



Planning Actions for Continuous Improvement

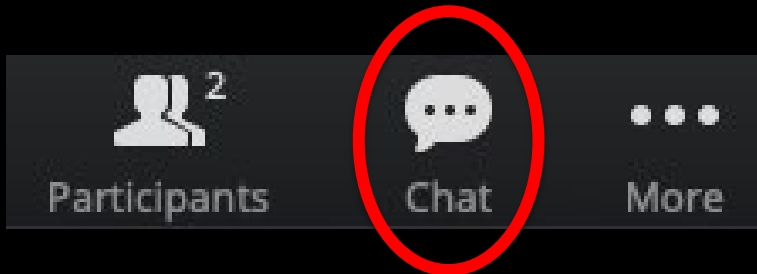
Summer 2020 Workshop: Content Series #7

presented by: Dr. Summer DeProw

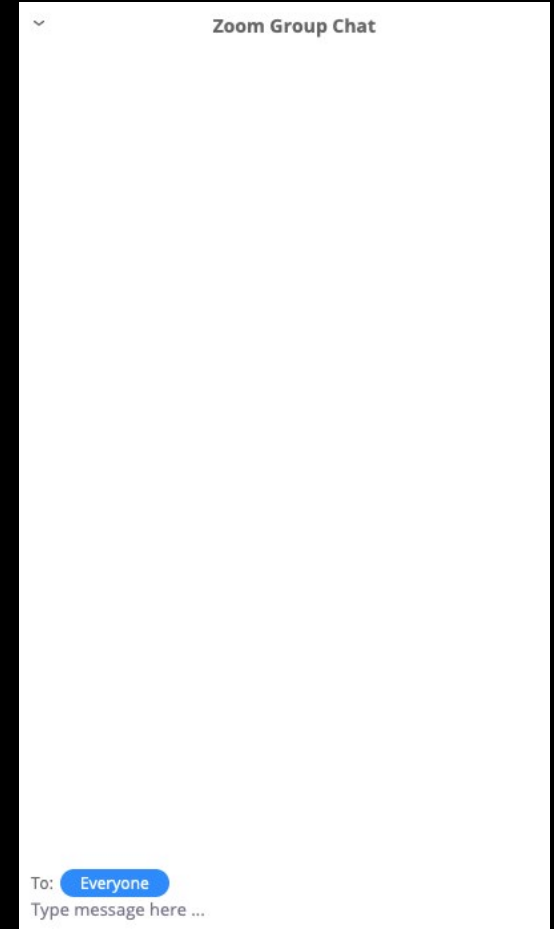
July 27, 2020

Workshop Procedures

- Welcome and thank you for participating in our Summer Workshop Series!
- You will be muted upon entry to the workshop, so please introduce yourself via the Chat feature by clicking “Chat.”



- The window to the right will appear where you can add your introduction: 
- If you have questions during the session, please add them to the Chat box and at the conclusion of our time we will include them in the Q and A.



Workshop Agenda

- Attendees will be able to:
- Action Planning for Continuous Improvement
 - Talking to your peers about the program
 - Identify the Action Plan per measure based on Assessment Findings:
 - Student Learning Data is acceptable and monitoring will continue
 - Student Learning Data is not-acceptable and action will need to be taken
 - Student Learning Data is unreliable or a process change is needed

