**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** | June 18, 2019 |
| **Focus of this report and action plan.** | Circle: **Individual Program / Area of Study**  / **Group of Courses** |
| **Which one? Natural Resources Program** |
| **Department** | **Science** |
| **Programs that make up the Area of Study** *(If Applicable)* | **Natural Resources Program** |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* | N/A |
| **Faculty who participated in creating this report and action plan** | B. Benz and J. Richards |

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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** | Developed. The Course Learning Outcomes, CLOs, are clear, specific, and consistent. Since this program is new, however, there may be some changes in the future as the outcomes are reviewed and aligned with the PLOs. |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | Emerging.  Program Learning Outcomes, PLOs are well written, however we do not have rubrics to assess them. We suspect there are too many PLOs and they are too specific to be useful in assessment. We believe these will need to be edited over the next 2 years, with the feedback of assessment and course instructors. |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | Emerging. Curriculum Mapping must be done to align with the PLOs. We recognize there are too many PLOs to use in our assessment so the mapping will also have to reflect the changes made in the PLOs. The curriculum map must align with the PLOs. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | Emerging. The Program needs to collect evidence of new curriculum map. |
| **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** | Emerging. The Program must assess at the course and program levels to get initial data. |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | Initial. The Natural Resource Program must develop rubrics to ensure the assessments are standardized and reliable and used consistently across the courses that make up this Program. |
| **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** | Initial. The results must be evaluated to generate changes in the learning strategies of the course work and the Program outcomes. The Program Learning Outcomes will require overview by all the Natural Resource Professors and all will need to incorporate rubrics in their course evaluations. |

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

## 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* | No data is available at this time. We know there is a need for Natural Resource technicians in our government and industry entities. However, we need to better understand the industry and government demand for these students as well as the student demand for this coursework. |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | No data is available at this time. Data for progression and completion of this Natural Resource Program is not available yet as it is a new program. We need additional help from our data analyst to determine success of the transfer student. |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | We have worked with other departments to ensure that our course offering are scheduled well and align with the student’s needs. However, some additional information from advising including a student wait list would be helpful in planning from term to term. |
| **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?* | We are working closely with advising to determine that the advising of these students is appropriate and they are getting the support they require. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | We have spoken at local High Schools and plan to pursue that activity. We have worked with Summer Interns in various summer projects that are used to involve our students in the ‘real world’ of natural resources. Our goal is to recruit more students to enter our program in the future. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | At this time, we do not have other data to make planning decisions and curriculum changes. |

## 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?** | Not applicable at this time. |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | Not applicable at this time. |
| **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.* | Not applicable at this time. |

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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** |
| We will work on reducing the number and specificity of the PLOs so that they will lend themselves more easily to rubrics and other assessment methods. | We will work on acquiring data on the persistence rates in our program by Spring 2021. |  |
| We will start our program mapping.  We will create program rubrics by the end of Fall 2019. | We will work on program assessments by Spring 2021. |  |
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## 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**.** | We request in-service days to work on this in the FALL, and further request these days are in addition to prep days for coursework. We need days at the beginning of the school year much more than at the end of the school year so that we can be successful in accomplishing these tasks. We need to set ourselves up for successful completion of these tasks, which will require collaboration with our program faculty, some of whom are part-time at the beginning of the year. |

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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.* |  |