



Develop Your YPA

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Objectives

- Background of YPA
- Key components
- Options for submitting
- Project plan
- Supports
- Barriers
- Opportunities for improvement

Background of YPA

Higher Learning Commission (HLC)

Minot State University policy

HLC Core Components

Higher Learning Commission (HLC) Core Components

3.E: Assessment of Student Learning

- The institution improves the quality of educational programs based on its assessment of student learning.

4.C: Planning for Quality Improvement

- The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Q: Are institutions expected to differentiate learning outcomes for embedded certificates and the related associate's degrees?

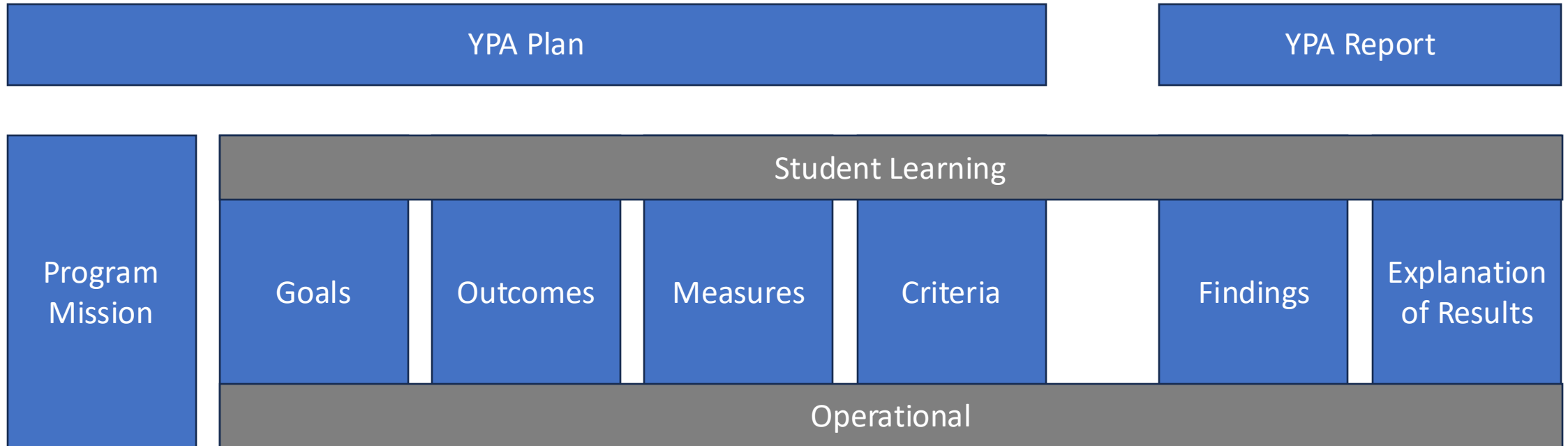
A: Since the institution identifies a different level of achievement, there will be an expectation of different learning outcomes, namely more for the associates degree. In cases where a certificate stands separate and apart from a related degree program, institutions have long specified discrete learning outcomes for student learning for the purpose of continuous improvement. These outcomes are often closely aligned with those for the degree program yet recognize the certificate as a separate credential such that student learning is assessed and curricular improvement processes are engaged. In the case of an embedded certificate, the institution should still be able to document the learning that has occurred as part of the "stop-out" credential for purposes curricular improvement and enhanced student learning. <https://www.hlcommission.org/accreditation/policies/criteria/2025-criteria/2025-criteria-faqs/>

Per HLC Liaison (2/5/25):

- "...they [certificates] should have unique outcomes at all levels" (associate's, bachelor's, master's, specialist, doctorate)

All academic units that teach certificate, undergraduate- and graduate-degree programs participate in YPA

Key components



Options for Submitting YPAs

- MS Word YPA Template
- Strategic Planning Online (SPOL)

MS Word Template

SLG/SLO	Methods	Target
Student Learning Goals (include the outcomes(s) and objectives underneath the respective goal as applicable)	Describe the Assessment Methods (Indicate whether instrument is direct or indirect)	Expected Outcomes, i.e., Benchmarks for Success
(Copy from submitted plan Fall 2022 unless changes were made to SLGs/SLOs)	If no changes to plan occurred, this section will be copied from submitted plan for 2022-2023 <ul style="list-style-type: none">• Activity• Instrument*• Time Frame• Personnel Involved	How good is good enough?
Gather, Review, & Discuss Gather, share, and interpret findings & indicate whether target was met or not met for this SLG/SLO		
Recommendations and Implementation Comment on any improvements/changes that were the result of this cycle of assessment for this SLG/SLO		

Year 1 Fall 2021	Year 2 Fall 2022	Year 3 Fall 2023
Specific Recommendations Resulting from Analysis of Prior Year (2020-2021) Assessment Data.	Specific Changes Implemented in Year 1 (2021-2022) and Detailed Outcomes of Those Changes. Specific Recommendations Resulting from Analysis of Year 1 (2021-2022) Assessment Data.	Specific Changes Implemented in Year 2 (2022-2023) and Detailed Outcomes of those Changes. Specific Recommendations Resulting from Analysis of Year 2 (2022-2023) Assessment Data.

