

## UCC Assessment Report and Action Plan

**Introduction:** UCC’s Assessment Self Study and Action Plan process, together, allow faculty to take stock of assessment processes and prioritize next steps. This form is completed by department chairs, program coordinators, and program directors for their programs, areas of study, or by groups of courses, in collaboration with department faculty. It is completed at the program, area of study, or within a department – whichever is the most meaningful. If this report references multiple programs or groups of courses, it should refer to them specifically where appropriate.

To complete the report and Action Plan: Refer to your completed Self-Study. This form will help you reflect on the Self-Study and current status, prioritize program needs, and create a timeline in which these needs should be addressed. Feedback and assistance will be provided for implementation of all program and assessment goals.

### Assessment Report and Action Plan

The Report and Action Plan provides a space to reflect on the work you’ve done over the previous year, and looks out three years (until the 7-year accreditation visit). It is used to document and plan for each department/area of study/program’s assessment progress. It is not used as a performance review. Instead, it is to help determine each area’s assessment “status” to move forward productively in ongoing assessment work, and breakdown assessment work into specific tasks to move to the upper levels of the NWCCU assessment rubric.

Note: Separate forms are provided for programs that lead to a specific degree or certificate, versus the departments that support General Education and Arts and Sciences courses. As applicable, see sections 2 and 3 of this document for these forms.

#### I. Information

<b>Date</b>	
<b>Focus of this report and action plan.</b>	Circle: <b>Individual Program / Area of Study / Group of Courses</b>
	<b>Which one? Area of Study - Business</b>
<b>Department</b>	<b>Business</b>
<b>Programs that make up the Area of Study (If Applicable)</b>	<b>AG Management AS</b> <b>Business Administration AS</b> <b>Entry Management AAS</b> <b>Marketing AAS</b> <b>Executive Business Assistant AAS</b> <b>Medical Office Administration AAS</b>
<b>AAOT outcomes assessed in courses within your department (If Applicable)</b>	N/A

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<b>Faculty who participated in creating this report and action plan</b>	Toni Clough, Department Chair and Associate Professor Martha Joyce, Associate Professor Gary Gray, Associate Professor Dr. Alan Aylor, Professor Sheryl Lehi, Associate Professor
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### II. Assessment Work Reflection – Refer to Assessment Self-Study

<p><b>Discuss the assessment work currently happening, and identify any gaps. Refer to the Self-Study rubric row (SS R1, etc) for associated criteria</b>  <b>Answer:</b> <i>Do the programs in your department or area of study have the following foundational elements in place? What is their status of development? List major changes made in the past year and work, if any, that is planned or ongoing. Provide final copies of anything changed this year.</i></p>	
<p><b>Course Learning Outcomes:</b> <i>Are the CLOs in applicable courses clear, well written, and identical across sections of the same course?</i> <b>SS R1</b></p>	<p>Initial Status – Outcomes need to be reviewed for clarity and accessibility. Map to the PLO. Consideration for similar outcomes.</p>
<p><b>Program Learning Outcomes:</b> <i>Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?</i> <b>SS R2</b></p>	<p>Emerging Status – Outcomes need to be reviewed for clarity and accessibility starting at the program level then the course level. Outcomes need to have formal Bloom’s Taxonomy verbiage and assignments mapped to the outcomes.</p>
<p><b>Curriculum and Assessment Mapping:</b> <i>Is this map complete? Does your curriculum align with your PLOs?</i> <b>SS R3</b></p>	<p>Curriculum and assessment mapping has been completed in the past; however, with the changes in PLOs and CLOs from R1 and R2, they will need to be remapped.</p>
<p><b>Assessment Implementation:</b> <i>Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?</i> <b>SS R4</b></p>	<p>Program level assessment has not been completed. Course assessments have been completed and continue to be produced each term. Each of the assessments will need to be completed with the new PLOs and CLOs.</p>
<p><b>Assessment results are valid:</b> <i>How do you know that your assessment work is meaningful, and produces results that allow you to determine whether students are achieving program learning outcomes?</i> <b>SS R5</b></p>	<p>Pending</p>
<p><b>Assessment results are reliable:</b> <i>Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?</i> <b>SS R6</b></p>	<p>Pending</p>
<p><b>Assessment results lead to changes in teaching and learning strategies and inform planning and budgets:</b> <i>What are ways this currently takes place, and/or plans for it to take place?</i> <b>SS R7/8</b></p>	<p>Pending</p>

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**III. Data Reflection (2pgs) (For now, use what data you may have available. If it is not available, simply note that it is not, and specify what data you need and where you think it would come from. Beginning next year, data packets will be provided to assist with this report.)**

