

Office of the Provost & the University Assessment Committee

Resource for Completing an Annual Academic Program Assessment Report (with Examples)

Updated March 2023

This resource is intended to guide programs to complete their annual assessment report. It is not used to rate or grade the reports. It is meant to provide examples of comprehensive, data-informed answers that exemplify the kind of responses the UAC encourages. Developed responses—and thus a developed assessment process—that includes robust data can provide a program with information to thoughtfully analyze its offerings and make meaningful decisions, advocate for additional resources, and channel existing resources to areas that have a greater need to ultimately improve educational effectiveness.

Again, this resource is not used to rate or grade the annual assessment reports. But if you would like support in completing your report, or feedback on your completed report, contact Jen Mandel, Associate Director of Assessment (jmandel2@une.edu), or a [UAC member](#).

1) REFLECTIONS ON STUDENT LEARNING

1. Reflect on the actions your program has taken in response to student learning assessment data and the results of those actions. Provide: (a) each student learning outcome that your program assessed; (b) the data-informed actions that your program took to improve student learning; and (c) the results of those actions. (Add rows, as needed) <i>*Tip: Use the previous year's assessment report to complete Section 1.</i>	
	<p style="text-align: center;">(a) <i>Student learning outcome</i></p> <p style="text-align: center;">(b) <i>Actions taken to improve student learning</i></p> <p style="text-align: center;">(c) <i>Results of those actions aimed at improving student learning</i></p>
Definition	<p>Student learning outcome begins with one measurable verb, and then states the knowledge, skill level, and context in which successful students will achieve. The learning outcome also aligns with the curriculum and measures, and is easy to understand.</p> <p>Program reports specific actions to improve student learning (such as programmatic, curricular, and/or pedagogical changes) that were based on student learning data, compared to the benchmark, and aimed to directly improve student learning.</p> <p>Program reports observed changes in student learning that are based on the actions the program took from its student learning data.</p>

Example	<i>Communicate effectively in a professional setting through technical reports and presentations.</i>	<i>In the May department meeting, faculty discussed this year's findings that 75 percent of seniors achieved a grade of 85 percent or higher on their senior capstone, 10 percent under the benchmark. In response, the department reworked the curriculum map to reinforce writing throughout the program, assigned more formative essays in the first two years, and scaffolded the capstone throughout the entire senior year.</i>	<i>Compared to the previous two years, data from this academic year show 5 percent more first- and second-year students, the cohort affected by the curricular changes, earned an 85 percent or higher cumulative grade on their formative essays.</i>
2. What remains to be done or achieved?			
Definition	Program reports the action items that remain to be done or achieved that are based on student learning data, previous actions the program took, and its observed changes.		
Example	<i>While 5 percent more first- and second-year students earned a higher cumulative grade on their formative essays, the program does not yet know the cumulative effects of the curricular changes until this cohort reaches its senior year. Thus, the program will continue to collect data to see if it meets the benchmark.</i>		

2) 2022-2023 REPORTING ON PROGRAM ASSESSMENT OF STUDENT LEARNING

(1) Program(s)/Major(s):
Enter program/major here.
(2) Program Learning Outcome Being Assessed:

Def.	Student learning outcome begins with one measurable verb, and then states the knowledge, skill level, and context in which successful students will achieve. The learning outcome also aligns with the curriculum and measures, and is easy to understand.	
E.g.	<i>Draw from a variety of disciplinary theories, principles, and knowledge to help solve a problem.</i>	
(3) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, exam, etc.):		
Def.	Program reports an appropriate measure(s) that will help determine the extent to which students have met the stated learning outcome.	
E.g.	<i>Written reflection, graded using a rubric that includes criteria that are aligned to the learning outcome.</i>	
(4) At what stage in the program/major was the measure(s) used to assess student learning? (Please check all that apply)		
<input type="checkbox"/> Introduced learning outcome <input checked="" type="checkbox"/> Reinforced learning outcome <input type="checkbox"/> Students expected to be proficient in learning outcome		
(5) Direct or indirect measure		(6) What is the benchmark for the student learning outcome?
Def.	Program reports measure(s) as direct or indirect.	Program reports a two-part benchmark for the student learning outcome.
		(7) What is the: (a) sample size; and (b) participation rate of the data?
		(a) Program reports sample size (total number of students in the selected sample); and (b) participation rate (total number of students who completed the measure that aligns with the learning outcome)

E.g.	Direct	<i>85 percent of students will achieve 85 percent or higher for their written reflection on the rubric criteria that are aligned to the learning outcome.</i>	<i>Sample size: 20 (all graduating seniors) Participation rate: 16 (80%)</i>
(8) Was the benchmark met? (Please check one)		(9) What are the results?	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other		Def.	Program reports student learning assessment data that show the extent to which students met the benchmark.
<i>(Please describe the results in question 9)</i>		E.g.	<i>86 percent of students achieved 85 percent or higher for the written reflection on the rubric criteria that are aligned to the learning outcome.</i>
(10) What actions will be taken as a result of the data/evidence to improve student learning?			
Def.	Program reports actions it will take improve student learning that are aligned with the student learning outcome and the data and evidence.		
E.g.	<i>Because the program met the benchmark for the learning outcome, we have decided to raise the benchmark by 3 percentage points. The revised benchmark is as follows: 88 percent of students will achieve 85 percent or higher on their written reflection. We will continue with the same curriculum and collect data on the outcome for the next two years, while also assessing another learning outcome.</i>		

3) 2022-2023 ASSESSMENT SUMMARY & OUTLOOK

1. What did assessment findings from this year reveal about your program’s strengths in student learning?

Def.	Program reports student learning strengths (such as communication skills or discipline-based knowledge) that are grounded in assessment findings from this year.
E.g.	<i>Data from direct and indirect measures for the past two years consistently show most students achieving learning outcomes 1 (clinical practice) and 2 (critical thinking skills). Data from learning outcome 3 (communication) show that 4 percent more students this year, compared to last year, achieved the learning outcome, nearly reaching the benchmark.</i>
2. What did assessment findings from this year reveal about areas of student learning requiring special attention?	
Def.	Program reports student learning areas requiring special attention that are based on assessment findings from this year.
E.g.	<i>Data from learning outcome 4 (application of knowledge) remain below the established benchmark. The program needs to review that learning outcome, the curriculum map, and the measures, and consider adding more robust curricular materials and measures, to improve student achievement of the outcome.</i>
3. In reflecting on your assessment process , what worked well and what were the challenges? (e.g., in regards to learning outcomes, assessment measures, an assessment committee, etc.)	
Def.	Program reports its successes, its challenges, and the changes it will make to address those challenges in its assessment process.
E.g.	<i><u>Successes:</u> All of the program's faculty are engaged in discussions around assessment. This year, we created a rubric to assess all essays. <u>Challenges:</u> We need to establish benchmarks for all of the learning outcomes this coming academic year.</i>
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.) *Tip: Use your response as the basis for Section 1 of next year's assessment report.	

Def.	Program reports key actions it will take in the next academic year to advance student learning that are based on assessment findings from this year or past years.
E.g.	<i>To address learning outcome 4 (application of knowledge), the program will review the learning outcome and the curriculum map in the fall semester, and then in the spring semester, look at the curricular materials and measures and consider adding more learning activities to courses offered in the subsequent academic years.</i>
5. What assessment assistance, guidance, and resources would you find helpful in order to meet student learning needs in your program?	
Program reports assessment assistance, guidance, and resources that directly support student learning needs.	