

Appendix K: Action Plan Examples

EXAMPLE 1

SLO: Students in CLAS 080 will have the skill, knowledge, and confidence to enter CLAS 100.

Assessment tool: Survey

Success criterion: 70% will strongly agree with Questions 5-9 of the 12 question survey.

Result: 60% of students strongly agreed with Q 5, 6, 7, 80% on Q9

Dialogue: Faculty reviewed the final exam and the results of the relevant questions addressed in the survey. Reviewing student work confirmed for faculty that students did have a strong grasp of the skills necessary to succeed at the next level. Faculty agree that students are learning course material without an awareness of the skills they were developing and the skills needed at the next level. Faculty decided to increase students' awareness of the course learning outcomes for the course they are enrolled in and explicitly link course assignments to outcomes.

Action Plan: The course syllabus will list major assignments that fulfill an SLO under each SLO. Faculty will list the SLO that is being addressed in assignments on assignment handouts. At midterm, students will self-assess their progress in achieving each SLO and indicate how prepared they feel to move on to the next class.

EXAMPLE 2

SLO: Students will identify and critically evaluate important ideas in short and book length texts.

Assessment tool: One-page assignment that students will complete after reading a text in which they: (a) identify the important ideas, and (b) evaluate how well the author supports his/her thesis.

Success criterion: a. 90% of students will identify 80% of the important ideas. b. 80% of students will earn a 3 or 4 on the "critical reading" part of the rubric.

Results: a. 86% of students identified 80% or more of the important ideas in the reading. b. 69% of students earned a 3 or higher on the writing assignment.

Dialogue: Discussion of the readings revealed that the faculty members were not in full agreement of which ideas in the readings were “important ideas.” Faculty decided that in future assessments they would like to use a common reading (about four different readings were used for this assessment) and that the full group should determine in advance what the ideas would be regarded as acceptable answers. They felt that an adjusted list of important ideas that included more ideas would bring the student results for (a) closer to 90%. Discussion of the writing assignments revealed that students were more effective in summarizing than evaluating. Faculty agreed to address this skill in the 2013 assessment cycle.

Action plan: Choose a common text to conduct this assessment again in the near future. Prior to the next assessment, devote a department meeting to discuss how to help students evaluate texts, and gather more best practices if the current practices seem insufficient.

EXAMPLE 3 (Student Services)

SLO: Disabled Resource Center students will use their accommodations (e.g., test proctoring, textbooks in alternate format, and text-to-speech program such as Kurzweil 3000).

Assessment tool: Review of the number of alternate media request forms submitted each semester.

Success criterion: 60% of returning DRC students will submit an alternate media request

Result: Although the success criterion was met, the DRC continued to assess their services

Dialogue: Staff reviewed DRC record keeping process. They noted that the physical form had to be turned in to the office, and that they needed an automated way of tracking who submitted the form. They also examined the impact of the office being on the third floor.

Action Plan: This analysis resulted in the DRC creating an electronic form and purchasing a Student Accommodation Manager to track students. They also moved the office from the third to the first floor.