

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

Updated January 2026

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 LEARNING

1. Reflect on: (a) 2-3 program-level learning outcomes that your program assessed in the past year and/or prior years; (b) the data-informed actions that your program took; and (c) the data before, during, and after your program implemented those actions. (Add rows, as needed)

**Tip: Use the previous year's assessment report to complete Section 1.*

<i>(a) Student learning outcome</i>	<i>(b) Actions taken to improve student learning</i>	<i>(c) Data comparing before, during, and after those actions were taken to improve student learning</i>
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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.
Example	<i>Communicate effectively in a professional setting through technical reports and presentations.</i>	<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?			
Def.	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.		
E.g.	<i>While 3 percent more of second-year students in this cohort earned 85 percent or higher on their assessment that reinforced the SLO, the program does not yet know the cumulative effects of the curricular changes until this cohort reaches its senior year. Thus, we will continue to collect data when we reinforce the SLO in the cohort's third year, and expect student proficiency in the cohort's fourth year. We will also compare the data of the next cohort of students to ensure the curricular changes are sustainable, and remind faculty in department meetings to continue implementing those curricular changes.</i>		

2) 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?	
(4) If this learning outcome has been assessed before: (a) What year was it last assessed? (b) What year was it last reported on? (These can be two different years.)	
<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>	
(a) 2024-25, (a) 2024-25	
(5) List the measure(s) used to determine if students have achieved the above outcome (e.g., capstone project, portfolio, essay, 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>Case study, graded using a rubric that includes criteria that are aligned to the learning outcome.</i>

(6) 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			
(7) Direct or indirect measure		(8) What is the benchmark for the student learning outcome?	(9) What is the: (a) sample size; and (b) participation rate of the data?
Def.	Program reports measure(s) as direct or indirect.	Program reports a two-part benchmark for the student learning outcome.	(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.	<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>	<i>Sample size: 20 (all graduating seniors) Participation rate: 16 (80%)</i>
(10) Was the benchmark met? (Please check one)			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other			
(11) What are: (a) this year's data, and (b) compared to previous years' data?			
Def.	Program reports student learning assessment data that show: (a) the extent to which students met the benchmark this year, (b) compared to previous years' data.		

E.g.	<i>(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 achieved 85 percent or higher on the same case study when the faculty expected student proficiency of the SLO, two years ago when 83 percent of seniors achieved 85 percent or higher on the same case study, and three years ago when 82 percent of seniors achieved 85 percent or higher.</i>
(12) 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 SLO two consecutive years, we have decided to raise the benchmark by 3 percentage points. The revised benchmark is as follows: 88 percent of seniors will achieve 85 percent or higher on their case study when the faculty expect student proficiency of the SLO in the curriculum. We will continue with the same curriculum and measure, and collect data on the SLO for the next two years of senior classes, while also assessing another learning outcome.</i>

3) 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. 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?	
Def.	Program reports: (a) its faculty and professional staff who take part in program's assessment process, and (b) its successes and its challenges.
E.g.	<i>(a) Our program has an assessment committee that comprises a Chair who leads the meetings, and three faculty who support data analysis and decision-making. The committee collects data from additional faculty on the SLOs that the program identified to assess on the curriculum map, and reports on those data and decisions to the program director and in department-wide meetings. (b) Successes: All of the program's faculty are engaged in discussions around assessment. This year, we created a rubric to assess all essays. Challenges: 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.