Guidance: Action Options

Planning & Self-Study: Action Options	Action Definition	Action Description (Examples)	Improvement Type: Curricular or Process	Is this action Quality or Compliance focused?
Revise Curriculum	Update the way content is taught or where the content is taught within a program to help improve student learning.	The scores seem to be relatively stable across three years, with students performing at or slightly above a 3 (meets expectations) for written communication. An exception is oral communication where students score closer to a 2 (approaching). We will focus on oral communication skills by adding five additional opportunities for students to practice oral communication skills on a topic – 2 skill sessions in TIGER 1001 and 3 skill sessions in 3001.	Curricular	Quality
Restructure Outcome Statement	Revise the way an outcome statement is written.	After reviewing the assessment data, we realized the outcome is not written in a way that supports the program's mission and skills that differentiate between a graduate of our Master's and a graduate of our PhD program. The outcome will be rewritten to include both alignment to mission and skills specific to a Master's level student performance.	Process	Compliance
Revise Measurement or Assessment	Revise the data collection tool to more closely align and reflect the intent of the outcome, and/or to better gather appropriate evidence that can be used for improvement.	The critical thinking outcome was being assessed using a multiple-choice test. We have used this test for the past three years and have not been able to use the data to make improvements to our curriculum. We will add two extended response questions that will require students to analyze an issue. The ERQs will be in addition to the multiple-choice questions. Our goal is to revise our assessment tool in a way we can gather meaningful data to improve learning.	Process	Quality

Gather Additional Data	There is not enough data present to determine whether students have met the outcome. Before another change is made to the curriculum, more data should be collected.	We added a portfolio project to our capstone course based on assessment findings, however the cohort sizes are small so the impact of the change is unclear based upon a single year. Trend data is necessary to determine impact and make data-driven decisions.	Process	Compliance
Revise Benchmark or Target	Targets include the percent of students expected to meet a pre-determined degree of proficiency on the outcome. Targets and benchmarks should be based in program's historic data and peer comparisons.	For the past three years, our target has been set at 70% of students will achieve a 'meets expectations' on the final essay paper. After attending the CASLA sessions provided by OIE, we realized what we were actually saying is we were ok with 30% of students 'not' meeting expectations. We have decided to increase our target to 90% of students will meet expectations. Additionally, we will start disaggregating the rubric data by criterion to get a better idea of students strengths and weaknesses.	Process	Compliance
Adopt or Expand Technologies	Adding new technologies to curriculum for students to learn, and/or for faculty to utilize. This can be hardware or software.	Students continued to score low – on average 73% over the past three years - on presentation skills. After the most recent advisory board meeting, it came to our attention that the expectation of industry practitioners is that students know how to create presentations in a new software suite. The software suite is an added requirement to the curriculum this upcoming fall. The student learning outcome will be assessed post implementation and compared to this years data for comparison purposes.	Curricular	Quality
Additional Training	Training faculty or staff on content or software via workshop, conference, or other tool.	Over the last two years the rubric scores related to Sources and Evidence is moving in a downward trend. For this reason, TIGER 1001 and TIGER 1002 will be revised so that an information literacy assignment is added to curriculum. The Teaching and Learning Collaborative, in collaboration with the Director of Library and Tutoring Services, will host professional development opportunities for faculty on how to create information literacy type assignments.	Curricular	Quality

Collaborate with Another Department or Unit or Program	Finding synergies with other departments and units on campus to bring best practice pedagogy to the assessing department.	Students continue to struggle with the data visualization component of this SLO. Our curriculum committee decided to reach out to the College of Agriculture and invite a member of their experimental statistics department to provide a guest lecture on visualization.	Curricular	Quality
Other	If none of the actions items available in Planning & Self-Study meet your needs, programs do have the option to choose 'other'.	Note: OIE no longer allows programs to copy actions year to year. In order to enhance learning an intervention must take place and is required.	Depends	Depends

We encourage all colleges, departments, and programs to move beyond compliance and focus on quality – a commitment to continuous improvement.

When considering how best to define quality, as it relates to an assessment framework, it can best be thought of as engaging in a commitment to continuous improvement. The continuous improvement cycle includes the development of a plan, identification of expected outcomes and associated measures, assessment of the extent to which the outcome has been achieved, and evidence of seeking improvement based on analysis of the findings. Institutional Effectiveness activities, Strategic Planning, Student Learning, Program Review, and Accreditation, when implemented with integrity and fidelity, will naturally be quality.

In the 2012 publication of Committing to Quality, the New Leadership Alliance for Student Learning and Accountability states, "Committing to quality means setting clear goals for student achievement, regularly measuring performance against those goals, reporting evidence of success, and continuously working to improve results"…the authors urge "all those in college and university communities — presidents and chancellors, faculty members, academic and student affairs administrators — to share and discuss these principles and, ultimately, to put them into practice" (p. 4).

If you are interested in learning more about quality focused actionable insights, please contact Tara Rose (trose@lsu.edu) or Coral Bender (cbende9@lsu.edu) with questions.