UCC Assessment Report and Action Plan

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.

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

Date	June 18, 2019
Focus of this report and action plan.	**Single course**
	Which one? LIB 127
Department	**Library**
Programs that make up the Area of Study *(If Applicable)*	**This is an elective for the AAOT. I'm not sure what other programs it falls under.**
AAOT outcomes assessed in courses within your department *(If Applicable)*	I have been unsure how this maps to any programs in the past and since it's an elective for the AAOT, have not yet mapped it to any program outcomes.
Faculty who participated in creating this report and action plan	Jennifer Lantrip

Discuss the assessment work currently happening, and identify any gaps. Refer to the Self-Study rubric row (SS R1, etc) for asso **Answer:** *Do the programs in your department or area of study have the following foundational elements in place? What is their st 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
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**	N/A
Assessment Implementation*: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4**	Yes
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 assess my course learning outcomes based upon the student work and rubrics.
Assessment results are reliable*: Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6**	N/A
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**	Yes

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.)***

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 a considering related to the following topics. Note operational successes and where current decisions will be continued. If applicable, no

FTE Data: *Consider factors impacting external and institutional student/industry demand for the program and any reactions*	This is an online course with an OER text. This is an option for students who need extra credits, but who don't want to pay for a book and who would benefit from taking an online class. It also teaches students how to research which is useful for other classes and their careers.
Student retention, persistence, progression, achievement: *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.*	I have had increased numbers this year. I think this is because advisors have been promoting it more.
Availability of course offerings, scheduling, and mode of instruction: *Do these align with what you know of student needs? How do you know?*	Yes. I have had steady enrollment this year.
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 try to educate them on how to take an online course in the beginning of the course.
Recruitment Efforts: *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.*	I have put up posters around campus. Advisors tell me that they recommend my course.

Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?	N/A

IV. Mission Fulfillment Reflection

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 al statement, skip to question 3: How has your program/department helped advance UCC's mission?	
If applicable, what is your program mission?	Library Mission: The Umpqua Community College Library and Success Center engages students in learning by providing access to an academic environment, learning opportunities, and information resources.
Are you fulfilling your mission? How do you know? *Indicators, evidence, data, etc.*	This would be addressed not in this report, but in Carol's library department assessment report.
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.*	This would be addressed not in this report, but in Carol's library department assessment report.

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 accom
assessment model? Try to break these into specific tasks: Review Course Learning Outcomes, Map curriculums and related assess
advisory committee, develop rubrics for learning outcomes, etc. It is expected that all elements referenced on the self-study are
way that makes sense for your program/area of study/department. **These should be all be operationalized, with evidence, by Au**
with assessment plans should be completed first, including rubrics for the assessments, so that program level learning outcomes
school year. Program Learning Outcomes should all go through at least one round of assessment by August, 2022. Note who and

2019-2020	2020-2021	

V. Action Plan with Timeline

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**.**	

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 acc assessment model? Try to break these into specific tasks: Review Course Learning Outcomes, Map curriculums and related ass 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 a self-study are addressed, but prioritized in a way that makes sense for your department/area of study/program. These should evidence, by August 2021. Curriculum mapping with assessment plans should be completed first, including rubrics for the asse learning outcomes can be assessed beginning next school year. Program Learning Outcomes should all go through at least one 2022. Note who and when as possible.

2019-2020	2020-2021	
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, pr review the rubr and will implem*
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, ir learning outcon outcome assess outcome assess*
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, in they implement have changed t that's been con courses*
Each term, instructors of sections of the same course will meet to discuss the major assessments they are	*In Fall 2020, instructors will review their course learning outcomes for each course they teach that term and make revisions as necessary, working in*	*Spring 2021, pr and instructors*

using in classes to determine whether the assessments are consistent across different sections of the course.	*conjunction with advisory board members to make sure that learning outcomes support program outcomes and external requirements.*	*industry and ge begin an evalua*
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.*	