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1. Program Information

College:	
Department:	
Program Title:	
Degree Type:	BA or BSc
Program Coordinator:	
PMT Members:	
Reporting Year:	
Reporting Date:	

2. Program Assessment Plan (PAP)

Five Years Assessment plan:

The five-year assessment plan is outlined below. In the initial year (2026–2027), half of program learning outcomes will be assessed, as this marks the launch and formal adoption of the program assessment strategy documented in this report. For subsequent years, certain PLOs are selected for assessment in each year.

	2026-2027	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**
PLO 1					
PLO 2					
PLO 3					
PLO 4					
PLO 5					
PLO 6					

PLO 7					
PLO 8					

2026-2027 Assessment plan:

List all Program Learning Outcomes and indicate whether each was assessed this year.

PLO Code	PLO Description	Assessed This Year (Yes/No)
PLO1		
PLO2		

3. Program Objectives (POs)

Usually 3-5 in both Bachelor and Master

PO No.	PO Statement
PO 1	
PO 2	
PO 3	

4. Program Learning Outcomes (PLOs)

Usually 6-10 in Bachelor and 5-8 in Master

PLO No.	PLO Statement
PLO 1	
PLO 2	
PLO 3	

5. Program Objectives (PO)-to-Program Learning outcomes (PLO) Mapping

PO No.	PO Statement	PLO 1	PLO 2	PLO 3	...
PO 1					
PO 2					
PO 3					

Summary Analysis

1. Which POs are not crossed with at least one PLO? Horizontally	
2. Are there PLOs not introduced in the POs? Vertically	
3. Are there any gaps where a PLO is not addressed sufficiently?	

6. Program Learning Outcomes (PLOs)-to-Course Mapping

Course Code	Course Title	PLO 1	PLO 2	PLO 3	...

Legend:
I = Introduced
R = Reinforced

M = Mastered

Summary Analysis

1. Which PLOs are covered multiple times across the curriculum?	
2. Are there any gaps where a PLO is not addressed sufficiently?	
3. Are PLOs introduced early and reinforced/demonstrated at later stages?	

7. Course Learning Outcomes (CLOs)–to-Program Learning Outcomes (PLOs) Mapping

Course learning outcomes should be systematically aligned with the corresponding program learning outcomes for each individual course. The resulting mappings are to be included in the appendices of this report. All findings—along with identified gaps and recommendations arising from the mapping—must be clearly documented and communicated to course coordinators to support improvement and sustain effective practices. A summary of these findings, supported by appropriate justifications, should be presented in this section of the report.

Course Code	CLO Code	CLO Statement	PLO1	PLO 2	PLO3	PLO4

Summary Analysis

1. Does every PLO appear in at least one CLO across all courses?	
2. For each PLO, does the curriculum show a logical sequence of:	

- Introduction in early-level courses (I), - Reinforcement in mid-level courses (R), - Mastery in final-year or capstone courses (M)?	
3. Are PLOs introduced early and reinforced/demonstrated at later stages?	
4. Are all courses contributing meaningfully to one or more PLOs?	
5. Are some courses overloaded with too many “M” codes?	
6. Are there PLOs with too many CLOs marked “M” or “R” and others barely addressed?	
7.Do the assigned I/R/M levels make sense given the course level (year) and expected depth?	
8.Horizontal: Are PLOs addressed consistently across multiple courses in the same level/year?	
9. Vertical: Do CLOs evolve across years?	

8. Assessment Methods and Tools Used

Briefly describe the tools/methods used and their relationship to the PLOs.

Direct Methods:

Tool/Method	Description	PLOs Covered	Frequency of Use

Indirect methods:

Tool/Method	Description	PLOs Covered	Frequency of Use

Student Performance Assessment Results:

This assessment is conducted for courses that are mapped to the Program Learning Outcomes (PLOs) scheduled for evaluation in the current academic year.

