyzing student learning data. At the college level, CPS will maintain its collaborative approach to achievement of student learning outcomes and assessment of these through leveraging the

expertise of faculty, instructional designers, and support staff to ensure that assessment not only measures learning but drives meaningful and continuous quality improvement.

➢ Westbrook College of Health Professions

This executive summary synthesizes the findings from the annual assessment reports for the WCHP undergraduate and graduate programs, highlighting strengths, areas for improvement, and actionable plans for enhancing student learning outcomes.

Purpose

The reports aim to evaluate significant student learning assessment data, prioritize needs, and propose actions to enhance assessment processes and improve educational effectiveness across all programs.

Key Findings

Strengths

1. **High Student Achievement Rates:**
    - Both undergraduate and graduate programs reported strong pass rates on certification examinations, indicating effective preparation and competency among students.
2. **Robust Support Systems:**
    - Programs have established strong remediation plans and support mechanisms, allowing struggling students to receive targeted assistance.
3. **High Levels of Student Engagement:**
    - Active participation in advocacy and community activities was noted, particularly in the DPT and DNP programs, reflecting a commitment to real-world applications of education.
4. **Positive Clinical Feedback:**
    - Preceptor evaluations indicate that students are well-prepared for clinical practice, successfully integrating theoretical knowledge into practical scenarios.
5. **Curriculum Integration:**
    - The incorporation of case scenarios and clinical connections has strengthened student understanding of real-life applications of their education.
6. **Commitment to Continuous Improvement:**
    - Programs actively utilize assessment data to refine curricula and improve learning outcomes, demonstrating a strong commitment to educational excellence.

Areas Requiring Attention

1. **Challenges in Standardized Testing:**
    - Several programs, including PA and DNP, face difficulties with national benchmark exams, indicating a need for enhanced preparation strategies.

2. **Clinical Experience Accessibility:**
    - Limited access to clinical experiences due to hospital closures and reduced opportunities can hinder students' practical learning.
3. **Increased Demand for Simulation:**
    - Students expressed a desire for more simulation experiences to build confidence and competence in clinical skills.
4. **Need for Clearer Learning Outcomes:**
    - Some student learning outcomes (SLOs) lack clarity and measurability, making effective assessment challenging.
5. **Support for Struggling Students:**
    - There is an ongoing need for effective interventions for students at risk of academic difficulties.
6. **Integration of Professional Advocacy:**
    - While some programs noted student involvement in advocacy, there is potential for greater emphasis on this aspect in the curriculum.

Action Plans

1. **Enhancing Remediation Strategies:**
    - Develop structured remediation plans and early interventions for students struggling with assessments.
2. **Curriculum Review and Adjustment:**
    - Conduct thorough reviews of curricula to align course content with competencies required for national exams.
3. **Expanding Clinical Opportunities:**
    - Seek new partnerships with healthcare facilities to diversify clinical placements and enhance student exposure.
4. **Increasing Simulation Training:**
    - Expand simulation experiences in the curriculum to better prepare students for real-world clinical scenarios.
5. **Refining Student Learning Outcomes:**
    - Collaborate to ensure that SLOs are clear, measurable, and aligned with industry standards.
6. **Strengthening Advocacy and Professional Skills:**
    - Integrate advocacy training into the curriculum to equip students with necessary skills for legislative and professional contexts.
7. **Utilizing Data for Continuous Improvement:**
    - Regularly analyze assessment data to identify trends and make timely adjustments to teaching strategies and curriculum design.

Conclusion

The assessment reports underscore the strengths of WCHP programs in fostering student learning through robust systems and high engagement. However, challenges in standardized testing, clinical accessibility, and clarity of learning outcomes must be addressed. By implementing targeted action

plans, both undergraduate and graduate programs can enhance their educational effectiveness and better prepare students for successful careers in their respective fields.

2. Co-Curricular Offices

➢ Center to Advance Interprofessional Education and Practice & Office of Service Learning (now in the Provost's IPE Office)

This report evaluates the programmatic and educational effectiveness of the co-curricular areas, specifically the Center to Advance Interprofessional Education and Practice (CAIEP) and the Office of Service Learning. The assessment highlights key findings, areas for improvement, and actionable plans for the upcoming academic year.