< Program Details

MiSU - EXAMPLE - Fit For College

2022-2023



INFO

GOALS

OUTCOMES

REVIEWS

ATTACHMENTS

HISTORY



• SLO 2.1 - Students will examine the ways in which t...

Outcome Status:	Target:	Actual:	Difference:
Collecting Data	80.00%	80.00%	0.00%

• SLO 2.2 - Students will assess the extent to which t...

Outcome Status:	Target:	Actual:	Difference:
Data Collection Stage	N/A	N/A	N/A

• SLO 3.1 - Students will establish SMART goals relat...

Outcome Status:	Target:	Actual:	Difference:
Data Collection Stage	N/A	N/A	N/A

• SLO 3.2 - Students will establish an action plan for ...

Outcome Status:	Target:	Actual:	Difference:
Data Collection Stage	N/A	N/A	N/A

• SLO 4.1 - Students will assess their progress toward...

Outcome Status:	Target:	Actual:	Difference:
Data Collection Stage	N/A	N/A	N/A

Measures +

• 2.1.1 - Fit for College Reflection Rubric

Students write responses to reflective prompts regarding their fitness for their role as a college student after the second session of the program. They are prompted to reflect on the ways in which they perceive themselves to be fit for their role through domains of capacity, passion, relevance, and presence as well as strategies that they could implement to sustain or improve their fitness in those domains. Faculty use the Fit for College Reflection Rubric to rate students on each of the four domains on a scale from 1-4 (1=Beginning, 2=Developing, 3=Accomplished, 4=Exemplary). Each student is given a score of 1-4 for each of the four domains.

Measure Type:	Target:	Actual:	Difference:
Rubric	80.00%	80.00%	0.00%

• 2.1.2 - Fit for College Exit Survey - Reflection Item

Program coordinator sends students a link to an online exit survey at the conclusion of the last session of the program (i.e., Session 3). Students mark the extent to which they agree or disagree with the following statement: The Fit for College program prepared me to examine the ways in which I am fit

Criteria +

• 2.1.1.1 - Capacity

Proficiency: 3 Accomplished

Criteria Type:	Target:	Actual:	Difference:
Benchmark	80.00%	90.00%	+10.00%

• 2.1.1.2 - Passion

Proficiency: 3 Accomplished

Criteria Type:	Target:	Actual:	Difference:
Benchmark	80.00%	70.00%	-10.00%

• 2.1.1.3 - Relevance

Proficiency: 3 Accomplished

Criteria Type:	Target:	Actual:	Difference:
Benchmark	80.00%	90.00%	+10.00%

• 2.1.1.4 - Presence

Proficiency: 3 Accomplished

Criteria Type:	Target:	Actual:	Difference:
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< Program Outcome Details

MISU - EXAMPLE - Fit For College > SLO 2.1 - Students will examine the ways...

2022-2023 ▾



INFO

MEASURES

MEASURE

RESULTS

ASSOCIATIONS

ATTACHMENTS

HISTORY



Intended Results

06/08/2023

There were five sets of criteria established for outcome 2.1. The target for each set of criteria was 80%. In addition to expecting the targets to be achieved, there was an expected increase from the previous year in the percentage of students who demonstrated proficiency in examining their passion for their role as a college student (Criteria 2.1.1.2) as measured by the Fit for College Reflection Rubric (Measure 2.1.1). The increase was expected in response to providing students with additional guidance on writing reflections related to their passion, which included sharing exemplars of reflections on passion with the students and creating a template to help them compile and organize their thoughts on their passion for being a college student.

Status Report

There are no records to display.

Actual Results

06/08/2023

The highest areas of performance were Criteria 2.1.1.1 Capacity (90%) and Criteria 2.1.1.3 Relevance (90%). The lowest areas of performance were Criteria 2.1.1.2 Passion (70%) and Criteria 2.1.1.4 Presence (70%). Three of the targets were met, including two targets from the direct measure (2.1.1.1 Capacity and 2.1.1.3 Presence) and the one target from the indirect measure (2.1.2.1 Reflection). Two of the targets from the direct measure were not met (2.1.1.2 Passion and 2.1.1.4 Presence). The three criteria that met the target for the current reporting year also met the target for the prior reporting year (2.1.1.1 Capacity, 2.1.1.3 Relevance, and 2.1.2.1 Reflection). Criteria 2.1.1.1 Passion increased from 60% in the prior reporting year to 70% in the current reporting year. The targets that continued to be met may have been due to the implementation of similar strategies from previous years. The improved performance in one of the targets that was not met may have been due to the exemplars and template that were implemented to improve performance in the area. The instructional strategies seem to be the most effective at preparing students to examine their fitness for college in the areas of capacity and relevance and the least effective at preparing students to examine their areas for fitness in the areas of passion and presence. Although a few of the targets were met, there is room for improvement in all the areas. There are a few limitations of these results. For example. The results only represent one direct measure and one indirect measure. They may have been different if different measures had been used. Furthermore, the results represent the interpretation of one instructor. A different instructor may have scored the same students differently.

