STUDENT LEARNING OUTCOMES ASSESSMENT (SLOA) HANDBOOK

Academic Year 2026/7

Abstract

This document contains information about Yavapai College's SLOA Committee, the Assessment Cycle and Processes, Creating Learning Outcomes and Curriculum Maps, and Assessment Planning and Reporting within the Program Review cycle.

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Introduction

The Higher Learning Commission requires institutions to meet standards of quality using defined criteria: Mission Integrity: Ethical and Responsible Conduct, Teaching and Learning for Student Success, and Sustainability: Institutional Effectiveness, Resources, and Planning. This document provides information about Yavapai College's guidelines and processes with respect to Student Learning Outcomes and Assessment (SLOA) addressed primarily in Criterion 3.

Criterion 3: Teaching and Learning for Student Success: *"The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.*

Student Learning Outcomes Assessment (SLOA)

Mission and Guiding Principles

Mission: In harmony with Yavapai College's mission and values, SLOA's mission is to foster student success by developing and implementing an effective, comprehensive and consistent learning outcomes assessment cycle of continuous improvement based on evidence.

Guiding Principles:

- Assessment is a vehicle for improvement of student learning and success, not an end in itself.
- Assessment is ongoing, multi-dimensional and employs multiple methods.
- Assessment defines outcomes that are clear, shared, implementable and measurable.
- Assessment provides accountability for students' learning.
- Assessment results are used to improve instruction and change curriculum, not to make comparative or evaluative judgements across departments or programs.
- Successful assessment requires institutional support and resources.

Student Learning and Outcomes Assessment (SLOA) Committee

The SLOA committee is a Yavapai College committee whose purpose is to review and recommend college policies and procedures regarding assessment. SLOA meet each month during the Academic year. SLOA Committee activities are:

- Communicate with constituents to gain feedback on SLOA meeting minutes, activities, and any proposed changes;
- Provide consultation and support to faculty and deans surrounding assessment;
- Provide suggestions for quality improvement to assessment forms and processes;
- Review and provide feedback on assessment documents: curriculum maps, rubrics, assessment plans, and assessment reports;
- Assist in planning, coordinating, and facilitating assessment activities, such as Assessment Day;
- Participate in professional development activities to enhance knowledge of assessment;

- Actively participate in committee operations and projects by attending all meetings and tracking communication.

Membership of the committee is defined in the Student Learning Outcomes Assessment (SLOA) Charter.

Assessment

What is Assessment?

"Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning." (Walvoord, 2010, p. 2). Assessment involves:

- **Setting explicit goals (outcomes or objectives).** What do we want students to be able to do?
- **Gathering information.** How well are students attaining the goals and what is influencing their learning?
- **Taking Action.** How can we use the information to improve student learning?

The Assessment Cycle

The assessment cycle is a process of continuous improvement and consists of the following components:

Define Outcomes: Define learning outcomes that are measurable and communicate what students are able to do after completing an activity, course, or program.

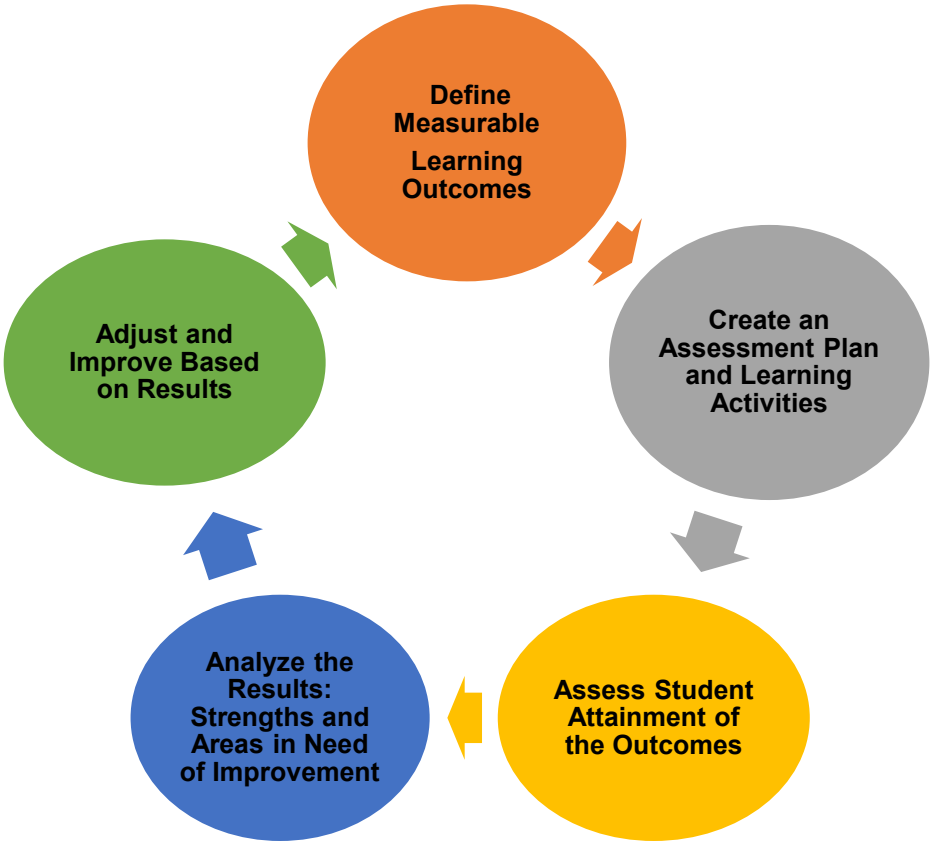
Assessment Plan: Create learning activities and assessment tools to measure how well students are attaining the outcomes.

Assess: Students complete the assessments to provide data about their attainment of the learning outcomes.

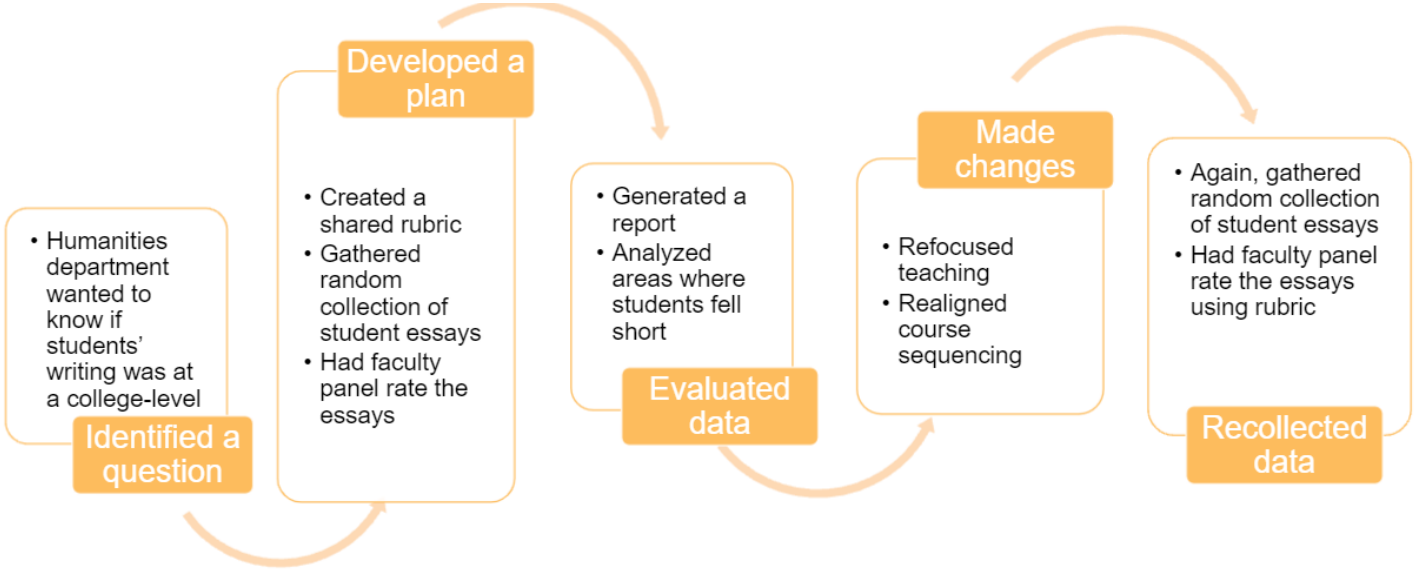
Analyze the Results: Review student assessment data and look for strengths and areas in need of improvement.

Improve: Decide what changes to curriculum, instruction, or the assessment process are needed to achieve desired results.

Repeat Cycle: After improvements have been made, repeat the cycle for continuous review and improvement of courses programs.



