

Office of the Provost & the University Assessment Committee

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

Updated March 2023

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. 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 PROGRAMMATIC & EDUCATIONAL EFFECTIVENESS

<p>1. Reflect on the actions your unit/program has taken in response to programmatic and/or student learning assessment data and the results of those actions. Provide: (a) each program goal and/or student learning outcome that your unit/program assessed; (b) the data-informed actions that your unit/program took to improve programmatic and/or educational effectiveness; 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>		
<p><i>(a) Program goal and/or student learning outcome</i></p>	<p><i>(b) Actions taken to improve programmatic and/or educational effectiveness</i></p>	<p><i>(c) Results of those actions aimed at improving programmatic and/or educational effectiveness</i></p>

Definitions	<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 observed changes in programmatic effectiveness that are based on the actions the unit took from its program goals data and/or student learning outcomes data.</p> <p>Educational effectiveness: Unit reports observed changes in educational effectiveness (i.e., student learning) that are based on the actions the unit took from its program goals data and/or student learning outcomes data.</p>
Programmatic Effectiveness Examples	<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.: Based on the data that, out of the undergraduate students who attended the fall semester activities, 75 percent consisted of residential students and 25 percent consisted of commuter students, we better promoted the spring semester events to the commuter student population.</i></p>	<p><i>Emerging example: More commuter students in the spring semester attended the events.</i></p> <p><i>Developed example: The percentage of undergraduate commuter students who attended the spring semester events increased from 25 percent to 30 percent.</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 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: 75 percent of students, 5 percent more than last year, and now 5 percent under the benchmark, reflected in a two-minute paper on the value of working with a team to achieve a goal.</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: Because more commuter students participated in the spring semester events, the unit will take no further actions except to continue monitoring the participation rates of future events.</i></p> <p><i>Developed example: While the percentage of undergraduate commuter students who attended the spring semester events increased from 25 percent to 30 percent, we plan to continue working to further increase that percentage by developing more promotional materials and advertising our events more broadly across the Biddeford and Portland campuses, and on social media. We will also discuss finding other ways to engage students in these events, and setting a benchmark for this program goal.</i></p>		

Educational Effectiveness Examples	<p><i>Emerging example: Unit aims to increase student involvement as it continues to revise the student learning outcome and decide on the direct and indirect measures.</i></p> <p><i>Developed example: While 75 percent of students, 5 percent more than last year, reflected on the value of working with a team to achieve a goal, the unit seeks to achieve its 80 percent benchmark and will add a roundtable discussion at the end of the team-building exercises and before the two-minute paper, and continue collecting data to see if that change worked.</i></p>
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2) 2022-2023 REPORTING ON CO-CURRICULAR ASSESSMENT OF PROGRAMMATIC AND EDUCATIONAL EFFECTIVENESS

(1) Co-Curricular Unit:	
Enter co-curricular unit here.	
(2) Program Goal and/or Student Learning Outcome Being Assessed:	
Definitions	<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>

Programmatic Effectiveness Examples	<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>
Educational Effectiveness Examples	<i>Emerging example: Know how to be a good leader.</i>	<i>Developed example: Demonstrate effective leadership by guiding or assisting a student organization in achieving its goals.</i>
<p>(3) 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, student written 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	<i>Emerging example: Conversations with students before and after their appointments.</i>	<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>
Educational Effectiveness Examples	<i>Emerging example: Conversations with students before and after their meetings and programs.</i>	<i>Developed example: Student survey with questions directly related to the student learning outcome.</i>
(4) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)		
<p>Program goal: <input checked="" type="checkbox"/> Beginning of the academic year <input type="checkbox"/> Middle of the academic year <input checked="" 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 checked="" type="checkbox"/> Reinforced learning outcome <input type="checkbox"/> Students expected to be proficient in learning outcome</p>		
(5) Direct or indirect measure	(6) What is the benchmark for the program goal or student learning outcome?	(7) 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:</i> <i>The unit will meet the program goal.</i> <i>-or-</i> <i>85 percent of conversations with students before and after their appointments confirm the program has met the goal.</i>	<i>Developed example:</i> <i>85 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:</i> <i>Sample size: none stated</i> <i>Participation rate: N/A</i>	<i>Developed example:</i> <i>Sample size: Every appointment made this academic year.</i> <i>Participation rate: N/A</i>
Educational Effectiveness Examples	<i>Emerging example: Direct [incorrect –it is actually an indirect measure]</i>	<i>Developed example: Indirect</i>	<i>Emerging examples:</i> <i>All students will meet the student learning outcome.</i> <i>-or-</i> <i>85 percent of students will meet the student learning outcome.</i> <i>-or-</i> <i>All students will know how to be a good leader.</i>	<i>Developed example:</i> <i>85 percent of students will answer either “strongly agree” or “agree” on survey questions 1-3, which ask about students’ club leadership experience.</i>	<i>Emerging example:</i> <i>Sample size: none stated</i> <i>Participation rate: 80 (85%)</i>	<i>Developed example:</i> <i>Sample size: 50</i> <i>Participation rate: 38 (76%)</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 <i>(Please describe the results in question 9)</i>		Unit reports programmatic and/or student learning assessment data that show the extent to which the program and/or students met the goal/benchmark/key performance indicator.		
		Programmatic Effectiveness Examples	<i>Emerging example: In informal conversations before or after each meeting, most students said they didn't have to wait too long for an appointment.</i>	<i>Developed example: Based on the appointment wait time data, 75 percent of the time students made an appointment, they had to wait one day or less to meet with a specialist. Put another way, 25 percent of the time, students had to wait more than one day to meet with a specialist.</i>
		Educational Effectiveness Examples	<i>Emerging example: Most students know how to be a good leader.</i>	<i>Developed example: 90 percent of students marked "strongly agree" or "agree" on survey questions 1-3.</i>
(9) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?				
Definition	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.			