Use Of Result

06/08/2023

A few actions related to program content, program delivery, and program assessment will be informed by the results. In terms of program content, students will be provided with exemplars of reflections from prior years. In terms of program delivery, the program will be delivered in the same way that it was delivered in the previous year. In terms of program assessment, assessment methods will primarily remain the same; however, students will have an option to submit a video or audio reflection in lieu of a written reflection.



Program Name:

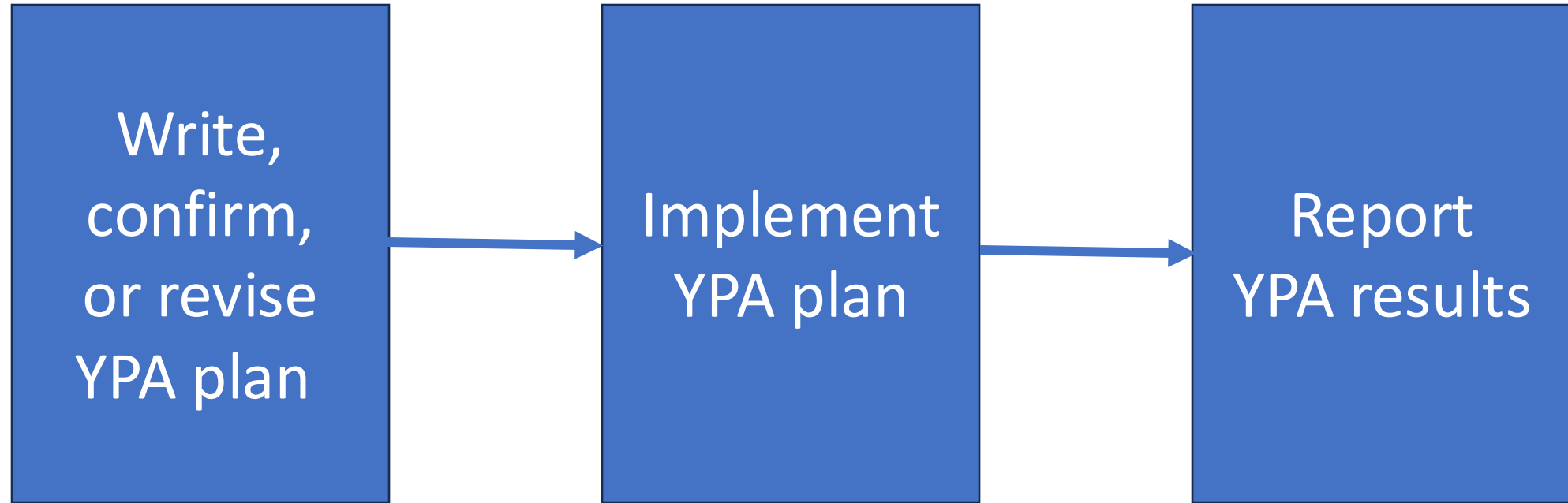
Mission:

YPA Author:

Student Learning Goals and Outcomes

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]	Measure 1.2.1: [Title]				

Project Plan for YPA



Task	Status		
	Not started	In progress	Complete
Write, confirm, or revise YPA plan			
Program mission statement			
Student learning outcome (SLO) assessment plan			
Operational outcome (OO) assessment plan			
Implement YPA plan			
Implement SLO assessment plan			
Implement OO assessment plan			
Report YPA results			
Prepare YPA plan for reporting			
Report SLO results			
Report OO results			

Task	Status		
	Not started	In progress	Complete
Write, confirm, or revise YPA plan			
Program mission statement			
Student learning outcome (SLO) assessment plan			
Student learning goals (SLGs)			
SLOs for each SLG			
Measure(s) for each SLO			
Criteria for each measure including proficiency and target			
Operational outcome (OO) assessment plan			
Operational goals (OGs)			
OOs for each OG			
Measure(s) for each OO			
Criteria for each measure including target			

Task	Status		
	Not started	In progress	Complete
Implement YPA plan			
Implement SLO assessment plan			
Collect SLO data using identified measures			
Analyze SLO data			
Implement OO assessment plan			
Collect OO data using identified measures			
Analyze OO data			

Task	Status		
	Not started	In progress	Complete
Report YPA results			
Prepare YPA plan for reporting			
Select desired YPA reporting tool (MS Word YPA template or SPOL)			
Add YPA plan to desired reporting tool			
Report SLO results			
Enter quantitative finding(s) for each criteria			
Write intended results narrative for each SLO			
Write actual results narrative for each SLO			
Write use of results narrative for each SLO			
Report OO results			
Enter quantitative finding(s) for each criteria			
Write intended results narrative for each OO			
Write actual results narrative for each OO			
Write use of results narrative for each OO			

- Assessment Training webpage
 - Program assessment manual
 - Slides with step-by-step guidance
 - SPOL YPA template
- Director of Institutional Assessment

- What types of barriers inhibit implementation of YPA processes?

Opportunities for Improvement

What are your recommendations for improving YPA

- Methods?
- Supports?

Other Discussion



Thank You!