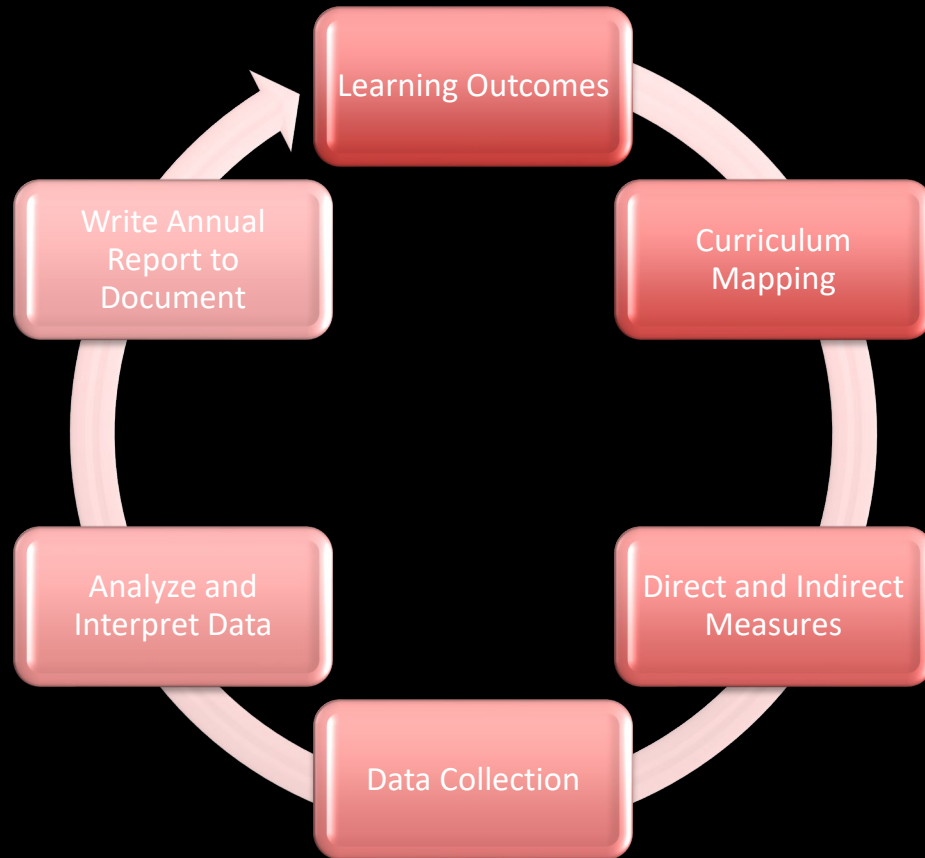
Organize the people and strategies for learning improvement.....

Convergence, 1952 by Jackson Pollock



Courtesy of www.Jackson-Pollock.org

Assessment Cycle without Action



Assessment Cycle WITH Action

- “A pig never fattened up only because it was weighed. A racehorse never ran faster because a stopwatch was clicked. A fevered dog’s temperature never dropped as a result of reading a thermometer.” (Fulcher, et al, 2014).
- What does this have to do with Student Learning Assessment?
 - Just because outcomes are written, mapping and alignments are constructed, planning is done, measures are crafted and implemented, and data is collected, student learning assessment is NOT complete without action.

Systemic Barriers

- “Harvard President, Derek Bok (2013) roundly criticized graduate schools for this lack of teaching preparation. Indeed, relative to research, master’s, and doctoral students receive far less training in teaching during their graduate programs. In fact, it seems that conversation about teaching are taboo compared to frequent conversations about scholarship. Even if a faculty member adopts an evidence-based pedagogy, that lone faculty member will not bring about programmatic changes. Programs are made up of teams of faculty, and everyone must be on board (a challenge within itself) to general meaningful changes.” (Fulcher, et al, 2014, p. 8).
- What do you think?

Action Plans for Continuous Improvement

- The George Washington University describes continuous improvement through action planning as “...data collection is of little value unless the data are shared at the institutional and program levels and used to improve teaching and learning. The data needs to be used to reevaluate and/or revise the curriculum or individual courses to achieve program learning outcomes. The assessment process is complete only when the information has been used to improve student learning. (Some accrediting agencies refer to this as "closing the loop.")”
- How do we “close the loop?!”

