



Office of Assessment

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

Updated February 2025

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 University Assessment Committee (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. 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

Definition	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.	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.	Program reports data on student learning that compare before, during, and after the actions the program took.
[REDACTED]	in a gh entations.	<i>Two years ago, the faculty discussed its 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>We won't see results of the curricular changes on seniors for two more years. But we are seeing improvements on the SLO from the first cohort who had more writing instruction. In their first year, 75 percent of this cohort achieved 85 percent or higher on the assessment that introduced the SLO. In their second year, 78 percent achieved 85 percent or higher on the assessment that reinforced the SLO.</i>

2. What remains to be done or achieved?

2) 2024-2025 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) Is this the first time this learning outcome is being assessed?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Other ó Please explain: <i>(If no, please provide the longitudinal data in question 10 below.)</i>	
(4) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, essay,	

(5) 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 type="checkbox"/> Reinforced learning outcome <input checked="" type="checkbox"/> Students expected to be proficient in learning outcome		
(6) Direct or indirect measure		(7) 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.
E.g.	<i>Direct</i>	<i>85 percent of seniors will achieve 85 percent or higher for their case study on the rubric criteria that are aligned to the SLO.</i>
(8) 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)		
(9) Was the benchmark met? (Please check one)		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Other		
(10) What are: (c) the extent to which students met the benchmark this year, (b) compared to other years?		
Def.	Program reports student learning assessment data that show: (a) the extent to which students met the benchmark this year, (b) compared to other years.	

E.g.

(a) This year, 86 percent of seniors achieved 85 percent or higher for the case study on the rubric criteria when the faculty expected student proficiency of the SLO in the curriculum. (b) These data compare to last year when 85 percent of seniors

Def. Program reports student learning areas requiring special attention

5.