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## **Introduction:**

Prepared by the University Assessment Committee (UAC), this fourth annual *Report on the Status of Assessment & Quality of Educational Effectiveness at the University* details the continued growth and advancement of university-wide assessment at the University of New England (UNE).

Highlights from this year include:

- 1) the movement of assessment to the Office of the Provost, and the transition of the Assessment Program Manager from a part-time role to a full-time position as Associate Director of Assessment;
- 2) the revision of the program review guidebooks that entailed adding a strategic plan component to the end of the internal review process (see Appendix III); and
- 3) an increase in the number of submitted annual assessment reports.

Of the 55 submitted program assessment reports this year, the UAC has synthesized the findings from 44 of them for discussion here, two more than last year and four more than the prior year. (The College of Arts and Sciences or CAS Core Summary report is included in the data to represent the 11 CAS Core Area reports.) Notably, the UAC also received 9 student support services assessment reports this year, two more than last year and eight more than the previous year (Appendix II, Table 1). The increase in reports submitted highlights





and is in the process of evaluating vendors for a major upgrade of the UNE Learning Management System (LMS), which is currently Blackboard Classic. EAB, combined with a new LMS, will provide a powerful set of analytics to aid in assessment. Because

area. The College of Pharmacy (COP) rates.

ab

While many program reports mention a rise in participation, several express the importance of continuing discussions and involving more faculty in the assessment process. For the question on 3): 9 programs (20%) report a need for more faculty involvement by, for instance, forming a focus group, task force, or assessment committee, or adding more members to their already established assessment working group; 6 programs (14%) express a desire to increase full- and part-time faculty involvement in assessment; and 4 programs (9%) seek more faculty education on assessment.

CAS and WCHP also note the uneven distribution of faculty involvement in assessment. CAS explains that faculty participation in the Core curriculum assessment continues to increase from year-to-year, yet specific Core areas enjoy more faculty participation than others. To get more requests continued University funding of full- and part-time faculty to lead, contribute to, and remain involved in assessment. WCHP states M have created formal assessment their ample opportunity for departmental level communication as well as formal opportunities for Yet, according to its college report, WCHP programs also note the

assessment data across multiple course sections. The UAC has thus recommended University support for assessment data collection and analysis (Final Recommendation 2.3.2).

*Requests Carried Over from Last Year*

The last question on the program and student support services report forms asks what assistance, guidance, and resources would be helpful to support assessment. In the last three years, the majority of responses have fallen into the following four categories (listed in no particular order):

the past three years, from 6 programs (15%) two years ago, to 8 programs (19%) last year, to 14 programs (32%) this year. (Recommendation 2.4.)

WCHP programs have adopted ExamSoft technology and more programs plan to do the same. WCHP



effectiveness. long-term goal includes bringing all student-facing units, such as Athletics, Title IX and Green Dot Training, the WCHP Service Learning program, Career Services, the Registrar, CETL, and the other Centers and Institutes, into student learning assessment and the university-wide assessment process.

- 1.2. assessment resources for University programs, units, divisions, and colleges to draw on and further develop their assessment processes.
- 1.3. To better articulate the connection between the annual program assessment report and the periodic internal program review, the UAC will consider changing the deadline for checking in with programs about their action items/strategic plan that derived from their internal program review from October to June 15 of each year. The UAC will also explore options of adding a section to the annual program assessment report form or creating a separate page that asks about the action items/strategic plan.

The UAC also recommends the University address the following:

- 2.1. Like last year, the UAC recommends the University continue to increase the collection of alumni data. Programs can reach out individually to IR to assist in data collection as they have been doing in the past. But to build a more robust database in a centralized place, IR and other University offices need further University support to collect alumni data across colleges and campuses steadily every year.
- 2.2. Evaluate the use of student surveys across the University and take steps to improve communication and coordination where possible. Administering too many surveys can cause reliable and/or valid outcomes rely heavily on the use of survey feedback rather than [a] variety of direct and
- 2.3. Continue to support UNE faculty, administrators, committees (such as the UAC),

data. Fulfilling this request might mean supporting administrators, faculty, and/or professional staff within the University who specialize in data collection and analysis and/or hiring more personnel.