Action Planning: Beginnings

- Action Planning is not the beginning of Student Learning Assessment!
 - First, the course or program must:
 1. Assess
 2. Intervene
 3. Reassess
 4. Act?! Yes, then...
 5. Faculty Involvement

Action Planning: Intervention

- When ready for intervention, process lead by Assessment Leader and include key faculty who are experts in pedagogy, curriculum and content will include:
 1. Identifying Targeted Data and Learning Outcome
 2. Analyze Current Process and Efforts
 3. Propose Modifications
 4. Create Timetable and Steps

Identify Targeted Data

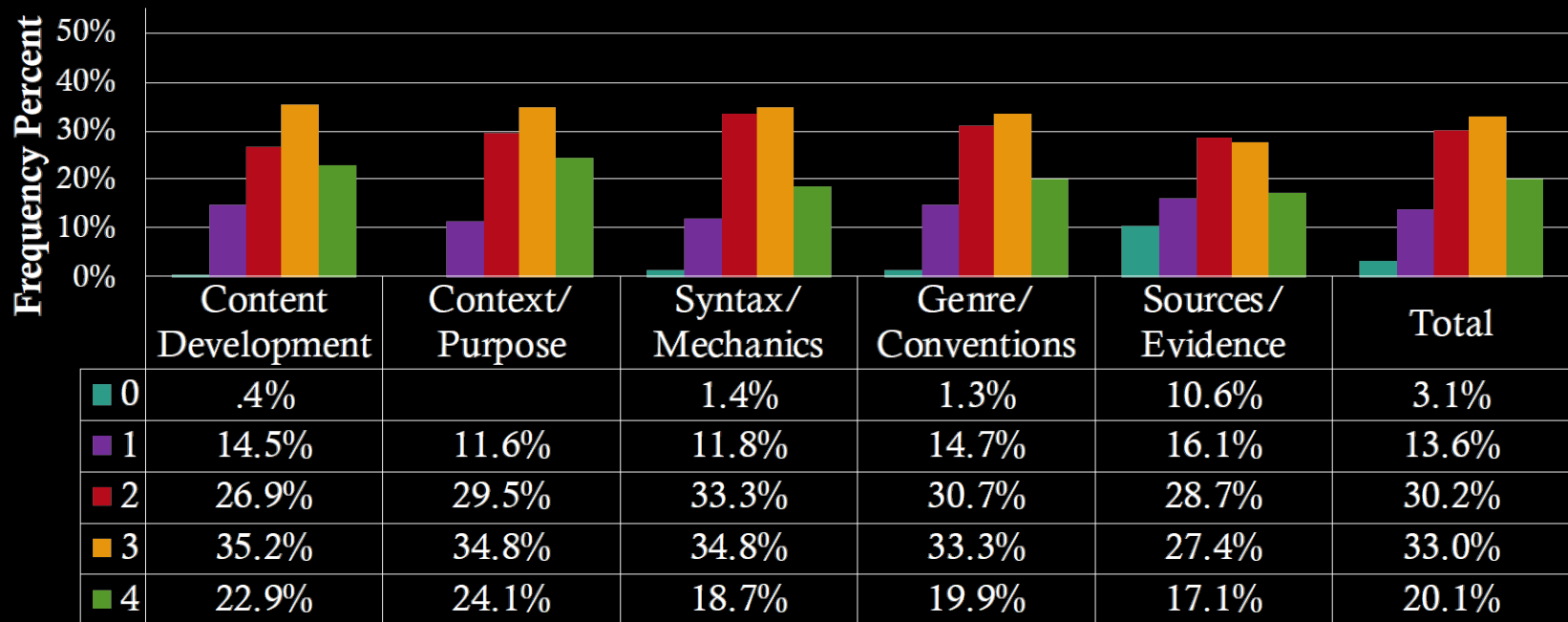
	Capstone 4	Milestones 3 2		Benchmark 1
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.



Identifying Targeted Data in Rubrics

MSC Pilot Study Results—Written Communication Dimension 4- Year Institutional Score Distribution

% of student work products scored 4-0 by faculty scorers on each
dimension of written communication



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Curriculum Map + Assignments

2. Investigate Current Efforts. We have included the curriculum map (see Table 2) showing where and how intensively our program objective are theoretically addressed.

