YSU Student Learning Assessment Plan Drafting Template

Due: End of October in Year One of Assessment Cycle

The Taskstream system allows you to save your work and return at a later time. However, we recognize that some people prefer to work outside of the system for drafting. This document is meant as a place where you can draft your program Assessment Plan outside of the Taskstream system. You DO NOT need to complete this form or submit it to the Office of Assessment. Additionally, this form WILL NOT be accepted in place of submission through Taskstream. All Assessment Plan submissions are due through Taskstream.

For the purposes of this plan, we ask that you describe how you plan to report all student learning outcomes for the entire 5-year cycle. This planning will facilitate the ability for departments to focus on using data to provide evidence that students are achieving the learning outcomes expected in the program. **Note that programs must assess learning in all the program learning outcomes in the course of the cycle; programs may also choose to place an emphasis in a particular SLO area and evaluate learning in that area multiple times over the course of the plan.**

**Foundational Information - Year 1: Next Cycle Assessment Plan**

| **Year in Cycle** | 1. **Student learning outcomes**

Many programs have around 4-6 learning outcomes. You do not need numerous outcomes unless your accrediting agency requires it. Each SLO should be clearly written, measurable, and focused on a single skill or knowledge set. In Year 1 of your assessment cycle, you will enter your learning outcomes into Taskstream.*Notes: You may focus on priority SLO’s (ex: SLO2 below) across multiple years.* | 1. **Measures**

Each learning outcome should have two methods. At least one must be a direct measure. Explain where the measures will be taken (e.g. course number, capstone, and practicum). The same two measurement tools could theoretically cover all your learning outcomes. For example, you do not need 14 tools for seven outcomes, a final paper could be a method for several outcomes. In Year 1 of your assessment cycle, you will enter your methods into Taskstream. | 1. **Performance criteria**

How will learning in the program be evaluated? Significant development of criteria is expected—checklists, grading criteria, rubric for evaluation, etc. Describe performance criteria you will use (e.g. rubric, site supervisor evaluation form). In Year 1 of your assessment cycle, you will enter your performance criteria into Taskstream. You may also add supporting attachments.  |
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| **Year 2** |  |  |  |
| **Year 3** |  |  |  |
| **Year 3** |  |  |  |
| **Year 4** |  |  |  |
| **Year 5** |  |  |  |

Note: it is of critical importance to the Higher Learning Commission that programs make strong connections between the data they are collecting on Student Learning Outcomes and using that data to: reflect upon the current state of student learning; make changes to the curriculum (when necessary); share that data with stakeholders (both internal and external). The use of data will primarily be reported on the yearly Assessment Updates.

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| **How will you share data in an ongoing basis with all faculty in your program?** Entered into the *Faculty Engagement* textbox of the *Year 1: Next Cycle Assessment Plan* on Taskstream. |  |
| **How will you share the results of the data discussed in section three with your students, your college, and other stakeholders?** Entered into the *Stakeholders* textbox of the *Year 1: Next Cycle Assessment Plan* on Taskstream. |  |