eLumen for Faculty Program Coordinators:

Working with Action Plans
What Will We Cover?

- What is an Action Plan?
- Why do we need them?
- What does a good one look like?
- What happened to the Plans of Improvement in the old eLumen?
- How do I create a new Action Plan?
- How do I gather data on the Action Plan?
- How do I send out Action Plans to faculty/staff?
SLO Basics

- Learning expectations are stated in the form of student learning outcomes (SLOs) and service expectations in the form of administrative unit objectives (AUOs).

- SLOs are broad statements about what students will think, know, feel or be able to do as a result of an educational experience.

- AUOs are statements about either what students will experience, receive or understand as a result of a given service or what the unit can provide, improve, increase or decrease.

- SLOs and AUOS must be assessed regularly

- To ACCJC, everything is an SLO
SLO Basics

- Assessment is the continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service expectations.

- Assessment must be
  - Meaningful
  - Reflective
  - Self regulated

- Results, positive or negative, are used to stimulate meaningful dialogue about how instruction and instructional and non-instructional services can be modified to improve institutional effectiveness.
Why Assess?

- To implement and evaluate strategies that are responsive to ever-changing student populations and new community demands.
- To respond to heightened public accountability.
- To continuously improve the effectiveness of our college.
- To answer useful questions:
  - What abilities do graduates of our college possess?
  - How do we ensure students will get the experiences that develop their talents?
  - How can we tell if our students learn the skills and knowledge that promised if they do their part?
- To be the best and our students to be the best!
Action Plans

- AKA “Plans of Improvement” in Old eLumen

A. Assuring Academic Quality and Institutional Effectiveness

*Academic Quality*

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

- Collegial dialog and continuous improvement = Action Plans
What is an Action Plan?

- Assessment is busy work without action
- Concrete actions based on outcomes data review
- CSLO, PSLO, and ISLOs all need Action Plans
- Plan, Responses/Results and Analysis of Results are documented in eLumen
- Can be linked to any SLO from section-level to institution-wide.
How do I create an Action Plan

- Review the results of SLO assessment with colleagues, department, office.

- Ask what the expected and desired outcomes are for the SLO and the desired outcomes of any changes you want to implement related to the SLO achievement of your students.

- Reach consensus on specific, measurable actions in and out of the classroom that maximize faculty involvement. Write them down. Create an Action Plan Initiative in eLumen

- Develop questions to gauge the effectiveness of the actions that measure the active involvement of faculty in the action plan and methods used to assess student achievement of outcomes.

- Changes you implement become the focus for a next phase of evidence-gathering and improvement: Distribution of Action Plan.
So What Does a Good Action Plan Look Like?

- Identify the course or program
- Identify gaps and challenges to be addressed
- Identify SLO(s) associated with action plan
- Describe detailed actions to be taken by faculty or staff to implement action
- Set benchmarks/standards to determine effectiveness of action plan
- Load all into eLumen
What Does a Good Assessment of the Results of the Action Plan Look Like?

- Questions focus on
  - Involvement of all faculty
  - Student perceptions of changes
  - Impact of changes on student completion of outcomes and course objectives
  - Types of methods used to gather data
  - Analysis of pre-set “measures” or benchmarks that define successful or not successful results (percentages, grades, student behaviors, etc.)
Working With Action Plans in eLumen

- Creating an Action Plan in Strategic Initiative
- Creating an Action Plan Template to Gather Responses/Results
- Cloning an Action Plan Template
- Distributing an Action Plan
- Verifying Completion of Action Plans
- Indicating Effectiveness of Action Plans