

Academic Program Action Planning Worksheet EXAMPLE

Academic Program: MS in Educational Measurement and Assessment

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Action Planning Team

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Note: Blue text is pre-provided by the Assistant Director for Assessment and Accreditation and Red text is the result of the action planning process.

General Actions

Priority	Outcome Description	
1	Collaborative review and refinement of Mission Statement, Program Goals, and Student Learning Outcomes (SLOs) to strengthen future assessment activities and better communicate to stakeholders the purpose and benefits of each program.	
Recommended Actions		
Each academic program that is internally assessed will undergo the collaborative review and refinement process to ensure we meet the standards of accreditation and can more accurately and effectively assess each program.		
Planned Actions		
Establish a team of program faculty, instructors, and other appropriate stakeholders to review and refine the program's Mission Statement, Program Goals, and Student Learning Outcomes (SLOs) that will inform the next full program assessment.		
Required Resources		Implementation Timeline
<ul style="list-style-type: none"> • Time of the program director, program faculty, and any other stakeholders on the collaborative team. • Any required approvals. 		To be finalized ahead of the next full assessment.

Outcomes-Based Actions

Priority	SLO Number	SLO Description	
1	1.3	Students will be able to identify the current challenges and trends in assessment in the context of higher education.	
Measure		Benchmark and Target	Initial Finding
Final presentation rubric scores		80% of students achieve a Competent (level 3 of 5) or higher for all rubric levels.	Not Met – 60%
Recommended Actions			
Students require more guidance and resources for designing and conducting effective presentations prior to their final presentation.			
Planned Actions			
Add guidance and resources to class LMS instances and update course syllabus to include additional instruction on presentation skills.			
Required Resources		Implementation Timeline	
<ul style="list-style-type: none"> Guidance for effective presentations Syllabus update 		Immediate	

Priority	SLO Number	SLO Description	
2	2.1	Students will be able to construct SQL queries to collect data from student information systems.	
Measure		Benchmark and Target	Initial Finding
Course grades for ASMT 510		70% of students achieve a B+ or higher in the course.	Not Met – 65%
Final exam grade		70% of students achieve a B+ or higher on the exam.	Not Met – 50%
Recommended Actions			
Students do not generally have a background in coding, so the course will have to be redesigned to more effectively scaffold and assess SQL fundamentals and querying skills. In addition, students do not have knowledge of the kinds of data used in higher education contexts. We should consider moving ASMT 601 earlier in the curriculum as a prerequisite to this course.			

Planned Actions	
<ul style="list-style-type: none"> Update course syllabus to allocate more time to teaching and assessing SQL fundamentals. Update course syllabus to include additional scaffolded assessments to support the above. Update the program curriculum to establish ASMT 601 as a pre- or co-requisite for this course. 	
Required Resources	Implementation Timeline
<ul style="list-style-type: none"> Faculty time Syllabus update Curriculum adjustment 	By the start of next semester.

Priority	SLO Number	SLO Description	
2	2.2	Students will be able to manage and maintain SQL databases that pull data from student information systems.	
Measure		Benchmark and Target	Initial Finding
Course grades for ASMT 511		70% of students achieve a B or higher in the course.	Not Met – 45%
Final exam grade		70% of students achieve a B+ or higher on the exam.	Not Met – 25%
Recommended Actions			
Students are already struggling with the prerequisite course: ASMT 510. The management and maintenance of SQL databases has proven even more difficult for students. In combination with improvement efforts for ASMT 510, this course will similarly have to be redesigned to more effectively scaffold and assess these skill and knowledge sets.			
Planned Actions			
<ul style="list-style-type: none"> Updates to ASMT 510 as outlined above. Update course syllabus to allocate more time to teaching and assessing SQL database management and maintenance. Update course syllabus to include additional scaffolded assessments to support the above. 			
Required Resources		Implementation Timeline	
<ul style="list-style-type: none"> Faculty time Syllabus update Curriculum adjustment 		By the start of next semester.	

Priority	SLO Number	SLO Description
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3	4.3	Students will be able to administer assessment processes in a timely and organized fashion to ensure effective, efficient, and beneficial assessment practices.	
Measure		Benchmark and Target	Initial Finding
Course grades for ASMT 612		80% of students achieve a B+ or higher in the course.	Not Met - 75%
Final exam grade		80% of students achieve a B+ or higher on the exam.	Not Met - 70%
Recommended Actions			
Students struggle with the terminology of project management fundamentals, which negatively impacts their ability to employ the requisite skills needed to achieve the benchmarks. Additional class time needs to be allocated to this area of the course curriculum.			
Planned Actions			
Update course syllabus to allocate more time to teaching and assessing project management fundamentals, with particular attention to terminology and use cases.			
Required Resources		Implementation Timeline	
<ul style="list-style-type: none"> • Faculty time • Syllabus update 		By the next check-in report.	