Action Plans
Objectives

• Define what an action plan is

• Provide examples of pedagogy and approaches to improve student learning

• Discuss components of clear action plans
Why Do I Need to Write Action Plans?

• To improve programs
  o *Capitalize on successes, address weaknesses*

• To document what students are learning and use it to promote programs
  o *Why not tell prospective students what your graduating students can do?*

• To be accountable to our constituents
  o *Assessment can show prospective students, current students, parents, General Administration, and anyone interested what outcomes guide learning in the program, and what the results of those learning efforts are*

• To support accreditation efforts
  o *Regional and disciplinary accreditors expect programs to gather data on student learning and use it for continuous improvement*
Action Plans

• Describe what will be done in a program to improve student learning

• Relate to assessment results

• Develop from conversation among the program’s faculty about assessment results
For Example...

• Students were not able to identify health behaviors and educational needs of diverse populations in their reflective papers at the target level we established (62% instead of 80% earned 7 out of 10 points). The department’s undergraduate curriculum committee realized that students were not introduced to this concept until the course in which they are assessed. This concept will be introduced in the program’s required 200-level course so students have a foundation later.
For Example…

- Based on rubric results of the senior capstone papers, the program faculty determined that research is the weakest area for students, therefore we will implement more feedback opportunities for students in 300-level courses. Students are required to take 2 300-level courses before taking any 400-level course, so this is an appropriate time to introduce more feedback. Students in all 300-level classes will turn in the research proposal for the paper in that course in the first month of class, then will have one-on-one meetings with the course professor to discuss the thesis, resources, and scope of the project. They will turn in an outline for the paper one month later and have another meeting. The intent is to get students on track early for better paper results at the end of the term.
Logic for Action Plans

• Based on (assessment evidence), the faculty determined that... (identify a specific step or change)

• Because evidence revealed that our students need more instruction about (topic X), so the faculty will (identify a specific step or change)
Action Plan Steps

- Initiate Action
- Follow-up

“I think you should be more explicit here in step two.”
Selecting an Action

- Curriculum/Program
- Instruction/Teaching Methods
How can assessment improve student learning?
Evolution of Assessment
Feedback

- Formal
- Informal
Peer Review Activity (PRA)

• Type of Feedback
  – Receiving PRA feedback provides multiple points of view on student’s work, which fosters development
  – Providing PRA feedback enables students to see multiple products, which can improve confidence levels and provide motivation

• PRA should be for feedback purposes to be most effective and face the least student resistance; grading should reflect participation
Peer Review Activity (PRA)

• **Big Bang Theory** example of when to not use PRA
  – “The expert” is a common anxiety-producing factor in PRAs executed poorly
Case-based Learning (CBL)

Identification of Ill-Structured Problems
- Context-based
- Multiple stakeholders

Generate Possible Solutions
- Heuristic Knowledge
- Collaboration
- Exposure to POV & approaches of others

Implement Solution & Evaluate
- Supporting Evidence for Solution
- Expert Guidance of Instructor
- Refine Heuristic Knowledge, Build Experience Library
Physical Webbing
Physical Webbing
Physical Webbing
Portfolio

Traditional Portfolios
Not just for art students
ePortfolio

- Storage Folder (Personal)
- Learning Portfolio (Accessible to Personal Tutor)
  - selecting samples
  - Portfolio-tasks and Self-evaluations
  - Personal Study Plan
Netfolio

Interactive ePortfolio
• Secure
• Feedback
• Ongoing improvement
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Questions?

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References

Assessment
References

Feedback & Peer Review Activities (PRAs)

Case-Based Learning

Mind-mapping, Physical Webbing

Portfolios, ePortfolios, Netfolios
• Educational Networking List: [http://www.educationalnetworking.com/List+of+Networks](http://www.educationalnetworking.com/List+of+Networks)
References

Portfolios, ePortfolios, Netfolios

Additional Websites
• Educational Networking List:  [http://www.educationalnetworking.com/List+of+Networks](http://www.educationalnetworking.com/List+of+Networks)
• AAC&U link to Portland State University ePortfolio Showcase:  [https://sites.google.com/a/pdx.edu/eportresources/Home/ePortfolio-Showcase](https://sites.google.com/a/pdx.edu/eportresources/Home/ePortfolio-Showcase)
• AAC&U LEAP Campus Tool Kit:  [http://leap.aacu.org/toolkit/](http://leap.aacu.org/toolkit/)
• Concept Maps: Soft Science or Hard Art?  [http://www.socialresearchmethods.net/research/epp2/epp2.htm](http://www.socialresearchmethods.net/research/epp2/epp2.htm)