Example - Humanities Department

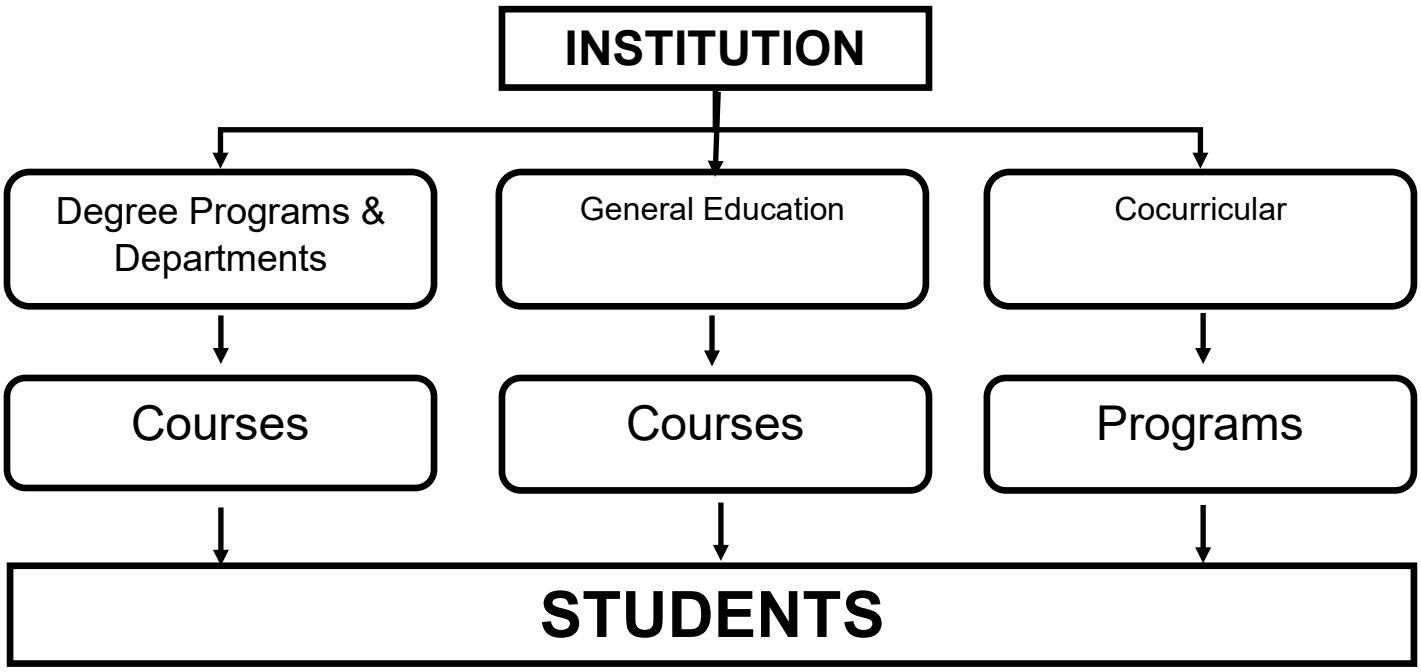


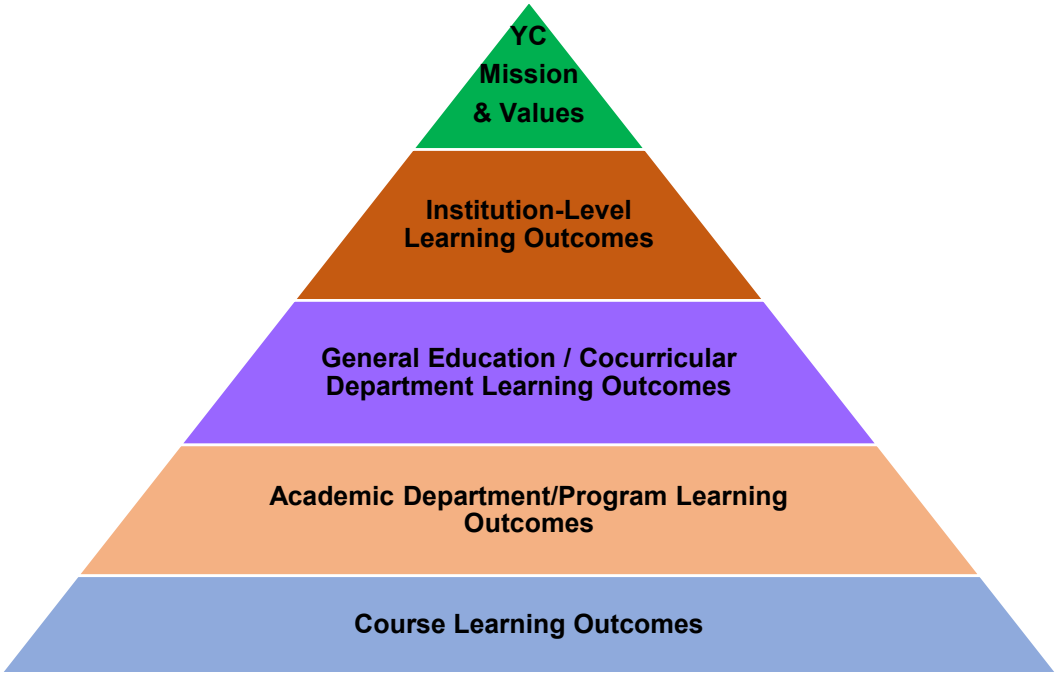
Student Learning Outcomes

Purpose of Student Learning Outcomes

1. Student learning outcomes communicate to students what they will be able to do after completing an activity, course, or program (course outcomes are specific and department/program outcomes are general).
2. Student learning outcomes show alignment of department/program learning outcomes with the institution's mission and strategic plan.
3. Measurable student learning outcomes allow departments/programs to assess student learning and make improvements.

Levels of Student Learning Outcomes





Institution-level outcomes are general and measurable across the student experience.

- Institution-level learning outcomes are embedded in the General Education component of any degree.
- Institution-level learning outcomes are embedded in courses required for degree programs.
- Institution-level learning outcomes are embedded in co-curricular activities.

Program/Department-level outcomes are general and measurable.

- Program/Department outcomes reflect general competencies attained as students complete required courses or activities.
- Program/Department outcomes are not a compilation of course or activity-level student learning outcomes.
- Program/Department outcomes are not intended to represent everything that your students learn as a result of completing the program.
- A common issue is too many program/department outcomes; approximately 4 to 6 general outcomes is appropriate.

Course/Activity-level learning outcomes are specific and measurable.

- Course/Activity-level learning outcomes contain specific competencies for a single course or learning activity.

Institutional-Level Learning Outcomes (ILOs)

The following ILOs were created and selected by faculty (all full-time faculty in Fall of 2018 participated in an activity) with additional input from staff and administrators in Student Development (representatives from advising and the library), the Office of Instructional Support, Institutional Effectiveness and Research, the academic deans, various program directors and campus associate deans.

There are three Institutional- Level Learning Outcomes:

COMMUNICATION is the ability to effectively develop, express and support ideas in a variety of mediums. Communication can be in the form of written English, spoken English, visual mediums (such as works of art, dance or ASL), alternative auditory or written mediums (such as music or a foreign language), or in mixed mediums (such as digital media, transmedia or theater).

CRITICAL THINKING includes both the skills and the habit of thinking in a clear, disciplined, open-minded way informed by evidence and observation.

DIGITAL LITERACY is the ability to responsibly access, assess, and create information using digital technologies, applying ethical judgment in academic and professional contexts. formed by evidence and observation.

SOCIAL RESPONSIBILITY encompasses diversity awareness, civic and community engagement, as well as historical, global, ethnic, racial and/or gender awareness.

General Education Competencies

The Arizona General Education Curriculum (AGEC) is a state-mandated system designed to ensure that students graduating from any Arizona community college with the intention of transferring to a state university will have experience in and a familiarity with the ideas, values, and practices of the different disciplines that make up a liberal arts education. The General Education curriculum at YC is comprised of seven distinct categories: Written Communication, Oral Communication, Quantitative Reasoning, Natural Sciences, Arts and Humanities, Social Behavioral Sciences, and Institutions in the Americas.

Each course students take at YC to fulfill their General Education requirements develops students in one or more of the following five General Education competencies

COMMUNICATION is the ability to effectively develop, express, and support ideas through language.

SCIENTIFIC LITERACY is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity. (National Science Education Standards)

QUANTITATIVE LITERACY (also known as Numeracy or Quantitative Reasoning) is a “habit of mind,” competency, and comfort in working with numerical data. (AACU Value Rubric)

CRITICAL THINKING is careful goal-directed thinking using and evaluating reasons in support of a conclusion in accordance with proper patterns of reasoning. This skill includes the ability to critically

examine an issue by evaluating conceptual frameworks, determining and drawing upon relevant bodies of evidence, and avoiding reasoning from unquestioned perspectives.

DIVERSITY AWARENESS is the ability to understand a broader perspective of human experience that accompanies an understanding of diverse people groups across history, geography, and culture.

Each of these competencies is representative of the general education categories and the AGEC Certificate outcomes. Faculty identify the competencies developed in each course on the official Course Outlines available through the YC catalog. Faculty members incorporate course activities and assignments to facilitate students' development for the applicable competency's learning outcomes, as identified on the YC General Education Rubrics available in the General Education Assessment Plan.

Cocurricular Department-Level Learning Outcomes

Cocurricular activities are "learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. *Examples: Student-faculty research experiences, tutoring, academic advising, professional clubs and organizations, athletics, honor societies, library services, etc*" (HLC Criteria for Accreditation Revisions adopted Feb. 2019, effective Sept. 2020).

Using this definition, areas, such as the YC Library and Student Affairs, will select one to three activities, programs, and experiences that strengthen students understanding of the College's Institutional Learning Outcomes (ILOs) each year to evaluate how well students are using their learning outside of the classroom.

Cocurricular activities serve two primary functions:

1. To **Inform**: Cocurricular activities that inform introduce the supporting knowledge that students need in order to perform the competency.
2. To **Practice**: Cocurricular activities that support practice require learners to interact with, process, or apply content so that they store what they have learned in long-term memory.

A cocurricular activity, program, or experience should have cocurricular department-level learning outcomes that are tied to one of the Institutional Learning Outcomes (Communication, Critical Thinking, or Social Responsibility).

Program-Level Learning Outcomes

Program-Level Learning Outcomes are created by full-time faculty of degrees and certificates and reflect the knowledge and skills that students should have when they graduate. These outcomes are reinforced throughout the core classes of the program. While not every course may contribute to every program-level outcome, the students should be given multiple opportunities throughout the program to demonstrate and apply the learning outcomes.