Programmatic Effectiveness Examples	<p><i>Emerging examples:</i></p> <p><i>None. The program met the benchmark.</i></p> <p><i>-or-</i></p> <p><i>The unit will continue its work on meeting its program goal.</i></p>	<p><i>Developed example:</i></p> <p><i>Because the unit has not yet met its benchmark that 85 percent of the time students had made an appointment, they had 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 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></p> <p><i>Because the unit exceeded the outcome's benchmark on an indirect measure, we plan to add a direct measure next year for the same outcome to compare the data. We will create the direct measure over the summer and implement it in the fall semester.</i></p>

3) 2022-2023 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Programmatic Effectiveness Examples</p>	<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: Participation rates this academic year show that residential students regularly attend unit-sponsored events, most of which are hosted on the weekends, which encourage students to remain on campus and stay connected to the university. 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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Educational Effectiveness Examples</p>	<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 direct measures for learning outcomes 1 and 2 that we will implement next year.</i></p>
<p>2. What did assessment findings from this year reveal about areas of programmatic and/or educational effectiveness requiring special attention?</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Definition</p>	<p>Unit reports programmatic and/or student learning areas requiring special attention that are based on assessment findings from this year.</p>

<p>Programmatic Effectiveness Examples</p>	<p><i>Emerging example: Considering our low student 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 low attendance from commuter students. To engage more commuter students, we plan to schedule more weekday events (such as a lunch time gathering) that they can attend while they are on campus, set up a table in the Ripich Commons to connect with them, and brainstorm other ways to involve them in campus life.</i></p>
<p>Educational Effectiveness Examples</p>	<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. In reflecting on your <u>assessment process</u>, what worked well and what were the challenges? (e.g., in regards to program goals, student learning outcomes, assessment measures, an assessment committee, etc.)</p>	
<p>Definition</p>	<p>Unit reports its successes, its challenges, and the changes it will make to address those challenges in its assessment process.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Programmatic Effectiveness Examples</p>	<p><i>Emerging example: We have increased our program offerings, and maintained a short wait time most students need to wait for an appointment.</i></p> <p><i>Developed example:</i> <i><u>Successes:</u> Over the last two years, we have collected and analyzed data on our first program goal (Offer events four or more times a semester that bring together residential and commuter students), and made changes that has put us on a path toward meeting our benchmark.</i> <i><u>Challenges:</u> We now want to focus on improving our second program goal (Improve the time students need to wait for an appointment to meet with a specialist to one day maximum).</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Educational Effectiveness Examples</p>	<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> <i><u>Successes:</u> We have collected an excellent response rate (65 percent) on a direct measure (a pre-/post-test) of the residential student population.</i> <i><u>Challenges:</u> We struggle with assessing the commuter student population. This summer, we will decide on the best measure to implement and most effective ways to communicate to commuter students to complete the assessment.</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>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Definition</p>	<p>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.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Programmatic Effectiveness Examples</p>	<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.: Over the next academic year, we will work on improving the effectiveness of program goals one and two. For the first program goal (Offer events four or more times a semester that bring together undergraduate residential and commuter students), we aim to increase the commuter students' participation rate by developing more promotional materials and advertising our events more broadly across the Biddeford and Portland campuses, and on social media. We will also discuss finding other ways to engage students in these events, and setting a benchmark for this program goal. For our second program goal (Sustain the time students need to wait for an appointment to meet with a specialist to one day maximum), we will discuss our options for improving wait time for all students, reexamine our schedules, and consider requesting to hire a part-time specialist to meet the need.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Educational Effectiveness Examples</p>	<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: We will implement and begin collecting data on our newly created direct measures for learning outcomes 1 (teamwork) and 2 (leadership). To increase our response rate to the indirect survey that measures learning outcome 3 (civic engagement), over the summer, we plan to discuss ways to increase the response rate and implement those ideas in the next academic year. This summer, we will also decide on a measure to assess the commuter population and discuss effective ways to communicate to them to complete the assessment.</i></p>
<p>5. What assistance, guidance, and resources would you find helpful in order to meet programmatic and/or student learning needs in your unit?</p>	
<p>Unit reports assistance, guidance, and resources that directly support programmatic and/or student learning needs.</p>	