

2026 Annual Academic Assessment Report: Program Assessment

Instructions for filling out this Annual Academic Assessment Report (AAAR):

Welcome to your 2026 AAAR.

This assessment report should include the elements below. These questions are embedded in the report sections.

WHAT – What are students expected to learn?

WHERE/WHEN – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals?

HOW – How did you measure the outcome you are reporting on? How do program faculty know (what is the evidence) that students are learning what they expect them to?

SO, WHAT – What were the findings, what action will be taken based on the findings? How do faculty review the assessment activity findings to determine if students are meeting expectations and identify ways to improve the program, if necessary?

- Your 2026 Annual Academic Assessment Report should focus on 1-2 PLOs in an academic program you did NOT assess in 2023, 2024, or 2025.
- If you only have one program in your academic unit, please report on assessing a different PLO than was report on in 2023-25, OR assessing the same PLO at a different developmental level than you reported on before for that PLO.
- When you provide a curriculum map, you are required to use the template provided. The template is linked in the Qualtrics form.
- You will be required to include an assessment plan for assessing all PLOs in the program you are reporting in 2026. You are required to use the template provided in the Qualtrics form.

Front matter:

Your name, level of program being reported on (Graduate or Undergraduate)

College/School/Institute (select from dropdowns)

Department/Area (as applicable, select from dropdowns)

Program (select from dropdowns)

WHAT/WHERE/WHEN

[Resources to refresh your memory about PLOs and Curriculum Mapping](#)

1a. Please attach your **Curriculum Map** corresponding to the assessed program here.
(upload)

Please provide the complete text for all of your program's PLOs in the curriculum map.

The Curriculum Map should display the interaction between learning outcomes and degree/major program courses (e.g., each learning outcome has its own column, and each course has its own row in a matrix fashion). Please use [this template](#). *If you already use another file type, please ensure the information provided is the same as what is requested in the template provided.* Please rename and save the file with your program name before uploading.

The critical piece is that your map should describe the **relationship between your courses and your outcomes**. The map can include learning experiences such as internships, if they are aligned with a PLO. The map should indicate where in the curriculum the course contributes to each of the PLOs. Courses may contribute to multiple learning outcomes. Please indicate the level (as defined by your unit) at which the course/learning experience addresses the outcome, preferably with a system that indicates the opportunity for students to experience the PLO *developmentally*, some examples below:

A= Attained; R= Reinforced; M= Mastered

I= Introduced, R=Reinforced; E= Emphasized

I= Introduced, D=Developing; M= Mastered
I= Introduced; P=Practiced; D=Demonstrated
(F) = Formal Feedback w Graded work and rubric

1b. Please attach your **Assessment Plan** below. The assessment plan should indicate how and when each of the PLOs will be assessed. The assessment plan must indicate at **minimum**: the title and course name for courses where assessment will take place, **include at least one direct, embedded assessment for each PLO**, describe what the assessment is (e.g., quiz, exam, assignment, essay), include the year and semester and course (where applicable) when each assessment will take place. Please use this [template](#).

2a. Please share the first PLO you are reporting on this year:

2b. Please share the second PLO you are reporting on this year (if applicable):

HOW

[Resources to refresh your memory about Assessment Strategies](#)

3. Indicate below a single learning activity (artifact) that was chosen to assess how your students demonstrate their learning aligned with the PLO provided in item 2. Note: a survey is not a learning activity.

- Exams
- Quizzes
- Presentations
- Group assignments
- Writing assignments
- Portfolios
- Other learning activities

Upload applicable tools (i.e., rubric, benchmarks) used in the evaluation of student learning.

4. Please describe the artifact of learning indicated in question 3 in detail including the following information:

- A) identify the course(s) in which they were collected.
- B) describe how the student artifacts correspond to the PLO assessed (i.e., if the PLO refers to analysis, the artifact collected should allow for that behavior to be demonstrated)
- C) indicate the # of students that were assessed.

HOW

5. What were the quantitative results of the assessment of the learning outcome(s)? Include a brief but specific summary of the results including the percentage of students who met the criteria (benchmarks) for the assessment.

SO WHAT?

6. How do you interpret these results? What do the data tell you regarding strengths or learning gaps in curriculum or pedagogy? In other words, how does the result from question 5 tell you about how effectively your students are learning?

SO WHAT?

[**Resources to refresh your memory about Using Data to Inform Your Program**](#)

7a. Considering the results described in item 6. above, how specifically have you decided to use these findings to improve teaching and learning in your program? Please select from

the options below. You may select all that apply.

- Change course content
- Change course sequence(s)
- Develop new courses
- Delete courses
- Make changes in frequency or scheduling of course offerings
- Modify teaching techniques
- Make improvements in use of technology
- Change prerequisites
- Other: _____
- Modify student learning outcomes
- Explore new artifacts of student learning
- Change your evaluation process
- Change your evaluation tools (e.g., rubrics)
- Change data collection methods
- Change frequency of data collection
- Other: _____

7b. Please elaborate on the actions you indicated in 7a. If no changes are being made, please explain why.

7c. When and how did your program faculty (please identify) share and discuss the results and findings from this cycle of assessment (e.g., meetings with academic unit stakeholders)?

SO WHAT?

8a. Since 2023, generalizable process-specific feedback has been provided to the report author on all assessment reports submitted, to be shared with all program leaders. What is at least one instance of how your academic unit has incorporated process-specific feedback you received on your previous (2022-2025) assessment reports?

8b. How do you plan to (or continue to) use the feedback provided on assessment reports moving forward?

9. (optional) If there is any other assessment work you have engaged in during the 2025-2026 academic year that you would like to share with us, please upload a summary of that work below.