Action Plans

An action is an organized activity undertaken to help programs more effectively achieve intended outcomes, or an activity developed by program faculty to improve and grow the program for the future.

Analysis is the reflection of the program's findings within/for the criteria set for success on the program's intended outcomes. The Analysis is a summary of strengths and areas in which improvement is needed.

The End of Assessment Is Action

In *Assessment Clear and Simple*, Barbara E. Walvoord (2010) states the goal of assessment is information-based decision making.

> "Assessment helps the program determine how well it is achieving its outcomes and suggest effective steps for improvement. That means you should conduct assessment for yourselves and your students, not just for compliance with accreditors. You don't need to collect data you don't use; it's much more important to collect a small amount of useful data than to proliferate data that sit in a drawer or on a computer file. If you are collecting information you are not using, either start using it or stop collecting it. Instead of focusing on compliance, focus on the information you need for wise action." *(Walvoord, 2010, p. 5)*

The Most Common Actions Resulting from Assessment

Three common actions that result from assessment in the department, in general education, and in the institution:

1) Changes to curriculum, requirements, programmatic structures, or other aspects of the students' course of study

2) Changes to the policies, funding, and planning that support learning

3) Faculty development

(Walvoord, 2010, p.5)

Are the Actions Working?

To close the loop, programs should not only use assessment information to inform action, but should come back and examine (and document) whether the action led to improvement of student learning.

Annual Reporting

Annual Reporting Fields

The Assessment Report includes the following Annual Reporting data elements:

PROGRAM ANALYSIS
Programs are asked to provide program-level analysis of the past year for that <u>particular academic program (OR minor or certificate)</u>. Highlight any strengths and/or weaknesses observed during the current assessment year. Program contributions, activities, and accomplishments should be included in this field. Any data collected outside of the student learning outcomes, measures, and targets could be showcased in this field as well. he program analysis field is needed to provide context to an outside reviewer.

ACTION PLAN ANALYSIS - CURRENT ACTION PLANS
Programs should provide updates on any program-level OR outcome/objective-specific action plans currently in the implementation phase.

ACTION PLAN ANALYSIS - COMPLETED ACTION PLANS (CLOSING THE LOOP)
Programs are asked to summarize the results of previous action plan implementation. This is the opportunity for programs to close the assessment loop – to report on the success (or non-success) of previously implemented action plans. It is very important for programs to respond to this section with thought and detail. This section is where programs provide evidence of improvement based on analysis of the results.

Action Plan Examples

ARCHIVES AND SPECIAL COLLECTIONS GRADUATE CERTIFICATE Action Plan

Review of other archival programs and courses

A review of other graduate archival programs was completed to determine need for modification/update of courses or course content or development of new courses. The review indicated some course titles and descriptions should be updated to reflect updated content and current professional terminology.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High

NONPROFIT STUDIES MINOR
Action Plan

Revising measures to use rubrics

Based on feedback from the reviewer for our 2014-2015 reports, we will revise our measures and targets to use rubrics which specifically target the components/skills being assessed. By doing so, we will be better able to determine areas that need improvement. Although paper grades are permitted to be used as measures, they can conceal areas of concern if multiple components are included in the paper. As program reports are retrospective and not prospective, we have not changed the measures and targets for 2015-2016.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Performance on Nonprofit History Paper Assignment | **Outcome/Objective:** Understanding of the Unique Character and Structure of Nonprofit Organizations and Their Role in Civil Society
Measure: Performance on Nonprofit Organization Final Paper | **Outcome/Objective:** Application of Best Practice Management Concepts to Nonprofit Practice

Projected Completion Date: 01/18/2017
Responsible Person/Group: Ann Marie Kinnell
Additional Resources Requested: None

Action Plan Examples

BIOLOGICAL SCIENCES (LICENSURE) BS
Action Plan

Recommend remediation of material through BSC Tutoring Center
The BSC Tutorial Center has been improved with the addition of tutors for BSC 380. Faculty will recommend students that are performing below expectations to meet with a tutor regularly during the semester.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Upper Division Assessment (Exam Questions) | **Outcome/Objective:** Broad-based knowledge of Biology

NUTRITION AND DIETETICS (DIDACTIC PROGRAM IN DIETETICS/ COMMUNITY NUTRITION/ NUTRITION AND FOOD SYSTEMS MANAGEMENT) BS
Action Plan

Knowledge and Skills in Food Systems
Findings were shared at the July 2016 faculty retreat. It was determined that graduates often perceive their knowledge and skills should be at higher levels for practice; however graduate mean scores in the Food Systems domain on the national registration exam are higher than the national average. Nevertheless, we added new experiential activities with Aramark in our Food Systems courses to provide students more preparation, and we will be updating and revising the course content in the Food Systems Management series of courses. An advisory board meeting to specifically discuss the food systems management practice area is scheduled for the Fall of 2016.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehensive Exam Scores **| Outcome/Objective:** SLO 2: Adequate Knowledge and Skills in Food Systems
Measure: DI Director Survey **| Outcome/Objective:** SLO 2: Adequate Knowledge and Skills in Food Systems
Measure: Graduate Follow Up Survey **| Outcome/Objective:** SLO 2: Adequate Knowledge and Skills in Food Systems

Implementation Description: The program director will meet with Food Systems Management Course instructors to revise course series and conduct advisory board meeting.
Responsible Person/Group: Food Service Management course instructors, program director, and chair.