Faculty identify the learning outcomes developed for each program in on the Official Program Plan available through the YC catalog.

Department-Level Learning Outcomes

Department-level Learning Outcomes are similar to Program-level Learning Outcomes in that they are developed by full-time faculty within that department and should reflect the knowledge and skills students should develop when taking multiple required courses within that department. These are a collection of courses within a field of study that have not been formalized as a specific degree or certificate. Many of the department-level courses serve dual assessment purposes and can be assessing both department-level outcomes and General Education competencies. It is the collection of discipline specific courses that should provide multiple opportunities for students to demonstrate and apply the outcomes.

Art Department-level Learning Outcomes

1. Create works of art in one or more fine art or digital media fields;
2. Utilize, analyze, and synthesize the principles and elements of design;
3. Identify historical and contemporary examples of the Fine Arts and Crafts;
4. Use media specific terminology to critique and evaluate works of art;
5. Display works of art.

English Department-level Learning Outcomes

1. Apply research methods and integrate, synthesize and document sources;
2. Generate organized and logical writing that responds to the demands of a particular purpose and audience;
3. Use language effectively, precisely and according to the conventions of standard written English;
4. Apply reading strategies to professional and student texts;

Humanities Department-level Learning Outcomes

1. Classify concepts or artifacts within their historical or stylistic contexts;
2. Analyze the development of arts and humanities within historical or global contexts;
3. Use key terms within the appropriate discipline;
4. Develop informed positions on discipline-specific issues.

Mathematics Department-level Learning Outcomes

1. Use appropriate mathematical language and operations;
2. Apply mathematical concepts to real world situations;
3. Create, analyze and interpret various representations of data (e.g., graphs, tables, charts, summary statistics, etc.)
4. Use a variety of problem solving strategies and evaluate their appropriateness.

Science Department-Level Learning Outcomes

1. Demonstrate comprehension of the scientific approach;
2. Produce and/or interpret scientific information presented in a variety of formats;
3. Use scientific sources to support an argument or decision.

Course-Level Learning Outcomes

Course-Level Learning Outcomes are created by subject matter expert faculty for a particular course. The outcomes should reflect the knowledge and skills scaffolded throughout the course through various activities and measured through formative and summative assessment tools.

Course-Level outcome measurement can be assessed at several levels, including the General Education-Level and the Program/Department-Level. Assessment tools may vary based on the necessity of reliability and validity.

The outcomes for each course are reflected on the Official Course Outlines available through the YC catalog.

Creating Student Learning Outcomes (at any learning level)

Student learning outcomes are the primary skills, behaviors, abilities, expertise, and proficiencies the learner will be able to demonstrate as a result of their participation in learning activities. The emphasis of an outcome is on what the learner will be able to do with the knowledge or information, not just possession of it.

Basic Format: Upon successful completion of **<<course, activity, program, etc.>>,** the learner will be able to **<<action verb* and description>>** to **<<do something>>.**

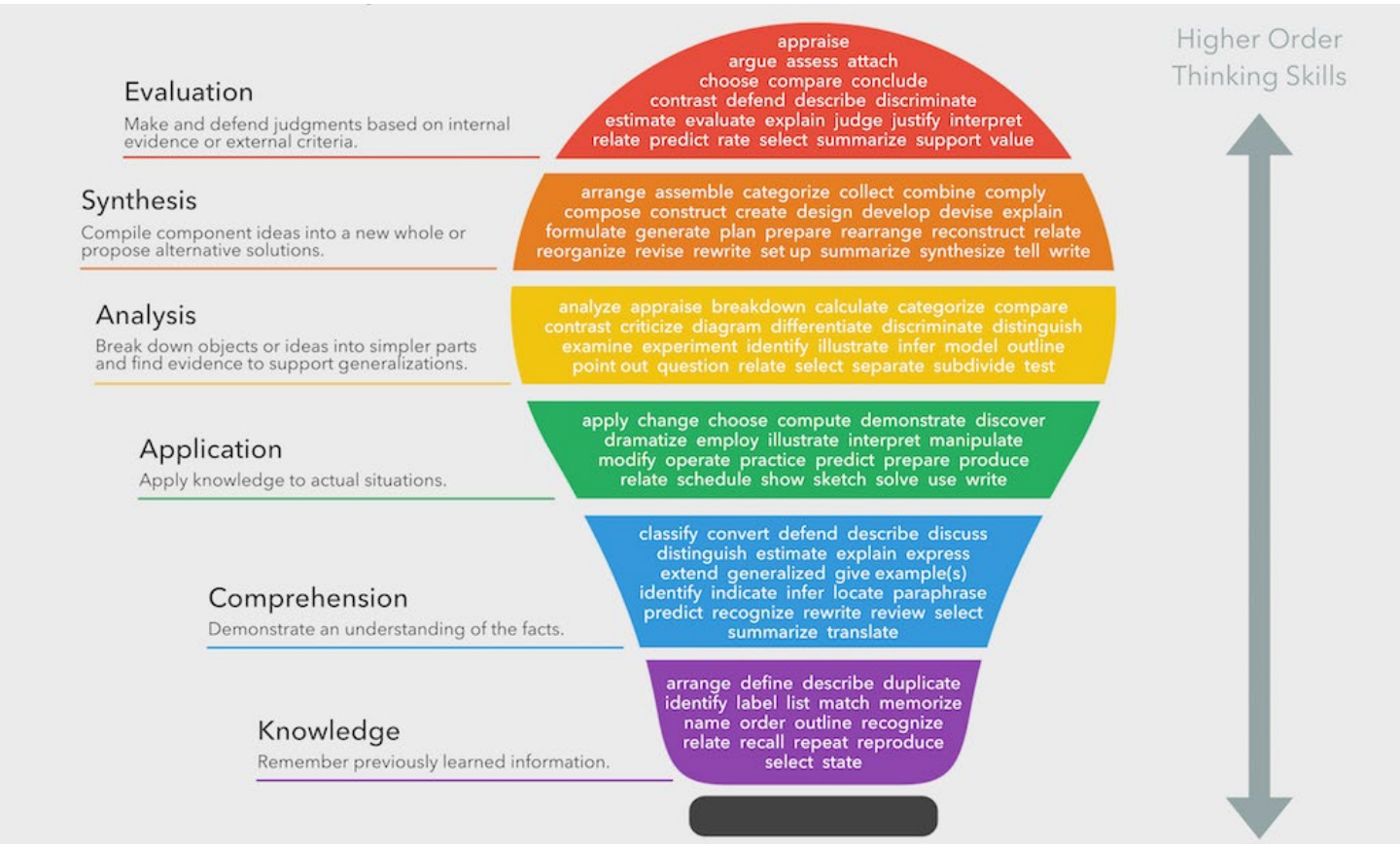
Example: Upon successful completion of **the course MAT 167 Elementary Statistics**, the learner will be able to **use technology** to **create visual displays of data**.

Example of a Poorly Written Learning Outcome:
The learner will be able to imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

A better revision would be, “The learner will be able to provide alternative solutions to situations or problems.”

Characteristics of Measurable Learning Outcomes

- Select only one action verb. If there are several, focus on the highest cognitive level.
- Focus on outcomes, not processes.
- Identify single accomplishments
- Focus on students (not staff, faculty or curriculum).
- Do not indicate level of quality.



Source: https://www.fractuslearning.com/blooms-taxonomy-verbs-free-chart/

Questions to Ask When Writing Learning Outcomes

1. If students complete the course/program having mastered these learning outcomes, and only these learning outcomes, would you consider the course/program a success?
2. If a colleague asked why these outcomes were chosen, how would you explain the decisions?
3. Why do the skills, concepts, attitudes, and values contained in these learning outcomes matter to you, to your course, to your discipline, to your program/department? Why should they matter to students?
4. What does this set of learning outcomes communicate about you as a teacher or your program as a discipline?

5. Given the chosen outcomes, how does this course connect with other courses taught in your department or program?
    a. How does it build on what they would have learned prior to enrolling in this course?
6. If a colleague said, “I think your outcomes expect too much (or too little),” how would you explain your choices?

Curriculum Maps: Aligning Levels of Student Learning Outcomes

Once learning outcomes have been written, it is important to determine where the outcomes will be assessed in the curriculum. By mapping the outcomes to the program courses on a grid, it is easier to see if there are any “holes” in the curriculum or assessment processes.

Mapping is a lens in which to view the organization of the curriculum and identify opportunities to collect assessment evidence and the role of pre-requisites.

Purpose of Curriculum Maps

- The curriculum mapping process helps faculty and program directors create curriculum that aligns with professional and/or industry standards and Yavapai College’s institutional mission and goals.
- The curriculum map provides evidence that there is alignment between the program mission, program learning outcomes and course learning outcomes and communicates the alignment to all internal and external audiences.
- The curriculum mapping process helps faculty and program directors create a program assessment plan that will provide information about student attainment of learning outcomes at both the program and course level.

Curriculum Map Format and Criteria

Curriculum Maps can be mapped at varying levels of learning. As the process of curriculum mapping is to look at alignment, a program’s curriculum map may contain all of the required courses and shared program learning outcomes. If a program area has a degree or certificate that contains unique courses and unique learning outcomes, that degree or certificate will require its own assessment cycle.

