**ANNUAL PROGRAM ASSESSMENT TEMPLATE**

**Revised: August 2022**

Nota bene: The terms goals, learning outcomes, and outcomes are all used interchangeably. They represent what you expect students to know and be able to do once they complete the program.

**Instructions**

Please use this worksheet to provide details of your departmental plan to assess whether students are meeting program learning outcomes. Each major degree program (BA / BS / MA / MS / PhD, etc.) must be assessed individually. In situations where a program offers a BS and a BA or a BA and a BFA, both programs must be assessed individually (although shared components of the assessment may be combined). Consider this a working document.

To begin, select three to five **key** program **Learning Outcomes** or goals that you expect students to achieve by the end of the program, and add them to column 1. Then, write a description of how each learning outcome will be assessed (**Assessment Plan),** including information about the assignments used to assess the goal; how the assignments relate to the goal; and when the assignments will be administered (semester, year, and time during the semester).

As each learning outcome is assessed, fill in the **Assessment Findings**, **Interpretation of Findings**, and **Action Plan** columns. The last column, **Reflection on Action Plan,** may be completed the year following the implementation of the proposed action plan.

Send the completed template to [assess@gwu.edu](mailto:assess@gwu.edu). Include any supplementary documents (e.g., exam questions, rubrics, project assignments) related to the assessment.

**Please fill out the information below.**

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| Department / Unit: |  | Program being assessed: |  | Degree: |  |
| Assessment year: |  | Primary mode of delivery  (classroom-based, online, hybrid, virtual): |  | Department chair: |  |

**Assessment contact for program**

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| Name: |  | Position: |  | Email: |  |
| Worksheet Completed by: |  | Date: |  |  |  |

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| **Student Learning**  **Outcome** | **Assessment Plan**   * *Provide two measures (measure A and measure B) that you are using to determine if students have achieved the program learning outcome.* * *Provide a detailed description of the measures and include as an attachment.* * *Explain how this measure relates to the learning outcome.* * *Provide information about when measures were administered (e.g., beginning, middle, or end of semester).* * *Provide acceptable target (e.g., average score of 80%).* | **Assessment Findings**     * *Provide the total number of students assessed.* * *Provide the distribution of scores for each measure.* * *Attach rubric or questions and answer key as appropriate.*   ***Examples:***   * *X% of students earned an A, X% earned a B, X% earned a C and X% earned a D/F.* * *X% of students earned a High Pass, X% earned a Pass, X% earned a Bare Pass and X% earned a Fail.* * *X% of graduates passed the qualifying exam(s).* | **Interpretation of Findings**  ***Questions to consider:***   * *What does the data tell you about what and how well students are achieving the learning outcome for the program? Was the acceptable target met?* * *In what areas do students have difficulty? In what areas are students excelling?* * *How does the timing of the assessment (e.g., Year Two) affect your interpretation of findings?* * *Provide any additional comments about your interpretation.* | **Action Plan**  ***Questions to consider****:*   * *What changes will you make based on the information you collected to improve student learning?* * *If you are satisfied with your results, to what do you attribute students’ success?* * *Is there another measure that would more appropriately measure this learning outcome?* * *If you reported an action plan in previous years, how successful has it been in improving student learning?* | **Implementation of and Reflection on Action Plan**  ***Questions to consider:***   * *What changes did you make to the program to address the outcomes in which students were having difficulty?* * *Have these changes been effective in improving student learning? Why or why not?* * *If you implemented an action plan in previous year(s), how successful was it in improving student learning?* * *Are there other changes you plan to make to improve student learning? How will you know if they are effective?* |
| **1.** | **Measure 1.A.** (*must be a direct measure*) *Examples include scores on capstone experiences, comprehensive exams, or other written work, presentation, or performance using a rubric.* | | | | |
|  |  |  |  |  |
| **Measure 1.B.** (*may be a direct or indirect measure*) *Examples include student ratings of their knowledge and skills; reflections on what they learned in a program using graduation surveys; job placements.* | | | | |
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| **2.** | **Measure 2.A.** (*must be a direct measure*) *Examples include scores on capstone experiences, comprehensive exams, or other written work, presentation, or performance using a rubric.* | | | | |
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| **3.** | **Measure 3.A.** (*must be a direct measure*) *Examples include scores on capstone experiences, comprehensive exams, or other written work, presentation, or performance using a rubric.* | | | | |
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| **4.** | **Measure 4.A.** (*must be a direct measure*) *Examples include scores on capstone experiences, comprehensive exams, or other written work, presentation, or performance using a rubric.* | | | | |
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| **Measure 4.B.** (*may be a direct or indirect measure*) *Examples include student ratings of their knowledge and skills; reflections on what they learned in a program using graduation surveys; job placements.* | | | | |
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| **5.** | **Measure 5.A**.(*must be a direct measure*) *Examples include scores on capstone experiences, comprehensive exams, or other written work, presentation, or performance using a rubric.* | | | | |
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