

Resource for Completing an Annual Co-Curricular Unit Assessment Report (with Examples)

Updated February 2025

This resource is intended to guide co-curricular units to complete their annual assessment report. It is not used to rate or grade the reports.

The resource provides examples of both emerging and developed answers to the form's questions. Emerging examples illustrate a partial or incomplete response to the questions, while developed examples illustrate more 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 unit 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 programmatic and educational effectiveness.

Again, this resource is not used to rate or grade the annual assessment reports. 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 PROGRAMMATIC & EDUCATIONAL EFFECTIVENESS

<p>1. Reflect on: (a) 2-3 program goals and/or learning outcomes that your unit/program assessed in the past year and/or prior years; (b) the data-informed actions that your unit/program took; and (c) the data before, during, and after your unit/program implemented those actions. (Add rows, as needed) <i>*Tip: Use the previous year's assessment report to complete Section 1.</i></p>		
<p><i>(a) Program goal and/or student learning outcome (SLO)</i></p>	<p><i>(b) Actions taken to improve programmatic and/or educational effectiveness</i></p>	<p><i>(c) Data comparing before, during, and after those actions were taken to improve programmatic and/or educational effectiveness</i></p>

<p style="text-align: center;">Definitions</p>	<p>Program goal states the objective, criteria, and standard operational functions or student satisfaction rates that the co-curricular unit/program aims to achieve.</p> <p>Student learning outcome begins with one measurable verb, and then states the knowledge and skill level successful students will achieve and the context in which successful students will achieve it. The learning outcome also aligns with the program goals as well as the learning materials and measures, and is easy to understand.</p>	<p>Programmatic effectiveness: Unit reports specific actions to improve programmatic effectiveness (such as programmatic adaptations, needs assessment, changes to the methods used, or new collaborations with other areas) that were based on programmatic and/or educational effectiveness data, compared to the benchmark/key performance indicator, and aimed to directly improve the program.</p> <p>Educational effectiveness: Unit reports specific actions to improve student learning and growth (such as changes to the learning materials or measures used) that were based on programmatic and/or educational effectiveness data, compared to the benchmark/key performance indicator, and aimed to directly improve student learning and growth.</p>	<p>Programmatic effectiveness: Unit reports data on programmatic effectiveness that compare before, during, and after the actions the unit took.</p> <p>Educational effectiveness: Unit reports data on educational effectiveness (i.e., student learning) that compare before, during, and after the actions the unit took.</p>
<p style="text-align: center;">Programmatic Effectiveness Examples</p>	<p><i>Emerging example: Offer events to students.</i></p> <p><i>Developed example: Offer events four or more times a semester that bring together residential and commuter undergraduate students.</i></p>	<p><i>Emerging example: Unit increased the number of events it offered from two to four.</i></p> <p><i>Developed example: Of the undergraduate students who attended our events two years ago, 75 percent consisted of residential students and 25 percent consisted of commuter students. To increase commuter students' participation, we better promoted our events to the commuter student population in our weekly email newsletter, had a table in the Commons every month, and posted flyers around campus.</i></p>	<p><i>Emerging example: Compared to last year, 15 percent more commuter students in the spring semester attended the events.</i></p> <p><i>Developed example: Our outreach efforts worked. The percentage of undergraduate commuter students who attended the events increased from 25 percent two years ago, to 28 percent one year ago, to 30 percent this year.</i></p>

