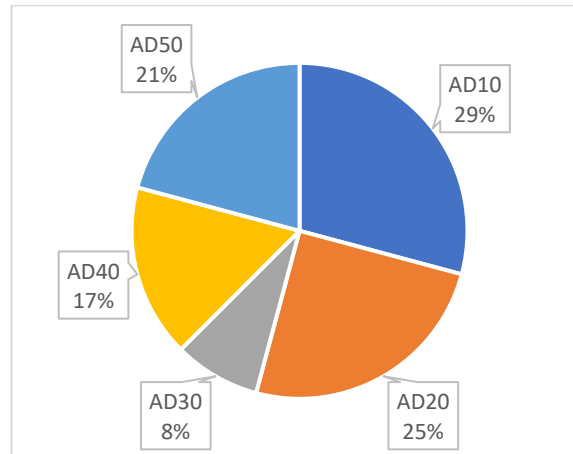


YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLAN) AY 25-26

Assessment planning structures are largely in place across programs, with strong coverage of outcomes and targets. Opportunities center on clarifying faculty responsibility and refining assessment methods.

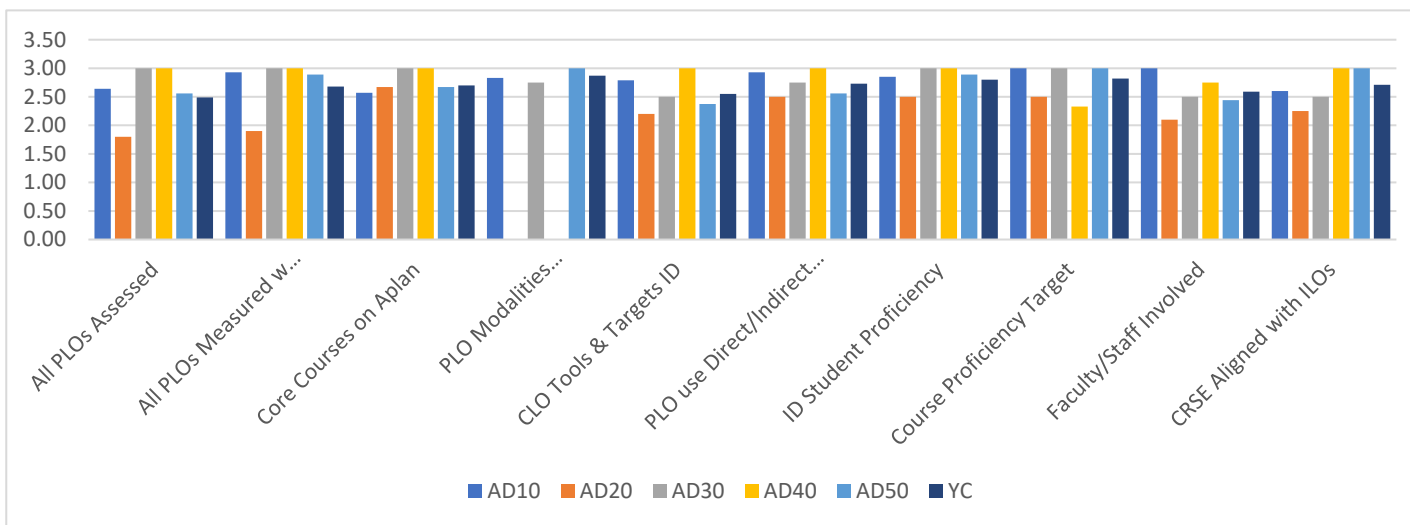
3-Year Assessment Plans (A-Plans) guide how programs collect and evaluate student learning data over a three-year cycle. Using curriculum maps, they identify courses, assignments, and faculty responsible for assessment. These plans should be reviewed and, if needed, modified each year to ensure that student learning information is collected.