Purpose

The report aims to:

- Evaluate significant programmatic and educational effectiveness data.
- Prioritize needs and propose actions to enhance assessment processes and improve educational outcomes.

Key Findings

Strengths

1. **High Participation and Engagement:** Strong participation rates were reported in both programs, indicating effective outreach.
2. **Achievement of Learning Objectives:** Notable improvements in student skills and knowledge were observed, supported by positive survey feedback.
3. **Effective Communication:** Both units maintained high-quality communication with students and faculty, fostering program awareness.
4. **Collaboration:** Partnerships, especially with the Maine Area Health Education Center (AHEC), enhanced data collection and evaluation processes.
5. **Feedback Mechanisms:** Surveys provided valuable insights for program development.

Areas Requiring Attention

1. **Low Survey Response Rates:** Challenges in gathering student feedback were noted, particularly from non-CAIEP users.
2. **Communication Improvements:** Enhanced strategies are needed to engage students more effectively.
3. **Recruitment Challenges:** CAIEP faced difficulties in engaging students for interprofessional events.
4. **Faculty Development Participation:** Motivation for clinical faculty involvement needs to be addressed.

5. **Benchmark Development:** Establishing clear benchmarks for assessment measures remains a challenge.

Action Plans

1. **Enhancing Survey Participation:** Implement targeted strategies to increase engagement in surveys.
2. **Improving Communication Strategies:** Develop effective outreach methods to ensure student awareness of assessments.
3. **Strengthening Recruitment Efforts:** Initiate initiatives to boost student participation in interprofessional activities.
4. **Faculty Development Initiatives:** Explore incentives to encourage faculty engagement in development efforts.
5. **Establishing Clear Benchmarks:** Collaborate with stakeholders to define metrics for success.

Conclusion

The assessment findings underscore the strengths and challenges within the co-curricular areas. By focusing on enhancing survey participation, improving communication, addressing recruitment challenges, and establishing robust benchmarks, both CAIEP and the Office of Service Learning can significantly improve their programmatic and educational effectiveness. These efforts will ultimately support better outcomes for students and enhance the overall educational experience.

➢ Division of Student Affairs

The Division of Student Affairs (DSA) conducted a series of assessments for the 2024-25 academic year, focusing on programmatic and educational effectiveness across multiple units. The reports from Student Access, Housing and Residential/Commuter Life, Student Health Services, Student Engagement, and Campus Center and Recreation Participation highlight key strengths, areas for improvement, and planned actions for the upcoming year.

A common theme across the units is the successful collection of participation data for programs and services. The Campus Center and Finley Recreation reports, for example, provide specific metrics on check-ins and unique users for students, staff/faculty, and community members. Similarly, the Office of Student Engagement successfully tracked attendance at programs. A key challenge identified by multiple units, including Student Engagement and Student Affairs as a whole, is the difficulty in assessing more complex outcomes like student satisfaction and learning, beyond simple attendance numbers.

Several units have identified specific areas for improvement and outlined plans to address them. The Student Access Center noted challenges with manual data entry and a lack of consistency. Their planned actions include creating a data entry guide for new employees and expanding program offerings with the Admissions office. Student Health Services is focusing on implementing standardized billing practices and developing clear policies and procedures for

clinical operations, which they currently lack. Housing and Residential/Commuter Life plans to implement the Benchworks Student Satisfaction Survey to gain deeper insights into student experiences.

Looking ahead, the DSA aims to enhance collaboration and data collection. The "All Unit Collaboration" report indicates a plan to offer additional programming and organize it around a shared calendar. The report also acknowledges the need for new assessment methods to measure satisfaction and learning more effectively. The data from the Campus Center and Recreation Participation report will be used to inform future programmatic and resource decisions. Overall, the 2024-25 assessment activities demonstrate a division-wide commitment to using data to improve student experiences and services, with a clear focus on addressing process inefficiencies and deepening the understanding of student learning outcomes in the coming year.