- 2.4. Finally, consider the resource requests of 14 programs and 1 student support service for technology or software solutions to collect, aggregate, analyze, and store assessment data. The UAC will forward the requests

## APPENDIX I:

, AY 2017-18

### *College of Arts and Sciences (CAS)*

During AY 2017-2018, the CAS Deans, Department Chairs, and faculty engaged in a variety of assessment activities to support improved student learning. Associate Dean Susan Gray and Core Curriculum Assessment Coordinator (CCAC) Linda Morrison, through coordinated assessment of major programs and general education courses. They established goals for the year to increase faculty involvement and focus on taking actions to address curricular and programmatic areas that were shown by previous assessment findings to need attention to increase quality improvement. Assessment leaders from major programs and general education consulted with Associate Dean Gray, as needed throughout the year, on specific questions concerning assessment methods, rubrics, benchmarks, data analysis, or reporting. The AY 2017-2018 CAS assessment reports clearly show increased faculty involvement and attention to closing the loop.

general education assessment, and faculty in the roles of the CCAC and Core Area Coordinators (CACs) headed this effort. The CACs led each general education area: Environmental Awareness; Social and Global Awareness; Critical Thinking; Citizenship; English Composition; Mathematics; Laboratory Science; Explorations; Human Traditions; Creative Arts; and Advanced Studies.

One of the initiatives focused on bringing faculty teaching in Morocco into the general education assessment process. As a result, CAS saw an increase in assessment data on students studying in Morocco that were analyzed with the data on courses taught in Biddeford.

Associate Dean Gray and CCAC Morrison met throughout the academic year to identify priorities for Core Curriculum assessment and discuss plans for activities to support these priorities. CACs participated in a mid-year retreat, which CCAC Morrison organized, to discuss closing the loop activities and share ideas for addressing assessment challenges.

three faculty workshops in August, January, and May during which faculty teaching Core Curriculum courses met with CACs to develop assessment methods, analyze data, review and discuss findings, and plan curricular improvements to address areas needing attention. Faculty who participated in assessment recommended changes to general education learning outcomes in several Core areas, and revisions were considered.

Dean Hey distributed the college and Core Curriculum Summary assessment reports to Department Chairs, discussed the contents of the reports at a Chairs meeting, and asked Chairs to share and discuss the reports with their department faculty.

*C*

(communication, professionalism, procedure quality, etc.) on a daily basis (spring 2017;  
faculty calibration session fall 2017

have more assessment experience and insight mentor faculty new to assessment, increasing the overall expertise and sophistication of the College.

(ACVs), the overarching competencies that are shared across all CGPS programs. This examination revealed strong student performance in mastering the ACVs, as well as the academic

All programs in CGPS are engaged in the assessment process and are using the various elements

COM has also implemented earlier assessment of diagnostic information to help with course learning outcomes and national board preparation. We have mapped the course curriculum content for the first two years of medical school and compared this information with national medical school knowledge requirements through the AACOM and AAMC Core Competencies and the NBOME Blueprints. Then in the past two years, we have been filling in our educational gaps within the curriculum to provide the information that is important for medical students to learn and know today. At present, it appears that our students are learning material better and there are fewer gaps in their knowledge than previous academic years. We also increased the percentage pass rate for each sub-discipline in our integrated courses



For the new curriculum, standardized rubrics were employed in AY 2017-2018 in the Integrated Group Learning and Abilities Lab sequences.

