**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 14, 2019 |
| **Focus of this report and action plan.** | Circle: **Individual Program / Area of Study**  / **Group of Courses** |
| **Which one? Performing and Visual Arts** |
| **Department** | **Performing and Visual Arts** |
| **Programs that make up the Area of Study** *(If Applicable)* | **Music, Theatre, and Visual Art** |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* | N/A |
| **Faculty who participated in creating this report and action plan** | Susan Rochester |

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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** | Visual Art: CLOs are measurable, but need editing and reduction. There are too many outcomes in some classes.  Music: CLOs need revision—many are not measurable. There are no outcomes for some courses, and most have not been revised for several years.  Theatre: CLOs need revision and updating. |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | The PLOs are appropriate and well-written. Rubrics are in process. |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | Curriculum mapping is complete for the Music program’s transfer agreement with WOU. All areas need to be mapped to PLOs. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | Assessment evidence is collected in Art classes and discussed. Evidence is collected/recorded in Music and discussed. Theatre has no collection or review criteria in place at this time. In Art and Music, student work samples are collected and evaluated against rubric standards. |
| **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** | In our department, student achievement is visible and audible. Faculty collect and evaluate visual art, and at the end of each term, Music students are juried by the music faculty to determine readiness for the next level. On an informal basis, we hear back from former students who have continued on to university programs and art schools. Across the board, we hear that we are preparing students well for their next steps. Students are also successfully employed in the arts in all areas. |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | We seldom have multiple sections of courses. When we do, assessments are standardized. Rubrics are used widely in all visual art classes. There is some rubric use in music, and rubrics will be developed in theatre. |
| **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** | Five foundation level art courses have been thoroughly revised to better teach and evaluate relevant outcomes. Basic Design courses were shifted from three courses of 3 credits each to two courses of 4 credits each. This provides the opportunity to expand the depth of foundation learning in these classes. Significant elements of the discontinued Basic Design course have been incorporated across the curriculum in most courses. Most art courses have been recently revised in order to enhance teaching strategies—we have a significant number of students coming into our classes with no prior art instruction, so we have needed to revise how we teach. We have added ART 101 Intro to Art to help address this gap in prior instruction and provide students with necessary foundation skills. Music and theatre courses will be evaluated and revised over the next two years to determine the need for changes. Rubrics are being developed for all instructors to use for PLO assessment, and these will be rolled out over the 2019-2020 Academic Year. |

## 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* | ART: FTE is up by 2.49% for Spring, 2019. We are limited by our facilities, so cannot increase the number of classes offered nor the number of students within each class.  Music Performance: FTE is down 37% for Spring, 2019. This area has wild fluctuations because of constant changes in how the State determines FTE calculations for noncredit students in performance groups.  Music: FTE is up 16%.  Theatre: N/A. This is a transitional year, with no director in place. Classes have been on hold until Fall 2019.  Factors for enrollment vary widely. It depends upon the advising students receive and awareness advisors have of our courses. It depends upon what has been available for students in K-12 programs—deep cuts to the arts eliminates awareness of the arts.  I am reluctant to extrapolate much more than this because I am only operating with one term’s worth of FTE figures. |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | Music shows persistence and retention amongst the core group of students working towards transfer. As far as Art and non music majors go, the bulk of our students are taking courses as elective credit. It is unusual to see students for more than one or two classes. We are small departments, so reaching out directly to students is our usual response when someone seems to be struggling. We have a fairly typical student demographic. This past year, students trended a bit more towards traditional college age. We do find, increasingly, that students are arriving with no prior experience in the arts, so we have adjusted our instruction to incorporate building skills that used to be fairly innate in the typical student population. |
| **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 to be cautious in when we schedule courses. We were hit hard with enrollment drops when both math and English added a credit to many of their offerings. This bit into key course scheduling times, as well as into credits students have available for other classes. We also only offer classes once per term, and most classes have specialized facility needs. This means it is a carefully constructed jigsaw puzzle that cannot easily be changed. We are at a point where, for the most part, courses fill. This is our best gauge of whether or not our course availability is fulfilling student needs. Art has four classes offered online, and these tend to fill first. This also impacts our face to face enrollment—students taking elective credit tend to gravitate to the online offerings first. When they are filled, the face to face classes then add enrollment. We would like to add a few more online offerings—one in theatre, and one or two more in art—but are on hold until online development is again approved. |
| **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?* | Yes. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | The Umpqua Singers tour almost weekly, visiting numerous schools over the course of the academic year. The art department meets with art faculty from throughout Douglas County. We also participate in open houses (Discover UCC and STEAM weekends). Theatre will be reaching out to area schools and establishing relationships with them. This has elevated our profile in the community, and we find increasingly that due to the high quality of our faculty, students are willing to begin their arts training here before transferring to four year institutions. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | FTE, observations of classes, and contact with alumni inform these decisions. We have also looked closely at program costs. Art and Music more than pay for themselves and support Theatre. As a department, we bring in more money in tuition and FTE than what we cost the college. |