➢ Library Services

Overview

During the 2024-25 fiscal year, in partnership with faculty, UNE's Research and Teaching Librarians (RTLs) actively expanded instruction so that more UNE students are aware of resources and know how to effectively use them. A total of 150 library sessions reached 3,330 (non-unique) students over FY 2024-25. Librarians also continuously evaluate and strengthen our collections and systems to ensure that the community has access to the most up-to-date, impactful, and cost-efficient resources. These efforts contributed to our decision to transition to a more robust, accessible, and user-friendly discovery system (Primo VE), which delivers a more seamless research experience for the UNE community. In addition, ongoing efforts to assess the impact of Open Education Initiatives through UNE Library Services have indicated that over 3,000 students have saved roughly $430,000 in textbook costs since the program's inception.

Student Learning Outcomes & User Instruction

Upon faculty request, RTLs teach classes on a variety of information literacy topics. Between 2023-24 and 2024-25 there was a 72% increase in the quantity of instructional sessions and a 41% increase in the number of (non-unique) students reached. Informal faculty feedback over the last year provided insight into perceived and measured assessment of student resource usage and research workflows. Specific resource initiatives were developed to improve library instruction and collaborate on informed ways to integrate new resources into student workflows. For instance, from the summer of 2024 to the spring of 2025, 229 unique students—graduate physical therapy and COM—were introduced to AI as a comparative tool for research discovery in at least one of their classes in an effort to keep the students abreast of changing technological demands in their field. Techniques, benefits, cautions, and ethics were discussed to increase student awareness of these resource tools. Since then, requests for intelligent integration with AI resources has only increased in our resource discovery sessions.

Open Educational Resources (OER)

At the end of 2023-24, UNE Library Services received an $80,000 grant from the Davis Educational Foundation to advance campus-wide open educational resources (OER) initiatives over three years. To date, Library Services has awarded $10,500 to faculty representing almost all of the UNE colleges to adopt, modify, or create open textbooks. Additional funds for a dental OER research grant and seven UNE faculty members to review Open Textbooks have also been awarded. OER content on the UNE Library Services web pages continues to be modified and updated.

Collection Management

A multi-year investigation by UNE Library Services culminated in the FY 2024-25 transition to the more robust and accessible discovery system (Primo VE), allowing this department to deliver a more seamless research experience for all UNE affiliates. Cost-per-use of e-resources is also calculated annually to aid decisions for additions or cancellations to Library collections by evaluating the relevance, availability, and cost of requested e-resources. In FY 2024-25, as a result of cost-per-use statistics, all but four databases and nine e-journal titles were renewed. These small changes made it possible to make informed decisions on when to introduce new resources and when to expand access to those already in place. For example, among others, based on the data assessed, a decision was made to expand from the selective subscription windows we held for Embodied Labs to a more accessible annual package.

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 regularly undertake a comprehensive review. For 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 2024-25, WCHP's applied exercise science, athletic training, dental hygiene, and nutrition completed a review.

In 2025-26, the following programs are conducting a review:

College of Arts and Sciences
Art and Design Media; and Art (minor)
Education
Marine Affairs; Marine Science; 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

College of Dental Medicine
Dental Medicine

College of Professional Studies
Education
Social Work

Westbrook College of Health Professions
Occupational Therapy

This January 2026, the following programs will receive advanced notification before their scheduled 2026-27 review:

College of Arts and Sciences
Applied Mathematics; and Data Science

College of Professional Studies
Public Health

Westbrook College of Health Professions
Nursing
Physician Assistant (spring 2027)

2. Three-Year New Program Reviews

UNE's newly established programs also undergo a review following their third year in the catalog. 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 2024-25, CPS's healthcare administration completed a review.

In 2025-26, the following programs are conducting a three-year new program review.

