# 2025-2026 Programmatic Assessment Planning and Reporting

The goal of this template is to guide programs in programmatic assessment, and to assess general education competencies where possible. For each Program Learning Outcome, provide the requested information, use your plan to assess student learning, and bring what information you have to Outcomes Assessment Day in Spring 2026. Email Sarah Jacobs ([sjacobs@clark.edu](mailto:sjacobs@clark.edu)) if you have any questions or would like feedback on your plan.

## Program information

Program Name:  
Person filling out this report:

## Planning for assessment

The goal of this section is for faculty to make a plan to describe how assessment planning happens for your departments and/or programs. This informs the campus community on what resources and collaborations might be needed, or already exist. In your department or program, how do faculty plan for assessment, whether that be course, program, or other types of assessment? How often do you talk about it? Does it happen formally or informally? If you engage other stakeholders (like students, staff, alumni, business partners, etc.), describe how you engage those groups.

[Enter response here.]

## Planning and Reporting on program learning outcomes

***For Fall*** (no required submission, but feel free to send to [Sarah Jacobs](mailto:sjacobs@clark.edu) for feedback)- In this section, you will list ***each*** of your program learning outcomes - see [catalog](https://catalog.clark.edu/academic-plans/) if you’re not sure what your program learning outcomes are, ignore the ones marked “(GE)”. For each program learning outcome (one per table), you will describe at least one assessment/assignment which helps you know whether students have attained that program learning outcome. Then, among program faculty, decide which general education competency the assignment/assessment best aligns (if any), and set an appropriate target for success

***For Spring*** (due in June each year) – After identifying and delivering the assignments/assessments which help you measure your program outcomes, you will report on what you found when you analyzed the results of the assessment/assignment. Please note, you should be reporting on your program specific learning outcomes, not course outcomes, or general education competencies or outcomes. Thinking about last year's assessment report, do you have any new data, changes, or follow up to share? You can report a follow up to last year’s submission or something completely new.

(Paste as many of the below sections as you need to report on all of your program learning outcomes).

### Instructions and Examples

In the following table, instructions and examples are given to show how to fill out the form.

#### **Nursing Example Program Learning Outcome:** “Teamwork and Interprofessional Collaboration: Model effective communication within the healthcare team.”

#### **Graphic Design Example Program Learning Outcome:** “Recognize and apply foundational art theory.”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term Planning – 1. Develop/Review Plan** | | | **Spring Term - Reporting** **Not Due Until June 2026** | | |
| **Assignment that Aligns to this Program Learning Outcome** | **General Education Competency and Outcome that Aligns to the Assignment** | **Target Baseline for Program Learning Outcome** | **Results** | **Use of Data** | **Timeline and Follow-up** |
| **Instructions:** | | | | | |
| 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. |  |  |  |
| **Examples:** | | | | | |
| ***NURS 110: Teamwork Reflection, accompanies the Group Patient Presentation Project.***  *The students work as a group to create problem-based care plans and a presentation based on a patient they cared for in the clinical setting. One of the deliverables is a reflection on their teamwork. It is assessed using a rubric in Canvas. The assessment and rubric are aligned to the end of program student learning outcome (EPSLO) Teamwork and Interprofessional Collaboration.*  *Scores on the reflection are used to determine the student’s score on the Learning Mastery Gradebook scale (see attached document).* | *Gen Ed Competency: Communication* *Learning Outcome: Apply communication skills and concepts to real-world situations.* | *85% of students will earn 5/5 on the Learning Mastery Gradebook Rubric.* |  |  |  |
| ***ART174 Typography I*** - ***Redesign Unsuccessful Logo/Wordmark***  *Collect multiple existing unsuccessful wordmarks based on discussions in design studio and typography courses. From your collection, select one unsuccessful wordmark to redesign. Research the company thoroughly to understand your client’s objectives, messaging, and target audience. Redesign the wordmark keeping research in mind. Follow the steps of the design process discussed creating sketches, rough wordmarks, as well as develop and refine three wordmarks that clearly succeed in communicating the client’s objectives and messaging.* | *Gen Ed Competency: Problem-Solving*  *Learning outcome: Accurately define a problem.* | *90% of students should earn a B/80% or better.* |  |  |  |