Starting in Fall 2025, all A-Cycles will begin with a curriculum map of course-learning outcomes (CLOs) of all required courses in the program to program-learning outcomes (PLOs). The CLO to PLO Alignment will require program faculty to ensure each course learning outcome is accurate and is a building block towards a larger program learning outcome:

COURSE	**CLO#**	**CLO Description**	**PLO 1**	**PLO2**…add columns as needed
CRSE 101	1	Describe…	x	x
CRSE 102	2	Annotate…	x	

CRSE 102	3	Collaborate…		x

The completion of the CLO to PLO Alignment curriculum map should then populate the overview C-Map, which maps the CLO numbers to the PLOs. It provides a high level overview of the curriculum showing how thoroughly a PLO is being measured:

Program Outcome	**Required Course #1**	**Required Course #2**	**Required Course #...**add columns as needed
Program Outcome #1	*List the course outcome number(s) that correspond to the program outcome –they should obviously align.		LO #1, 3
Program Outcome #2	LO #2,5,7		
Program Outcome…..add rows as needed		LO #1	

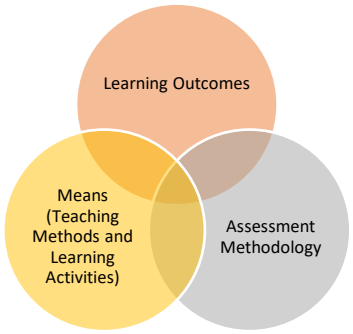
In addition to determining if a PLO is being thoroughly measured, the college wants to ensure that students are also learning shared institutional learning outcomes (ILOs). The ILOs and the General Education Competencies (GEC) have been aligned, so that if a course aligns to a General Education Competency, it aligns to a particular ILO as well. Both transfer and workforce courses should determine if a course aligns with any of the three college ILOs by mapping the required course alignment with the ILO on the C-Map:

Institutional Learning Outcome	**Required Course #1**	**Required Course #2**	**Required Course #** **...**add columns as needed
ILO: Communication OR GEC: Communication	Indicate the course alignment with a “x.”		
ILO: Critical Thinking OR GEC: Scientific Literacy, Quantitative Literacy, and/or Critical Thinking	x		
ILO: Digital Literacy			
ILO: Social Responsibility OR GEC: Diversity Awareness		x	X

Other curriculum maps are used throughout the college such as courses that are also considered to be General Education courses. This process is managed and maintained by the Program Director of General Education and the General Education Committee.

Gathering Assessment Evidence

Learning outcomes are one of the three key components of a constructively aligned course, meaning a course in which the outcomes, means (teaching methods and learning activities), and assessment methodology are mutually consistent and supportive. The outcomes specify what a student should achieve, the teaching methods and activities help them achieve those outcomes, and the assessment methodology determines whether and how well the outcomes have been achieved.



Three Essentials of Alignment:

1. Teaching methods should help students develop the knowledge and skills specified in the learning outcomes. The teaching methods are the means; the learning outcomes are the end.
2. Assessment methodology should determine whether, and to what degree, students have achieved the learning outcomes.
3. Teaching methods, assessments, and learning outcomes should be consistent and coherent.

If the learning outcome requires the students to be able to recall information, the assessment methodology should be designed to ensure the student can do just that, recall information.

Assessment Methodology

There are many considerations that need to be taken in account before collecting student learning data, and it is important to note that all assessment methods and tools have advantages and disadvantages. Therefore, carefully consider which is an "ideal" method that has the best fit for program needs, satisfactory validity, and affordability in terms of time, effort, and money.

FORMATIVE vs. SUMMATIVE	**Formative** - those undertaken as students progress through the course/curriculum; the purpose is to identify areas of learning that need to	**Summative** – obtained at the end of a course program; the purpose of which is to document student learning designed to capture students'

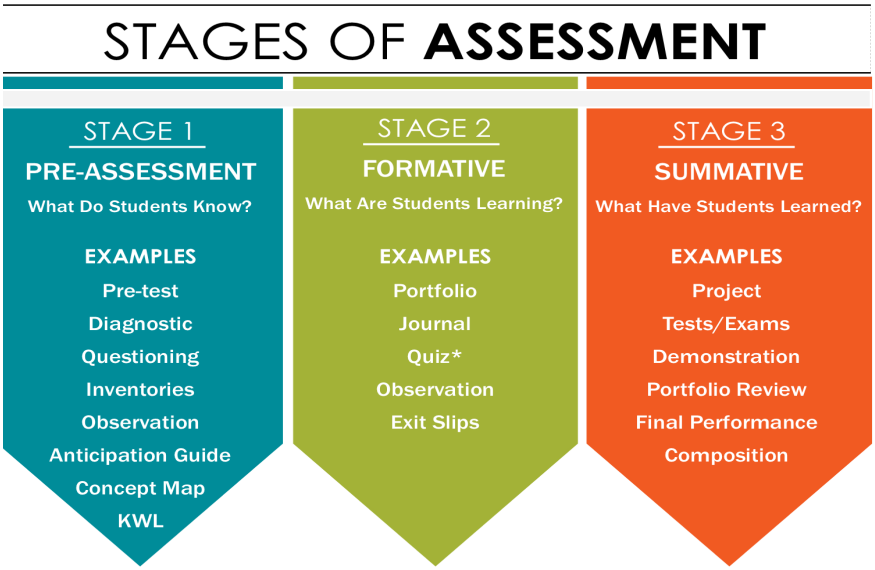
	be improved before the end of the course/program.	achievement at the end of their program of study.
DIRECT vs. INDIRECT	**Direct** – provides for the direct examination or observation of student knowledge or skills against measurable student outcomes.	**Indirect** – ascertains the opinions or self-report of the extent or value of learning.
OBJECTIVE vs. SUBJECTIVE	**Objective** – one that needs no professional judgement to score correctly; examples: multiple-choice, true-false, exams where there is a finite number of "right" answers.	**Subjective** – yield many possible answers of varying quality and require professional judgement to score.
EMBEDDED vs. ADD-ON	**Embedded** – program assessments that are taken as part of the course work.	**Add-on** – assessments that are in addition to course requirements.
QUANTITATIVE vs. QUALITATIVE	**Quantitative** – predetermined response options that can be summarized into meaningful numbers and analyzed statistically.	**Qualitative** – use flexible, naturalistic methods and are usually analyzed by looking for reoccurring patterns and themes.

Common Assessment Tools

While there are a variety of ways to collect student learning outcome data, the following table shows the most common tools and indicates which tools are direct or indirect along with the learning level data can be collected.

METHOD	DIRECT / INDIRECT	LEARNING LEVEL	METHOD	DIRECT / INDIRECT	LEARNING LEVEL
Exit and Other Interviews	Direct and Indirect	Course, Program, Institution	**Faculty Developed Exams**	Direct	Course
Simulations	Direct	Course	**Expert External Examiner**	Direct	Course, Program
Behavioral Observations	Direct	Course, Program	**Written Surveys / Questionnaires**	Indirect	Course, Program, Institution
Archival Data	Indirect	Program, Institution	**Portfolios**	Direct	Course, Program
Focus Groups	Indirect	Course, Program, Institution	**Oral Exams**	Direct	Course, Program
Performance Appraisals	Direct	Program	**Standardized Tests**	Direct	Course, Program
Course Grades	Indirect	Course, Program, Institution	**Graduations Rates**	Indirect	Program, Institution

Course-Level Assessment Methodology Example

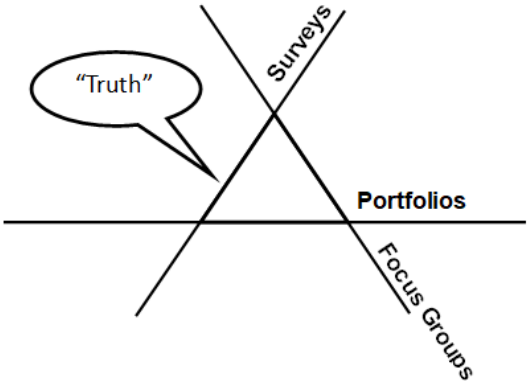


Triangulation

Validity is often questioned when it comes to discussing student learning results. In order to improve the validity of data collection, consider the following:

- Relevance – the assessment option should measure the student outcomes as "directly" as possible.
- Accuracy – the option should measure the student outcome with confidence that the findings represent the "true value" of student learning.
- Utility – The option provides formative and summative results with "clear implications" for program evaluation and improvement.

Use triangulation to ensure the validity of the student learning data, and keep in mind that the "truth" of the data is not an exact and clearly defined data point. More often than not, many factors impact student learning and the "truth" may be more data-informed than data-defined.



