



3-Year Learning Outcomes Assessment Plan Degree Programs and Academic Departments

For Associate’s Degrees, Certificates and Academic Departments

Student Learning Outcomes Assessment

Program/Department (For AAS Degree programs, include all embedded certificate programs)	Include the AAS degree and all stackable certs: AAS Management will include the Certificate in Management (Options A and B).
Program/Department Review 3-Year Cycle Dates	Group 1 Comprehensive Review 2018/19 – 2020/21
Program Director, Department Chair, Associate Dean or Faculty Contact (include email)	
School/Academic Dean	
Date Submitted (due on or before September 12 th , 2018) email to Molly.Beauchman@yc.edu	
Date Reviewed by SLOA Committee	
SLOA Score and Recommendations (See scoring guidelines for a detailed description of criteria.) The goal is to have all criteria met – SLOA will provide feedback so revisions can be made before the September 28th (Assessment Day) Comprehensive Program Review deadline.	

Part I: Program/Department Mission, Learning Outcomes, and Curriculum Map: The curriculum map below has been approved by the Curriculum Committee.

An image of your department/program curriculum map approved by the Curriculum Committee will be pasted here.

Part II: 3-Year Student Learning Outcomes Assessment Plan (to be completed and included in Year 1 of the Program Review Cycle (Comprehensive)). Assessment plans will be reviewed and scored by the SLOA committee.

- a. **Program/Department Learning Outcomes Assessment Plan** (all program outcomes are to be assessed in the first two years of the 3-year cycle).
Please identify the Program/Department Outcomes you plan to assess each year and the course(s) in which you will collect assessment data. Program outcomes assessed in courses taught using different modalities (online, F2F, dual or concurrent enrollment, hybrid) must be compared for consistency in students’ attainment of the learning outcomes.
NOTE: Program/Department outcomes are assessed in Years 1 and 2 so that modifications to the program can be submitted to the Curriculum Committee in Fall semester of Year 3.
NOTE: Design your assessment plan so you are assessing program and course outcomes at the same time.

b. **Course Learning Outcomes Assessment Plan** (all courses are to be assessed in the 3-year cycle):

Please identify the courses and outcomes you plan to assess each year. Course outcomes assessed in multiple sections of courses taught using different modalities (online, F2F, dual or concurrent enrollment, hybrid) must be compared for consistency in students' attainment of the learning outcomes. Include a brief description of the assessment methods, performance targets and faculty/staff involved in the assessment tasks.

c. **Institutional Student Learning Outcomes Assessment Plan:**

2018/19 GECCO Outcomes Assessment Plan: In the table below are the courses you have identified from your program/department to assess Information Literacy and Digital Literacy. Include a brief description of the assessment methods and faculty/staff involved in the assessment tasks.

NOTE: The Institutional outcomes and assessment process will be under review in 2018/19.

A. 3-Year Program/Department Learning Outcomes Assessment Plan							
Academic Year	Program or Department Outcome(s) (list the outcome #)	Courses for Program Assessment (include all modalities)	Assessment Method(s) and Tool(s)	Type : place an "x" in the appropriate box		Scoring Method(s) and Performance Target(s)	Faculty/staff involved in assessment tasks.
				Direct	Indirect		
Year 1 2018/19	Assess all program outcomes within 2 years	Course and program outcomes can be assessed at the same time.	Test?, Survey? Demonstration? Etc.		Use at least one indirect method	Samples: 80% of students will get a 3 or 4 on the rubric. 70% of students will receive a B or better on the test.	List who will be assessing
Year 2 2019/20							
Year 3 2020/21	Submit any changes (program modifications) to curriculum committee based on Year 1 and Year 2 results in Fall 2020.						
B. 3-Year Course Learning Outcomes Assessment Plan							
Academic Year	Course(s) Assessed (include all modalities)	Course Outcomes Assessed (list the outcome #)	Assessment Method(s) and Tool(s)	Type: place an "x" in the appropriate box		Scoring Method(s) and Performance Target(s)	Faculty/staff involved in assessment tasks.
				Direct	Indirect		
Year 1 2018/19	Course and program outcomes can be assessed at the same time				Indirect not required, but may provide great information		
Year 2 2019/20	Assess all courses but not necessarily all outcomes for each course – focus on what you want information about.						
Year 3 2020/21							
Resources needed to complete program and/or course student learning assessment activities:							

C. 3-Year Institutional Outcomes Assessment Plan (outcomes for 2019/20 and beyond to be determined during 2018/19 academic year.)			
Year 1: 2018/19 GECCO Outcomes Assessed	Course(s) in which GECCO Outcome is Assessed	Describe your Assessment Tool(s). Assessment Method(s) is a 4-point rubric with data collected through Banner.	Faculty/staff involved in assessment tasks.
Digital Literacy			
Information Literacy			

Part II Scoring Guidelines: The SLOA Committee will use the following guidelines to provide feedback about your assessment plan. Please use the criteria to self-assess before submitting to SLOA.