Educational Effectiveness Examples	<p><i>Emerging example: Function as a team member.</i></p> <p><i>Developed example: Reflect on your contributions to a team effort, your ability to accept other team members as resources, and your willingness to accept compromises, if needed, to achieve a team goal.</i></p>	<p><i>Emerging example: Unit revised its learning outcome to better explain the goal for students to understand the value of teamwork.</i></p> <p><i>Developed example: Based on the findings two years ago that 70 percent of students met the outcome, 10 percent under the benchmark, the unit clarified the language in its learning outcome and added to the training a group discussion on the value of teamwork and two team-building exercises, before assigning a two-minute paper.</i></p>	<p><i>Emerging example: Students seem more engaged with each other and are working together more on achieving their goals.</i></p> <p><i>Developed example: Compared to two years ago, when 70 percent of students met the outcome, we made curricular revisions that increased student learning. One year ago, 75 percent of students reflected in a two-minute paper on the value of working with a team to achieve a goal. This year, the percentage increased to 80 percent of students meeting the outcome, which is our benchmark.</i></p>
2. What remains to be done or achieved?			
Definition	Unit reports the action items that remain to be done or achieved that are based on programmatic and/or student learning assessment data, previous actions the unit took, and its observed changes.		
Programmatic Effectiveness Examples	<p><i>Emerging example: We are glad to see that more commuter students have participated in our events. We will continue with our newly implemented actions, and continue monitoring the participation rates of our events.</i></p> <p><i>Developed example: While the percentage of undergraduate commuter students who attended our events increased from 25 percent to 28 percent to 30 percent, we would still like to increase their participation. This coming year, we will set a benchmark on the percentage of commuter students we aim to reach. We plan to schedule more weekday events (such as a lunch time gathering) that they can attend while they are on campus. We will also hire a student worker to help us advertise our events more broadly by running a social media account.</i></p>		

Educational Effectiveness Examples	<p><i>Emerging example: Because our outcomes-based data continues to increase, and we met our benchmark, we will monitor the results over the next year to make sure we continue to meet the benchmark.</i></p> <p><i>Developed example: While our outcomes-based data increased, and we have met our 80 percent benchmark, we would like to now increase our benchmark. This coming year, we will discuss the percentage we want to increase our benchmark. To support more students in achieving the learning outcome, we will also add a roundtable discussion at the end of the team-building exercises and before the two-minute paper.</i></p>
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2) 2024-2025 REPORTING ON CO-CURRICULAR ASSESSMENT OF PROGRAMMATIC AND EDUCATIONAL EFFECTIVENESS

a) First program goal or student learning outcome being assessed – LEARNING OUTCOME

(1) Co-Curricular Unit:	
Enter co-curricular unit here.	
(2) Program Goal and/or Student Learning Outcome Being Assessed:	
Definition	<p>Student learning outcome begins with one measurable verb, and then states the knowledge and skill level successful students will achieve and the context in which successful students will achieve it. The learning outcome also aligns with the program goals as well as the learning materials and measures, and is easy to understand.</p>

Educational Effectiveness Examples	<p><i>Emerging example: Know how to be a good leader.</i></p>	<p><i>Developed example: Demonstrate effective leadership by guiding or assisting a student organization in achieving its goals.</i></p>
<p>(3) Select whether this is a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).</p>		
<p style="text-align: center;"> <input type="checkbox"/> Program goal <input checked="" type="checkbox"/> Student learning outcome (SLO) </p>		
<p>(4) Is this the first time this program goal/learning outcome is being assessed?</p>		
<p style="text-align: center;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other – Please explain: <i>(If no, please provide the longitudinal data in question 11 below.)</i> </p>		
<p>(5) List the measure(s) used to determine the extent to which your unit/program or the students have achieved the above goal or outcome. (Direct student learning measures can include pre-/post-tests, quick polls, student reflections, and performance evaluations. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, proctoring hours provided, retention rates, graduation rates, and surveys.)</p>		
Definition	<p>Unit reports an appropriate measure(s) to determine the extent to which the program and/or students have achieved the stated program goal or student learning outcome.</p>	

Educational Effectiveness Examples	<i>Emerging example: Conversations with students before and after their meetings and programs.</i>	<i>Developed example: Student club advisors' interviews with students that are assessed using an established set of questions and a rubric.</i>
(6) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)		
<p>Program goal: <input type="checkbox"/> Beginning of the academic year <input type="checkbox"/> Middle of the academic year <input type="checkbox"/> End of the academic year <input type="checkbox"/> Other (please indicate):</p> <p>Student academic level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate/Professional</p> <p>Student learning outcome: <input type="checkbox"/> Introduced learning outcome <input type="checkbox"/> Reinforced learning outcome <input checked="" type="checkbox"/> Students expected to be proficient in learning outcome</p>		
(7) Direct or indirect measure	(8) What is the benchmark for the program goal or student learning outcome?	(9) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)
Definitions	Unit correctly reports measure(s) as direct or indirect.	Unit reports a two-part goal/benchmark/key performance indicator for the student learning outcome. (a) Unit 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 program goal or learning outcome)