Data Reflection	
<i>Provide a response to the following data topics – note any trends or notable data that are affecting each of these topics. Discuss any decisions/plans department is considering related to the following topics. Note operational successes and where current decisions will be continued. If applicable, note specifics by program.</i>	
<b>FTE Data:</b> <i>Consider factors impacting external and institutional student/industry demand for the program and any reactions</i>	Today, we know that the Business Department FTE is up 14% from the data provided by the IR.
<b>Student retention, persistence, progression, achievement:</b> <i>Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.</i>	Enrollment reports and IR provided data.
<b>Availability of course offerings, scheduling, and mode of instruction:</b> <i>Do these align with what you know of student needs? How do you know?</i>	Three years ago, we realigned our course offerings by term to cut expenses and to clearly identify when courses need to be offered. We added and shifted courses to online and courses began to fill up faster than our F2F sections, so we offer more courses online and enrollments have followed. We have used Degree Works and Advising sheets to aid in student advising and will continue to do so with the newly designed catalog and advising sheets.

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<p><b>Student Access:</b> <i>Do students receive appropriate support and education services to succeed in this program? What collaborations or other provided services may be helpful to your students?</i></p>	<ul style="list-style-type: none"> <li>• The department provides support in alignment with UCCOnline. There is online training and student orientations.</li> <li>• Faculty provide office hours and online assistance to students on a regularly scheduled fashion as well as walk-ins.</li> <li>• Additional student is provided in a computer lab or classroom outside the regular schedule to help students with peer to peer assistance and faculty help.</li> <li>• Resources are provided in online courses to help students find the help they need to complete the course assignments.</li> <li>• Student service support alignment is a work in progress. There is a need for student planners to be added to the student Degree Works.</li> <li>• RMC-WAFC collaboration with corporate partners for help in completing the program.</li> <li>• Accessibility collaboration with faculty and students is set up.</li> </ul>
<p><b>Recruitment Efforts:</b> <i>Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.</i></p>	<p>Recruitment efforts reoccurring annually:</p> <ul style="list-style-type: none"> <li>• FFA and FLBA judging and presentations by faculty,</li> <li>• high school visits annually,</li> <li>• Perkins Dual Credit – meetings quarterly,</li> <li>• Statewide AG Consortium with all high schools statewide,</li> <li>• Statewide Business Department Chairs and Deans collaboration,</li> <li>• Umpqua Healthcare Career Pathways collaboration with local high schools,</li> <li>• Explorer Event in the fall term,</li> <li>• Explore events twice a year,</li> <li>• CTE Signing Day,</li> <li>• FT faculty embedded in Douglas High School EOP, and</li> <li>• local high school advisory committee involvement.</li> </ul>
<p><b>Any other data used to make decisions for planning, resource allocation, curriculum changes, etc.?</b></p>	<ul style="list-style-type: none"> <li>• Advisory Committee input twice a year</li> <li>• Enrollment data provided by IR</li> <li>• Crystal Reports on enrollment data by student contact</li> <li>• Industry Feedback on curriculum, outcomes and assessment indicators prescribed by industry</li> <li>• Program graduation and enrollment data</li> <li>• Alignment with universities in Oregon</li> <li>• Grading criteria/assessment</li> <li>• Oregon Economics data</li> <li>• Ulnas</li> <li>• Regional Economic data</li> </ul>

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**IV. Mission Fulfillment Reflection**

<b>Mission Fulfillment</b>	
<i>Discuss the mission of the programs within your area of study, if applicable. If you are reviewing a group of courses that are not aligned with a mission statement, skip to question 3: How has your program/department helped advance UCC's mission?</i>	
<b>If applicable, what is your program mission?</b>	<p>The Business Department provides education and training for students to provide skills for a career, enhance job abilities, and benefit business dreams.</p>
<b>Are you fulfilling your mission? How do you know? Indicators, evidence, data, etc.</b>	<p>Program reviews have not been completed since the Program Mission was established. It will be added to the next review.</p> <p>Basis for Mission Fulfillment: evident and data of completers (mission fulfillment) who have moved into careers or continued their education. We need to increase the information collected and survey students. Our advisory committee validated our mission fulfillment plans at the spring 2019 meeting.</p>
<b>How has your program/department helped to advance UCC's mission? Relate to UCC's Strategic Plan and Goals, which help articulate the ways that UCC accomplishes its mission.</b>	<p>Transform lives and enriches the community –</p> <ul style="list-style-type: none"> <li>• Bridging the Gap workshop annually</li> <li>• Graduates who take their knowledge and skills into the job and community</li> <li>• Entry into living wage jobs</li> <li>• Gathering student's comments in the last discussion forum assignment in online courses to demonstrate what they have learned and how they will use the information in their careers.</li> <li>• We have the largest number of students with the lowest cost of delivery generating the highest net funds to the college.</li> </ul>

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### V. Action Plan with Timeline