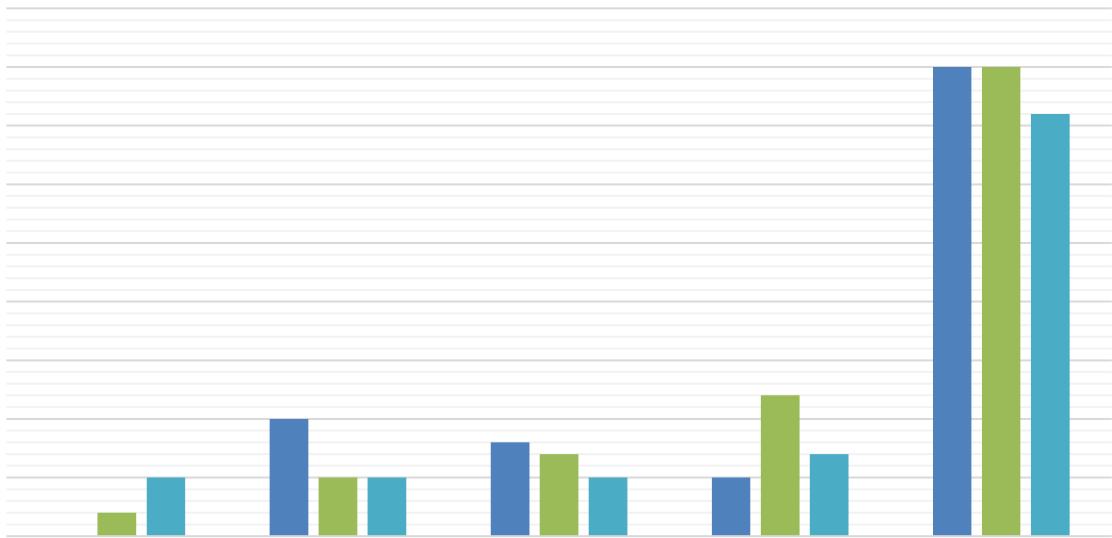
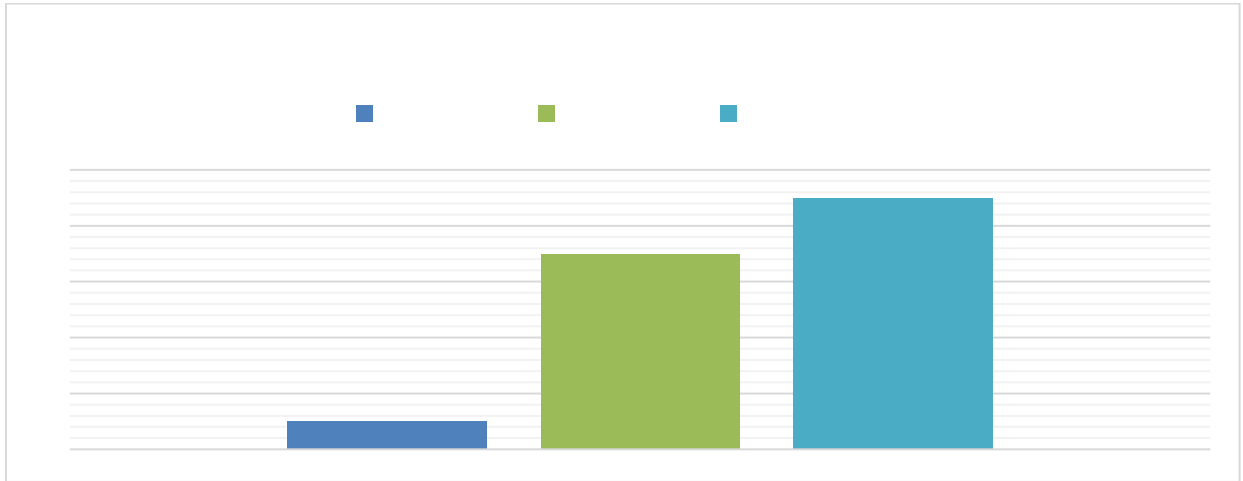
During summer 2018, the college participated in three national surveys





Finally, Student Affairs developed a revised mission statement, Divisional values, and guiding goals at the end of AY 2017-2018 in preparation for the creation of a Division Strategic Plan in AY 2018-2019. Through this process, assessment emerged as a major theme and the Division anticipates implementing some significant changes over the course of this academic year.

**APPENDIX II:  
TABLES OF ASSESSMENT DATA**





**APPENDIX III:  
UPDATE ON PROGRAM REVIEWS, AY 2017-18 AND 2018-19**

Over the summer 2018, the Provost, Associate Provost for Academic Affairs,

