**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? – Area of Study: U.S. and World History/AAOT** |
| **Department** | **Humanities Department** |
| **Programs that make up the Area of Study** *(If Applicable)* | **N/A** |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* | 1. **Students will demonstrate the appropriate college level knowledge of the key developments and peoples of the historic periods under discussion.** 2. **Students will demonstrate significant, college-level critical thinking and writing skills through fulfilling assignments requiring both, indicating appropriate analyzing, synthesizing, and summarizing.** 3. **Students will use current technology to access and evaluate information and research.** 4. **Communicate effectively by determining the purpose, audience, and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.** 5. **Apply cultural and political perspectives to social systems and use in understanding of social change and social action to address the consequences of local and global activity.** 6. **Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.** |
| **Faculty who participated in creating this report and action plan** | **Charles Young** |

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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. The CLOs are listed in the syllabi and are present across the four courses (two U.S History and two World History sections) that I teach FWS.** |
| **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** | **I will be reviewing further the course mapping previously done.** |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | **I collect assessment evidence term by term based on test, homework, class discussions, in-class questioning, pre and post testing, and group work.** |
| **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** | **Pre-test and post-testing along with the three tests per term, quality of homework review questions, and in-class discussions help determine appropriate mastery of the material at given points in the courses.** |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | **My assessments are standardized in that they match the level of mastery stretching back for twenty years of teaching and over five decades of being a history graduate student/professor; also the level questioning and feedback match the 100 and 200 level tests and quizzes offered by the textbook companies. I use a rubric in my political science coursework but not in the history courses.** |
| **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** | **I find particularly valuable the post-test work going over the returned tests as to correct and why answers. It is a very effective way to reteach what was missed and reinforce mastery of needed cognitive domain. I share the A+ essay answers to inspire and help demonstrate what I was looking for as to effective essay writing.** |

## 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* | **Not available at moment.** |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | **Not available or accessed at moment.** |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | **From what I know of student needs, the four history and one political science courses I teach Fall, Winter, and Spring, plus the summer terms I offer as to U.S. and World History, both day and evening, (plus the one online course offered by UCC) are meeting student needs. I taught an evening course FWS for some ten years in the past and would be willing to teach evenings again if evidence of student needs warranted.** |
| **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?* | **Our free tutoring program excellent and I encourage students to avail themselves of this on a regular basis. Our “study in” sessions at the UCC Library for final exam week is a great idea.** |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | **Enhance recruitment efforts at the high schools would be good. Our “Explore UCC” event which I participate in is also an excellent encouragement to recruitment of students. I guest speak on a regular basis around the community as the local history professor, and have heard numerous times that such talks led to so and so taking courses at UCC.** |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | **Falling numbers of criminal justice majors in my political science classes due to the political science requirement being embedded in criminal justice classes did lead to my switching my summer school course offering to history from political science, plus I have noted the world history classes in the past few years have greater attendance than the U.S. history classes and August numbers are greater than my July numbers so my planning is affected accordingly.** |

## 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?** | **My mission as a humanities and social science professor is to provide the educational grounding in freshman and sophomore level learning that will enable students to transfer to and successfully complete higher level coursework and eventual degrees in these fields. UCC is here to enrich lives and enhance community.** |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | **Based on successful completion of my courses data (term papers, in-class assignments, tests, quizzes, grades, graduation statistics) by some 80% of my students over the almost twenty years of recordkeeping, plus repeated and consistent feedback from my former students as to success in higher level courses in history and political science and careers I do believe I am fulfilling my mission.** |
| **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.* | **I believe our department and area of study does indeed transform lives and enriches the community by furthering the graduation of informed, active, contributing citizens who will collectively help to better our lives as a society.** |

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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** |
| **More consistent and scheduled meetings of fellow humanities and social science instructors to discuss and review assessment methods to insure consistency.** | **Instructors will review their course leaning outcomes for each course they teach that term and make revisions as necessary.** | **Fall – instructors will complete course learning outcomes assessment.** |
| **Each instructor will produce a course learning outcome assessment.** | **A course learning outcome assessment will be produced for each course taught.** | **Winter – Instructors will discuss how the changes they implement to rubrics and final assessments have changed their assessment results, and whether that’s been consistent across sections of different courses.** |
|  |  | **A need analysis as to transfer credit applicability and societal opportunities in humanities and social sciences will be conducted.** |
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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**.** | **Still in the works.** |

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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.* |  |