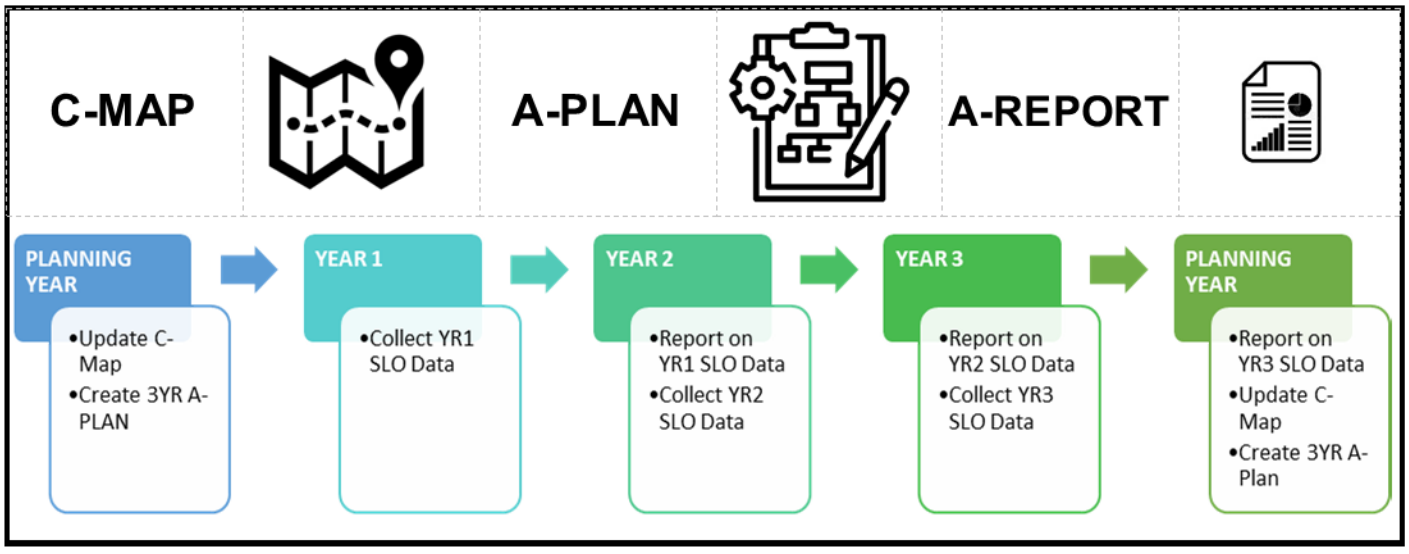
Assessment Method Truisms

- There will always be more than one way to measure any student outcome.
- No single method is good for measuring a wide variety of student abilities.
- There is generally an inverse relationship between the quality of measurement methods and their expediency.
- It is important to pilot test to see if a method is appropriate for your program.

3-Year Department/Program Learning Outcomes Assessment Plan

After establishing learning outcomes and determining the when, where, and how to gather student learning assessment data, this is all used to create the program/department 3-Year Assessment Plan.

Timeline for 3-Year Assessment Plans and Reporting



Planning Year

PART 1: Review Outcomes and Course Learning Outcome/Program Learning Outcome/Institutional Learning Outcome Alignment on the Curriculum Map (C-Map)

PART 2: Create an Assessment Plan using the **3-Year Assessment Plan (A-Plan) (Example in Appendix B)**

3-Year Assessment Plan (A-Plan)

All program outcomes are to be assessed in the 3-year cycle.

For each year of the 3-Year Assessment Cycle (A-Cycle) identify the Program/Department Outcomes (PLO) the program plans to assess and the course(s) in which you will collect assessment data that align which that PLO according to the C-Map.

Programs are encouraged to collect data to answer questions they have about their program. For example, if the program wants to know more about whether learning is happening differently in courses offered in multiple modalities, the program could collect data for the different modalities (online, F2F, hybrid, dual enrollment) to compare consistency in students' attainment of the learning outcomes.

Programs are also encouraged to include at least one indirect measure of student learning where students provide information about their perception of how well they have attained the program outcomes (survey, focus group, interview, etc.). For example, a program could include the overall course evaluation scores as an indirect measure of learning.

NOTE: *Program/Department outcomes are assessed so that modifications to the program can be submitted to the Curriculum Committee. Modifications to curriculum are effective the following Fall in the Academic Catalog.*

NOTE: *The assessment plan is designed so the program is assessing program and course outcomes at the same time.*

Aligning the Curriculum Map (C-Map) to the 3-Year Assessment Plan (A-Plan)

Use the C-Map with the aligned outcomes to fill out the 3-Year A-Plan. Ensure all of the program outcomes and all required courses (in the degree and embedded certificates) are assessed within the 3-Year plan.

PROGRAM LEARNING OUTCOME # and Outcome	REQUIRED COURSES AND COURSE LEARNING OUTCOMES (CLOs)									
	LDR 300 Foundations of Leadership	BSA 300 Global Environment of Business	BSA 400 Business Policy & Strategic Planning	BSA 305 Principles of Finance	BSA 310 Logistics and Supply Chain Theory	MGT 340 Marketing Management	BSA 410 Business Analytics	BSA 360 Project Management Essentials	BSA 394 Business Mentorship	BSA 496 Business Internship Capstone
PLO1. Demonstrate advanced knowledge and skills in core functional areas of business.	1	4	2	1	1, 2	3	4, 5, 6	1, 2, 3	2	1, 2, 3, 4, 5
PLO2. Apply critical thinking skills in complex business-related situations.	1, 2, 4	1, 4, 5	2, 3	1, 3	3, 4	1	4	4, 5, 9	1	1, 3, 5, 6, 7, 8
PLO3. Demonstrate ability to analyze information for effective decision-making.	1	3, 4, 5	3, 4	1, 4	1	1, 2, 4	3	7, 8	3	3, 8
PLO4. Demonstrate effective professional communication skills.	3	1, 2	1, 4	3	5	3	1	2	1, 4	1, 4, 5
PLO5. Demonstrate ethical approaches to decision-making.	2, 4	3	5	2, 5	3, 4	4	2	8	3	2
PLO6. Apply technological tools for effective support of the business environment.		1	1	4	5	2	3, 7	6	2, 4	6, 9
Insert an "X" in the appropriate cell to indicate the course's Course Learning Outcomes (CLO) and Program Learning Outcomes (PLO) are aligned with the following General										
ILO: Communication **OR** **GEC:** Written Communication	X					X		X	X	X
GEC: Scientific Literacy, Quantitative Literacy, and/or Critical Thinking		X	X	X	X	X	X	X	X	X
ILO: Social Responsibility **OR** **GEC:** Diversity Awareness		X			X					X

YR1 Data Collection of A-Plan 2024-2025

PLO PLO2. Apply critical thinking skills in complex business-related situations

ILO/GE ED Competency ILO: Critical Thinking

CRSES	Modalities	CLO #	Course Outcome(s)	Assessment Method/Tools	Direct/Indirect	Minimum Requirements of Proficiency	% of Students to Meet Proficiency	Faculty/Staff Involved
BSA 400 Business Policy & Strategic Planning	Online	2	Evaluate business problems using critical thinking skills.	Module 4 Paper	Direct	70%	80%	Megan Hanna Luke Seitters
MGT 340 Marketing Management	Online	1	Conduct a SWOT analysis to support the development of an organization's marketing strategy.	Module 2 Assignment: Marketing Plan Part 1 (Writing)	Direct	70%	80%	Lauri L Dreher Eric Hall
ACC 410 Forensic Accounting and Fraud Examination	Online	6	Evaluate techniques used to prevent and detect fraudulent financial reporting.	Module 4 Written Assignment (Financial Statement Fraud & Manipulation)	Direct	70%	80%	Fahim Mazumdar
LDR 430 Managing Talent and Developing Leaders	Online	7	Create a development plan that will accelerate professional development.	Module 6 Assignment (Writing)	Direct	70%	80%	Patricia Anderson Lauri L Dreher
MGT 380 Introduction to Entrepreneurship	Online	6	Create a business plan	Module 8 Assignment (Writing)	Direct	0.7	80%	Lauri L Dreher
Overall Program Target	80%							

NOTE: All of the red circles on the A-Plan indicate data that comes directly from the C-Map.

#	SECTION TITLE & PURPOSE	#	SECTION TITLE & PURPOSE
1	**Program or Department Outcome(s)** Identify the program/department outcomes planned to be assessed in each year. Not every outcome needs to be assessed every year. Some may be better aligned to be assessed together due to the assessment methodology and faculty involved.	2	**Courses for Program Assessment** Identify the courses to be used collect program-level assessment. Not every aligned course must be selected. Consider electing to assess in courses that are sequenced, include all modalities, and/or are better representative of the students in the program.
3	**Course Learning Outcome** The courses outcomes should be determined by the curriculum map and associated with the selected program outcomes for that particular year.	4	**Institutional Learning Outcome** The institutional outcomes should be determined by the curriculum map and associated with the selected course(s)for that particular year. This data will be aggregated by the Curriculum and Assessment Manager and shared with the college at-large.

