Planning for Success: Action Plans

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“Closing the Loop” of Assessment

- Programs must document their use of assessment findings to make changes to instruction or revisions to program curriculum.
- Action plans need to focus on student learning:
  - Include very detailed descriptions of how programs have used assessment results in the past to improve student learning at both the course and program level.
  - Specifically discuss both planned instructional course changes as well as possible curriculum changes centered on maximizing student learning in the future.
Focus on student learning

- Maximizing Student Learning:
  - We developed a new, required 2000-level course for our Area F entitled Anthropological Inquiry (ANTH 2130) where our majors will be introduced to basic research and analytic skills ...
  - This class will focus on preparing students to achieve ...
  - We think that this course will really advance student achievement of these SLOs ....
Results of Prior Action Plan Implementation

Should include:

- extent to which the previous plan was implemented
- summary of data related to changes
- if action resulted in improved outcome achievement
Results of Prior Action Plan Implementation - Example

Last year’s action plan for outcome #2 was to establish a two course sequence for the advanced lab and move it to the junior/senior year. During the previous year the course work to split the single Advanced Lab into an Advanced Lab I and II course was completed, while in this assessment cycle the two course series was first implemented. However, because of the break in rotation there were no Advanced Lab II students. This situation did not allow for the established evaluation method to be used for this student learning outcome. The evaluation this year was done by scoring the rubric based on the research poster presentations of majors. Unlike the Advanced Lab II students who would be seniors, these students were of varying standing and resulted in a wider range of scores than usual. However, as in the last cycle, communication skills and recognizing sources of error were generally measured to be needing improvement.

To further address last year’s results, significant investment was made in establishing an advanced student laser lab. Physical space has been renovated, major equipment was purchased, and experiments designed. This facility and curriculum will allow for increased opportunities for our advanced lab students. These new lab experiments incorporate advanced data and error analysis, and will help address the deficiencies that have been measured for student learning outcome #2.
Proposed Action Plan for Next Academic Year

- Should include:
  - planned instructional changes at the course level
  - planned curriculum changes at the program level
  - Planned changes to assessment process
The data findings in 2014-2015 continue to indicate middle grade teacher candidates perform well on Student Learning Outcome 3: Instruction as measured by Assessment 4. Building on the action plan from 2014-2015 to begin videotaping instructional lessons per edTPA requirements, the Middle Grade program faculty will implement this same practice in 2015-2016. However, additional changes will be made in all practicum field courses MGED 3731 Methods I Practicum (LA & SS); MGED 3712 Methods II Practicum (Science); MGED 3732 Methods III Practicum (Math), and MGED 5799 Student Teaching. While viewing the instructional videotapes during 2014-2015, university supervisors identified areas to improve teacher candidates’ abilities to teach. As a result, more emphasis will be placed on the integration of technology for teaching and learning purposes, posing higher-order questions, and providing relevance and cross-content connections through instruction in 2015-2016. In conjunction with the Middle Grade Program’s recommendation to revise SLO 2 Planning to implement co-teaching, SLO 3 Instruction will be revised in Fall 2015 to plan for two Methods I practicum teacher candidates to co-teach in Spring 2016.
Results of Prior Action Plan Implementation

- All proposed actions from the prior year’s action plan are addressed
  - Implemented actions produced associated data which is reflected on with sufficient depth
  - If actions proposed during the previous cycle were not implemented, reasonable justification is given
  - If actions taken during the current cycle were not proposed during the previous cycle, they are reasonably justified through external evidence
- Additional documentation is provided showing implementation of proposed actions (e.g., meeting minutes, curriculum change forms, etc.)
Proposed Action Plan for Next Academic Year

- Elements are focused on student learning; if necessary, modifications to the assessment process are included.
- Connections between proposed actions and program SLOs are clear.
  - If SLO is not addressed by any proposed actions, justification is given for maintenance of ongoing instruction and curriculum.
- Connections between proposed actions and assessment findings are clear.
- Proposed actions are specifically detailed.
Proposed Action Plan for Next Academic Year

The faculty of the Nutrition and Food Science program suggest that in order to make this project more meaningful and worthwhile for students and one that they utilize as a future resource in their job/career and to adjust to the significant increase of students taking this course, the measure and elements of the Student Learning Outcome will be modified.

The Student Learning Outcome will still remain as SLO-2 Professional Practice Guidelines: Students are able to locate and discuss established guidelines for a professional practice scenario [...]. However, what will change will be the measure and the elements that will meet this learning outcome.
Changes to Courses

- Revise course content
- Revise course delivery methods
- Revise course activities
- Revise course assignments
- Revise course assessments
Changes to Curriculum

- Revise and/or enforce prerequisites
- Revise and/or enforce co-requisites
- Revise course sequence
- Add course
- Delete course
Changes to Academic Process

- Modify schedule of course offerings
- Revise advising standards or process
- Make technology related improvements
- Make personnel related changes
- Implement additional training
- Revise admission criteria