**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?** |
| **Department** | **Humanities (Writing and Literature)** |
| **Programs that make up the Area of Study** *(If Applicable)* | Writing and literature. History, Journalism, and Spanish are also in this formal department, but they will submit their own program reports. |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* | Our writing and literature courses show mapping/connections between course outcomes and universal student learner outcomes. We have program outcomes for writing classes as well. We have focused on course-level assessment, but we have always connect our assignments back to USLOs. |
| **Faculty who participated in creating this report and action plan** | Amy Fair |

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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** | Yes. Our writing and our literature courses have five or less measurable course outcomes each. In the writing courses, we have outcomes that are adapted from those provided by OWEAC, our state writing instructors' advisory council. |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | We do have well-written and measurable outcomes for the writing program, but we have focused on course-level assessments in the past. As we move forward next year, someone will have to choose whether we focus on our program outcomes or on the AAOT outcomes. I don't know what the assessment office wants, and direction has not been super clear there. Our writing "program" isn't really a program, because we don't have a degree or certificate. Our writing program outcomes also come from OWEAC. |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | Yes, we have mapped all of our course outcomes to the program outcomes repeatedly over the 5+ years that I've been chair. I'm not talking about "old" work, I'm saying that we consistently look at our outcomes and make sure they line up with program-level outcomes and with USLOs. I know that at the end of this past school year our USLOs have changed some, so at the start of the 2019/2020 school year, we'll make any changes necessary to ensure we maintain our effective mapping. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | Assessment data is collected. Every full-time instructor is required to have at least one course assessment report sent to our assessment office each term. That's three course assessments per year per full time faculty member. The forms ask for attachments and documentation, and I have personally always provided that for my own assessments.  As for what we do when we review findings: we've made significant changes over the last few years to our writing classes. Jillanne Michell and myself both have worked very hard to make shifts in our assignments in WR121 and WR122 to meet the needs of tech-savvy students who seem to work very hard to get around traditional research and citation; we've redesigned major assignments across the writing department based on where we see students struggle to meet the outcomes of the course with the current assignments and materials. Both WR121 and WR122 are moving toward a model that assigns annotated bibliographies—the assignment helps focus students on the research process before any essay writing is done. It's making a big difference in the course—we're only one year into the piloting of this change, but we're already seeing students making the connection between how effective their research is and how effective the resulting paper is. We have made changes to WR227, as well—as a department, when we realized that a high number of nursing students were taking WR227, Melinda Benton worked with the nursing department to design a nursing case study project that allows nursing students to practice their nursing writing skills while taking a traditional technical writing class. |
| **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** | I have been teaching and assessing my own work, my own assignments, and my students' successes for 15+ years. I always make changes to my own courses as a result of my findings after course assessment, and if the changes benefit the students, I work to push similar changes through to the other writing courses, taught by FT and PT faculty.  We hold meetings 2 X per year at which we discuss assessment—we make decisions about what assignments are working and which need cut (in 2018, we did away with "Overview of an Issue" assignments in WR122, for example) in favor of an assessment that better prepares students for transfer institutions and upper-level courses at UCC. |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | Assessments are standardized across writing sections. Each section of writing requires a particular word count and a particular set of assignments.  There is an entire set of rubrics available to writing and literature instructors in www.turnitin.com. At the time we created those rubrics (I say "we," but it was me), we did not yet use Canvas on campus. I am hoping to work this summer and this fall to continue converting rubrics to Canvas. The turnitin.com site does not allow instructors to copy or paste or export the rubrics in a convenient way, so I have to rebuild them. It's slow work, but in the meantime, the instructors all have access to and are encouraged to use the rubrics in turnitin.com. We use that site to check plagiarism on all written work in the department, so instructors use it AND Canvas when they teach writing or literature. |
| **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** | Our budgets aren't impacted by our classes that dramatically. While we are one of the cash cows for the campus, and writing classes always make money, we're in a brand-new building that doesn't have a computer/writing lab housed in it, and our photocopying and supply budget is cut year after year. We do our best to explain our needs during budgeting, but it doesn't always work out for us. Thankfully, assessment reports like this one will likely do a better job of allowing us a space to explain our needs, show proof of our needs, and maybe that will make a difference.  This past year, though, both Melinda Benton and myself lobbied for new Adobe software for journalism and technical writing students, and we were able to secure at least some of the licenses we asked for. |

