

IMPROVEMENT PLAN TEMPLATE

Part 1: What Did You Do?

Review: Last Year's Action Plan

The table below is an excerpt from your Improvement Plan for last year - review the actions planned and discuss what goals were achieved. Use this as a guide for reviewing this year's results and planning next steps in Part 3. Indicate in the final "Status" column what progress was made toward the goals that you set last year.

Action	Goal	Timeline	Participants	Status
[Auto-filled]	[Auto-filled]	[Auto-filled]	[Auto-filled]	[Update here]

A. Assessment Activities

From the blue document folder at the top right of this section, download and review the **Course Statistics and Evidence Report** for the programs in your department. Use this report to:

- Refresh your memory of what you assessed over the last calendar year: which classes, rubrics, and learning outcomes were the focus.
- Make note of those classes and learning outcomes that were *not* assessed and to reflect on why that was the case.
- 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 by answering the following questions:

Activities to Continue: Would you like to continue assessing the same classes, rubrics, and learning outcomes? Which ones, and why?

[Enter brief paragraph or two]

Activities to Modify: 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?

[Enter brief paragraph or two]

Activities to Add: Are there other classes, rubrics, or learning outcomes you'd like to focus on this time around? Which ones, and why?

[Enter brief paragraph or two]

B. Participation

From the blue document folder at the top right of this section, download and review the **Participation Report** for your department. Use this report to:

- Identify the full-time faculty and part-time instructors who participated in assessment over the last calendar year.
- Take note of any gaps or lapses in participation from semester to semester; remember that faculty and instructors are expected to complete at least one assessment each semester they teach.
- 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.

Participation Goals: What are the main concerns or successes with regard to the rate of faculty and instructor participation in your department? What strategies will you try in the upcoming assessment cycle to increase and/or maintain the level of participation in assessment?

[Enter brief paragraph or two]

Part 2: What Did You Learn?

Review the **student performance data** in the tables below to see the overall rate of student achievement on the institution-level, program-level, and course-level student learning outcomes assessed in your department this year. Use the data to help you to:

- Identify outcomes where students performed exceptionally well or especially struggled.
- Consider what factors may have impacted student performance on any of the learning outcomes assessed.
- Add comments and clarifications in the final column of the table to explain any important trends, surprises, successes, challenges, outliers, etc. in student performance.

Note: While we do not expect commentary in every row of each table, you should add comments/clarifications in any of the following cases:

- **Low Performance:** SLOs on which student performance is significantly **below the target rate of 70%** require discussion of possible causes or contributing factors.
- **Perfect Performance:** SLOs on with a **100% student performance rate** require explanation (e.g. a very small sample size, a particularly excellent cohort of students, the class assessed was one of the final ones in the program of study, etc.).
- **Unexpected/Outlier Performance:** SLOs with **significantly higher or lower performance** than previous years or by comparison to other SLOs assessed this year should be noted and analyzed.
- **Unknown Performance:** SLOs with **no data** that you would like to assess in the next year should be identified.

2A: Institution-Level (ISLO) Performance

ISLO	Performance Rate (Target = 70%)	Comments/Clarifications
[Auto-filled]	[Auto-filled]	[Clarify here]

2B: Program-Level (PSLO) Performance

PSLO	Performance Rate (Target = 70%)	Comments/Clarifications
[Auto-filled]	[Auto-filled]	[Clarify here]

2C: Course-Level (CSLO) Performance

CSLO	Performance Rate (Target = 70%)	Comments/Clarifications
[Auto-filled]	[Auto-filled]	[Clarify here]

Part 3: What Will You Do Next? (Action Plan)

In the table provided below, **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.

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.

To explain your Action Plan, enter the following information:

- **Action:** A **specific, concrete step** you will take to improve student learning (e.g. Create a new signature assignment that emphasizes professional communication skills.)
- **Goal:** The **measurable improvement** you hope to see by taking the action outlined (e.g. Increase student performance on this learning outcome by 10%).
- **Timeframe:** An **achievable deadline** for implementing the change(s) (e.g. The new assignment will be developed, piloted, and assessed by the end of the spring semester).
- **Participants:** A list of the **faculty, instructors, and staff** involved in carrying out the improvement activity (e.g. Professor X and Mr. Feeny will collaborate on the development of the assignment, and all COM1010 instructors will implement and assess).

Action	Goal	Timeline	Participants
<i>[Enter actions]</i>	<i>[Specify goals]</i>	<i>[Outline timeline]</i>	<i>[List participants]</i>