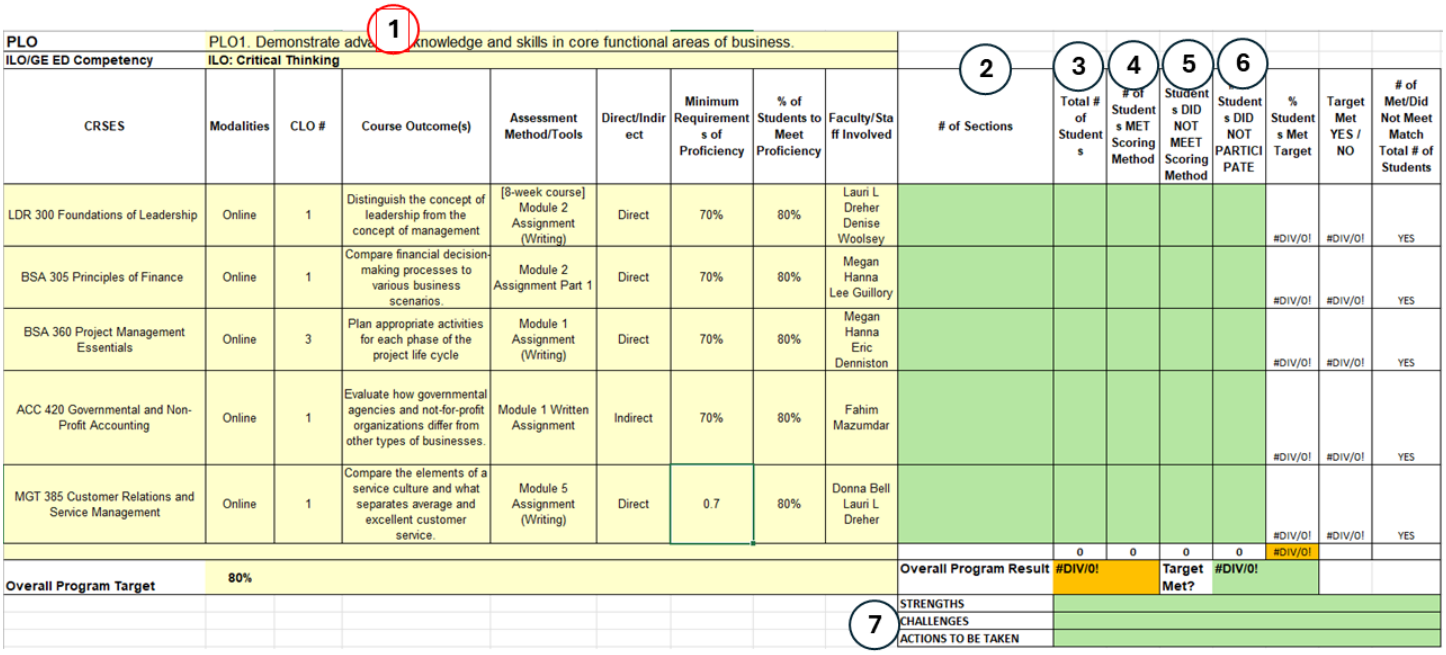
5	**Modalities** List the modality the course is taught in. If the course is taught in multiple modalities, list each modality on a separate line on the A-Plan.	**6**	**Assessment Method(s) and Tool(s)** Indicate the "ideal" assignment for collecting program or department/level assessment in terms of satisfactory validity, and affordability in terms of time, effort, and money. Be sure to consider what method will produce information or data that will help the program affirm or improve teaching and learning. NOTE: The "assessment method/tool" should be an aligned assignment in which the faculty observe whether students have learned knowledge and skills being taught in the course.
7	**Direct vs. Indirect** Identify whether the assessment methodology will be direct (observable skills or display of knowledge) or indirect (self-reports on learning). If using an indirect method, consider using the results provided to the program through the yearly data benchmarks from program review, course evaluations, or final grades.	**8**	**Minimum Requirements of Proficiency** Describe how a faculty member will determine if a student has satisfactorily passed the assignment indicated in the "Assessment Method/Tools" area. EXAMPLES: "Pass" for pass/fail assignments; 70% on a chapter exam aligned to one outcome; 5 out of 7 questions correct on final exam; Satisfactory on "Thesis" portion of rubric.
9	**% of Students to Meet Proficiency** Indicate the percentage of students that should meet the minimum requirements for passing the assignment.	**10**	**Faculty/Staff Involved** Indicate who will be responsible for collecting and evaluating the student learning data.

Annual Program Learning Outcomes Assessment Report

Following a collection year, the program will report on the SLO data gathered in the Fall by creating an Assessment Report.

Annual Assessment Report (A-Report)
After establishing a 3-Year Assessment Plan, the program/department faculty will being to collect student learning data. The following year, the program/department faculty will analyze student learning data to inform changes within the courses and programs by identifying strengths and weaknesses.

Each year, the faculty should review their prior year's student learning assessment data together and discuss how to improve learning across the program.



PLO	PLO1. Demonstrate adv[1] knowledge and skills in core functional areas of business.															
ILO/GE ED Competency	ILO: Critical Thinking															
CRSES	Modalities	CLO #	Course Outcome(s)	Assessment Method/Tools	Direct/Indirect	Minimum Requirements of Proficiency	% of Students to Meet Proficiency	Faculty/Staff Involved	[2] # of Sections	[3] Total # of Students	[4] # of Students MET Scoring Method	[5] Students DID NOT MEET Scoring Method	[6] Students DID NOT PARTICIPATE	% Students Met Target	Target Met YES / NO	# of Met/Did Not Meet Match Total # of Students
LDR 300 Foundations of Leadership	Online	1	Distinguish the concept of leadership from the concept of management	[8-week course] Module 2 Assignment (Writing)	Direct	70%	80%	Lauri L Dreher Denise Woolsey						#DIV/0!	#DIV/0!	YES
BSA 305 Principles of Finance	Online	1	Compare financial decision-making processes to various business scenarios.	Module 2 Assignment Part 1	Direct	70%	80%	Megan Hanna Lee Guillory						#DIV/0!	#DIV/0!	YES
BSA 360 Project Management Essentials	Online	3	Plan appropriate activities for each phase of the project life cycle	Module 1 Assignment (Writing)	Direct	70%	80%	Megan Hanna Eric Denniston						#DIV/0!	#DIV/0!	YES
ACC 420 Governmental and Non-Profit Accounting	Online	1	Evaluate how governmental agencies and not-for-profit organizations differ from other types of businesses.	Module 1 Written Assignment	Indirect	70%	80%	Fahim Mazumdar						#DIV/0!	#DIV/0!	YES
MGT 385 Customer Relations and Service Management	Online	1	Compare the elements of a service culture and what separates average and excellent customer service.	Module 5 Assignment (Writing)	Direct	0.7	80%	Donna Bell Lauri L Dreher						#DIV/0!	#DIV/0!	YES
										0	0	0	0	#DIV/0!		
Overall Program Target	80%								Overall Program Result	#DIV/0!		Target Met?	#DIV/0!			
									[7] STRENGTHS							
									CHALLENGES							
									ACTIONS TO BE TAKEN							

The yellow boxes indicate information brought over from the 3-Year Assessment Plan. There is no need to alter this information. If changes are necessary, make the changes on the A-Plan first.

The green boxes indicate the fields that the program needs to complete for the A-Report.

#	SECTION TITLE & PURPOSE	#	SECTION TITLE & PURPOSE
1	**3-Year Assessment Plan (A-Plan)** This is defaulted information based on the program's 3-Year Assessment Plan. If information is changed on the A-Plan, it should be updated on the A-Report.	2	**# of Sections** Enter the number of sections of the course per modality that were taught in the prior academic year to the fall the report is being completed.
3	**Total # of Students** Enter the total number of students across all of the sections that participated in that course by modality.	4	**# of Students MET Scoring Method** Input the number of students who met the "Minimum Requirements of Proficiency" in that course by modality.
5	**# of Students DID NOT MEET Scoring Method** Input the number of students who did not meet the "Minimum Requirements of Proficiency" in that course by modality.	6	**# of Students DID NOT PARTICIPATE** Input the number of students who did not participate in the assignment. NOTE: This number is subtracted from the Total # of Students as it is impossible to assess learning if a student does not participate in the assignment and they should not be reflective in learning data.
7	**STRENGTHS, CHALLENGES, and ACTIONS TO BE TAKEN** "Strengths" - Based on the data collected or events inside the sections, list out the strengths based on how well the students have learned the program and course learning outcomes. Strengths should include learning activities that lead up to the assignment, typical classroom assets, regular faculty meetings to discuss assignments and teaching practices, or anything else within the control of the faculty teaching the courses.		

	"Challenges" - Based on the data collected or events inside the sections, list out the challenges based on how well the students have learned the program and course learning outcomes. Challenges could include pacing in the course, lack of access or issues in accessing particular equipment or software, lack of time for labs or practice with concepts, or anything else within the control of the faculty teaching the courses. In the "Action for Improvement" box, provide a brief description of what action will be taken based on the previously identified strengths and challenges experienced in the prior academic year. **NOTE: The narratives in these boxes should be reflective of both the course level data and the overall program level data.**

Analyzing Student Learning Assessment Results

After assessment data is collected, compare the results to performance targets identified in the assessment plan to measure student attainment of the learning outcomes.

Start with first impressions about the data – “gut reactions”

Second, focus on the following discussion points to begin your analysis:

1. Observations: What do we think about this data?
2. Gaps: What else do we want to know?
3. Relationships: What connections can we make?
4. Success: Identify evidence of learning!
5. Outliers: Any anomalies (unexpected, unintended data) or provocative data?
    - By capturing anomalies, you can make sure three to five years from now you can remember what caused the anomalies. For example, campus could close during to a pandemic and all learning must be moved to remote learning in an extremely short time span. This could impact student performance on assessment instruments.
6. Usefulness: How can this data be used for instructional purposes?
    - Sometimes we find the assessment instrument we designed does not actually help inform learning or curriculum changes. If this is the case – toss it!
7. Future questions: What other questions does this data raise?
    - Usually as the trends in the data emerge, a future assessment question also emerges.

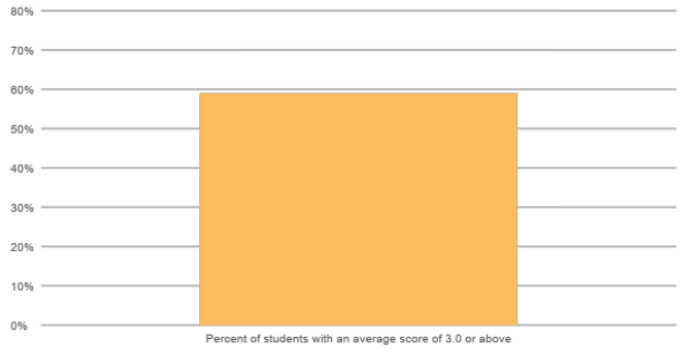
Use the discussion points to identify strengths are areas in need of improvement within the programs/departments, courses, or learning activities based on the analysis of the assessment data.

Hopefully, the collected data resulted in useful information that can pinpoint where curricular or pedagogical changes can be made. If the data and results are not useful to inform changes concerning teaching and learning, the first step that can be taken would be to refine the data collected.

