

Action Plans

Closing the Loop

Skip Kastroll

Office of Institutional Effectiveness

Overview

- Why?
- Review of the mature cycle of assessment
- Components of an action plan
- Examples

What are you doing with it...?

Assessment and decision making should go hand in hand...In essence, assessment and improvement are often separated by a single important point: assessment focuses on the *what*, improvement on the *what-you-do-with-it*. Linking the two may very well be the most crucial aspect of successful assessment practice.

Just Data, No Intuition?

“Assessment results should never dictate decisions to us; we should always use our professional judgment to interpret assessment and make appropriate decisions”

This is something you already do...

- You regularly modify and adapt your courses with the intention of improving student learning
- The critical value of assessment is that you have real data or concrete information that can be utilized to make informed strategic changes.

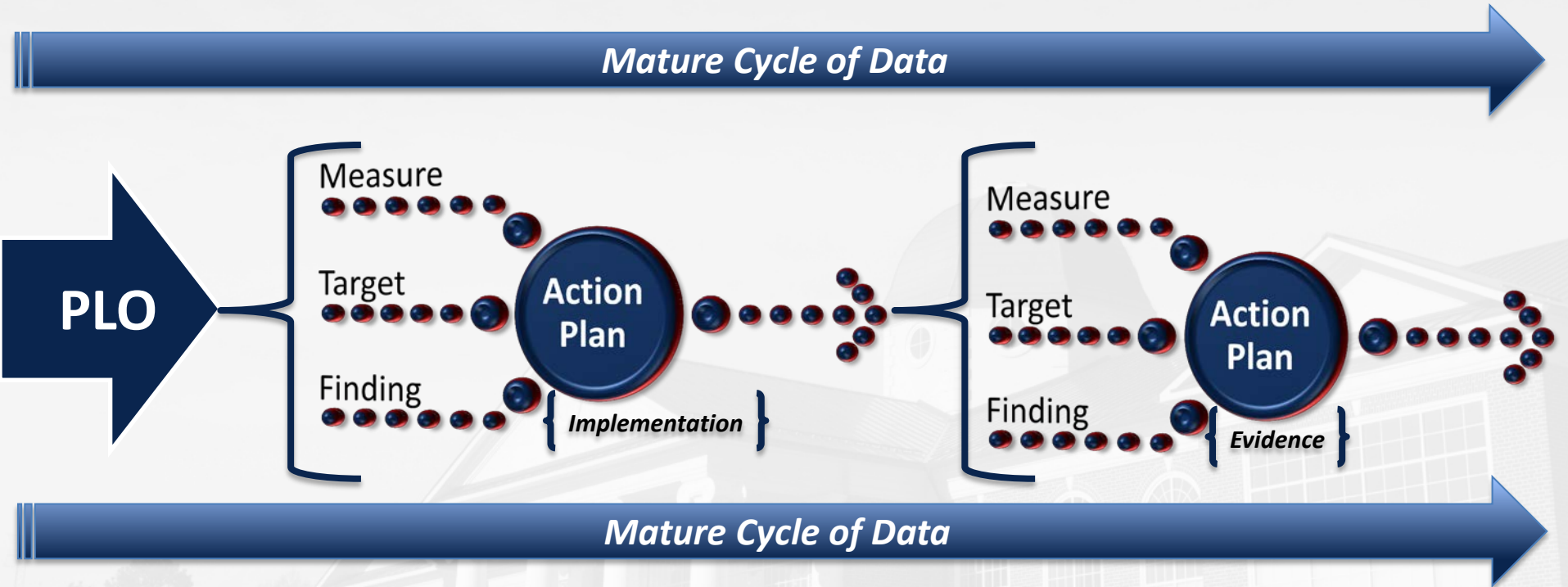
Classroom Assessment and Improvement

- The teacher of the senior capstone course evaluates her student's final projects, assigns grades, and uses the information for her own improvement next semester

Program Assessment and Improvement

- The faculty teaching the senior capstone report annually to the department, outlining the strengths and weaknesses of the students' work in relation to the departmental learning goals.
- The department uses these and other data, such as student and alumni data, to inform decisions about curriculum, pedagogy, and other factors that affect student learning

Review of the Cycle



Example Template

Academic Years 08/09 – 16/17 → Program Learning Outcome

AY 11/12 -- Measure – The assessment tool you will be using

AY 11/12 -- Target – The criterion for success

AY 11/12 -- Finding – The results of the assessment

AY 11/12 -- Action Plan (Implementation of Plan) – The details of the plan

AY 12/13 -- Measure – The assessment tool you will be using (same as original)

AY 12/13 -- Target – the criterion for success

AY 12/13 -- Finding – The results of the assessment

AY 12/13 -- Action Plan (Evidence of Improvement) – A narrative of the effect of the plan

Example – School of Religion

Example: PLO - The student will be able to demonstrate competence in the use of sound principles of biblical interpretation.

AY 11/12 – Measure – BIBL 480 OT Research Paper (RQ - “Is the student able to integrate the literary genre(s) of an Old Testament passage into its interpretation?)

AY 11/12 – Target - Each section (Identify and Describe; Apply Principles) of the rubric will have 80% of students scoring 3.0 or greater.

AY 11/12 – Findings - Identify and Describe (87%); Apply Principles (67%)

AY 11/12 – Action Plan – Implementation Details

1. Discuss the results with the professors.
2. Provide greater emphasis with class material.
3. Provide more instruction with the assignment.
4. Re-assess with the same design.

Example – SOR - Continued

AY 12/13 – Measure – BIBL 480 OT Research Paper (RQ - “Is the student able to integrate the literary genre(s) of an Old Testament passage into its interpretation?)

AY 12/13 – Target - Each section (Identify and Describe; Apply Principles) of the rubric will have 80% of students scoring 3.0 or greater.

AY 12/13 – Findings - Identify and Describe (83%); Apply Principles (80%)

AY 12/13 – Action Plan – Evidence of Improvement – After providing a greater emphasis on the application of the principles as well as clarifying expectations in the assignment the students level of understanding and performance related to this PLO increased.

Pieces of an Action Plan

- *Description* - Explain in detail what action will take place, making sure to use the future tense. If the action is a proposal or something over which the department does not have full control, such as a proposed new course, indicate it in this text box. Also, put in only one action, unless outlining steps within the same action. Make sure it is a plan of action and not a finding of information.

Pieces - Continued

- *Target End Date* - the date by which you want your entire action plan to be completed.
- *Budget Requested* – any budgetary impact
- *Additional Resources* – any non-budgetary resources

Pieces - Continued

- Evidence of Improvement – this is a narrative description/story about the effects of the action plan. Usually this summarizes the entire assessment cycle and concludes with a description of the final results.





THANK YOU!

Skip Kastroll
hckastroll@liberty.edu

LIBERTY
UNIVERSITY.
INSTITUTIONAL
EFFECTIVENESS

References

- Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (1996). *Assessment in Practice*. San Francisco: Jossey-Bass.
- Suskie, L. (2004). *Assessing Student Learning*. Bolton: Anker.
- Walvoord, B. E. (2004). *Assessment Clean and Simple*. San Francisco: Jossey-Bass.