## 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?** | The Department of Performing and Visual Arts prepares students for future study and professional opportunities in the arts, while providing nonmajors and lifelong learners opportunities for engagement in creative practice. The department is the primary creative hub for the campus and greater community, providing instruction, exhibits, and performances that enhance the quality of life and learning for our region.  Our vision is to:   1. Foster appreciation and critical awareness of performing and visual arts. 2. Prepare students for further study and careers in performing and visual arts. 3. Educate students, faculty, administration, and community that the visual arts are intrinsically valuable to all engaged learners, that they inherently embody diverse individual, cultural, and philosophical expression, that they have the power to change the way in which we perceive things, and that they are the most direct way to vicariously transfer meaning and experience.   Students who complete our classes will be able to:   * Critique work, verbally and in writing, using the language of the chosen discipline. * Describe and interpret, verbally and in writing, their own and other's work in the chosen discipline. * Create a body of work that demonstrates mastery of skills and personal development within the chosen discipline and specific media. * Integrate knowledge of the chosen discipline with understanding of the social, historical and aesthetic context of artistic work. * Describe educational and vocational opportunities and options in the chosen discipline. |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | Yes, we are fulfilling our mission. We know this from:  Outcomes assessment in our courses and participation in our events (measured through ticket sales). |
| **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.* | PVA fully supports the College’s mission, Strategic Plan, and Goals. We provide high quality educational content delivered by highly qualified, nationally recognized faculty. We help forge connections with our community through our programming, providing dozens of opportunities each year for community enrichment via performances and exhibits. And finally, our courses are especially pertinent for students who seek to become lifelong learners—we teach skills that enrich people throughout their lives. |

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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** |
| Department chair will lead faculty in evaluating and updating CLOs. We will continue mapping our curriculum to PLOs and ULOs. FT faculty will complete one CLO. A schedule for CLO assessment will be established in all three areas. \*If AAOT LOs have been developed by this point, we will also determine which courses best support these LOS and will schedule these assessments. | Fall term, CLOS will be evaluated and updated as needed, and assessments will be revised as necessary. Faculty will continue to collect CLOs and PLOS according the established schedule. Results will be discussed and changes made as deemed necessary. | Fall term, CLOS will be evaluated and updated as needed, and assessments will be revised as necessary. Faculty will continue to collect CLOs and PLOS according the established schedule. Results will be discussed and changes made as deemed necessary. |
| Winter term faculty will work to develop rubrics for two PLOs. FT faculty will complete one CLO and one PLO. PT faculty may complete one CLO, depending upon their teaching assignment and the CLO schedule. Faculty will meet to discuss the results of CLO assessments. | Each term, faculty will review Course Learning Outcomes and propose revisions as necessary. PLOs will be evaluated and revised as well. | Each term, faculty will review Course Learning Outcomes and propose revisions as necessary. PLOs will be evaluated and revised as well. |
| Spring term faculty will develop rubrics for two PLOs. FT faculty will complete one CLO and one PLO. PT faculty will complete one CLO and one PLO. Faculty will meet to discuss the results of PLO assessments. | All FT faculty will produce one CLO, one PLO, and/or one AAOT LO per term. PT faculty will complete one per term according to assessment calendar. | All FT faculty will produce one CLO, one PLO, and/or one AAOT LO per term. PT faculty will complete one per term according to assessment calendar. |
| By the end of spring term, all faculty will develop one CLO assessment, one PLO assessment, and one AAOT LO assessment. |  |  |
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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 primarily need time as a department. |

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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.* |  |