Criteria and Scoring for the 3-Year Student Learning Outcomes Assessment Plan

Score 3 - Healthy 2 - Cautionary 1 - Unhealthy	Criteria and Scoring Guide (3, 2, or 1) 3 – Healthy: Assessment plan criteria is complete and processes communicated clearly. 2 – Cautionary: Assessment plan criteria is complete, but needs more detail or clarification in some areas. 1 – Unhealthy: Assessment plan criteria is not complete and needs more detail or clarification in some areas.
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A. Program/Department-Level Learning Outcomes Assessment

	All Program/Department learning outcomes are assessed in Years 1 and 2. Plan includes assessment of all program/department-level learning outcomes in the first two years.
	A description of assessments methods, scoring, and performance targets are included. A brief, clear description is provided for each type of assessment, scoring method, and performance target.
	Plan describes process for comparing program outcomes taught in courses with different modalities. Courses selected to assess program outcomes that are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc.) are assessed and plan includes how to compare student performance in the different modalities.
	Faculty/staff involved in the assessment tasks are identified. A variety of faculty and staff are involved in the program-level learning outcomes assessment process over the 3-year cycle.
	Both direct and indirect assessment methods are incorporated. Direct assessments measure student performance based on samples of their work (test, project, demonstration, etc.). Indirect assessments gather information about opinions or thoughts about student knowledge, skills or attitudes (course grades, survey, focus group, exit interview, etc.).

Feedback for improvement	
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B. Course-Level Learning Outcomes Assessment

	All courses in the department/program are assessed in 3 years. All courses in the department/program are assessed in the 3-year cycle, but not all of the outcomes for the course need to be assessed. Focus outcomes in each course identified by the department/program.
	A description of assessments methods, scoring, and performance targets are included. A brief, clear description is given for each type of assessment, scoring method, and performance target.
	Plan describes process for comparing outcomes taught in courses with different modalities. Courses that are taught in different modalities (online, face-to-face, dual or concurrent enrollment, hybrid, etc.) are assessed and plan includes how to compare student performance in the different modalities.
	Faculty/staff involved in the assessment tasks are identified. A variety of faculty and staff are involved in the course-level learning outcomes assessment process over the 3-year cycle.
Feedback for improvement	

C. Institution-Level Learning Outcomes Assessment (GECCO)

	At least one course is identified to assess Digital Literacy and Information Literacy. Courses targeted for assessment were identified by each program and General Education department on Assessment Day Fall 2017.
	The assessment tool(s) used to collect data about student attainment of Digital Literacy and Information Literacy is described. Please describe what assessment you will use to collect information about student attainment of the GECCO outcomes in your course: test, discussion board assignment, research assignment, quiz, etc.
	Faculty/staff involved in the assessment tasks are identified. Faculty members who teach the identified courses used to assess the GECCO outcomes are listed for both Digital Literacy and Information Literacy.
Feedback for improvement	

Overall Score for the 3-Year Learning Outcomes Assessment Plan

Overall Score (average score of each criteria)	Healthy: 3 Goal is to revise plan until all criteria are met. Cautionary: 2 to 2.9 Unhealthy: 0 to 1.9
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Part III: To be completed in Year 2 and Year 3 of the 3-Year Program Review Cycle in the Annual Reviews. Results from the previous year’s assessment data are reported on the Program Review form. For example, Year 1 data and results will be reported Year 2, Year 2 results will be reported Year 3, and Year 3 results are reported the next Program Review cycle along with a new 3-Year Learning Outcomes Assessment Plan.

Please report the results of your assessment activities at the program, course and institution level in the appropriate section in the annual program review report in Year 2 and Year 3. The format for reporting is in the table below:

Sample Table for Reporting Assessment Results from Year 1 in the Year 2 Annual Program Review Report

Results: Learning Outcomes Assessment			
Academic Year	Level of Assessment (Course, Program, GECCO)	Strengths and areas in need of improvement based on student performance. Include comparison of student performance in courses taught in different modalities (online, F2F, hybrid, dual or concurrent enrollment, etc.)	Faculty/staff involved in the analysis.
Year 1 2018/19	Program/Department Outcomes Assessment Results	Strengths:	
		Needs Improvement:	
	Course Outcomes Assessment Results	Strengths:	
		Needs Improvement:	
	GECCO Outcomes Assessment Results	Strengths:	
		Needs Improvement:	
Action for Improvement Based on Results: Identify any actions needed for improvement based on Student Learning Outcomes Assessment results: changes to curriculum, instruction, assessment process, professional development needs, etc.			
Action for Improvement	Resources Needed	Completion Date	Faculty/staff involved in action