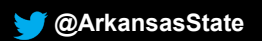
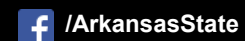
Course/Learning Experiences	Obj 1 (Identification of 80s Components)	Obj 2 (Research Methodology)	Obj 3 (Writing Critically)	Obj 4 (Oral Comm)
PCUL201 (Introduction to the 80s)	3	0	1	0
PCUL301 (80s Music)	3	0	1	2
PCUL302 (80s Fads)	3	0	1	0
PCUL303 (80s TV and Movies)	3	0	0	2
PCUL304 (80s Technology)	3	1	1	0
PCUL361 (Methods and Analysis)	0	3	1	0
PCUL401 (80s Politics and Culture)	1	1	3	0
PCUL402 (Profiles of 80s Icons)	1	0	1	3
PCUL403 (The Music Video)	2	0	0	0
PCUL404 (The 80s and Today)	0	2	3	0
PCUL480 (Capstone)	0	2	2	2

Table 2. Curriculum Map of Pop Culture Program (Oral Communication is Objective 4).

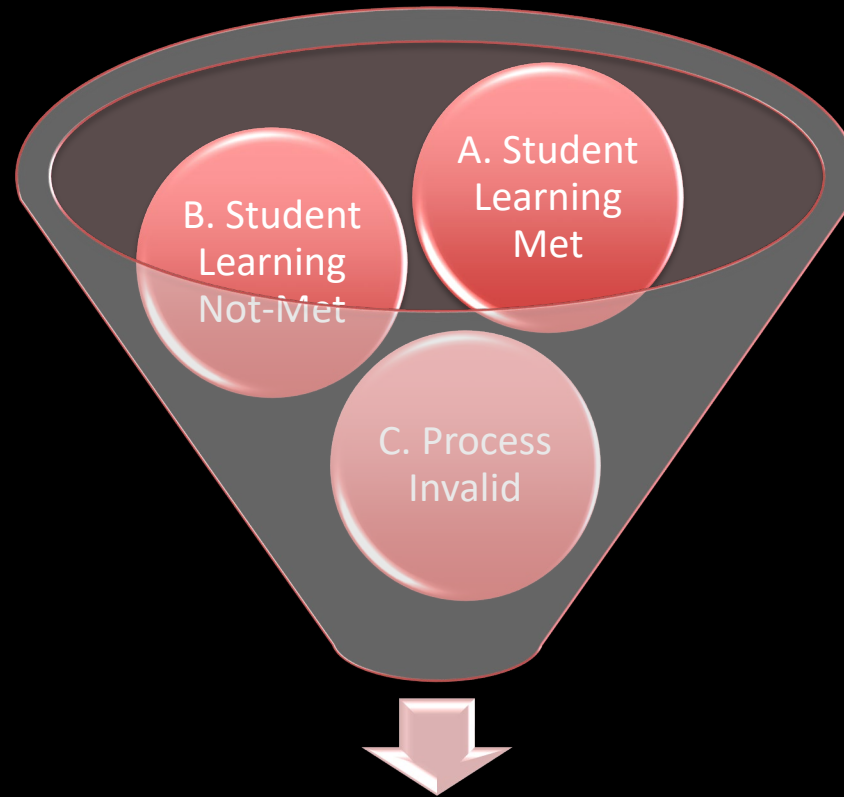
Coverage of objective: 0 = No Coverage, 1 = Slight Coverage, 2 = Moderate Coverage, 3 = Major Coverage



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Action Plans in Practice



Action Plan “Buckets”

- There are 3 “buckets” or scenarios that Action Plans are created from:
 - A. Student learning is met:
 - A valid and reliable instrument is being used to assess student learning where alignment between learning outcome(s) and measure is clear and student learning meets the defined or prescribed benchmark.
 - B. Student learning is NOT met:
 - A valid and reliable instrument is being used to assess student learning where alignment between learning outcome(s) and measure is clear, but student learning is does NOT meet the defined or prescribed benchmark.
 - C. Process is invalid or flawed:
 - Assessment leader and program or course faculty do not trust the instrument, alignment of outcomes or process used to collect student learning assessment data and method must be changed to assure validity and reliability.



