**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? Early Childhood Education** |
| **Department** | **Social Sciences** |
| **Programs that make up the Area of Study** *(If Applicable)* | **N/A** |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* | N/A |
| **Faculty who participated in creating this report and action plan** | Gwen Soderberg-Chase  Ana Ramirez  Tonnie Bernhardson |

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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** | We only teach one section of each course. Course outcomes are due to be refined by team members working together. |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | The PLOs have been based on the NAEYC nationally accepted outcomes and continue to be appropriate. An electronic portfolio has been developed with rubrics for each outcome. The rubrics need to be reviewed and artifacts of evidence confirmed across all classes. |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | The map is 80% complete to determine whether instruction matches the PLOs. The ECE team needs to meet to identify actual assessments (and create when necessary) that show mastery of the outcome. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | Assessment evidence is collected in each course, but are not necessarily measured according to the rubric. The only courses that currently apply the rubric and upload evidence into the electronic portfolio are the ECE 101-106 courses. |
| **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** | Validity is not an issue across the department. Scoring of evidence is done by one instructor and not discussed with other faculty to develop consistency. Time limits this opportunity since all are adjunct. |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | Rubrics are used in in ECE 101-106 where the portfolios are developed. Our goal is to move these rubrics into other ECE 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** | We have recognized that current instruction and assessment practices do not provide opportunities for students show evidence of Program Two. We may recommend the addition of a new course in Building Family Relationships or change course outcomes which may have budget implications. |

## 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* | Currently, all instructors in ECE are part-time. Our student enrollment is rising due to the hiring of a navigator to work on a regular basis to recruit and retain students. We are looking to hire a full time faculty member who will be able to provide a more consistent presence of ECE faculty on campus and in the community. Currently, faculty is typically on campus in the evening. The expectations at the state level requires a much greater presence at community meetings. We are considered a child care desert and need more ECE professionals in the field. UCC must be a participating factor |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | Most of our students are part-time students and have been difficult to track across terms due to the lack of a full time faculty. In December, we were able to identify 26 active students although only about half were taking classes winter term. Recent work by our navigator has added 26 more students who intend to begin either this summer or next fall. It will be essential for our navigator to continue her work to be able to consistently keep track of our students and build the relationship that is needed to help them complete certificates and degrees. |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | We already offer classes in the evenings only based on student need as determined through previous surveys.  We are ready to create online courses when the college is prepared to support development. Some students have identified in cohort meetings that online would be beneficial, but many prefer face-to-face classes.  We are also looking at breaking up some courses into one credit per term or weekend seminars. This information has been collected through surveys administered at our fall conference and at the spring fling. |
| **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?* | Since the hiring of the ECE navigator, we have made great gains in providing supports for our students to be able to navigate the college system. Since our students are only on campus in the evenings, access to other college programs for support are limited. We are concerned that some of our students need assistance in developing their writing and other student skills, but the availability of college supports are limited. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | The success of having a navigator position has already been described. We have currently surpassed our goal of having 20 students in a cohort next fall (26 have registered). They will attend regularly scheduled cohort meetings during the year.  We currently recruit new students at RHS. RHS has a Program of Study in ECE that awards up to 18 ECE credits.  Our advisory team has recommended that we reach out to our other schools and try and use past students from those schools to encourage students to enroll in ECE courses.  Staff also attends the governance meetings of the South Central Early Learning Hub to reach out to Directors of Centers to encourage and incentivize their staff to attend classes. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | We utilize the advice of our advisory committee for planning and curriculum development. We also use shared data from our Early Learning Hub and Care Connections and Education for Planning for decision-making. A recent focus group of 12 providers led by a consultant, Heidi MCGowan, will also be a source of data for us. |

## 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 UCC Early Childhood Education Program partners with our community to prepare high quality, professional childcare providers and pre-school educators to meet the needs of a diverse population of young children ages birth to five.** |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | Data to be collected:  Current day care and pre-school staff needing to complete certificates and degrees  Completion of certificates and degrees of cohorts beginning fall 2019  Need to develop measures of success…satisfactory, significant, exemplary progress towards completion; 5 of cohort meeting measures of success each year. |
| **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.* | Goal 1: The ECE staff has maintained a high sense of commitment to the success of students and the ECE program through challenging circumstances  Goal 2: We have chosen to deliver all of our courses in the evening to meet the needs of our students and are open to developing online courses and creative alternatives such as weekend seminars and 1 credit/per term classes  Goal 3: We have secured grants to support a navigator who has been essential in recruiting, retaining and supporting students to completion of certificates and degrees.  Goal 4: We work closely with Care Connections and Education, the South Central Oregon Early Learning Hub and child care providers and centers to meet workforce needs and partner in delivering professional development. |

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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** |
| Review Course Outcomes  Align with Program Outcomes  Identify Quality Assessments from all courses meeting program outcomes as quality artifacts  Review rubric to insure alignment with outcomes.  Train all staff on Electronic Portfolio | Adjust assessments for new course proposals |  |
| Review components of AAS and AS degrees  Identify Necessary changes | Fall approval of degree changes for 2021/2022 catalogue |  |
| Create sustainability plan for ECE navigator | Hire full-time ECE faculty |  |
| Begin creating of priority online courses | Pilot weekend seminar courses and 1 credit/term courses |  |
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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 need allocation of resources to support adjunct instructors to review and refine course outcomes, design assessments and develop consistency in engaging students in the electronic portfolio system. |

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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.* |  |