

ANNUAL PROGRAM ASSESSMENT TEMPLATE

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 and/or course.

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, 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.

As each learning outcome is assessed, fill in the **Assessment Findings**, **Interpretation of Findings**, and **Action Plan** columns. Then send the completed template to assess@gwu.edu. Include any supplementary documents (e.g., exam questions, rubrics, surveys, project assignments) related to the assessment.

General Information

Academic Year: _____

Primary mode of delivery (classroom-based, online, hybrid, remote): _____

Department / Unit: _____

Primary campus location: _____

Program: _____

Degree earned: _____

Assessment contact for program

Name: _____

Position: _____

Email: _____

Worksheet Completed by: _____

Date: _____

Student Learning Outcome	Assessment Plan	Assessment Findings	Interpretation of Findings	Action Plan
	<ul style="list-style-type: none"> Provide two measures (measure A and measure B) that you are using to determine if students have achieved the G-PAC learning outcome. Provide a detailed description of the measures. 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%). 	<ul style="list-style-type: none"> Provide the total number of students assessed. Provide the distribution of scores for each measure. Attach rubric or questions and answer key as appropriate. <p>Examples:</p> <ul style="list-style-type: none"> 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 were placed in tenure-track positions. 	<p>Questions to consider:</p> <ul style="list-style-type: none"> 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. 	<p>Questions to consider:</p> <ul style="list-style-type: none"> 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?
1.	<p align="center">Measure A (must be direct)</p> <p align="center"><i>Examples of Direct Measures: scores on capstone presentations and/or papers, comprehensive exams, pre-post test scores, or scores on exam questions.</i></p>			
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