**Program Name:**

**Mission:**

**YPA Author:**

**Student Learning Goals and Outcomes**

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| **Student Learning Goal (SLG)** | **Student Learning Outcome (SLO)** | **Measure** | **Criteria** |
| **Measure title and description** | **Associated Outcomes** | **Direct or Indirect** | **Description w/ proficiency** | **Target** **(%)** |
| SLG 1: *[Title]* | SLO 1.1: *[Title]*  *[Description w/ course(s) covering SLO]*  | Measure 1.1.1: *[Title]*  *[Description of activity, instrument, time frame, personnel involved, and setting (e.g., course(s) assessing SLO if applicable)]*  |   |   |   |   |
| Measure 1.1.2: *[Title]*  *[Description of activity, instrument, time frame, personnel involved, and setting (e.g., course(s) assessing SLO if applicable)]*  |   |   |   |   |
| SLO 1.2: *[Title]*  *[Description w/ course(s) covering SLO]* | Measure 1.2.1: *[Title]* *[Description of activity, instrument, time frame, personnel involved, and setting (e.g., course(s) assessing SLO if applicable)]* |   |   |   |   |
| Measure 1.2.2: *[Title]* *[Description of activity, instrument, time frame, personnel involved, and setting (e.g., course(s) assessing SLO if applicable)]* |   |   |   |  |

**Operational Outcomes**

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| --- | --- | --- | --- |
| **Operational Goal (OG)** | **Operational Outcome (OO)** | **Measure** | **Criteria** |
| **Title and Description** | **Direct or Indirect** | **Description** | **Calculation method (avg, sum, most recent)** | **Target** **(#, %, $)** |
| OG 1: *[Title]* | OO 1.1: *[Title]**[Description]* | Measure 1.1.1: *[Title]**[Description of activity, instrument, time frame, personnel involved, and setting]* |  |  |  |  |
| Measure 1.1.2: *[Title]**[Description of activity, instrument, time frame, personnel involved, and setting]* |  |  |  |  |
| OO 1.2: *[Title]* *[Description]* | Measure 1.2.1: *[Title]**[Description of activity, instrument, time frame, personnel involved, and setting]* |  |  |  |  |
| Measure 1.2.2: *[Title]**[Description of activity, instrument, time frame, personnel involved, and setting]* |  |  |  |  |