Educational Effectiveness Examples	<i>Emerging example: Indirect [incorrect –it is actually a direct measure]</i>	<i>Developed example: Direct</i>	<i>Emerging examples: All students will meet the student learning outcome. -or- 90 percent of students will meet the student learning outcome. -or- All students will know how to be a good leader.</i>	<i>Developed example: 90 percent of students will score an 85 percent or higher on the rubric.</i>	<i>Emerging example: Sample size: none stated Participation rate: 80 (85%)</i>	<i>Developed example: Sample size: 50 Participation rate: 38 (76%)</i>
(10) Was the benchmark met? (Please check one)						
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other <i>(Please describe the results in question 9)</i>						
(11) What are: (a) this year’s data, and (b) compared to previous years’ data?						
Definition	Co-curricular unit reports programmatic and/or student learning assessment data that show: (a) the extent to which the program and/or students met the benchmark this year, (b) compared to previous years’ data.					

Educational Effectiveness Examples	<p><i>Emerging example:</i> Most students know how to be a good leader.</p>	<p><i>Developed example:</i> This year, 90 percent of students scored 85 percent or higher on the rubric. These data compare to last year when 92 percent of students scored 85 percent or higher on the rubric, and two years ago when 91 percent of students scored 85 percent or higher on the rubric.</p>
(9) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?		
Definition	<p>Unit reports actions it will take to improve programmatic and/or educational effectiveness that are aligned with the program goal and/or student learning outcome and the data and evidence.</p>	
Educational Effectiveness Examples	<p><i>Emerging examples:</i></p> <p><i>None. Students met the benchmark.</i></p> <p><i>-or-</i></p> <p><i>The unit will continue its work in improving students' leadership skills.</i></p>	<p><i>Developed example:</i> Because the unit has now consistently met the benchmark for three consecutive years, we plan to create an indirect measure over the summer for the same outcome and implement it in the fall semester to compare the data.</p>

b) Second program goal or student learning outcome being assessed – PROGRAM GOAL

(1) Co-Curricular Unit:

Enter co-curricular unit here.			
(2) Program Goal and/or Student Learning Outcome Being Assessed:			
Definition	Program goal states the objective, criteria, and standard operational functions or student satisfaction rates that the co-curricular unit/program aims to achieve.		
Programmatic Effectiveness Examples	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;"><i>Emerging example: Improve appointment wait times.</i></td> <td style="width: 50%; padding: 5px;"><i>Developed example: Improve the time students need to wait for an appointment to meet with a specialist to one day maximum.</i></td> </tr> </table>	<i>Emerging example: Improve appointment wait times.</i>	<i>Developed example: Improve the time students need to wait for an appointment to meet with a specialist to one day maximum.</i>
<i>Emerging example: Improve appointment wait times.</i>	<i>Developed example: Improve the time students need to wait for an appointment to meet with a specialist to one day maximum.</i>		
(3) Select whether this is a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).			
<input checked="" type="checkbox"/> Program goal <input type="checkbox"/> Student learning outcome (SLO)			
(4) Is this the first time this program goal/learning outcome is being assessed?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other – Please explain: <i>(If no, please provide the longitudinal data in question 11 below.)</i>			

<p>(5) List the measure(s) used to determine the extent to which your unit/program or the students have achieved the above goal or outcome. (Direct student learning measures can include pre-/post-tests, quick polls, student reflections, and performance evaluations. Indirect student learning and programmatic measures can include cost per use data, number of students served, appointment wait time, proctoring hours provided, retention rates, graduation rates, and surveys.)</p>		
Definition	Unit reports an appropriate measure(s) to determine the extent to which the program and/or students have achieved the stated program goal or student learning outcome.	
Programmatic Effectiveness Examples	<p><i>Emerging example: Conversations with students before and after their appointments.</i></p>	<p><i>Developed example: Quantitative data from the appointment software tool that tracks the time students request an appointment to the time students meet with a specialist.</i></p>
<p>(6) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)</p>		
<p>Program goal: <input type="checkbox"/> Beginning of the academic year <input type="checkbox"/> Middle of the academic year <input type="checkbox"/> End of the academic year <input checked="" type="checkbox"/> Other (please indicate): Year-round</p> <p>Student academic level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate/Professional</p> <p>Student learning outcome: <input type="checkbox"/> Introduced learning outcome <input type="checkbox"/> Reinforced learning outcome <input type="checkbox"/> Students expected to be proficient in learning outcome</p>		
(7) Direct or indirect measure	(8) What is the benchmark for the program goal or student learning outcome?	(9) What is the: (a) sample size; and (b) participation rate of the data? (if applicable)

