- quantify, aggregate, and analyze student learning assessment data;
- appraise educational effectiveness, using assessment data, at the university;
- appraise and advance the effectiveness of the university-wide assessment system;
- make data-informed recommendations to the university on actions needed to advance student learning; and
- make student learning assessment   transparent to students, faculty, professional staff, administrators, and the broader UNE community.

To achieve those ends, the UAC comprises faculty, administrators, and professional staff members   -curricular divisions and support offices who are involved in assessment in their respective areas and/or have been recommended for the role by their dean, vice president, or director. The UAC also includes ex officio members from the p   office and reports to that office.

For brevity, this handbook uses the word   -   varied areas that support, enhance, and enrich the student experience and function within, intersect with, and extend beyond the academic curriculum.   -curricular also includes   By definition, co-curricular activities tend to operate outside of academic areas, but connect to or complement the academic curriculum. Extracurricular activities generally operate as part of campus life, but are not necessarily connected to the curriculum. But f   -curricular and extracurricular activities as part of the broader co-curricular experience.

Moreover, the university oftentimes uses programs and services, and student support services and student engagement to denote co-curricular functions. For instance, the UAC has titled its annual report for these areas the   Services Assessment of Student Learning Report. But from Student Affairs to Athletics, and Library Services to the academic centers and institutes, many of these divisions serve and bridge co-curricular, extracurricular, and academic curricula. Thus, regardless of the terms, the UAC understands these areas play an important role in supporting, enhancing, and advancing student learning, and ardently supports these areas in assessing student learning.

At the time of th   update, representatives from the following academic colleges, co-curricular divisions, and support offices make up the UAC:
- College of Arts and Sciences
- College of Dental Medicine
- College of Osteopathic Medicine
- College of Professional Studies/UNE Online
- Westbrook College of Health Professions
- Division of Student Affairs
- Library Services
- Center for Excellence in Teaching and Learning
- Office of Institutional Research and Data Analytics
- Office of Assessment
- Office of the Provost

B. UAC Member Duties and Responsibilities

UAC members play an important role in representing their academic college or co-curricular division. They provide their particular perspective and experiences to best advance a university assessment system that considers and involves all areas of the university. They communicate the practices and processes with their areas. They also ensure their college or division completes the annual and regular reporting processes in a meaningful way that advances student learning in their area. Committee members attend meetings, offer feedback, follow-up on assigned actions, and assist in fulfilling the mission, vision, and core values.

The associate director of assessment heads the UAC, and ensures the annual assessment reporting and regular program review processes are achieved. The associate director of assessment also acts as committee secretary, archiving (e.g., submitted reports, meeting agendas and minutes, and records of actions taken) in a central electronic university repository and providing access to those documents to all UAC members, deans, vice presidents, directors, the provost, associate provost for academic affairs, and the president.

Every year, the UAC prepares the *Report on the Status of Assessment and Quality of Educational Effectiveness at the University*, presents it to senior leaders and stakeholders in November, and distributes it to the UNE community. The depth and breadth of this annual report remain flexible as the report is shaped by the assessment data each year. But ultimately, aims to provide insight to decision makers who are responsible for curriculum, budget, and strategic planning. The UAC uses annual assessment data and other university-wide metrics to write the report and recommendations. p responses to those reports, visit this web page.)

C. The UAC's Mission, Vision, and Core Values
p
The UNE strategic plan, *Our World, Our Future*, and its mission, vision, and core values, provide a foundation for the UAC mission, vision, and core values.

Mission

The UAC advances the quality of academic and co-curricular education by enhancing, facilitating, and year. But ultimately

Core Values

Student Centeredness
UNE puts the aspirations, needs, and success of our students at the center of what we do; for this reason, the UAC centers the attainment of student learning outcomes in its assessment system and annual and regular reporting processes.

their annual reports, collected, analyzed, and reported on the data of all of their student learning outcomes.

While academic programs and co-curricular units assess student learning throughout the academic year, administrative leaders and units (e.g., deans, vice presidents, directors, the UAC, assessment office, and p   office) provide assessment support. They communicate with the units and programs on the annual assessment and regular program review processes, and provide guidance in furthering their units and programs assessment practices.

Thus, the annual process includes multiple layers of reporting, interface, and feedback as

and strategic plan.

Again, the three program review tracks are as follows:
- Three-
- Regular review for programs with specialized acc

- Leading or selecting someone to lead an assessment committee or working group in their program.
- Determining which of their student learning outcomes to assess each annual cycle, the appropriate assessment methods and measures to use to collect data, and the actions they should take based on their assessment results.
- Using assessment data for budgeting and planning.