**Definitions**

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| A+ Inquiry framework | A theoretical framework that synthesizes common stages of research, evaluation, and assessment processes to guide methods of strategically answering questions that matter. A+ Inquiry and may serve as a conceptual model for operationalizing outcomes. |
| Absorb stage | An A+ Inquiry stage in which a person reviews what is already known about a context that they would like to study so they can reveal a gap between what is currently known about the context and what is not known but would be important to know.  |
| Academic program | An undergraduate- or graduate-level course of study that results in a degree, certificate, or other scholarly award. |
| Access stage | An A+ Inquiry stage in which a person retrieves the collected data from where they are being stored, or are otherwise available, in preparation for analysis. |
| Accumulate stage | An A+ Inquiry stage in which a person collects primary quantitative or qualitative data — or a combination of both types of data — that will help them answer the question(s) that they formulated to guide their study. If they will be using secondary data, then they confirm that the data have already been collected. |
| Actual results | Description of the actual assessment results related to an outcome, including comparisons to results from previous years, reasons why the results may have been achieved, implications that may be drawn from the results, and limitations of the results |
| Analyze stage | An A+ Inquiry stage in which a person conducts analysis of the data using quantitative and/or qualitative methods that are appropriate for the data that they collected and the question(s) that they formulated to guide their study. |
| Answer stage | An A+ Inquiry stage in which a person responds to the question(s) guiding their study with the results of their data analysis and reflect on the limitations and implications of the results as well as how they relate to what is already known about the topic or context that they are studying. |
| Announce stage | An A+ Inquiry stage in which a person communicates the results of their study to individuals or groups who may find value in the new knowledge that they created. |
| Apply stage | An A+ Inquiry stage in which a person makes decisions or takes actions that are informed by the findings of a study. |
| Assessment | The systematic collection and analysis of information for improvement purposes |
| Awareness hub | The center of the A+ Inquiry framework that connects all the A+ Inquiry stages to help ensure that when a person is performing tasks in one of the stages of a comprehensive data utilization process, they remain attentive to how it aligns with the other stages in the process. |
| Categories of assessment | Broad types of assessment that are important to consider for the planning, implementation, and evaluation of a program. Assessment categories include needs, theory, process, outcome, and efficiency. |
| Co-curricular program | An initiative of ungraded learning that happens outside the classroom, which complements the learning occurring inside the classroom |
| College assessment | The systematic collection and analysis of college-level information for college-level improvement purposes. |
| Course assessing an SLO | Course where a measure is implemented to assess learning relevant to an SLO |
| Course assessment | is the systematic collection and analysis of course-level information for course-level improvement purposes |
| Course covering an SLO | Course where an SLO is introduced, reinforced, or synthesized |
| Course covering an SLO through introduction | Course that introduces concepts relevant to an SLO. Learning opportunities focus on acquiring basic knowledge and skills relevant to the SLO. |
| Course covering an SLO through reinforcement | Course that reinforces concepts relevant to an SLO. Learning opportunities focus on advancing the development of knowledge and skills that were previously introduced. |
| Course covering an SLO through synthesis | Course that synthesizes concepts relevant to an SLO. Learning opportunities focus on combining multiple concepts related to an SLO that have been previously introduced or reinforced. |
| Course Objective | Specific statement of the knowledge, skills, values, or other attributes that students are expected to demonstrate by the time that they complete a course. |
| Course Objective Template | [Learner description] will [observable action verb] [statement of learning to be demonstrated] |
| Criteria | Methods of reporting assessment data, including targets |
| Criteria for an Operational Outcome | Methods of reporting operational assessment data, including the calculation method of the results and a target that is established as a number, percentage, or currency value that is expected to be achieved.  |
| Criteria for a Student Learning Outcome | Methods of reporting student learning assessment data, including the proficiency level that is required to achieve success on a measure and a target that is established as a percentage of students who are expected to achieve proficiency on the measure. |
| Department Assessment | The systematic collection and analysis of department-level information for department-level improvement purposes. |
| Direct Measure of a Student Learning Outcome | Means of assessing a student learning outcome that require students to demonstrate their learning (e.g., standardized exams, locally developed exams, oral exams, essays/reports, performances/recitals, clinicals/practicums, presentations, portfolios, capstone projects, simulations) |
| Direct Measure of an Operational Outcome | Means of assessing an operational outcome that require products or other sources of evidence that demonstrate a program’s utilization of resources or implementation of processes (e.g., retention, graduation, placement, program curricula, faculty/staff performance, strategic plan/budget performance, academic/student support services, learning and technological resources, facilities, comparisons with peer institutions, staff time, cost, materials, equipment, reduction in errors, reliability) |
| Efficiency Assessment | Assessment of the extent to and ways in which a program is implemented with efficient utilization of resources. |
| Explanation of Results | Descriptions of the intended results, actual results, and use of results related to an outcome |
| Finding | Assessment results |
| Indirect Measure of a Student Learning Outcome | Means of assessing a student learning outcome that requires students to report, describe, or reflect on their learning (e.g., surveys, questionnaires, interviews, focus groups) |
| Indirect Measure of an Operational Outcome | Means of assessing an operational outcome that require sources of evidence that imply a program’s utilization of resources or implementation of processes (e.g., stakeholder surveys, interviews, focus groups) |
| Intended results | Description of the intended assessment results related to an outcome. |
| Institution assessment | The systematic collection and analysis of institution-level information for institution-level improvement purposes. |
| Mission Statement | Statement describing a program’s primary purpose, functions, and stakeholders served. The mission should distinctly represent the program and be related to the mission of the institution.  |
| Mission Statement Template | The mission of the (Name of the Program) program is to (purpose of the program) by providing (primary functions or activities of the program) to (stakeholders served by the program) |
| Measure | Tool, methodology, activity, or other means of assessing an outcome, including the instrument that is utilized to collect data, the time frame when it is implemented, and the personnel involved. Each measure should subsume at least one set of criteria.  |
| Needs assessment | Assessment of the extent to and ways in which there is a need for a program. |
| Operational Goal (OG) | General statement of what a program intends to accomplish in terms of its operational effectiveness. Each operational goal should subsume at least one operational outcome. |
| Operational Outcome (OO) | Specific statement of desired results relevant to a program’s processes as well as its human, physical, technological, financial and other resources. Each operational outcome should subsume at least one measure.  |
| Outcome Assessment | Assessment of the extent to and ways in which a program is achieving its intended outcomes. |
| Process Assessment | Assessment of the extent to and ways in which a program is implemented as intended. |
| Proficiency | Minimum performance required on a measure to represent successful achievement of a Student Learning Outcome |
| Program | Institutional initiative that supports student learning |
| Program Assessment | The systematic collection and analysis of program-level information for program-level improvement purposes |
| Student Assessment | The systematic collection and analysis of student-level information for student-level improvement purposes |
| Strategic Planning Online (SPOL) | A comprehensive, integrated system to support institutional effectiveness, specifically strategic planning, outcomes assessment (including student learning outcomes and operational outcomes), program review, budget planning, faculty credentialing, and accreditation compliance and reporting. |
| Strategic Planning Online (SPOL) Assessment Module | A platform in SPOL for recording assessment plans, collected data, summary of findings, and plans for improvement for all aspects of the institution. |
| Student Learning Goal (SLG) | General statement of learning that students are expected to achieve through participation in a program. SLGs should be reflected in the curriculum and serve as a bridge between the program’s broad mission statement and its more detailed SLOs. Key elements of an SLG are the same as a Student Learning Outcome (SLO) and include a learner description, observable action verb, and statement of learning to be demonstrated. Each SLG should subsume at least one SLO. |
| Student Learning Goal (SLG) Template | [Learner description] will [observable action verb] [statement of learning to be demonstrated] |
| Student Learning Outcome (SLO) | Specific statement of the knowledge, skills, values, or other attributes that students are expected to demonstrate by the time that they complete a program. Key elements of an SLO are the same as a student learning goal (SLG) and include a learner description, observable action verb, and statement of learning to be demonstrated. Each SLO should subsume at least one measure. |
| Student Learning Outcome (SLO) Template | [Learner description] will [observable action verb] [statement of learning to be demonstrated] |
| Summary of Results | Description that summarizes the actual assessment results related to an outcome. |
| Target | Future quantitative value that is expected to be achieved on a measure as a point of reference for a program to evaluate or judge its own performance. A program may use its own past performance data or data from another comparable or exemplary program as a benchmark against which to compare future data/performance. |
| Target for an Operational Outcome | Future quantitative value expressed as a number, percentage, dollar amount, or other numeric value that is expected to be achieved by a program. |
| Target for a Student Learning Outcome | Future quantitative value expressed as a percentage of students that are expected to achieve proficiency on a measure |
| Target statement for a Student Learning Outcome Template | (Target percentage) of (Learner description) will show proficiency of their ability to (observable action verb) (statement of learning to be demonstrated) by scoring (Proficiency) or higher on the (criteria title) criteria of the (type) measure, (Measure Title), which is implemented in (course or setting). |
| Theory Assessment | Assessment of the extent to and ways in which a program is appropriate to meet identified needs. |
| Use of Results | Description of actions or decisions that have been or may be informed by the assessment results related to an outcome |
| Yearly Program Assessment (YPA) | Annual documentation of a program's assessment plan, results, and utilization of results. |

