2018 Annual Improvement Plan Template

This Annual Improvement Plan reviews assessment results from the 2018 calendar year and establishes an action plan for improvements during the 2019 assessment cycle.

1. What Did You Do?

A. Assessment Activities

Review the Course Statistics and Evidence report(s) for the programs in your department to refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus. It will also be valuable to make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.

In the space provided below, **share** your general reactions to the overview of last year's assessment activities and what activities you'd like to pursue next for the upcoming assessment cycle. Consider the following questions to guide your reflection:

- Activities to <u>Continue</u>: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?
- Activities to <u>Modify</u>: Would you like to make adjustments to the classes, rubrics, and learning outcomes you assessed last year? What would those changes look like, and why?
- Activities to <u>Add</u>: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

B. Participation

Review the list of participants extrapolated from the Participation Report for your department to identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year. Remember that faculty and instructors are expected to complete at least one assessment each semester they teach, so you will want to take note of any gaps or lapses in participation from semester to semester.

In the space provided below, **share** any reactions, comments, or clarifications related to the rate of participation in assessment among the faculty and instructors in your department over the last calendar year. Consider the following questions to guide your reflection:

- In general, was the rate of participation in assessment for your department over the last calendar year satisfactory? Lower than you'd like? Higher than you expected?
- What was your experience with encouraging participation in assessment like last year? Share any difficulties, successes, extenuating circumstances, etc. that you may have encountered.
- What strategies might you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment across your department?

2. What Did You Learn?

The tables below contain performance data auto-generated by eLumen for all possible Student Learning Outcomes (SLOs) that might be assessed within your department, including the Institutional, Program, and Course levels. First, remove any blank rows (SLOs that were not assessed). Then, focus primarily on those SLOs that are most relevant and valuable to you in your department—these will likely be the ones that were directly assessed and therefore have the most meaningful data.

Review the Target Achievement Rates for those SLOs that were directly assessed (e.g. Professor X scored his students using a program-level rubric, so he would focus on the PSLO data as opposed to the institution-level data, which was indirectly generated for the ISLOs those PSLOs have been mapped to).

In the final column of the table below, **share** any comments or clarifications related to the Target Achievement Rate of your students over the last calendar year. Consider the following questions to guide your reflection:

- Overall, how well are students learning and mastering the skills assessed over the last calendar year?
- What learning outcomes have your students struggled with the most?
- In what areas did your students excel?
- Were there any outside factors affecting student performance on any of the learning outcomes assessed over the last calendar year?

You do not need to provide comments for every single SLO listed. Instead, focus on those SLOs that might help you to identify major trends, surprises, outliers, etc. in student

2A. Institution-Level (ISLO) Performance

ISLO	Target Achievement Rate	Comments/Clarifications
[auto-generated]	[auto-generated]	[text entry]

2B. Program-Level (PSLO) Performance

PSLO	Target Achievement Rate	Comments/Clarifications
[auto-generated]	[auto-generated]	[text entry]

2C. Course-Level (CSLO) Performance

CSLO	Target Achievement Rate	Comments/Clarifications
[auto-generated]	[auto-generated]	[text entry]

3. What Will You Do Next?

List the immediate steps that will be taken to improve student learning during the next annual assessment cycle. These plans may be made as individual faculty or instructors, in small group collaborations, or for the department as a whole.

Definitions:

- Action: A specific, concrete step you will take to improve student learning.
- Goal: The measurable improvement you hope to see by taking the action outlined.
- Timeframe: An achievable deadline for implementing the change(s).
- Participants: A list of the faculty, instructors, and staff involved in carrying out the improvement activity.

Guidelines & Advice:

- Be as **specific, concrete, and concise** as possible in describing your action steps.
- Consider ways you might improve the student learning experience individually or collaboratively from **multiple avenues**: instruction, curriculum, and assessment procedures, as well as student support services and extracurricular activities.
- This is **just a plan**, so action steps should be realistic but also optimistic, acknowledging that plans can and often do change. Include as many of the following details as you can as a starting point, but you can continue to update this document as needed.
- If **no changes** are needed/planned, please explain why and describe what new assessment activities you will undertake instead.

Action	Goal	Timeline	Participants
[text entry]	[text entry]	[text entry]	[text entry]