

## UOAC Annual Report AY 2024-2025

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The primary goal of UOAC for the 24-25 Academic year was to provide strategies to assess learning outcomes 8 (global and cultural competence) and 9 (ethical behaviors) for the upcoming NECHE accreditation. The previous assessment identified these areas as lacking evaluation.

To accomplish this goal, we identified several possible tools that will be used to assess these learning outcomes. In the end, we found three main avenues to assess learning outcome 8 effectively:

- 1) The addition of the **Global Learning Topic Module to the National Survey of Student Engagement**. This survey is currently being administered to our students.
- 2) The addition of new, targeted questions about global competency to the **faculty assessment of the IQP and MQP**, and additional questions for the **student learning report for the IQP**.
- 3) A subset of questions from the **Global Engagement Survey** (GES) which is a pre and post survey provided to all of our students participating in the Global Project Program (approximately 90% of the student body).

The addition of questions to the IQP and MQP assessments has been approved by CAP, and all of the new questions have been added to the assessment matrix. Similarly, we identified questions from the GES and added a question to the IQP and MQP assessments to support the evaluation of learning outcome 9.

While we are confident that the tools identified can provide sufficient data for assessing these university learning outcomes, UOAC wants to **reaffirm our stance from last year that the university needs an assessment coordinator** to oversee the analysis of data from these various sources and effectively prepare for accreditation.

Looking towards the next academic year, UOAC is interested in supporting an initiative to map all undergraduate courses to university learning outcomes. In conducting this activity, the university will be able to identify the frequency at which department, program, and university-level learning outcomes are being addressed in classes across the curriculum. It will provide the university with an opportunity to identify specific areas or learning outcomes that may need more support in the curriculum to guide the development and approval of new courses at WPI.