Definitions	Unit correctly reports measure(s) as direct or indirect.		Unit reports a two-part goal/benchmark/key performance indicator for the student learning outcome.		(a) Unit 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 program goal or learning outcome)	
Programmatic Effectiveness Examples	<i>Emerging example: Indirect [incorrect – it is actually a direct measure]</i>	<i>Developed example: Direct</i>	<i>Emerging examples: The unit will meet the program goal. -or- 85 percent of conversations with students before and after their appointments confirm the program has met the goal.</i>	<i>Developed example: 95 percent of the time students make an appointment, they have to wait one day or less to meet with a specialist.</i>	<i>Emerging example: Sample size: none stated Participation rate: N/A</i>	<i>Developed example: Sample size: Every appointment made this academic year. Participation rate: Every appointment made this academic year, whether or not students showed up for their appointment.</i>
(10) Was the benchmark met? (Please check one)						
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Other (Please describe the results in question 9)						
(11) What are: (a) this year’s data, and (b) compared to previous years’ data?						
Definition	Co-curricular unit reports programmatic and/or student learning assessment data that show: (a) the extent to which the program and/or students met the benchmark this year, (b) compared to previous years’ data.					

Programmatic Effectiveness Examples	<p><i>Emerging example:</i> <i>In conversations before or after each meeting this year, most students said they didn't have to wait too long for an appointment</i></p>	<p><i>Developed example:</i> <i>Based on the appointment wait time this year, 85 percent of the time students made an appointment, they had to wait one day or less to meet with a specialist. Put another way, 15 percent of the time, students had to wait more than one day to meet with a specialist.</i></p> <p><i>These data compare to one year ago, when 80 percent of the time students made an appointment, they had to wait one day or less to meet with a specialist. Two years ago, 75 percent of the time students made an appointment, they had to wait one day or less to meet with a specialist.</i></p>
<p>(9) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?</p>		
Definition	<p>Unit reports actions it will take to improve programmatic and/or educational effectiveness that are aligned with the program goal and/or student learning outcome and the data and evidence.</p>	
Programmatic Effectiveness Examples	<p><i>Emerging example:</i> <i>The unit will monitor the data and continue its work on meeting its program goal.</i></p>	<p><i>Developed example:</i> <i>Because the unit has not yet met its benchmark that 95 percent of the time students make an appointment, they have to wait one day or less to meet with a specialist, we will discuss our options for improving the results, reexamine our schedules, and consider requesting to hire a part-time specialist to meet the need.</i></p>

3) 2024-2025 ASSESSMENT SUMMARY & OUTLOOK

1. What did assessment findings from this year reveal about your unit’s strengths in programmatic and/or educational effectiveness?	
Definition	Unit reports programmatic and/or student learning strengths (such as teamwork or leadership) that are based on assessment findings from this year.
Programmatic Effectiveness Examples	<p><i>Emerging example: Unit provides students with the events they desire to socialize with their friends and meet other students.</i></p> <p><i>Developed example: Over the last three years, participation rates show that more commuter students are attending our events. Also, most students who make an appointment to meet with a specialist only need to wait, at maximum, one day for the meeting.</i></p>
Educational Effectiveness Examples	<p><i>Emerging example: Unit provides students with the support and tools they need to succeed in different aspects of their life.</i></p> <p><i>Developed example: Data from the indirect measures show most students achieving learning outcomes 1 (teamwork) and 2 (leadership). This year, we have mapped our learning outcomes to our programs and created more direct and indirect measures for learning outcomes 1 and 2 that we will implement next year.</i></p>
2. What did assessment findings from this year reveal about areas of programmatic and/or educational effectiveness requiring special attention?	

