UNIVERSITY OF
NEW ENGLAND

FOR A HEALTHIER PLANET INNOVATION

*Office of Assessment*

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

*Updated February 2025*

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| **Definitions** | **Program goal** states the objective, criteria, and standard operational functions or student satisfaction rates that the co-curricular unit/program aims to achieve.<br><br>**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. | **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.<br><br>**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. | **Programmatic effectiveness** Unit reports data on programmatic effectiveness that compare before, during, and after the actions the unit took.<br><br>**Educational effectiveness** Unit reports data on educational effectiveness (i.e., student learning) that compare before, during, and after the actions the unit took. |
| **Programmatic Effectiveness Examples** | *Emerging example: Offer events to students.*<br><br>*Developed example: Offer events four or more times a semester that bring together residential and commuter undergraduate students.* | *Emerging example: Unit increased the number of events it offered from two to four.*<br><br>*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.* | *Emerging example: Compared to last year, 15 percent more commuter students in the spring semester attended the events.*<br><br>*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.* |

*Emerging example: Function as a team member.*

*Developed example: Reflect on your*

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| Educational Effectiveness Examples | *Emerging example: Know how to be a good leader.* | *Developed example: Demonstrate effective leadership by guiding or assisting a student organization in achieving its goals.* |

**(3) Select whether this is a program goal (aimed at programmatic effectiveness) or a student learning outcome (aimed at educational effectiveness).**

Program goal
Student learning outcome (SLO)

**(4) Is this the first time this program goal/learning outcome is being assessed?**

Yes    No    Other – Please explain:
*(If no, please provide the longitudinal data in question 11 below.)*

**(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.)

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| 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. |

| Educational Effectiveness Examples | *Emerging example: Conversations with students before and after their meetings and programs.* | *Developed example: Student club advisors' interviews with students that are assessed using an established set of questions and a rubric.* |
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**(6) At what stage was the measure(s) used to assess programmatic and/or educational effectiveness? (Please check all that apply)**

Program goal:

Beginning of the academic year    Middle of the academic year    End of the academic year    Other (please indicate):

Student academic level:
Undergraduate    Graduate/Professional

Student learning outcome:

Introduced learning outcome    Reinforced learning outcome    Students expected to be proficient in learning outcome

| (7) Direct or indirect measure | (8) What is the benchmark for the program goal or student learning outcome? | |
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*Educational Effectiveness Examples*

*Emerging example: Indirect [incorrect –it is actually a direct measure]*

*Developed example: Direct*

*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 gos6dis a(ct)-2.6 ( )04356256.8 3/ Td[7613.38 0 Td(.)Tj0.239 0 Td( )TjEMC /P /AM5ID 14BDC 0.002 Tc -0.002 228*

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| Educational Effectiveness Examples | *Emerging example:*<br>*Most students know how to be a good leader.* | *Developed example:*<br>*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.* |

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| | **(9) What actions will be taken as a result of the data/evidence to improve programmatic and/or educational effectiveness?** |

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| 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. t-1.k( )Tj t-1.k( )Tj it (hl)-2.6 s.98 0 Td1 ev Tm(U)9.6 (n)5351it evelJ0.0059 |

Resource for Completing an Annual Co-Curricular Unit

(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.

| 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) |
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Programmatic Effectiveness Examples

*Emerging example:*

# 3) 2024-2025 Assessment Summary & Outlook

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| **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** | *Emerging example: Unit provides students with the events they desire to socialize with their friends and meet other students.*<br><br>*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.* |
| **Educational Effectiveness Examples** | *Emerging example: Unit provides students with the support and tools they need to succeed in different aspects of their life.*<br><br>*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.* |
| **2.** What did assessment findings from this year reveal about areas of programmatic and/or educational effectiveness requiring special attention? | |

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| Definition | Unit reports programmatic and/or student learning areas requiring special attention that are based on assessment findings from this year. |
| Programmatic Effectiveness Examples | *Emerging example: Considering our low student commuter participation rate in events this academic year, we will discuss plans to improve student engagement.*<br><br>*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.* |
| Educational Effectiveness Examples | *Emerging example: Before we can collect and analyze data, we need to refine our learning outcomes and decide on direct and indirect measures.*<br><br>*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.* |

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?

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| **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** | *Emerging example: We need to review our program goals and align them with our student learning outcomes.*<br><br>*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* |