Interventions + Timeline + Who

Learning Intervention and Assessment Sequencing for Oral Communication in Pop Culture Program

	Year 0		Year 1		Year 2		Year 3	
Class	2013-2014		2014-2015		2015-2016		2016-2017	
	Fall	Spring (Baseline)	Fall	Spring	Fall	Spring	Fall	Spring
PCUL301 (80s Music)			1,2,3		1,2,3		1,2,3	
PCUL303 (80s TV and Movies)				2,3		2,3		2,3
PCUL402 (Profiles of 80s Icons)			2,3		2,3		2,3	
PCUL480 (Capstone)		Assessment, Pre-intervention		2,3,4 Assessment here captures partial intervention		2,3,4 Assessment here captures full intervention		2,3,4 Assessment here captures full intervention plus any additional tweaks
Comments: PCUL301 and PCUL402 offered only in fall. PCUL303 and PCUL480 offered only in spring.	This year serves as a baseline. The capstone oral communication assessment serves as the pre- assessment (i.e., before intervention.)		Class of 2015 has received part of intervention battery. Note that faculty participate in oral communication inservice the week before fall classes.		Class of 2016 has received all of intervention battery. (They were juniors in 2014-2015.) Assessment captures full intervention.		Class of 2017 has received all of intervention battery and may benefit from faculty tweaks to process.	

1 = Early and Clear Expectations

2 = Align and Class-Level Assessments, Using Program-Level Oral communication Rubric

3 = Emphasis on Practice

4 = Higher-Order Creative Presentations



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Action Plan

- Examples:

Outcome: Outcome #1

BGS Students will be able to espouse the general principles within each of their chosen emphasis areas.

▼ Action: Benchmark Met

► This Action is associated with the following Findings ⓘ

Action Plan (s):	The benchmark was met for Outcome 1; therefore, no immediate action is required at this. However, explorations of new curriculum will continue to ensure student success in the program.
Implementation Plan (timeline):	2019-2021
Key/Responsible Personnel:	Nontraditional Studies' Faculty & Ms. Nikesha Nesbitt (Program Director)
Measures:	
Priority:	Low



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Action Plan

- Examples:

Outcome: Grades

Ensure students seeking tutorial assistance pass related course with a C or higher.

▼ Action: Learning Group Leader Initiative

► This Action is associated with the following Findings 📌

Action details:	We have found that learning group leaders are overall more effective in getting students into a tutoring scenario. Utilize these students to better engage students, and pull students in for more one-on-one learning exercises.
Implementation Plan (timeline):	Train tutors before Fall 2020, and implement in Fall 2020.
Key/Responsible Personnel:	Listenbee will create and implement curriculum. GAs should be leveraged to better coordinate student efforts throughout the semester.
Measures:	Measure efficiency and compare to previous semesters. Additionally compare student grades to previous semester. Pull report from Illume Impact using data uploaded to Civitas.
Priority:	High



Action Plan

- Examples:

Outcome: Mastery of the Scientific Process

Students will complete a well-organized scientific study related to environmental sciences. While accomplishing this, students will be able to think critically, develop hypotheses, review the literature, design and perform experiments, analyze and interpret data (results), write and defend a thesis/dissertation proposal.