Definition	Unit reports programmatic and/or student learning areas requiring special attention that are based on assessment findings from this year.
Programmatic Effectiveness Examples	<p><i>Emerging example: Considering our low student commuter participation rate in events this academic year, we will discuss plans to improve student engagement.</i></p> <p><i>Developed example: While participation rates from this academic year show that residential students attend unit-sponsored events, we continue to see lower attendance from commuter students. Also, while fewer students have to wait more than one day to meet with a specialist, we would like to decrease that percentage further.</i></p>
Educational Effectiveness Examples	<p><i>Emerging example: Before we can collect and analyze data, we need to refine our learning outcomes and decide on direct and indirect measures.</i></p> <p><i>Developed example: While data show that those students assessed on learning outcome 3 (civic engagement) have met the benchmark, our response rate to the indirect survey remains around 20 percent. This summer, we plan to discuss ways to increase the response rate and implement those ideas in the next academic year.</i></p>
<p>3. Briefly discuss your assessment process. (a) Who is involved in, e.g., collecting and analyzing data, and deciding on and following up on the actions? (b) What about the process works well? What are the challenges?</p>	

Definition	Unit reports its successes, its challenges, and the changes it will make to address those challenges in its assessment process.
Programmatic Effectiveness Examples	<p><i>Emerging example: We meet monthly to discuss the strengths and areas for improvement in our assessment process.</i></p> <p><i>Developed example:</i></p> <p><i>(a) Our unit has an assessment committee that comprises a Chair who leads the meetings, and two professional staff who support data analysis and decision-making. The committee collects data from additional professional staff, and reports on those data and decisions to the unit director and in unit-wide meetings.</i></p> <p><i>(b) Successes: All of the unit’s professional staff are engaged in discussions around assessment. Challenges: It has been a challenge the last couple years with leadership transitions to collect longitudinal data and sustain the data-informed decisions that we have made.</i></p>
Educational Effectiveness Examples	<p><i>Emerging example: We need to build on the current assessment process we have put in place and support our professional staff to carry out that process.</i></p> <p><i>Developed example:</i></p> <p><i>(a) Our unit has an assessment committee that comprises a Chair who leads the meetings, and two professional staff who support data analysis and decision-making. The committee collects data from additional professional staff, and reports on those data and decisions to the unit director and in unit-wide meetings.</i></p> <p><i>(b) Successes: All of the unit’s professional staff are engaged in discussions around assessment. Challenges: It has been a challenge the last couple years with leadership transitions to collect longitudinal data and sustain the data-informed decisions that we have made.</i></p>
<p>4. What key actions do you plan to take in the next academic year to advance programmatic and/or educational effectiveness? (e.g., revise part of the unit’s assessment process, program goals, student learning outcomes, measures, offerings, promotional literature, etc.) *Tip: Use your response as the basis for Section 1 of next year’s assessment report.</p>	

Definition	Unit reports key actions it will take in the next academic year to advance programmatic and/or educational effectiveness that are based on assessment findings from this year or past years.
Programmatic Effectiveness Examples	<p><i>Emerging example: We need to review our program goals and align them with our student learning outcomes.</i></p> <p><i>Developed example: While the percentage of undergraduate commuter students who attended our events increased over the last three years, we would still like to increase their participation. This coming year, we will set a benchmark on the percentage of commuter students we aim to reach. We plan to schedule more weekday events (such as a lunch time gathering) that they can attend while they are on campus. We will also hire a student worker to help us advertise our events more broadly by running a social media account. Additionally, because the unit has not yet met its benchmark that 95 percent of the time students make an appointment, they have to wait one day or less to meet with a specialist, we will discuss our options for improving the results, reexamine our schedules, and consider requesting to hire a part-time specialist to meet the need.</i></p>
Educational Effectiveness Examples	<p><i>Emerging example: We plan to offer more programs that provide students with the opportunity to feel connected to their peers and the university.</i></p> <p><i>Developed example: While our outcomes-based data increased, and we have met our 80 percent benchmark, we would like to now increase our benchmark. This coming year, we will discuss the percentage we want to increase our benchmark. To support more students in achieving the learning outcome, we will also add a roundtable discussion at the end of the team-building exercises and before the two-minute paper. Additionally, because the unit has now consistently met the benchmark for three consecutive years on demonstrating effective leadership skills, we plan to create an indirect measure over the summer for the same outcome and implement it in the fall semester to compare the data.</i></p>
5. What assistance, guidance, and resources would you find helpful in order to meet programmatic and/or student learning needs in your unit?	
Unit reports assistance, guidance, and resources that directly support programmatic and/or student learning needs.	