## 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* | Because our classes are general education, and everyone has to take at least one writing class, what we find is that there's a huge retention issue. The classes are always offered, so student are able to drop one term and pick it up later. Many students come to UCC not having been taught how to properly research a topic using academic sources and library databases—so we spend a lot of time making up for what the students don't learn in high school. Many students grow frustrated—writing and research is not easy. Revision is becoming more of a chore—students are unwilling to view writing as a recursive process, and something that one improves on as they practice. Students are impatient, and many are unwilling to do the minimum amount of work to pass the course.  On a positive note, the students who struggle but want to succeed almost always DO succeed. It's more of a student mindset that they want to bail out as soon as things become demanding. Writing classes do become demanding, so most of us see a 25% or higher drop in students each term, once assignments are submitted and they get a feel for how much work is going to be required of them. |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | Our numbers fluctuate with the overall campus enrollment numbers—incoming freshmen are always in writing classes, so we have lower numbers in winter and spring terms than we do in fall terms. I think that our numbers would be higher if we cut back on dual-credit programs in the community. We have a great deal of trouble getting dual-credit writing instructors to actively participate in alignment activities, and it is very difficult to get some of them to produce any documentation that proves our writing classes are being taught the way we intended. As it is, the college relies on those dual-credit arrangements, and I've not ever had anyone in administration actually take a hard line and tell a high school that we'll pull the dual-credit writing courses from their campus if they don't do a better job with alignment.  Students, as I mentioned above, want an easy class. Many online writing students, at least at UCC, want to do as little work as they can. We are currently working to overhaul our online writing course shells so that I can guarantee that they meet the rigor and require the same deliverables as on-campus classes. Some of our online course shells have gotten a little lean, but I am about 1/3 of the way through a renovation of our online writing couse "master shells," so that I can better guarantee our FT and PT instructors are requiring enough work from online students. I think that over the last year or two, there have been a few instructors who've gotten a reputation for being "easy" in their online classes, and that's not going to be a situation we're allowing to continue. Over the last few weeks, I've been devising a set of guidelines that set minimums for assignments, discussions, etc. in our online sections. Starting in fall term, all writing instructors will have to meet those minimums to continue teaching online courses. |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | We always make sure that writing classes are added to the student schedule as needed if sections fill up. I regularly check the rosters in Banner both for writing and for literature classes in the weeks leading up to a new term. I try to be proactive and add courses before I'm asked—any time we have the need for another section of a writing class, I know that I can add it. I've never had a dean tell me that I couldn't do so because of staffing or funding—so it's one area where students needs are almost immediately acted on in my department.  I do this for both online sections and on-campus sections. We are lucky in that we have a few adjunct instructors who are always willing to take an extra class if we need coverage.  We used to have evening writing classes and they never filled. We do have later afternoon classes, and early morning classes, and we always have at least one section of each writing course offered online. |
| **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?* | I think that it would be hugely beneficial to students if they took an HD100 course in the summer before beginning at UCC, or if they signed up for one during their first term. They learn so much in this class about how to find assistance and what resources are available to them, and many students start their fall term not knowing where to go for anything.  Peer mentors, tutoring, the TOP/TRiO office, and the library are all places/services that can help students with their writing classes.  I think that an online course orientation through the UCCOnline office would be hugely beneficial to online students, both new and old. I have asked about this in the past, and while I've been told that the UCCOnline office would be happy to help me design an orientation for online writing students, it was made pretty apparent to me that there is no immediate plan to develop or institute a mandatory online training for online students. I think it's an area of service that the college should really look into in future terms—that orientation could mean the difference between passing and failing an online course. In a student's first term, that could be the only thing it takes to make them drop out.  We had a tutor this past year who made herself available for WR121/WR122 study groups in the library, but they were very poorly attended. I don't know how to get them into the seats for something they really need; I hope the student success center continues with the writing study groups in the coming school year, though. I think with time students will become more familiar with the concept and we'll see participation pick up. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | Because we are a general education area at the college, and I am extremely busy with everything else that I'm tasked with, I have not participated in any recruitment events. I have told our dean, however, that I would be willing to participate in "Explore UCC" activities in the future if someone could pay for our printing of color one-sheets for the department. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | We make most of our changes based on discussions and decisions that happen at the quarterly OWEAC meetings, which keep us current with what everyone else in the state of Oregon—colleges and universities—are doing.  Over the last year, I have participated in the USTA/MTM mapping for an English pathway in the state of Oregon. That work has just been completed, and we begin work on standardizing World Literature sequence across the state for better transferability. This change—the world lit change—stems from discussions that started at OWEAC. World literature is the one sequence of literature that doesn't really match up anywhere in the state, in content, course numbering, outcomes, or anything. We're working to fix that in 2019/2020.  On campus, writing instructors are always in conversation about best practices and what might work better in future terms. I feel that all of us treat the process of teaching writing in a dynamic, ever-evolving way.  This past year, we formalized a schedule for all literature classes, so that each literature course we offer is offered every two years on a consistent, planned schedule.  We don't have enough resources to allocate anything. |