<b>Action Plan with Timeline</b> What are your top priorities to address, according to your self-study and analysis? What needs to be developed in order to accomplish the requirements of the assessment model? Try to break these into specific tasks: Review Course Learning Outcomes, Map curriculums and related assessments, Review PLOs with the advisory committee, develop rubrics for learning outcomes, etc. It is expected that all elements referenced on the self-study are addressed, but prioritized in a way that makes sense for your program/area of study/department. <b>These should be all be operationalized, with evidence, by August 2021.</b> Curriculum mapping with assessment plans should be completed first, including rubrics for the assessments, so that program level learning outcomes can be assessed beginning next school year. Program Learning Outcomes should all go through at least one round of assessment by August, 2022. Note who and when as possible.		
2019-2020	2020-2021	2021-2022
Adopt Bloom’s Taxonomy and defining assessment	Begin R4 through R8 after completing the R1 though R3 from the previous year.	Program assessments annually
Review and revise all the PLOs for the Business programs	Program assessments annually	Course assessments each term
Review and revise CLOs for the Business programs	Course assessments each term	
ULO and rubric implementation		
Alignment mapping with the new ULOs, PLOs and CLOs.		

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Resources or Assistance Required to Complete the Action Plan on the Stated Timeline	
<p>The Assessment team will work to provide 1:1 and group assistance in an ongoing manner. <b>What are the resources and assistance you may need to complete your action plan?</b> For example estimated work time, how-to resources, in-service sessions, workshops, and any other considerations and support.</p>	<ul style="list-style-type: none"> <li>• Day during fall in-service to begin working on this action plan before the term starts.</li> <li>• Definition of assessment</li> <li>• Finalized Campus Assessment Plan</li> <li>• Blueprint visual of Assessment</li> <li>• Guidelines and handbooks for the assessment plan</li> <li>• Final forms and templates to be used</li> <li>• Bloom’s Taxonomy selection to be used</li> <li>• Definition of data elements available</li> <li>• Data elements supplied by college</li> <li>• Canvas shell for archives of assessment work</li> </ul>

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**Action Plan Timeline**

**EXAMPLE**

**What are your top priorities to address, according to your self-study and analysis? What needs to be developed in order to accomplish the requirements of the assessment model? Try to break these into specific tasks: Review Course Learning Outcomes, Map curriculums and related assessments, Review PLOs with the advisory committee, develop rubrics for learning outcomes, etc.**

**The expectation is that assessment work is completed in a way that makes sense for your working groups. It is expected that all elements referenced on the self-study are addressed, but prioritized in a way that makes sense for your department/area of study/program. These should be all be operationalized, with evidence, by August 2021. Curriculum mapping with assessment plans should be completed first, including rubrics for the assessments, so that program level learning outcomes can be assessed beginning next school year. Program Learning Outcomes should all go through at least one round of assessment by August, 2022. Note who and when as possible.**

2019-2020	2020-2021	2021-2022
<i>Ex. In Fall 2019, Program coordinator will work with faculty to create curriculum maps for all programs associated with this area of study. These maps will designate where assessment of PLOs are taking place.</i>	<i>In Fall 2020, program coordinator will work with faculty to review the curriculum map and planned assessments and make changes as needed.</i>	<i>In Fall 2021, program coordinator instructors will review the rubrics and assessments used for validity, and will implement changes as needed.</i>
<i>In Winter 2019, program coordinator will work with faculty to create rubrics for the assignments associated with 2 PLOs and one ULO.</i>	<i>In Fall and Winter 2020, program coordinator will work with faculty to create rubrics for the assignments associated with remaining PLOs</i>	<i>Fall 2021-22, instructors will complete course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment</i>
<i>In Spring 2020, program coordinator will work with faculty to determine which instructors will produce a program learning outcome assessment within their course that spring or summer.</i>	<i>In Winter and Spring, program coordinator will work with faculty to determine which instructors will produce a program learning outcome assessment and these will be completed.</i>	<i>Winter 2022, instructors will discuss how the changes they implemented to rubrics and final assessments have changed their assessment results, and whether that's been consistent across sections of different courses</i>
<i>Each term, instructors of sections of the same course will meet to discuss the major assessments they are using in classes to determine whether the assessments are consistent across different sections of the course.</i>	<i>In Fall 2020, instructors will review their course learning outcomes for each course they teach that term and make revisions as necessary, working in conjunction with advisory board members to make sure that learning outcomes support program outcomes and external requirements.</i>	<i>Spring 2021, program coordinator, advisory board, and instructors will conduct a need analysis of the industry and get feedback from the advisory board to begin an evaluation of PLOs.</i>
<i>Each instructor will produce a course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment.</i>	<i>Each instructor will produce a course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment.</i>	