Additionally, academic program leaders work with their college dean to identify the support they need to assess student learning in their area, such as:
- the time they require for assessment work;
- the professional development they need to deepen their and their faculty s assessment knowledge;
- the electronic platforms they count on for storing, sharing results, and discussing actions;
- the financial or course release support they need to carry out the work.

3. College Leaders

College-level leaders (e.g., deans and associate deans) play an important role in collaborating with their academic program leaders as well as their faculty and professional staff to support their and ensure their programs reporting cycle and undergo a regular program review.

College leaders facilitate assessment practices and further a culture of assessment in their college by, for example:
- Providing resources or tools to ensure their programs carry out assessment best practices.
- Tracking their programs data-informed curricular, programmatic, and pedagogical changes.
- Sharing assessment results and plans with their college on regular, dedicated times.
-

- Completing annual assessment report.

Thus, co-curricular professional staff are not expected to assess student learning in isolation in their activities, events, and programs. Assessment creates opportunities to collaborate with colleagues, talk about curriculum and pedagogy, find areas of strength and opportunity, and brainstorm ways to advance student learning.

2. Co-Curricular Unit Leaders

Co-curricular unit-level leaders (e.g., coordinators, assistant directors, and assistant deans) hold the primary responsibility of working with their professional staff to structure, facilitate, and carry out their assessment and , events, and programs, and complete their annual assessment report.

Their approach to facilitating assessment in their units and/or division might include:
- Providing support to and collaborating with unit and division professional staff on assessment practices.
- Ensuring the unit and/or division learning outcomes are assessable, clear, and current with professional standards.
- Mapping

role in collaborating with their unit-level leaders as well as their

Appendix B: Annual Assessment Reporting Communication Flow
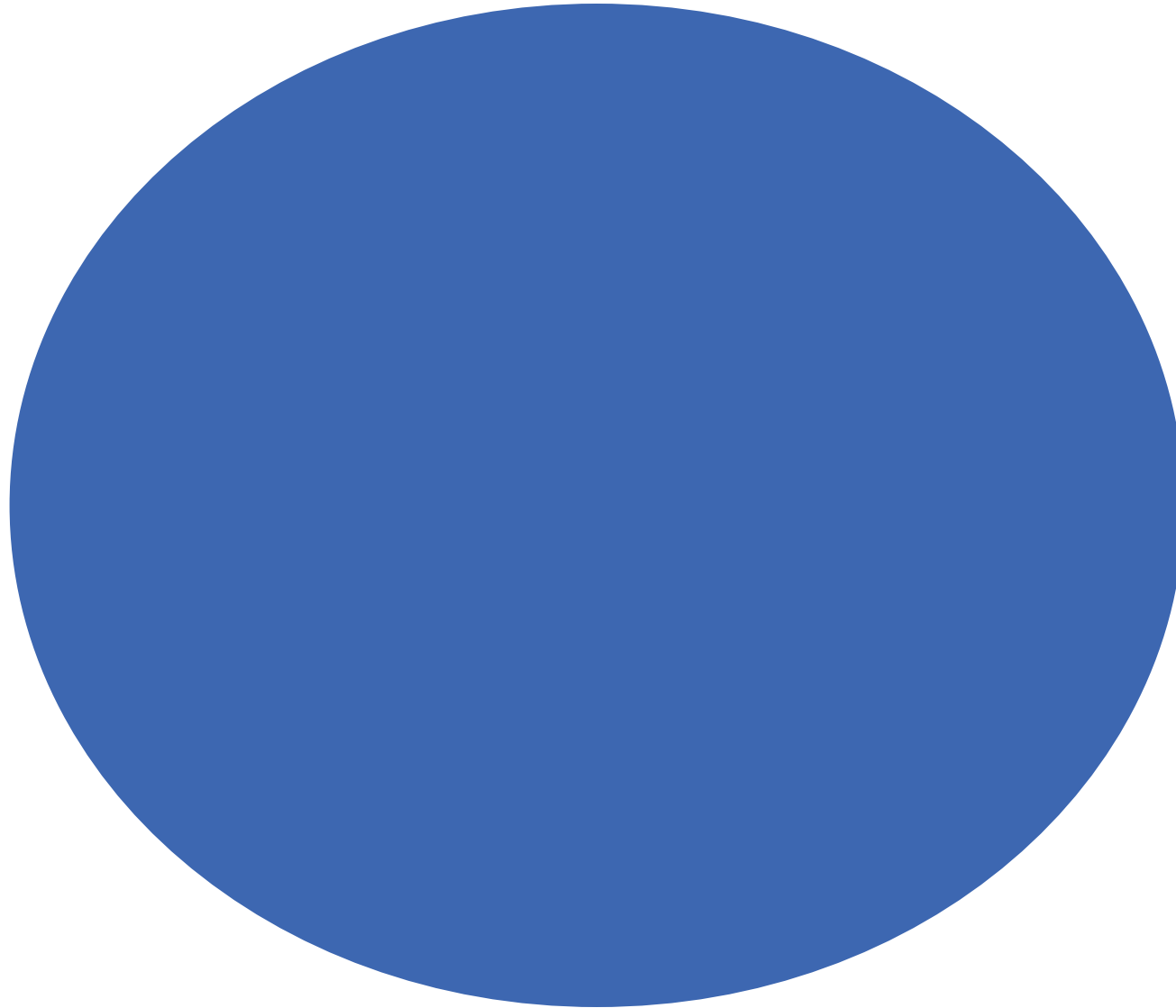
School/Department:

