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Introduction

Since Fall 2015, the University Assessment Committee (UAC), the university-wide group of faculty and administrators charged with promoting assessment of student learning across UNE, has synthesized annual assessment data and made recommendations in an annual report. This *Report on the Status of Assessment & Quality of Educational Effectiveness at the University* uses assessment data from the 2016-2017 academic year to determine the following conclusions.

Since [last year's report](#), the UAC has seen noteworthy advancement in the university-wide movement of assessing student learning, making decisions in response to assessment findings, and enhancing the culture of assessment. It is also significant that NEASC, in its recent reaccreditation visit, recognized the university-wide assessment process as [a strength of the University](#). UNE has established a solid process for collecting and evaluating

workshop with assessment specialist Linda Suskie, attended by over 85 faculty, professional staff, and administrators.

In last year's report, the UAC also recommended enhancing assessment of student learning by collecting

Observations

One of the new questions on the current assessment report asked programs for the goals or benchmarks of their reported learning outcomes and the extent to which those goals have been reached. A remarkable 95% of the program reports state the goals or benchmarks for at least one of their learning outcomes. Eighty-three percent (83%) report meeting or exceeding those goals; 50% report not meeting them. The UAC finds 83% impressive, yet it raises the question as to whether the goals and benchmarks were challenging enough for students. The UAC seeks to foster a culture of assessment that ensures faculty can uphold a rigorous learning environment while knowing they will not face punitive measures if those outcomes are not met. For those programs that have reached or exceeded their goals, program directors should consider the possibility of setting higher benchmarks, or more rigorous learning outcomes or curriculum, for the upcoming year to challenge the program and

- 2b. Continue to grow the collection of alumni data. Data from recent and past graduates can provide insight into the value of former students' education, their gained skills, and their satisfaction of learning in their field of study and with UNE support services.
- 3b. To further advance the university-wide assessment system, the UAC would like to see academic programs assess all of their learning outcomes within the full program review cycle. For programs without specialized accreditation, program reviews take place

APPENDIX I:

Westbrook College of Health Professions (WCHP):

The WCHP faculty discussed the University's assessment process during the All-College retreat in August 2016. Adrienne McAuley, Assistant Clinical Professor, Department of Physical Therapy and UAC member, presented an overview of the assessment process. This PowerPoint

DMD program was granted the accreditation status of “approval without reporting requirements.”

Improved assessment of overall competency by implementing the Student Progress Review (SPR), a recurring, structured assessment used to evaluate a student’s overall progress in multiple domains. SPRs are formative in nature throughout students’ third and fourth years and summative in nature in the semester prior to graduation (implemented fall 2016; reviewed and modified May 2017).

Implemented Clinical Skills Assessment (CSA) completion goals for the Class of 2018 to ensure readiness for community-based externship rotations and on-time graduation (summer 2016).

Implemented the Clinical Care Feedback (CCF) form and associated reports in axiUm to provide students with formative faculty feedback around key competency domains (communication, professionalism, procedure quality, etc.) on a daily basis (spring 2017; faculty calibration session fall 2017).

Created a more structured curriculum to support and cultivate the development of professionalism and incorporated it into all 11 semesters of the DMD program. The Professional Development course grade includes an assessment of professionalism, to which Course Directors for all CDM courses can contribute feedback for each student (summer 2016).

Implemented a comprehensive Curriculum Content Survey to collect information related to the curriculum content and assessments in each course. Survey responses will be used for curriculum mapping and curriculum review and evaluation by the Academic Affairs Committee (fall 2016; data collection ongoing).

Implemented a Course/Exercise Addition or Modification Proposal Form for faculty to submit ideas for new courses or modifications of existing courses to the Academic Affairs Committee. This includes requests to add or remove Simulation Skills Assessments (SSAs) or Clinical Skills Assessments (CSAs) (fall 2016).

For more information, contact:

Prior to the CODA site visit in April 2017, a copy of the self-study was emailed to all faculty, giving them the opportunity to review the College's Outcomes Assessment Plan. In addition, the CDM held a faculty and staff orientation session prior to the site visit, during which important aspects of our program, including assessment, were reviewed. 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.

College of Pharmacy (COP):

Similar to last year, the COP undertook several assessment-related activities and assessment training in AY 2016-2017.

The program gathered data for the Overall Evaluation Plan for the second year in a row. The Overall Evaluation Plan contains a mix of programmatic, curricular, and student learning assessment.

Results were reviewed by the Assessment and Evaluation (A&E) Committee from July-September and a few recommendations were made to the college's executive committee. Some of these recommendations will be built into charges for committees for AY 2017-18.

