# 2025-2026 Gen Ed Abbreviated Assessment Planning and Reporting

The goal of this template is to guide general education and transfer degree subject areas in programmatic assessment. You will use this form to complete the questions and save for your own records. Email Sarah Jacobs (sjacobs@clark.edu) if you have any questions or would like feedback on your plan.

*GenEd Discipline / Subject Area Name*:
*Person filling out this report*:

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| **Fall Term Planning – 1. Develop/Review Plan** | **Spring Term - Reporting** **Not Due Until June 2026** |
| **Assignment (choose 1)** | **General Education Competency and Learning Outcome****(choose 1)** | **Target** | **Results** | **Use of Data** | **Timeline and Follow-up** |
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| Think of an assignment/assessment which:1. Aligns well with the program learning outcome above
2. Aligns well with one of the General Education Competencies

Provide a ~**3 sentence description of the assignment** and how it's being assessed. | To which General Education **competency and specific outcome** does your assignment align? (See [Clark College’s General Education Competencies](https://www.clark.edu/tlc/outcome_assessment/gened-outcome-competencies-handout.pdf))If your assignment doesn’t align to any, consider choosing a different assignment. | What is the **target/goal** (i.e. how do you expect students to perform on this assignment?) Examples include: 80% of students should earn a C or better, all students will earn a 70% or better on the assignment, all students will earn a score of meets benchmark.In an ideal world, 100% of students would pass the related assessment to show they have attained this program outcome. In reality, this does not happen, so setting a reasonable target for success works best. |  |  |  |
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| *Food and your Health, HLTH 100, Food insecurity assignment – students visit food pantry, see statistics of who patronizes food pantries. Discuss as a class afterwards how to normalize that any one of us could experience food insecurity at any time.* | *Gen Ed Competency: Problem-Solving**Learning outcome: Accurately define a problem.* | *75% of students articulate the problem of the stigma surrounding use of food pantries and strategies to reduce the stigma. This is evaluated using a discussion checklist.* |  |  |  |
| *[Enter your assignment description here]* | [Enter the aligned GenEd Competency and Learning Outcome here] | [Enter your target here] | TBD – Spring 2026 |