College of Arts and Sciences
Criminology (completing with Sociology's program review)
Global Studies minor (completing with Political Science's program review)
Special Education major (completing with Marine's program review)
Sustainable Ecological Aquaculture (completing with Marine's program review)

This January 2026, the following program will receive advanced notification before its scheduled 2026-27 three-year new program review:

College of Arts and Sciences
Communication and Media Arts

UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

Office of Assessment & Office of the Provost

School/Department:	
Program(s)/Major(s) addressed in this report:	
Completed by:	
Date Completed:	

Due:	June 15, 2025
Send To:	Your College Dean
Copy to:	Jen Mandel, Assoc. Director of Assessment, jmandel2@une.edu

ANNUAL ACADEMIC PROGRAM ASSESSMENT REPORT, 2024-2025

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:

- Report on self-selected, program-level student learning outcomes assessment data from past year(s) and this year.
- Describe the degree of success data-informed actions have had on advancing student learning.
- Propose additional actions to further advance student learning.

Due Date: June 15, 2025

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

For a resource on completing this report form, click here

For more assessment resources, click here

1) REFLECTIONS ON STUDENT LEARNING

Instructions: Circle back on 2-3 program-level student learning outcomes that your program assessed in the past year and/or prior years, and reflect on the data-informed actions your program has taken, the longitudinal data connected to those outcomes, and the remaining steps your program will take to advance student learning. (For previous assessment reports, email Jen Mandel at jmandel2@une.edu)

1. Reflect on: (a) 2-3 program-level learning outcomes that your program assessed in the past year and/or prior years; (b) the data-informed actions that your program took; and (c) the data before, during, and after your program implemented those actions. (Add rows, as needed)		
(a) ***Student learning outcome***	***(b)*** ***Actions taken to improve student learning***	***(c)*** ***Data comparing before, during, and after those actions were taken to improve student learning***
2. What remains to be done or achieved?		

2) 2024-2025 Reporting on Program Assessment of Student Learning

Instructions: Select **no fewer than two** program-level student learning outcomes **from this year** that your program felt it needed to review, reflect on, and/or help more students achieve, and complete the following questions. Add rows and copy each table as needed.

Note: 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) Is this the first time this learning outcome is being assessed?
☐ Yes ☐ No ☐ Other – Please explain: *(If no, please provide the longitudinal data in question 10 below.)*
(4) 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.). *For a quick guide on designing measures, click here.*

(5) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply) *For a quick guide on curriculum mapping, click here.*		
☐ 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 student learning outcome? *For a quick guide on setting benchmarks, click here.*	(8) What is the: (a) sample size; and (b) participation rate of the data?
(9) Was the benchmark met? (Please check one)		
☐ Yes ☐ No ☐ Other (*Please describe the results in question 10*)		
(10) What are: (a) this year's data, and (b) compared to previous years' data?		
(11) 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) Is this the first time this learning outcome is being assessed?		
☐ Yes ☐ No ☐ Other – Please explain: *(If no, please provide the longitudinal data in question 10 below.)*		
(4) 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.). *For a quick guide on designing measures, click here.*		
(5) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply) *For a quick guide on curriculum mapping, click here.*		
☐ 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 student learning outcome? *For a quick guide on setting benchmarks, click here.*	(8) What is the: (a) sample size; and (b) participation rate of the data?
(9) Was the benchmark met? (Please check one)		
☐ Yes ☐ No ☐ Other (*Please describe the results in question 10*)		
(10) What are: (a) this year's data, and (b) compared to previous years' data?		

(11) 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) Is this the first time this learning outcome is being assessed?
☐ Yes ☐ No ☐ Other – Please explain: *(If no, please provide the longitudinal data in question 10 below.)*
(4) 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.). *For a quick guide on designing measures, click here.*
(5) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply) *For a quick guide on curriculum mapping, click here.*

☐ 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 student learning outcome? *For a quick guide on setting benchmarks, click here.*	(8) What is the: (a) sample size; and (b) participation rate of the data?
(9) Was the benchmark met? (Please check one)		
☐ Yes ☐ No ☐ Other (*Please describe the results in question 10*)		
(10) What are: (a) this year's data, and (b) compared to previous years' data?		
(11) What actions will be taken as a result of the data/evidence to improve student learning?		