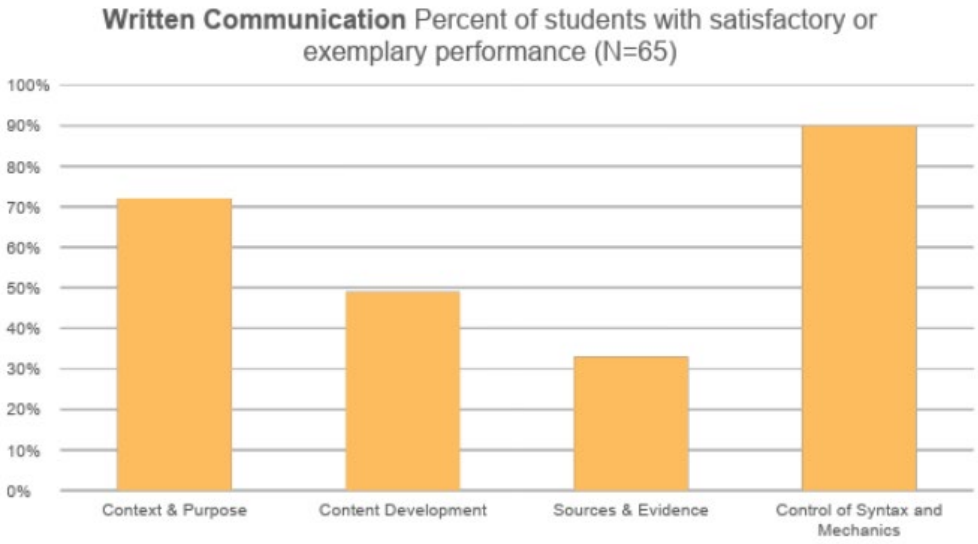
For example, the collected data and results may should that the students met the threshold:

Written Communication Rubric

Threshold: 70% of students will average 3.0 or above

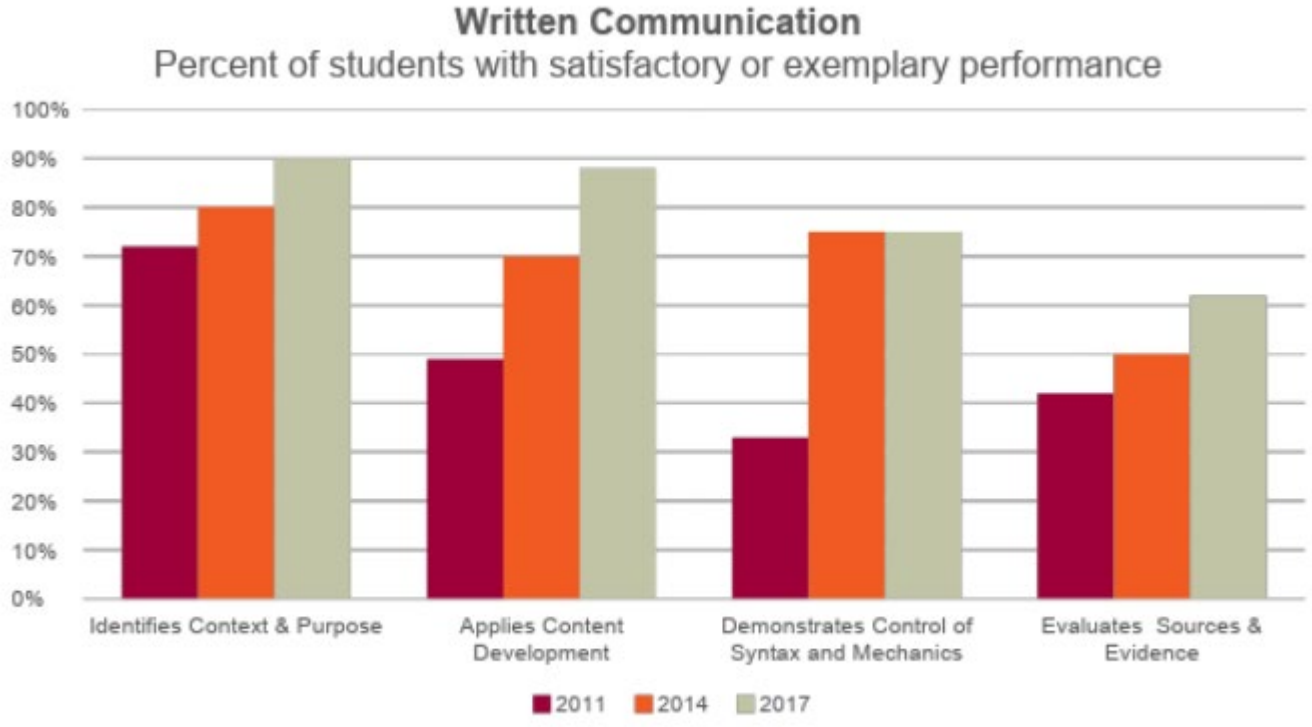


However, this is not useful information to make changes to teaching and learning. An adjustment to the rubric might show more meaningful results that can result in change:



These results show that improvements can be made with students by focusing more on appropriate uses of sources and evidential materials and content development, both of which are performance measures of written communication.

Maintaining historic data can also be useful.



After areas in need of improvement are determined, identify actions needed such as, modifications to curriculum or the program, changes in instructional practice or professional development needs, equipment or staffing needs, or changes within the assessment process.

Using Results to Make Improvements

It is not always evident what changes can or should be made from assessment results as changes can occur at all of the levels of learning.

Institutional-Level:

- Revising institutional outcomes;
- Improving student engagement and success;
- Creating a culture of teaching and learning;
- Enhancing faculty collaboration across the campus and the institution;
- Reflecting on assessment processes and institutional practices.

Program/Department and Course-Levels:

- Setting faculty priorities;
- Securing resources for professional development;
- Improving student services;
- Revising curriculum, courses, and assignments;

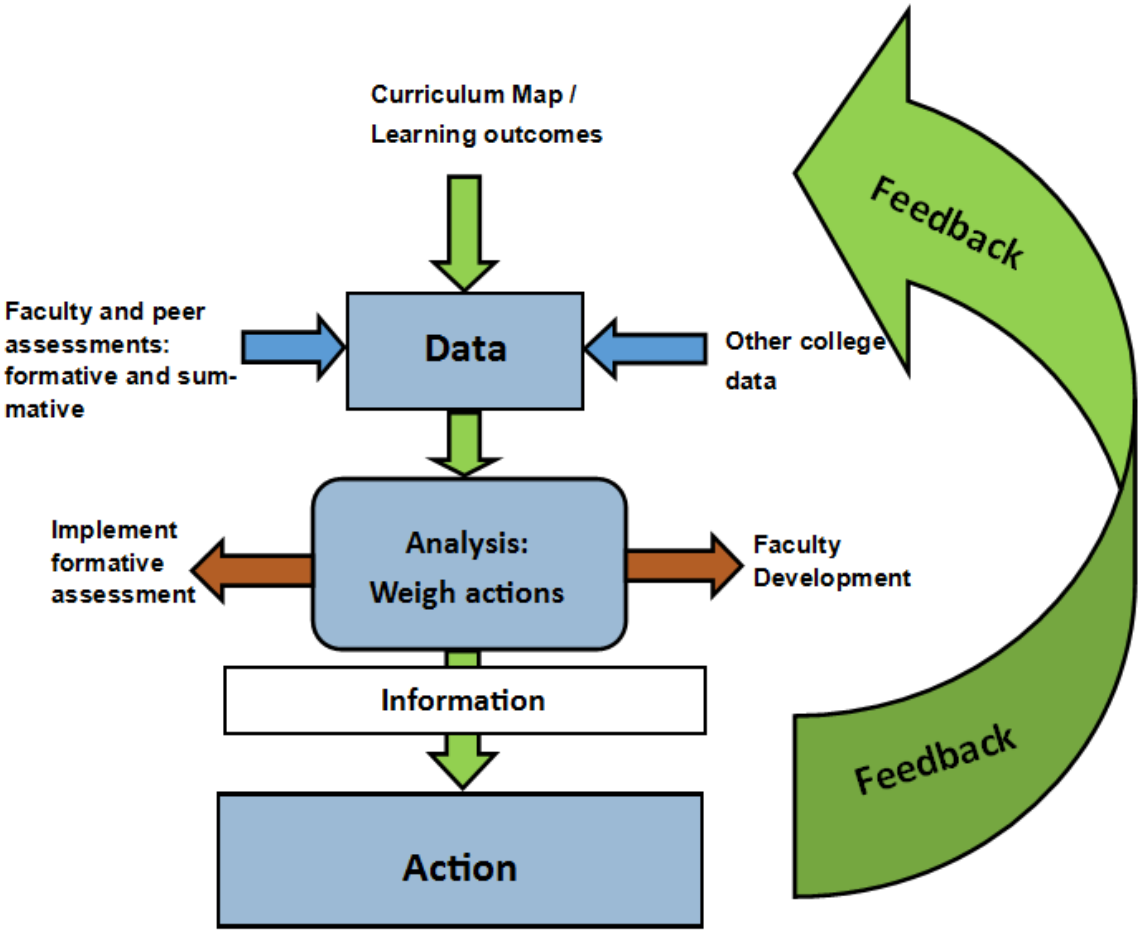
- Informing program reviews/departmental self-studies;
- Aligning the curriculum;
- Improving program and courses outcomes.

In the Classroom:

- Using more formative assessments to gather information on where students are and where the faculty member needs to go next;
- Observing students to see how well they are making sense of the curriculum, interacting with others, or struggling with the activities. This could involve changes to the pacing for the whole class or scaffolding specific struggling students;
- Using summative assessments to measure growth of individuals and whole groups. If a large number of students do not do well, reflection may be needed to make changes for the next class.

