**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? Human Services Program** |
| **Department** | **Social and Behavioral Science Department** |
| **Programs that make up the Area of Study** *(If Applicable)* |  |
| **AAOT outcomes assessed in courses within your department** *(If Applicable)* |  |
| **Faculty who participated in creating this report and action plan** | **Sandra Angeli-Gade and Crystal Sullivan** |

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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: All CLO’s are consistent across courses and sections. Program coordinator and Instructors will identify CLOs that need to be updated and modified in the coming year. |
| **Program Learning Outcomes:** *Are the PLOs appropriate and well-written? Have you created/do you use rubrics to assess them?* **SS R2** | Emerging: PLOs need to be updated. PLOs need to be updated to reflect state wide training programs and similar programs at four year academic institutions. Rubric need to be identified to assess PLOS. |
| **Curriculum and Assessment Mapping:** *Is this map complete? Does your curriculum align with your PLOs?***SS R3** | Initial: Current MAP needs to be updated with all current courses taught and new program PLOS. |
| **Assessment Implementation***: Is assessment evidence collected? Is it discussed? Is it reviewed using set criteria?* **SS R4** | Emerging: Assessments are collected but need to be reviewed by all HS faculty and criteria reviewed. |
| **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: Assessment Continuing retention of students, enrollment HS numbers and successful placement of students in CWE opportunities and job opportunities. Reports from Advisory Committee on quality of students placed in the community. |
| **Assessment results are reliable*:*** *Are assessments standardized across course sections and PLOs? Are rubrics created and used consistently?* **SS R6** | Emerging: Standard Assessments are completed across sections but need to be standardized across PLOs, Rubric needs to be developed and used by all HS faculty. |
| **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** | Initial: Assessment is used in teaching and learning strategies but needs to be identified for planning and budget purposes. |

## 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* | Advisory Committee meets annually to provide feedback to program for current demands and program development. In addition, Advisory Committee members and agencies served by CWE program provide feedback continually on employment needs and program development. |
| **Student retention, persistence, progression, achievement:** *Consider trends and results in overall numbers, program demographics, any achievement gaps, and external mitigating factors, if any.* | Program is designed to build student’s skill set thru the curriculum that engages students and maintains retention and culminates in Cooperative Work Experience that provides a practical application of skills. Advisory Committee and CWE agencies advise on employment trends. Program coordinator belongs and attends Oregon Certified Addiction Educator Coalition that discusses state employment trends and training requirements. |
| **Availability of course offerings, scheduling, and mode of instruction:** *Do these align with what you know of student needs? How do you know?* | Students can start HS program at any time in the Academic year to be successful. Classes are offered specific days of the week (Tuesday & Thursday) to allow students flexibility with educational and employment needs. Class size reflects program meets scheduling needs of students. |
| **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?* | Students are advised by Program coordinator on classes, curriculum and CWE placements. In addition, Program coordinator informs students off additional educational opportunities for students interested in bachelor degrees. Instructors incorporate practical application in academic format. Instructors invite community professionals to classroom for informational sessions. Program utilizes community partners to host students in practical application and work experience opportunities. |
| **Recruitment Efforts:** *Describe any recruitment efforts currently underway, those goals, and any results of previous efforts.* | Program Coordinator attends UCC recruitment opportunities. The program has hosted visiting Professors and advisors from state universities to promote their programs. Programs from Portland State University, and University of Oregon have partnered with the UCC HS program to promote their programs. |
| **Any other data used to make decisions for planning, resource allocation, curriculum changes, etc?** | Unknown |

## 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 AAS program focuses on the general student and provision of human and social services to individual and communities and prepares individuals to work in public and private human service agencies and organizations. |
| **Are you fulfilling your mission? How do you know?** *Indicators, evidence, data, etc.* | HS program enrollment numbers, UCC alum employment numbers, feedback from community partners. |
| **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.* | The Human Service program at UCC transforms lives and enriches our community at indicated by the yearly number of program graduates, community employment and community support thru multiple community partnerships. |

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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** |
| Fall 2019  Program Coordinator will create a curriculum map and designate where assessment of PLOs are indicated, | Fall 2020  Program coordinator will work with faculty to review curriculum map and planned assessments and make changes as needed. | Fall 2021  Program coordinator and instructors will review rubrics and assessments used for validity and implement changes as needed. |
| Winter 2019  Program coordinator will work with faculty to create rubrics for assignments associated with PLOS. | Fall 2020  Instructors will review their course learning outcomes for each course they teach that term and make revisions as necessary. Instructors will make sure learning outcomes support program outcomes and meet program needs per advisory committee input.  Winter and Spring 2020  Program coordinator will review rubrics and updates any rubrics associated with PLOS | Winter 2021  Instructors will complete course learning outcome assessment, program learning outcome assessment. |
| Spring 2019  Program Coordinator will work with Instructors to determine PLO assessment of courses. |  | Spring 2021  Program coordinator, advisory board and instructors will conduct a need analysis of the industry. Advisory board will be asked to evaluate PLOS. |
| Each instructor will produce a course learning outcome assessment, program learning outcome assessment and universal learning outcome assessment. | Each instructor will produce a course learning outcome assessment, program learning outcome assessment and universal learning outcome 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**.** | Assessment team can provide support, time table for work completion, feedback on progress. A yearly in-service session to continue education would be beneficial. Also, a meeting of program coordinator and assessment director quarterly to evaluate progress HS program assessment report and action plan would be beneficial. |

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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.* |  |