The Student Learning Outcomes assessment plan was devised by the Assessment and Evaluation Committee to measure our programmatic outcomes for the new curriculum. This was approved by the faculty in August 2017. A co-curricular plan was also designed for the college during the last year and it was just recently approved by the faculty.

For the new curriculum, standardized rubrics were finalized and are now being used in the new curriculum beginning with this fall. In order to train faculty on the use of the Reflective Writing Rubric and to minimize interrater reliability issues, the college invited two faculty from COM to do a training session in summer 2017.

This summer the college participated in three national surveys that provide the college with data to assess its effectiveness – AACCP Curriculum Quality Surveys for graduating students, faculty, and alumni. The data from the surveys will be analyzed in AY 2017-18.

College of Osteopathic Medicine (COM):

The COM Curriculum Advisory Committee reviews assessment findings, including COMPLEX pass rates, as well as residency match statistics, and concludes that our graduates are prepared for residency training and continued professional development. The results of COMPLEX Level 1 (ranked 12 out of 30 schools based on performance), Level 2 PE (ranked 13th out of 30 schools), and Level 3 licensing exams (ranked 8th out of 29 schools), exceed the national pass rate. The graduating students (Class of 2017) had 100% match rate for Graduate Medical Education (GME) programs.

Some first year students struggle with academic success in an integrated curriculum. These students are being identified earlier and given resources to adapt their learning styles to the integrated curriculum. We have collected some early evidence to show that identifying and

supporting these incoming students improves performance on comprehensive block and systems exams, compared to similar students from previous academic years. We will continue to monitor student performance, utilizing all assessment tools as indicated. Continuous review of this process ensures appropriate delivery of curriculum and fulfillment of stated mission. Based on our findings, we have altered our academic classroom schedule to incorporate assigned National Board reviews and Clinical Clerkship preparation assignments in year two.

Based on review of emerging national standards for entering residency, research and professionalism components were added to the OMK course structures (they were present in other courses) and we enhanced our evidence-based medicine content of the curriculum. These were assessed through attendance at research symposia, reflective writing, research poster presentations, interaction with peer groups and patient simulation activities, and questions on comprehensive or system exams.

Based on our goals to improve COMLEX 1 pass rates, we initiated having our second year osteopathic medical students take the Comprehensive Osteopathic Medical Self-Assessment Examinations (COMSAE) as a benchmark earlier in the academic year (December) from the previous academic year (January-February).

In an effort to improve assessments in the 3rd and 4th clerkship years, core clerkship syllabi were reviewed, updated, and edited. The clerkship evaluation assessment tool: Evaluation of Medical Student Competency, was modified to be consistent with Osteopathic Clinical Skills and Osteopathic Medical Knowledge courses by utilizing the standard nomenclature of

Ethical Reasoning and Practice

The CGPS programs have committed to assessing student mastery of the skills related to these values throughout their disciplinary curricula. This year's assessment efforts examined the introductory course or courses of each program to establish which Core Values were already being assessed through substantial student work, and what the student mastery levels were in each Value.

Complementing the overarching structure of the College Core Academic Values, the academic programs created an assessment working group to focus assessment efforts and to share best practices and successful strategies relating to student learning and assessment. The supportive and collegial nature of the working group allowed all CGPS programs to engage with highly granular assessment data that allowed each to develop sophisticated and data-supported action plans for improving student learning in these introductory courses. Through this team-based approach, CGPS is able to capitalize on its existing skill and experience with assessment to increase its assessment effectiveness across the board.

The assessment working group is also beginning an accelerated assessment cycle that examines assessment data twice each academic year. Given the robust direct and indirect assessment data available through the CGPS information and support infrastructure, this more frequent schedule will allow CGPS to detect and address challenges to student mastery as they arise, and will also

Division of Student Affairs:

Following a restructure in January of 2016, the Division of Students Affairs began an intentional and focused approach to improve the student experience through its assessment processes. First, the Division participated in a retreat to define core values and clarify its mission in preparation for adapting focused learning outcomes and reexamination of assessment processes. Each unit then attended an April 2017 workshop, led by UAC and OIRA representatives Margy Moremen and Jennifer Mandel, to learn about steps of an assessment process, understand best practices for writing learning outcomes, and brainstorm ideas for those learning outcomes by recording the skills and values they want students to develop in their programs. The following month, each Student Affairs' unit met with assessment specialist Linda Suskie individually to discuss the drafts of their learning outcomes, receive input on their assessment practices, and gather ideas on ways to measure those outcomes. These unit outcomes will align with the Division of Student Affairs' outcomes.

The five established units within the Division submitted an annual assessment report. Those include: (1) First Year Experience; (2) Student Activities & Organizations, Outdoor Recreation, Orientation, Health & Wellness, and Leadership; (3) Intercultural Student Engagement; (4) Housing and Residential/Commuter Life; and (5) Graduate and Professional Student Affairs. Under its new leadership, Student Conduct will begin to complete an annual assessment report next year.