Additional student information may come from analyzing assessment results:

- There may be several students who miss class due to being homeless. This could be an opportunity for the institution to help;
- Several students may be inaccurately placed in classes. This could lead to a collaboration between faculty and Student Affairs.
- Students may be doing well in the coursework, but failing tests. It could be test anxiety and could lead to a workshop for anxious test takers.


Curriculum Map /
Learning outcomes
Faculty and peer assessments: formative and summative
Data
Other college data
Implement formative assessment
Analysis:
Weigh actions
Faculty Development
Information
Action
Feedback
Feedback

Appendix A – CLO to PLO ALIGN and Overall Curriculum Map Templates

CLO to PLO ALIGNMENT

Program/Department:

INSTRUCTIONS: Select your course from Column A. For each Course Learning Outcome (CLO) in Column C enter an "x" under each PLO that aligns with the CLO. CLOs not mapped will show a ⚠ alert in Column K.

			PLO 1	PLO 2	PLO 3	PLO 4 …	
CRSE	CLO#	CLO Description					Unmapped CLO?
							⚠ No PLO mapped
							⚠ No PLO mapped
							⚠ No PLO mapped
							⚠ No PLO mapped

CURRICULUM MAP

Program/Department: 0

Program / Department Mission:

INSTRUCTIONS: This curriculum map auto-populates based on the CLO to PLO ALIGN tab. Each cell shows CLO numbers where alignment exists between courses (columns) and PLOs (rows). **In the ILO/GEC rows, enter an "x" under each course that aligns with the ILO/GEC.**

		REQUIRED COURSES AND COURSE LEARNING OUTCOMES (CLOS)			
PROGRAM LEARNING OUTCOMES (PLO) # and Outcome					
PLO 1	PLO 1 Description				
PLO 2					
PLO 3					
PLO 4…					
Insert an "X" in the appropriate cell to indicate the course's Course Learning Outcomes (CLO) and Program Learning Outcomes (PLO) are aligned with the following General Education Competencies (GEC) and/or Institutional Level Learning Outcomes (ILO)					
ILO: Communication **OR** **GEC:** Written Communication					
ILO: Critical Thinking **OR** **GEC:** Scientific Literacy, Quantitative Literacy, and/or Critical Thinking					
ILO: Digital Literacy					
ILO: Social Responsibility **OR** **GEC:** Diversity Awareness					

Appendix B – 3-Year Assessment PlanTemplate

3-YEAR ASSESSMENT PLAN (A-PLAN)

Program/Department:

INSTRUCTIONS: Select the PLO you are assessing using the dropdown in the first cell after the "PLO" heading. The PLO description will auto-populate. For each course being assessed, select the course and the CLO # from the drop-downs. The CLO description will auto-populate based on those selections. Fill out the remaining fields as applicable for assessment planning. Changes made on this plan will auto-popluate to the annual A-Report tabs.

YR1 Data Collection of A-Plan	2026-2027

PLO	
ILO/GE ED Competency	

CRSES	Modalities	CLO #	Course Outcome(s)	Assessment Method/ Tools	Direct/ Indirect	Minimum Requirements of Proficiency	% of Students to Meet Proficiency	Faculty/Staff Involved

Overall Program Target	

Appendix C – Annual Assessment Report Template

YR1 Data REPORTING of A-Plan	2027-2028

# of Sections	Total # of Students	# of Students MET Scoring Method	# of Students DID NOT MEET Scoring Method	# of Students DID NOT PARTICIPATE	% Students Met Target	Target Met YES / NO	# of Met/Did Not Meet Match Total # of Students
					#DIV/0!	#DIV/0!	YES
					#DIV/0!	#DIV/0!	YES
					#DIV/0!	#DIV/0!	YES
					#DIV/0!	#DIV/0!	YES
					#DIV/0!	#DIV/0!	YES
	0	0	0	0	#DIV/0!		
Overall Program Result	**#DIV/0!**		**Target Met?**	**#DIV/0!**			
STRENGTHS							
CHALLENGES							
ACTIONS TO BE TAKEN							

Appendix D – Glossary and References

Glossary

Cocurricular Activities: An activity, program, or experience that supports the institution's mission and Institutional Learning Outcomes and occurs outside of a formal course.

Data Collection Tool: Determine what instrument will be used to collect data: percentage correct, rubric scores, Likert-type scale on a survey, etc.

Direct Assessment Method: A method that seeks to assess observable student performance. Data collection tools could be a portfolio, pre-/post-tests results.

Formative Assessment Method: Data collected during the program or experiences with the purpose to provide feedback to shape, modify, or improve the program or experience.

Indirect Assessment Method: A method that measures perceptions and opinions of students' learning. Data collection tools could be self-reported survey data or focus group responses.

Institutional Learning Outcome (ILO): General and measurable outcomes across the student experience. While at least one Institutional Learning Outcome must be assessed for each activity, program, or experience, co-curricular activities might have multiple ILOs embedded within them. Specific ILO definitions are available in the Cocurricular Assessment Plan and Results instructions.

Performance Targets: What is the desired level of performance that represents students' success at achieving an outcome?

Examples:

- At least 80% of students will be able to …….
- The mean rubric score will be 3 or greater on a scale of 1 to 4.

Qualitative Data Collection Type: Narrative data that is useful for understanding the depth and richness of an experience. Examples are written reflections, focus group results, interviews, open-ended questions to surveys.

Quantitative Data Collection Type: Numerical data that is useful for comparing and measuring across individual students or student populations. Examples are rubric scores, checklists, pre-/post-tests, survey questions.

Rationale: Identify the purpose of the co-curricular activity, program, or experience as related to learning outcomes that supports the institutional mission. Consider the driving force and need for the activity, program, or experience.

Responsible/Point Person: Determine who should collect the data. Depending on the Targeted Audience, one person may be able to collect the data, but it may take more if it is a focus group or Q&A.

Summative Assessment Method: Data collected after the activity, program, or experience has been completed. It provides the opportunity to make a judgment on the quality, worth, or compare it to a standard.

Targeted Audience: Define who will be impacted by the co-curricular activity, program, or experience. Examples could include 1st Gen students, TRIO students, YC students at event, Hispanic or other student populations.

Timeframe for Activity: Determine if the activity, program, or experience will be a one-time event or an ongoing event for a week, a month, a semester

References

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Allen, Mary J. (2004). Assessing Academic Programs in Higher Education (2nd Edition)

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Appendix E – A Guide to Using Bloom's Taxonomy for Help with Course Creation

Yavapai College Course Levels Descriptions

Yavapai courses provide content at different levels of knowledge and skill. Individual disciplines may provide different levels of knowledge and skill based on discipline standards, which could be articulated in additional discipline-specific guides for faculty. The final decision regarding learning outcome language lies with the discipline faculty.

LEVELS

Below 100-level (Developmental)	Courses generally cover pre-college-level competencies and prepare students to take college-level courses.
100-level (1st year)	Courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses.
200-level (2nd year)	Courses may be determined based on one or more of the following: presence of a prerequisite course, a determination based on discipline specific articulation or other standards, or a decision made by the discipline faculty.
300-level (3rd year) and 400-level (4th year)	A 300-level or 400-level course may be determined based on one or more of the following: presence of one or more prerequisite courses, a determination based on discipline specific articulation or other standards, or a decision made by the discipline faculty.

In addition to discipline standards, outside accreditation guidelines, etc., Bloom's Taxonomy can be a useful framework for developing courses in some disciplines. The following guide demonstrates how Bloom's could be used to differentiate between course levels in a program.

Using Bloom's Taxonomy for Help with Course Creation

(100-level) Factual First-year (100-level) courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses and focus on:

- Remembering and Knowledge Building Activities: *lecture, visuals, video, audio, examples, illustrations, analogies*
- Comprehension and Understanding Activities: *questions, discussion, review, test, assessment, reports, learner, presentation, writing.*

At this level, the students should demonstrate:

- Observing and recalling information such as
  - Knowledge of dates, events, places
  - Knowledge of major discipline ideas
  - Basic subject matter knowledge
- Grasping meanings
- Translating knowledge into new contexts
- Interpreting facts
- Comparing and contrasting

- Ordering, grouping, and inferring causes.

(200-level) Conceptual Second year (200-level) courses generally cover competencies for which some previous experience or knowledge may be desirable. A 200-level course may have a prerequisite course and focuses on:

- Application Activities: *exercises, practice, demonstrates, projects, sketches, simulations, role play, microteach.*
- Analysis Activities*: problems, exercises, case studies, critical incidents, discussion, questions, test*

At this level, the students should demonstrate:

- Utilizing information, methods, concepts, and theories in new situations
- Solving problems using skills or knowledge
- Determining patterns
- Organizing parts
- Identifying components

(300-level) Procedural Third year (300-Level) courses are subject-specific and continue to develop lower cognitive levels while developing experience through:

- Analysis Activities: *projects, problems, case studies, creative exercises, develop plans, constructs, simulations.*
- Evaluation Activities*: problems, exercises, case studies, critical incidents, discussion, questions, test*

At this level, the students should demonstrate:

- Recognizing hidden meanings
- Comparing and discriminating against ideas
- Assessing the value of theories and presentations
- Choosing appropriately based on reasoned arguments

(400-level) Metacognitive Fourth year (400-Level) courses generally focus on a seminar, self-knowledge, and practical application/problem-solving projects which focus on:

- Synthesis and Evaluation Activities*: projects, problems, case studies, creative exercises, develop plans, constructs, simulations.*
- Evaluation and Creation Activities: *Case studies, projects, exercises, critiques, simulations, appraisals*

At this level, the students should demonstrate:

- Utilizing old ideas to create new ones
- Generalizing from given facts
- Relating knowledge from several areas
- Predicting and drawing conclusions