**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.

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| 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

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| **Date** |  |
| **Focus of this report and action plan.** | Circle: **Individual Program / Area of Study**  / **Group of Courses** |
| **Which one? Individual Program** |
| **Department** | **NA** |
| **Programs that make up the Area of Study** *(If Applicable)* | **FYE/Learning Skills** |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* |  |
| **Faculty who participated in creating this report and action plan** | Brent Lewis  Marie Gambill |

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| **Discuss the assessment work currently happening, and identify any gaps. Refer to the Self-Study rubric row (SS R1, etc) for associated criteria**  **Answer:** *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.* | |
| **Course Learning Outcomes:** *Are the CLOs in applicable courses clear, well written, and identical across sections of the same course?*  **SS R1** | We are missing the COGs for HD 208. We need to create a timeline for the review of existing Course Outcomes . |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | The outcomes exist, but need to be updated. Backward design off of ULO/GELO. |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | Mapping was completed in June 2018, turned in and lost by previous assessment team. Completed to the AAOT. Needs to be redeveloped. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | We need multiple sets of assessments for each class. Corresponding assessments are discussed at the end of each term. |
| **Assessment results are valid:** *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?* **SS R5** | We need to create common rubrics within courses (HD 136 & Scholars) |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | Needs to be developed |
| **Assessment results lead to changes in teaching and learning strategies and inform planning and budgets:** *What are ways this currently takes place, and/or plans for it to take place?* **SS R7/8** | Classes are analyzed and are changed/eliminated on a yearly basis. We have changed the practice of having ghosted cohort classes in the schedule each term. Now all classes are listed in the schedule and in banner so that students can see all of their choices. Review of onboarding practices—how does this affect our enrollment? |

## II. Assessment Work Reflection – Refer to Assessment Self-Study

## 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.)*

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| **Data Reflection** | |
| *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.* | |
| **FTE Data:** *Consider factors impacting external and institutional student/industry demand for the program and any reactions* | County employment plays a large part in our enrolment. There is a need for data for retention tracking. |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | Enforcement of required students (Oregon Promise) to take the FYE classes. Is HD100 Athletes assessed? Who gets the information? We need data for retention tracking. |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | Limited. Since these are beginning level reading/writing courses, Classes are offered each term. Times fluctuate slightly due to instructor requirements. Evening classes have been offered for HD100, but classes are canceled due to lack of student enrollment. TR cohort classes don’t fill as well as MWF classes due to the length of the cohort classes. |
| **Student Access:** *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?* | All FT instructors meet individually with each cohort student (HD 107) throughout the term. This aides in barrier discussions and learning of individualized skills such as time management and organization. Students are required to meet in the Success Center. The Resource Librarian meets with the RD115 and HD 208 classes each term to aid in research information. HD 208 meets with advising and career coach each term. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | Staff (Coordinator) meets with advising and enrollment management team each term. Many of the Learning Center students are in a cohort which aides in retention. FYE advertisement cards have been made for recruitment. Students are taking the cards to their advisors to find more information regarding the courses.  Retention study—names of students not enrolling in the next term or attending current term to be contacted by Enrollment Management. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | \*\*Offering all three FYE classes FA/WI/SP (HD 100/HD 136/HD208) for credit but at no cost to the students would aid in retention. Students would have the skills and knowledge needed to help them through first year classes. |

## IV. Mission Fulfillment Reflection

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| **Mission Fulfillment** | |
| *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?* | |
| **If applicable, what is your program mission?** | Need to create. |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | NA |
| **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.* | FYE advance the college mission by allowing student access into college classes. |

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| **Action Plan with Timeline** 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. **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** |
| In Fall 2019, faculty will update the PLO for FYE/Learning Skills. | Continued tracking of previous LSC students each term. Drop out students are contacted. | In Fall 2021, faculty will develop common rubrics/assessments for HD courses. |
| In Fall 2019, COGs for HD 208 will be created. | In Fall 2020, review previous assessments. Plan assessment rotation accordingly. | In Winter 2022, faculty will develop common rubrics/assessments for other FYE/LSC courses. |
| In Winter 2020, Mapping will be recreated to PLO |  | Continued tracking of previous LSC students each term. Drop out students are contacted. |
| In Winter 2020, faculty will create a mission statement for FYE/Learning Skills. |  |  |
| Continued tracking of previous LSC students each term. Drop out students are contacted. |  |  |

## V. Action Plan with Timeline

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| **Resources or Assistance Required to Complete the Action Plan on the Stated Timeline** | |
| The Assessment team will work to provide 1:1 and group assistance in an ongoing manner. **What are the resources and assistance you may need to complete your action plan?** For example estimated work time, how-to resources, in-service sessions, workshops, and any other considerations and support**.** | Mapping was done in June 2018. Lost in June 2018.  Data for student retention is needed. Can a term by term retention/persistence report be generated so that we know who has been retained/graduated and who has not? Currently, we manually do this every term.  Create of COG for HD 208. |

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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** |
| *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.* | *In Fall 2020, program coordinator will work with faculty to review the curriculum map and planned assessments and make changes as needed.* | *In Fall 2021, program coordinator instructors will review the rubrics and assessments used for validity, and will implement changes as needed.* |
| *In Winter 2019, program coordinator will work with faculty to create rubrics for the assignments associated with 2 PLOs and one ULO.* | *In Fall and Winter 2020, program coordinator will work with faculty to create rubrics for the assignments associated with remaining PLOs* | *Fall 2021-22, instructors will complete course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment* |
| *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.* | *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.* | *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* |
| *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.* | *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.* | *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.* |
| *Each instructor will produce a course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment.* | *Each instructor will produce a course learning outcome assessment, program learning outcome assessment, and/or universal learning outcome assessment.* |  |