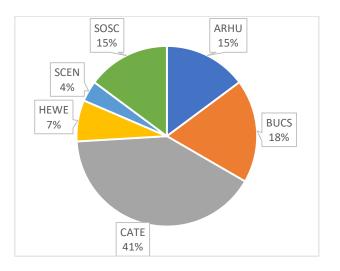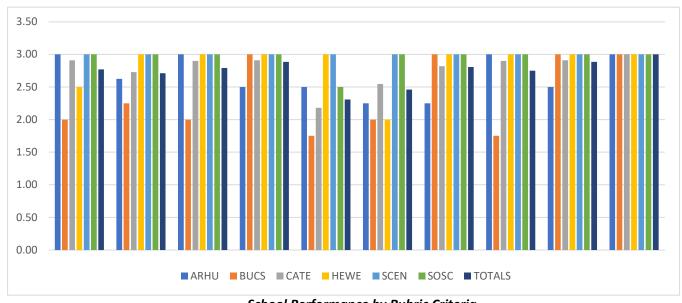# YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLAN) AY 21-22

3-Year Assessment Plans (A-Plan) are a program guide to gathering student learning assessment data. Using an updated C-Map, assessment plans identify courses, assignments, and faculty that will collect student learning data for three-years. These plans should be reviewed and, if needed, modified each year to ensure that student learning information is collected.
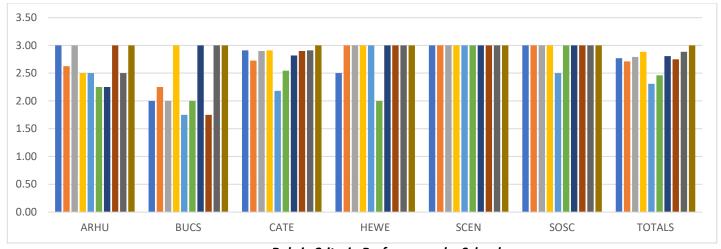

28 Curriculum Maps

4 On-Time
24 Late

School Performance by Rubric Criteria

Rubric Criteria Performance by School

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLANS) AY 21-22

PROGRAM-LEVEL LEARNING OUTCOME PLANNING

All PLOs Assessed in Years 1 & 2	PLO Methods, Scoring, Targets Set	Plan for PLO Modalities	PLO Faculty/Staff Involved	Direct/Indirect Measures
2.77	**2.71**	**2.79**	**2.88**	**2.31**
Rubric Criteria Plan includes assessment of all program/ department-level learning outcomes in the first two years	*Rubric Criteria* A brief, clear description at the program-level is provided for each type of assessment / assignment, scoring method / criteria, and performance target / benchmark	*Rubric Criteria* If program outcomes are taught in different modalities (onine, face-to-face, dual or concurrent enrollment, hybrid, etc), plan includes description on how to compare student performance	*Rubric Criteria* All faculty and staff are involved in the collection of program-level learning assessment process are identified	*Rubric Criteria* Direct assessments measure student performance based on samples of their work (test, project, dmeonstration, etc). Indirect assessments gather information about opinions / thoughts about student knowledge, skills, attitudes (survey, focus groups, course evaluations, etc)

COURSE-LEVEL LEARNING OUTCOME PLANNING

CLOs Assessed in All Years	CLO Methods, Scoring, Targets Set	Plan for CLO Modalities	CLO Faculty/Staff Involved	Aligned with ILOs
2.46	2.81	2.75	2.88	3.0
Rubric Criteria All core courses in the program are assessed in the three-year cycle, but not every course outcome is assessed AND Selected courses and outcomes are aligned with the PLOs in Years 1 and 2.	*Rubric Criteria* A brief, clear description at the course-level is provided for each type of assessment / assignment, scoring method / criteria, and performance target / benchmark	*Rubric Criteria* If course sections are taught in different modalities (onine, face-to-face, dual or concurrent enrollment, hybrid, etc), plan includes description on how to compare student performance	*Rubric Criteria* All faculty and staff are involved in the collection of course-level learning assessment process are identified	*Rubric Criteria* Plan indicates alignment between a particular course and at leats one ILO