1) R

2) 2021-2022 REPORTING ON PROGRAM ASSESSMENT OF STUDENT LEARNING

Instructions: Select the most strategic or compelling learning outcomes that you reviewed this year, need to reflect on, and/or seek to help more students achieve, and complete the following questions. Report on no fewer than 2 outcomes assessed **this year**. Add rows as needed and copy table for each program/major.

Note: You should aim to assess all of your learning outcomes **within your program review**

(8) Was the benchmark met? (Please check one)		(9) What are the results?
Yes No Other (*Please describe the results in question 9*)		
(10) What actions will be taken as a result of the data/evidence to improve student learning?		

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(1) Program(s)/Major(s):
(2) Program Learning Outcome Being Assessed:
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, exam, etc.):
(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check one)
Introduced Learning Outcome   Reinforced Learning Outcome   Students Expected to be Proficient in Learning Outcome

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

| (8) Was the benchmark met? (Please check one)	(9) What are the results?
Yes No Other (	

Yes No Other (*Please describe the results in question 9*)	
(10) What actions will be taken as a result of the data/evidence to improve student learning?	

3) 2021-2022 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.

4) 2021-2022 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.
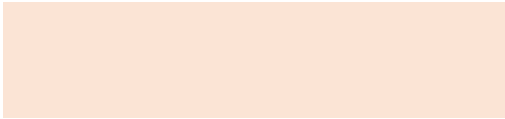
Division/Office:	
Unit(s)/Program(s)	

Due:	June 15, 2022

1) REFLECTIONS ON STUDENT LEARNING

Instructions: This section is meant to help you reflect on past actions you took in response to your student learning assessment data, and the extent to which those actions have resulted in improved student learning. Please report a few student learning outcomes you assessed in the past year or years prior, the actions you took, and the results of those actions in the table below. Then indicate, for question 2, what areas need further attention. (If you need a copy of your previous assessment reports, email Jen Mandel at jmandel2@une.edu)

1. Reflect on the actions you have taken in response to student learning assessment data and the results of those actions. Provide: (a) each student learning outcome you assessed; (b) the actions you took to improve student learning; and (c) the results of those actions as demonstrated in student learning. (Add rows, as needed)		
(a) *Student learning outcome*	*(b)* *Actions taken to improve student learning*	*(c)*

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

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

(1) Co-Curricular Unit:
(2) Unit Learning Outcome Being Assessed:
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., training pre-/post-tests, student written reflections, performance evaluations, etc.)
(4) At what stage was the measure(s) used to assess student learning? (Please check one)

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

(8) Was the benchmark met? (Please check one)	(9) What are the results?
Yes No Other (*Please describe the results in question 9*)	
(10) What actions will be taken as a result of the data/evidence to improve student learning?	

College or Division: Due: August 15, 2022

Note: Please reference   individual assessment reports from your college or division to answer the following questions. Feel free to include tables, charts, and/or attachments. For questions, contact a UAC member or the Office of the Provost. If you would like a copy of your previous assessment reports, email Jen Mandel at jmandel2@une.edu

1. What did assessment findings from this year reveal about the strengths in student learning in your college or division?
2. What did assessment findings from this year reveal about areas of student learning requiring special attention?
3. How are you planning to use the most significant or compelling assessment findings from this academic year?
4. In reflecting on your