▼ Action: Emphasis on Critical Thinking

► This Action is associated with the following Findings ⓘ

Action Plan (s):	1. An EVS Program Committee meeting was held March 6, 2018 where we discussed critical thinking and come up with ideas to address the deficiency of “thinking outside the box”. See the uploaded meeting agenda and topics of discussion. 2. The EVS Rubrics were updated in summer 2018 and a new version of the two rubrics to assess the student’s progress was unveiled at the end of September 2018. 3. Once students start to use the rubrics, a more in-depth analysis and update of the rubric will be performed and an analysis on the scoring of the rubric related to critical thinking will be performed to better address critical thinking at the individual student level. See the new rubrics that are uploaded.
Implementation Plan (timeline):	2017-18
Key/Responsible Personnel:	Environmental Science Faculty
Measures:	
Priority:	High

Supporting Attachments:

📎 [March 6, 2018 EVS Committee Meeting Minutes](#) (Word Document (Open XML))

📎 [Oral Graduate Student Rubric Updated 9.29.2018](#) (Adobe Acrobat Document)

📎 [Written Graduate Student Rubric Updated 9.29.18](#) (Adobe Acrobat Document)



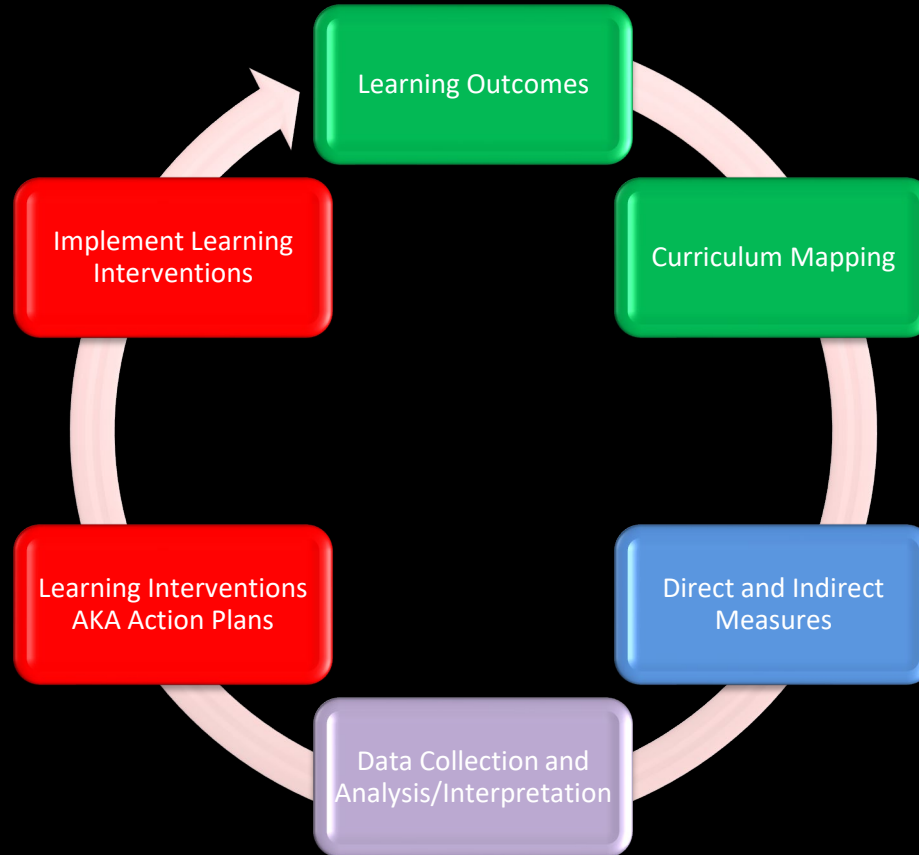
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Assessment Cycle with Action



Assessment Cycle with Action

Systematic Cycle of Assessment



Adapted from: Maki, P. L. (2010). *Assessing for learning: Building a sustainable commitment across the institution* (2nd ed.). Sterling, VA: Stylus Publishing, LLC.

Session Q & A



References

Fulcher, K. H., Good, M. R., Coleman, C. M., & Smith, K. L. (2014, December). A simple model for learning improvement: Weigh pig, feed pig, weigh pig. (Occasional Paper No. 23). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.*

*Many illustrations in this presentation (slide 12 and 15) are from Fulcher's article.