Now that you have identified the specific assignment you will use to assess both the Program Learning outcome, and the General Education Outcome, describe your plan for assessment. The more specific you make your plan, the easier it is going to be to act on over the year.

|  |  |  |
| --- | --- | --- |
| Term | Program Learning Outcome Assessment Tasks | General Education Outcome Assessment Tasks |
| Fall 2025 |  |  |
| Winter 2026 |  |  |
| Spring 2026 |  |  |

### Paste as many of the tables below as you need to plan for each of your program learning outcomes.

### Program Learning Outcome 1

#### Program Learning Outcome: [Paste Program Learning Outcome 1 here]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term Planning – 1. Develop/Review Plan** | | | **Spring Term - Reporting** **Not Due Until June 2026** | | |
| **Assignment that Aligns to this Program Learning Outcome** | **General Education Competency and Outcome that Aligns to the Assignment** | **Target Baseline for Program Learning Outcome** | **Results** | **Use of Data** | **Timeline and Follow-up** |
| **Instructions:** | | | | | |
| 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, note that, or 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. |  |  |  |
| [ENTER YOUR ASSIGNMENT DESCRIPTION HERE] | [ENTER YOUR GEN ED ALIGNMENT HERE] | [ENTER YOUR TARGET HERE] | TBD – Spring 2026 | | |

Now that you have identified the specific assignment you will use to assess both the Program Learning outcome, and the General Education Outcome, describe your plan for assessment. The more specific you make your plan, the easier it is going to be to act on over the year.

|  |  |  |
| --- | --- | --- |
| Term | Program Learning Outcome Assessment Tasks | General Education Outcome Assessment Tasks |
| Fall 2025 |  |  |
| Winter 2026 |  |  |
| Spring 2026 |  |  |

### Program Learning Outcome 2

#### Program Learning Outcome: [Paste Program Learning Outcome 2 here]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term Planning – 1. Develop/Review Plan** | | | **Spring Term - Reporting** **Not Due Until June 2026** | | |
| **Assignment that Aligns to this Program Learning Outcome** | **General Education Competency and Outcome that Aligns to the Assignment** | **Target Baseline for Program Learning Outcome** | **Results** | **Use of Data** | **Timeline and Follow-up** |
| **Instructions:** | | | | | |
| 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, note that, or 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. |  |  |  |
| [ENTER YOUR ASSIGNMENT DESCRIPTION HERE] | [ENTER YOUR GEN ED ALIGNMENT HERE] | [ENTER YOUR TARGET HERE] | TBD – Spring 2026 | | |

Now that you have identified the specific assignment you will use to assess both the Program Learning outcome, and the General Education Outcome, describe your plan for assessment. The more specific you make your plan, the easier it is going to be to act on over the year.

|  |  |  |
| --- | --- | --- |
| Term | Program Learning Outcome Assessment Tasks | General Education Outcome Assessment Tasks |
| Fall 2025 |  |  |
| Winter 2026 |  |  |
| Spring 2026 |  |  |

### Program Learning Outcome 3

#### Program Learning Outcome: [Paste Program Learning Outcome 3 here]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall Term Planning – 1. Develop/Review Plan** | | | **Spring Term - Reporting** **Not Due Until June 2026** | | |
| **Assignment that Aligns to this Program Learning Outcome** | **General Education Competency and Outcome that Aligns to the Assignment** | **Target Baseline for Program Learning Outcome** | **Results** | **Use of Data** | **Timeline and Follow-up** |
| **Instructions:** | | | | | |
| 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, note that, or 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. |  |  |  |
| [ENTER YOUR ASSIGNMENT DESCRIPTION HERE] | [ENTER YOUR GEN ED ALIGNMENT HERE] | [ENTER YOUR TARGET HERE] | TBD – Spring 2026 | | |

Now that you have identified the specific assignment you will use to assess both the Program Learning outcome, and the General Education Outcome, describe your plan for assessment. The more specific you make your plan, the easier it is going to be to act on over the year.

|  |  |  |
| --- | --- | --- |
| Term | Program Learning Outcome Assessment Tasks | General Education Outcome Assessment Tasks |
| Fall 2025 |  |  |
| Winter 2026 |  |  |
| Spring 2026 |  |  |

### Keep pasting tables here, one for each of your program learning outcomes.