PLO	Performance Indicator	Target	Actual	Gap	Interpretation
PLO1	75% of students score ≥ 70% in the final exam.	75%	78%	0%	Target achieved
PLO2	Project score ≥ 70% for 70% of students	70%	61%	-9%	Slight underperformance, needs curriculum review
PLO4	≥80% students report confidence in communication	80%	73%	-7%	Improvement needed in written/oral communication

9. Analysis and Interpretation

Going through the listed below alignment and assessment certain analysis of trends, strengths, weaknesses, and significant findings have been spotted:

1. Program Objective PO to Program Learning Outcomes PLO Mapping
2. Program Learning Outcomes PLO to Course Mapping
3. General Learning Outcomes GLO to Course Mapping
4. Course Learning Outcomes CLO to Program Learning Outcomes PLO Mapping
5. Student's Assessment Methods and Tools Used

Findings:

10. Actions and Recommendations

Outline the actions already taken and those recommended to address the gaps identified in the previous sections, clearly specifying the responsible parties and proposed timelines for implementation.

Area	Recommendation	Status (New/Ongoing/Completed)	Responsible Party	Timeline

11. Program Modifications

Have there been any modifications to the program (Curriculum, Program Catalogue, and Course description) as a result of the assessment?

- ☐ Yes
- ☐ No

If yes, based on the actions and recommendations outlined, indicate whether these will result in modifications to the program (e.g., program catalogue, course descriptions, curriculum), and provide a rationale for the proposed changes.

12. Appendices

Attach any of the following as needed:

1. Data analysis tables or graphs
   CLO–PLO Mapping Matrix for each individual course of the program
2. Student feedback or survey summaries
3. Course-level reports

Glossary

Academic Program: A structured combination of courses, learning outcomes, and assessments that lead to a formal qualification such as a bachelor's or master's degree.

Alignment: The process of ensuring that course-level and program-level outcomes, assessments, and teaching methods are consistent with each other and with institutional or national standards.

Assessment Methods and Tools: Instruments and approaches used to evaluate student learning, including exams, projects, portfolios, surveys, and rubrics.

College: A major academic division within the university, composed of related departments or disciplines offering academic programs.

Courses: Individual units of study within an academic program, each with specific learning outcomes, content, and assessments.

Curriculum Mapping: The process of linking course learning outcomes (CLOs) to program learning outcomes (PLOs) to ensure coverage and coherence across the program.

Department: An academic unit within a college responsible for specific disciplines or subject areas and the delivery of corresponding courses.

Direct Assessment Method: An evaluation approach based on tangible student work (e.g., exams, presentations, portfolios) that demonstrates learning outcomes achievement.

Gaps: Areas where students' actual performance does not meet the intended learning outcome targets, indicating a need for improvement.

General Learning Outcomes (GLOs): Also referred to as *Institutional Learning Outcomes* or *21st Century Skills*, General Learning Outcomes represent broad, transferable competencies that all graduates are expected to achieve, regardless of their specific academic discipline. These outcomes typically include critical thinking, communication skills, ethical reasoning, digital literacy, teamwork, problem-solving, and lifelong learning. GLOs reflect the university's commitment to holistic education and are often embedded across curricula and co-curricular activities to promote civic responsibility, employability, and adaptability in a rapidly changing world.

I = Introduced: A code used in curriculum mapping to indicate the first point at which a learning outcome is introduced to students.

Indirect Assessment Method: An evaluation approach that gathers perceptions of learning (e.g., surveys, interviews, feedback), rather than direct evidence of student performance.

M = Mastered: A code used in curriculum mapping to indicate that students are expected to demonstrate full competence in a learning outcome.

Mapping Matrix: A table that visually represents the relationship between CLOs and PLOs, using indicators such as I, R, or M.

PLOs (Program Learning Outcomes): Statements that describe what students are expected to know, do, and value by the end of an academic program.

PMT (Program Management Team): A group of academic staff responsible for overseeing the development, implementation, and assessment of a specific academic program.

POs (Program Objectives): Broad statements describing the intended goals or purposes of an academic program, often aligned with institutional and societal needs.

Performance Indicators: Quantifiable or observable criteria used to measure whether learning outcomes have been achieved.

Program Assessment Report Template: A standardized format used to document the assessment process, results, analysis, and action plans for continuous improvement of an academic program.

Program Coordinator: The faculty member responsible for managing the academic and quality aspects of a specific academic program.

R = Reinforced: A code used in curriculum mapping to show that a learning outcome is further developed or strengthened in a course.

Target: The predetermined level of performance or achievement expected for a given learning outcome or indicator.