## 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?** | We do not have a program mission. Up to this point, we've not even really been considered a program, because we just fed into the AAOT and have been told for several years by others in the Assessment Director's position that we didn't have to worry about any of this because we are a program without a degree or certificate.  I plan to introduce the search for a writing program mission at this fall's in-service department meeting, and by the end of the 2019/2020 school year, we should have one. |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | Even though we do not have a mission, by meeting the outcomes of the writing program, as outlined and updated by OWEAC, we are sure we are meeting the guidelines set forth by that state advisory council. |
| **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.* | We prepare students to communicate effectively, to think critically, and to consider all points of view. We teach students to research, and to research well. We teach them to speak with authority and write with conviction. We teach students to prepare their thoughts and ideas ahead of time, and to go the extra mile when asked to show supporting data.  I feel like we do a great deal of work to help UCC students gain confidence, authority, and knowledge. |

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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** |
| I need to make sweeping, massive updates to the online course master shells for WR115, WR121, and WR227. | Before Fall 2020, all UCC online writing classes will be taught from the new master shells. |  |
| We will be working to convert all rubrics in turnitin.com to Canvas-based rubrics for roll-out to the entire department before Winter 2020. | We will begin using Canvas-based rubrics to assess not only our course outcomes but also our program-level outcomes or USLOs. (I have already begun implementing this in my own courses, slowly, in Spring 2019) | We will continue collecting data this way, so that we can run reports via Canvas to clearly show student achievement and areas for improvement. |
| We will be reviewing and evaluating all online writing courses for places where additional development and interaction need to be taking place. | Instructors will be responsible for adding/enhancing their own course shells to meet or exceed the department minimums. | Consistent, effective online courses will be the standard for the Humanities department at UCC. |
| We will develop a mission statement for the writing program at UCC. | We will begin using the mission statement regularly and work to ensure the students are aware of it. |  |
| We will develop a Canvas-based alignment activity that will collect assignment sheets and syllabuses from all full-time, part-time, and dual-credit instructors. | Alignment activities will continue with a collection of and assessment of a random sample of anonymous student essays from online, on-campus, and dual-credit courses. We'll spend an afternoon grading them with scoring rubrics and evaluating our findings. | Our Canvas-based alignment work will hopefully be an easy, second-nature project at this point that will take instructors very little time to complete. Each year, we'll collect the same documents AND also collect a random sample of student assignments. We'll spend an afternoon grading them with scoring rubrics and evaluating our findings. |

## 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**.** | I am planning on asking Karen Carroll, the dean, for a 4-hour release time in Fall 2019. I think that I can complete the rubric work AND the master online course shells work by the end of fall term if I can reassign one of my writing classes to an adjunct instructor.  These changes are time-consuming, and I think that I made a lot of headway in Spring 2019 (I had two courses with lower enrollments, and I spent my spare time completing the revisions to the WR122 master course shell.)  I could certainly use some help copying rubric information from turnitin.com into Canvas rubrics, but that will be happening in fall term, and I am hoping I can ask for some support from writing instructors. However, I would welcome any help I can get—it's a massive job that I have to undertake. The payoff is going to be that the writing program will have clear, easily accessible assessment reports—backed with data pulled from Canvas assessments and rubrics—for support. This would make all of our lives a lot easier. |

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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.* |  |