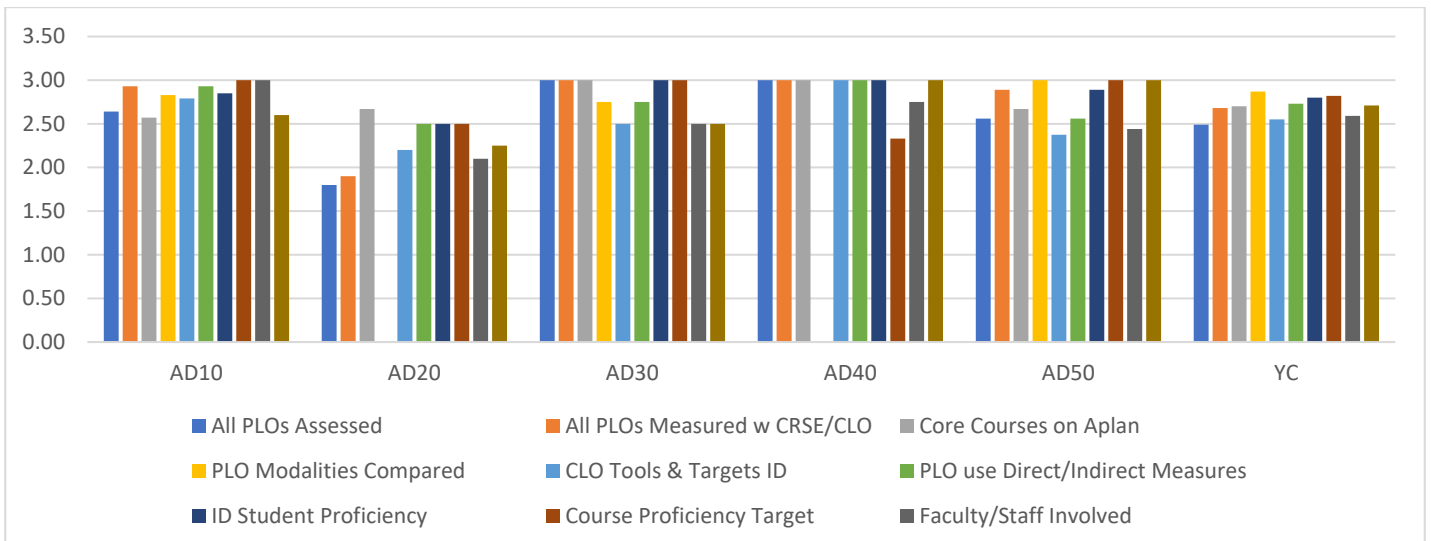
60 Assessment Programs

24 Assessment Plans
28 Collecting/Reporting
8 Postponed or Other

10 On-Time
11 Submitted After Deadline



Academic Division Performance by Rubric Criteria



Rubric Criteria Performance by Academic Division

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLAN) AY 25-26



All PLOs Assessed

2.49 (+0.16)

Rubric Criteria
All Program/Department learning outcomes (PLO) are assessed at least once over three years. Plan includes assessment of all PLOs

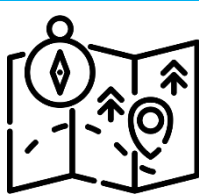
GREATEST OPPORTUNITY



All PLOs measured with one Course/CLO

2.68 (+0.01)

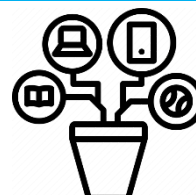
Rubric Criteria
Each PLO is assessed with at least one course and one CLO



All Core Courses on A-Plan

2.70 (-0.13)

Rubric Criteria
All required courses (for degrees and certificates) are being assessed at least once over the three years. (For Departments, these are the courses offered at least once every year)



Comparison of Different Course Modalities

2.87 (-.13)

Rubric Criteria
(If appropriate) CLOs taught in courses with different modalities are being compared. If not applicable, full points will be given

BIGGEST STRENGTH



Identifies Tools and Targets

2.55 (+0.22)

Rubric Criteria
The Assessment Method/Tool indicated is a specific assignment(s) that clearly aligns with the CLO it is measuring



Both Direct and Indirect Measures Used

2.73 (+0.23)

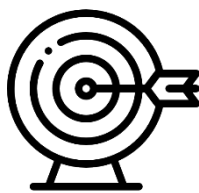
Rubric Criteria
Direct assessment methods are incorporated. Indirect assessments are optional.



Identify Student Proficiency

2.80 (+0.13)

Rubric Criteria
Minimum Requirements of Proficiency indicates how a single student should perform on the Assessment/Method Tool to show their competency for the CLO



Course Proficiency Target

2.82 (+0.32)

Rubric Criteria
% of Students to Meet Proficiency indicates the total percentage of students the faculty want to show proficiency on the CLO



Faculty/Staff Responsible are Identified

2.59 (-0.24)

Rubric Criteria
Faculty/staff involved in the assessment tasks are identified.



ILO Measured

2.71 (+0.04)

Rubric Criteria
For Programs with degrees and Departments - Institutional Learning Outcomes are indicated on the A-Plan when courses are being assessed and aligned per the C-Map

YAVAPAI COLLEGE 3-YEAR ASSESSMENT PLANS (A-PLAN) AY 25-26

There are a number of reasons why a program would not complete an assessment plan or postpone it altogether. The following reflect why particular programs postponed starting their assessment planning this year:

AD10 (Lewis)

- **3D Printing & Manufacturing** (Postponed) experienced a faculty transition and did not have a lead faculty member available to oversee the student learning outcomes planning process.
- **Brewing** (Sunset) During the AY25-26 curriculum cycle, this program was sunset and did not participate in assessment processes.
- **Diesel** (Postponed) experienced a faculty transition and did not have a lead faculty member available to oversee the student learning outcomes data planning process.

AD30 (Robertson)

- **Technical Theater** (Postponed) experienced a faculty transition and did not have a lead faculty member available to oversee the student learning outcomes planning process.

AD50 (Baker)

- **Business Office Professional** (Sunset) During the AY25-26 curriculum cycle, this program was sunset and did not participate in assessment processes.
- **Media & Extended Realities** (Postponed) curriculum is currently under review and not currently accepting students. The program director and dean determined that the program's assessment processes needed to be postponed.
- **Computer Science Bachelor** (Postponed) As a newly established program, planning for the newest degree was deferred while faculty prioritized assessment responsibilities associated with multiple existing student learning outcomes cycles in the discipline.
- **Entrepreneurship** (Postponed) Through a deeper program analysis, the degree was identified as sufficiently distinct from its originating program to warrant separate course and outcomes alignment. This discovery required additional planning time before implementation.