**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** | 7/8/19 |
| **Focus of this report and action plan.** | Circle: **Individual Program / Area of Study** / **Group of Courses** |
| **Which one?** Area of Study – World Languages |
| **Department** | Humanities |
| **Programs that make up the Area of Study** *(If Applicable)* | N/A |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* | 1. Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.  11. Respond to the needs of diverse audience and contexts.  16. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference. |
| **Faculty who participated in creating this report and action plan** | Tratz |

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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** | Emerging: Outcomes are clearly stated and well-written, though they need to be reviewed to ensure that the material covered in the course aligns with the outcomes. |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | N/A |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | Intial/Emerging: The sequence of courses and student placement map is complete. There is fairly good alignment with AAOT outcomes (COGs), though it is not clear in which courses the AAOT outcomes are assessed. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | Intial/Emerging: Some evidence is collected, but more methodical and consistent data collection is needed. This area of study has only one faculty member, so discussion is minimal. However, the faculty member does meet annually with dual credit instructors to discuss course alignment, materials, and exams. |
| **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: A majority of measures used to assess student achievement are valid and show a clear relationship to teaching and learning activities. Indirect measures are not currently in use. |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | Initial: While some rubrics are in place for the cultural presentation, oral exam, and written exams, they need to be reviewed and updated. They are used consistently. There is no process in place for inter-rater reliability. |
| **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** | Emerging: The assessment results have been reviewed and changes made to the courses to move them away from a grammarian approach to a more communicative and comprehensible input-based approach, consistent with best practices. |

## 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* | FTE Data is available from the IR office, but this area of study has not made extensive use of it beyond keeping track of enrollment in individual sections. |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | Typically the greatest retention takes place for students going from Span 101 into 102, since most need 102 to meet the foreign language entrance requirement at the universities. After 102, there is a significant drop going into 103. Many education students attending Pacific University need 103 to graduate. The majority of the 201-203 students are taking these courses to meet the A&L requirement of the AAOT, the B.A. second language exit requirement at universities, or for personal interest. A few plan to major or minor in the language.  A number of students are earning credit through dual-credit at RHS. Those successfully completing Spanish III earn credit for Span 101-103, and those completing Spanish IV/AP or German IV/AP earn credit for Span 201-203 or Germ 201-203, respectively.  Study habits, attendance, and motivation are three factors that may be inhibiting student progression in the courses. |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | This area has been offering a sequence of Span 101-103 beginning in Winter term and ending in Summer term for the past several years. This has provided students with more flexibility in scheduling than in prior years in which the sequence was only available Fall – Winter – Spring.  Additionally, 200-level courses are now taught four days per week rather than two days because many students struggled to retain the material when exposed to it only twice weekly. There are some cases in which students have course time conflicts, especially during the Spring term, but the instructor is generally willing to work with them to help them make up missed material.  Finally, Span 121: Spanish in the Workplace for Viticulture was converted to an online course a few years ago to align with distance-ed SOWI students’ needs. |
| **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?* | The instructor makes himself available to students during five office hourse weekly as well as at other times throughout the workday to answer questions, do make-up quizzes, and practice Spanish. While some students do take advantage of this, many do not. Some prefer to visit the Spanish tutors. We have been fortunate to have a couple of very good tutors working in the Success Center this past year, and many students have reported that they found their services helpful.  Additionally, during some years the Spanish Club is active and provides another opportunity for students to practice their language skills. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | The area of study has a table at college recruiting events, and good relationship with dual-credit instructors at RHS. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | N/A |

## 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?** | N/A – This area of study is a support area for other programs. |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | N/A |
| **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.* | Numbers relate to College goals:  1. The World Languages area seeks to provide thorough instruction in an enjoyable manner that fosters a positive classroom environment, particularly by means of interactive stories and communicative activities.  2. It provides quality instruction using current best practices in second language instruction. However, there is always room for improvement.  3. It supports enrollment management efforts, including participation in College recruiting events and bilingual theatre events on campus.  4. It works with dual-credit partners to connect the College to high school communities. |

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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** |
| Summer, Fall - Review and update Course Learning Outcomes for Span 101-203. | Fall - Develop dual-credit assessment rubrics. | Fall - Based on Span 121 assessment results from Span 2020-2021, implement appropriate changes to the course. |
| Fall - Identify which Spanish courses meet AAOT outcomes at initial, review, and highest assessment levels. Develop curriculum map showing these relationships. | Fall, Winter, Spring - Based on Span 201-203 assessment results from 2019-2020, implement appropriate changes to these courses. | Fall, Winter, Spring - Assess Span 101-103 using updated tools. |
| Fall, Winter, Spring - Review and update assessment tools to ensure that they measure student achievement in a manner consistent with best practices (Comprehensible Input and Communicative). | Winter - Assess Span 121 using updated tools. | Fall – Based on assessment results of dual-credit courses, discuss appropriate changes with dual-credit instructors. |
| Fall – Develop more clear criteria and methods for assessment data collection and analysis. | Spring - Assess dual-credit courses using rubrics. |  |
| Fall, Winter, Spring - Assess Span 201-203 using updated tools. |  |  |

## 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**.** | * Support from Assessment Coordinator with rubrics, mapping, etc. * College will provide adequate materials budget. |

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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.* |  |