3) 2024-2025 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. Briefly discuss your assessment process. (a) Who is involved in, e.g., collecting and analyzing data, and deciding on and following up on the actions? (b) What about the process works well? What are the challenges?
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) 2024-2025 Additional Reporting for Accredited Programs

Note: 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 of Assessment & Office of the Provost

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

Due:	June 15, 2025
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, 2024-2025

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:
- Report on self-selected, program goals and/or student learning outcomes assessment data from past year(s) and this year.
- Describe the degree of success data-informed actions have had on improving programmatic and/or educational effectiveness.
- Propose additional actions to further advance programmatic and/or educational effectiveness

Due Date: June 15, 2025

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, click here
For more assessment resources, click here

1) REFLECTIONS ON PROGRAMMATIC & EDUCATIONAL EFFECTIVENESS

Instructions: Circle back on 2-3 program goals and/or student learning outcomes that you assessed in the past year and/or prior years, and reflect on the data-informed actions you have taken, the longitudinal data connected to those goals and/or outcomes, and the remaining steps you will take to improve programmatic and/or educational effectiveness. (For previous assessment reports, email Jen Mandel at jmandel2@une.edu)

1. Reflect on: (a) 2-3 program goals and/or learning outcomes that your unit/program assessed in the past year and/or prior years; (b) the data-informed actions that your unit/program took; and (c) the data before, during, and after your unit/program implemented 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)*** ***Data comparing before, during, and after those actions were taken to improve 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) 2024-2025 Reporting on Co-Curricular Assessment of Programmatic and Educational Effectiveness

Instructions: Select **no fewer than two** program goals and/or student learning outcomes **from this year** that your unit/program felt it needed to review, reflect on, and/or help more students achieve, and complete the following questions. Add rows and copy each 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 whether this is a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).
☐ Program goal ☐ Student learning outcome (SLO)
(4) Is this the first time this program goal/learning outcome is being assessed?
☐ Yes ☐ No ☐ Other – Please explain: *(If no, please provide the longitudinal data in question 11 below.)*
(5) 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, quick polls, student 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.) *For a quick guide on designing measures, click here.*
(6) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply) *For a quick guide on curriculum mapping, click here.*
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

(7) Direct or indirect measure	(8) What is the benchmark for the program goal or student learning outcome? *For a quick guide on setting benchmarks, click here.*	(9) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)
(10) Was the benchmark met? (Please check one)		
☐ Yes ☐ No ☐ Other (*Please describe the results in question 11*)		
(11) What are: (a) this year's data, and (b) compared to previous years' data?		
(12) 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 whether this is a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).
☐ Program goal ☐ Student learning outcome (SLO)
(4) Is this the first time this program goal/learning outcome is being assessed?
☐ Yes ☐ No ☐ Other – Please explain: *(If no, please provide the longitudinal data in question 11 below.)*
(5) 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, quick polls, student 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.) *For a quick guide on designing measures, click here.*
(6) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply) *For a quick guide on curriculum mapping, click here.*
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

(7) Direct or indirect measure	(8) What is the benchmark for the program goal or student learning outcome? *For a quick guide on setting benchmarks, click here.*	(9) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)
(10) Was the benchmark met? (Please check one)		
☐ Yes ☐ No ☐ Other (*Please describe the results in question 11*)		
(11) What are: (a) this year's data, and (b) compared to previous years' data?		
(12) 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 whether this is a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).
☐ Program goal ☐ Student learning outcome (SLO)
(4) Is this the first time this program goal/learning outcome is being assessed?
☐ Yes ☐ No ☐ Other – Please explain: *(If no, please provide the longitudinal data in question 11 below.)*
(5) 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, quick polls, student 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.) *For a quick guide on designing measures, click here.*
(6) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply) *For a quick guide on curriculum mapping, click here.*

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

(7) Direct or indirect measure	(8) What is the benchmark for the program goal or student learning outcome? *For a quick guide on setting benchmarks, click here.*	(9) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

(10) Was the benchmark met? (Please check one)
☐ Yes ☐ No ☐ Other (*Please describe the results in question 11*)
(11) What are: (a) this year's data, and (b) compared to previous years' data?
(12) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?

3) 2024-2025 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 your unit's areas of programmatic and/or educational effectiveness requiring special attention?
3. Briefly discuss your assessment process. (a) Who is involved in, e.g., collecting and analyzing data, and deciding on and following up on the actions? (b) What about the process works well? What are the challenges?
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?