

Illustrative Term-End Partnership Summary

Please read first.

This sample demonstrates a proposed reporting format. Names, institutions, participation figures, outcomes, and project results are fictional examples and should not be interpreted as results achieved by GradPlanHQ or a partner institution.

Each partnership agreement will specify its reporting fields, permissions, timing, and deliverables. Data-handling, privacy, and institutional requirements will be reviewed during partnership planning.

Term-End Partnership Summary

Sample report — this is the format we hand every faculty partner in the two weeks after the final session.

Institution	Sample State University
Course	LDR 340: Leadership in Practice (service-learning designated)
Instructor	Dr. A. Rivera
Term	Fall 2026 • 14 weeks
Community partner	GradPlanHQ (PeerTakes project pattern)
Partner contact hours	5 hours of direct instruction + planning

1. Participation

Attendance and completion at the student level, plus the totals your office usually needs in aggregate.

Measure	Count	Rate	Week
Students enrolled	24	—	—
Attended kickoff session	23	96%	Wk 3
Attended midpoint session	22	92%	Wk 8
Presented at showcase	24	100%	Wk 13
Submitted a project brief	24	100%	Wk 5
Completed a proof artifact	22	92%	Wk 13
Opted into the post-course session	9	38%	Wk 15

Direct partner contact: 4 hours of class time per student, plus 1 planning hour with the instructor. Total community-engaged contact hours across the cohort: 92.

2. Artifacts produced

Every artifact is something the student keeps and can show. Counts here are what your reporting needs; the appendix lists them by team with links.

Artifact	Count	What it is
Project briefs	24	One per student: goal, strategy, asset inventory, audience, measure of done.
Peer mentoring sessions delivered	11	Zoom sessions run by students for 4 partner high schools.
Advisory-period video modules	6	Produced for state-mandated advisor/advisee time; adopted by 2 districts.
Written reflections	24	STAR-format, used as the interview story and the resume line.
Showcase presentations	8 teams	Recorded; instructor holds copies for assessment.
Public-facing posts	17	Student-authored LinkedIn or portfolio entries naming the course.

Reach, where the project had an external audience: 4 school districts, 11 zip codes, 318 younger students served.

3. Skills practiced

Mapped to AAC&U Essential Learning Outcomes so the language drops straight into HIP tracking. Evidence column names where the skill was observable, not self-reported.

Skill	AAC&U outcome area	Evidence from the term
Critical thinking	Intellectual & practical skills	Reframed the project after midpoint data showed the original audience wasn't the one with the need.
Coordination	Intellectual & practical skills	Scheduled and ran sessions across four external schools with adult gatekeepers.
Persuasion	Intellectual & practical skills	Secured principal and counselor buy-in without instructor intervention.
Follow-through	Personal & social responsibility	92% delivered a finished artifact against a fixed showcase date.
Teamwork	Intellectual & practical skills	Eight teams self-assigned roles and resolved scope disputes in the midpoint session.
Ethical decision-making	Personal & social responsibility	Handled minors' media consent and data collection with district rules.

4. Reporting language you can reuse

Copy-and-paste blocks written in the vocabulary of the surveys, so nobody has to translate our report into yours.

HIP / AAC&U tracking

LDR 340 met the criteria for a service-learning high-impact practice in Fall 2026: sustained community partner involvement (5 contact hours across 3 class sessions plus instructor planning), a substantive project addressing an identified community need, public demonstration of results, and structured reflection. 24 of 24 students participated; 22 completed a public-facing artifact.

NSSE follow-up items this course speaks to

- Participated in a community-based project as part of a regular course.
- Worked with other students on course projects or assignments.
- Connected learning to societal problems or issues.
- Explained course material to one or more students.

5. What we'd change next term

Written plainly, because a partnership that repeats has to get better each time.

- Move the planning session two weeks earlier so district approvals aren't the week-five bottleneck.
- Add a 20-minute scoping check between kickoff and midpoint for teams with external partners.
- Give teams the consent paperwork on day one rather than when they need it.

Appendix A: artifact index by team (titles, links, and permissions) — attached separately.

Appendix B: anonymized student reflections, if the instructor requests them.