Each unit is at various stages in their assessment process.

As a relatively new office, First Year Experience began from the ground up by developing its learning outcomes, direct and indirect measures, benchmarks, and the actions it plans to take to improve student learning for three first year Living Learning Communities.

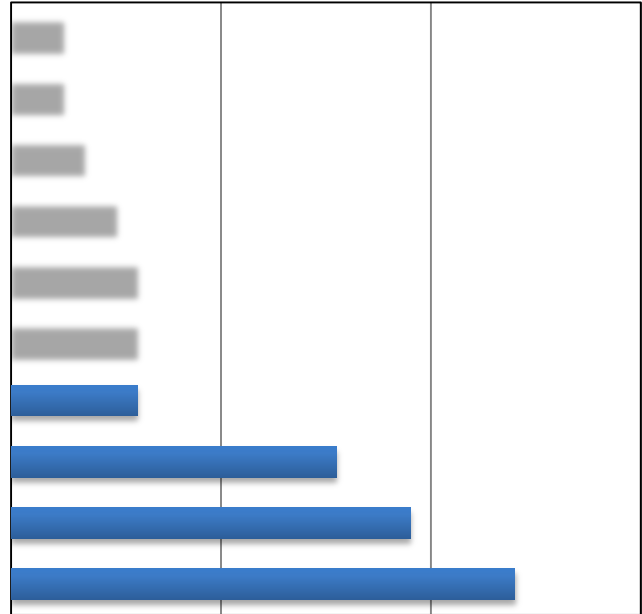
Student Activities & Organizations, Outdoor Recreation, Orientation, Health & Wellness, and Leadership began to develop its learning outcomes as a whole and each entity within this unit took a number of steps toward improvement. Some examples include utilizing satisfaction and assessment data to improve Orientation and the Dirigo Leadership Retreat; implementing assessment measures for Orientation Leader Training; developing a four-year signature event plan and a student organization handbook; writing learning outcomes for the pre-orientation Trailblazer and Leader and Sophomore Scholars programs; and tracking usage of the Fitness Center.

Although the Office of Intercultural Student Engagement has clearly defined learning outcomes for the Diversity Leadership Certificate (DLC), it is in the process of revising its existing assessment measures for this program. Currently, the DLC has in place direct measures, including a final reflection paper and scenarios/role-playing activities.

Housing and Residential/Commuter Life has clearly established its learning outcomes and benchmarks, has articulated plans to improve student learning, and seeks to refine its measures. Examples of this include adding more questions to the Campus Life Survey, tracking attendance at events, and increasing utilization of existing training and assessment tools.

Like the Student Affairs units on the Biddeford campus, Graduate and Professional Student

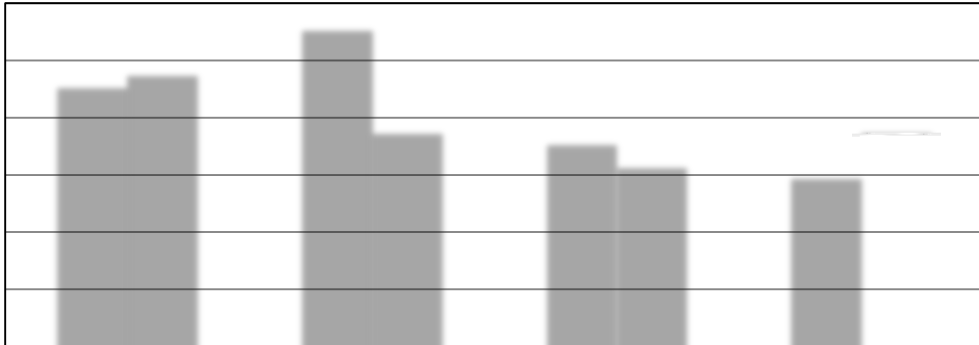
**APPENDIX II:
TABLES OF AY 2016-17 ASSESSMENT DATA**



Other responses mentioned in the program reports include: identify benchmarks; check syllabi for learning outcomes; better report assessment data; and meet regularly to collaborate on the assessment process.

Other direct measures mentioned in the program reports include: lab exercises; training modules; and self-assessments with faculty evaluations.

Other



Other responses mentioned in the AY 2016-17 program reports include: remediation support; more lab space; hire more full-time faculty; and need better way of collecting and analyzing data.

**APPENDIX III:
UPDATE ON PROGRAM REVIEWS, AY 2016-17**

Over the last year, in response to feedback from the Deans and programs, the UAC has created two academic program review procedures and guidebooks from the previous one: a process for programs without specialized accreditation and a process for programs with specialized accreditation.