**Tools**

*Key Components of a Mission Statement*

|  |  |
| --- | --- |
| Component of Mission | Response |
| Name of the program |  |
| Purpose of the program (i.e., the reasons why it performs its operations) |  |
| Primary functions or activities of the program |  |
| Stakeholders served by the program (i.e., the stakeholders that are expected to participate in or otherwise benefit from the program) |  |

*Key Components of an SLG*

|  |  |
| --- | --- |
| Component of SLG | Response |
| SLG Number |  |
| Learner description |  |
| Observable action verb |  |
| Statement of learning to be demonstrated |  |

*Key Components of an SLO*

|  |  |
| --- | --- |
| Component of SLO | Response |
| SLO Number |  |
| Learner description |  |
| Observable action verb |  |
| Statement of learning to be demonstrated |  |

*Course Assessment and Coverage Level for SLO Mapping Template*

|  |  |
| --- | --- |
| Course or Setting | SLO # |
| Assessed (Yes/No) | Coverage Level |
|  |  |  |
|  |  |  |
|  |  |  |

*Key Components of a Measure*

|  |  |
| --- | --- |
| Component of Measure | Response |
| Measure Number |  |
| Title |  |
| Type |  |
| Course or setting |  |
| Description  |  |

*Key Components of Criteria*

|  |  |
| --- | --- |
| Component of Criteria | Response |
| Criteria Number |  |
| Title |  |
| Proficiency |  |
| Target % |  |

**Additional guidance is available at** <https://www.minotstateu.edu/academic/assessment/Assessment-Training.shtml>