

Academic Program Institutional Effectiveness Improvement Plan

----- Completing the Institutional Effectiveness (IE) Action Plan



- NOTE:
 - Improvement Plans are developed during the **Closeout** phase of each assessment cycle based on the findings from that cycle.
 - Once completed, upload the Improvement Plan as supporting evidence in **WEAVE** for the current cycle.
 - During the **Planning** phase of the next assessment cycle, move the Improvement Plan into the new Institutional Effectiveness Plan so it can be tracked throughout the academic year.
 - Faculty should use the Follow-Up sections to document progress on each action step at the Beginning, Middle, and End of the academic year, providing evidence of implementation and continuous improvement.
 - **During closeout each year program coordinators will complete the previous year's improvement plan and create a new plan for the following cycle.**

STEPS

1. **Enter the name of the degree or certificate program** being addressed.
2. **Review the Action options** provided in **Section 1** of the Action Plan and become familiar with each available option.
3. **Analyze the assessment results** from all measures included in the program's **current Institutional Effectiveness (IE) Plan**.
4. **Select at least one Action** based on the assessment findings that will lead to program improvement.
 - a. If **Changing the Student Learning Outcome** is selected, faculty must also identify **at least one additional Action**.
 - b. Refer to the summary of Action categories on the following page when making your selections.
5. **When selecting Actions, consider the following:**
 - a. Faculty should not focus exclusively on **Process Actions**. While process improvements may be necessary, programs should gradually place greater emphasis on **Curricular Actions** that directly enhance student learning.
 - b. Each Action is classified as either **Quality** or **Compliance**. Both are important; however, over time, Institutional Effectiveness plans should transition from primarily addressing compliance requirements to emphasizing continuous quality improvement.
6. **Complete an Action Plan** for each selected Action in **Section 2** of the form.
 - a. Begin with a brief statement describing what the faculty hope to accomplish by the end of the next academic year through implementation of the selected Action.
7. **Develop the Action Steps** needed to accomplish the selected Action.
 - a. The steps should be specific to the current assessment cycle and should **not** simply repeat those from the previous year.
 - b. Each action step should clearly describe the work to be completed.
8. **Assign responsibility and timelines** for each action step.
 - a. Identify the individual(s) or group(s) responsible for completing each step.
 - b. Include a target completion date for every action step.
9. **Follow-Up Documentation**

- a. The **Follow-Up** columns on the far right of the form will be completed during the next assessment cycle at the **Beginning, Middle, and End** of the academic year to document progress and implementation.
10. **Upload the completed Action Plan** as supporting evidence in WEAVE.
- a. During the next assessment cycle, faculty will update the Follow-Up sections to document progress toward completing the Action Plan and the impact of the implemented improvements.

Explanation of Action Options

<i>Planning & Self-Study Actions Options</i>	<i>Action Definition</i>	<i>Action Description (Examples)</i>	<i>Improvement Type: Curricular or Process</i>	<i>Is this action Quality or Compliance focused?</i>
Revise Curriculum	Update where the content is taught within a program to help improve student learning.	Student certification exam scores in the "finance and operations" section were below expectation. The course emphasis of EDAD 6816 School Based Management has been changed with expanded treatment of public-school finance, district budgeting, and school-level accounting.	Curricular	Quality
Revise Instruction	Change the way content is taught in one or more courses to help improve student learning.	Following review of student performance data, faculty identified a three-year trend of failing to meet the target associated with the "critical thinking" element of a key assessment rubric. Faculty decide to adopt a specific set of strategies to increase attention to critical thinking skills in three key courses. Assessment data will be monitored to determine if rubric scores improve following the change in instruction.	Curricular	Quality
Restructure Outcome Statement	Revise the way a Student Learning Outcome (SLO) is written.	As part of preparing for a visit from the external accreditation visit, faculty in the Master of Urban and Regional Planning program expressed a concern that the current SLOs published in the catalog do not fully address the standards endorsed by the accreditation body. Faculty revised the program SLOs and submitted them for approval via the Courses and Curriculum process to update the catalog.	Process	Compliance
Revise Measurement or Assessment	Revise the data collection tool to more closely align and reflect the intent of the Student Learning Outcome,	Teacher Education Programs - The student teaching assessment rubric was revised to better align with InTASC Standards by incorporating criteria that reflect learner development,	Process	Quality

	and/or to better gather appropriate evidence that can be used for improvement.	instructional practice, and content knowledge. The updated rubric now includes specific indicators for differentiated instruction, student engagement, and the use of assessment data to inform teaching, ensuring more accurate measurement of candidate proficiency and supporting continuous program improvement.		
Gather Additional Data	There is insufficient data to determine whether students have met the Student Learning Outcome. Before a change is made in curriculum or instruction, more data should be collected.	The department relies almost exclusively on adjunct instructors to deliver the program due to a shortage of full-time faculty. However, adjunct instructors may be less familiar with the accreditation process and may not consistently collect the data required for assessment. To address this shortcoming, the department will hold a meeting each semester to inform and remind adjunct instructors of the data collection requirements.	Process	Compliance
Revise Target	Targets include the percent of students expected to meet a pre-determined degree of proficiency on the outcome. Targets should be based on program's historic data and peer comparisons where available.	A review of 2025–2026 data indicates that benchmarks were met for both total rubric score and individual item scores. For 2026–2027, the target will increase to an overall rubric score of 3.5 out of 5, with no individual item score falling below 3 out of 5.	Process	Compliance
Adopt or Expand Technologies	Adding new technologies (hardware or software) to curriculum/instruction for students to learn and/or for faculty to utilize.	The Computer Science Department creates a web-based service to automate the process of creating and updating course videos using AI-assisted transcription and text-to-speech generation. The service also supports accessibility by automatically providing AI-generated descriptions of visual elements.	Curricular	Quality
Professional Development	Providing training/support for faculty or staff on program content or instructional methodology via workshop,	Department creates a semester-long learning community for faculty who want to pilot use of active learning strategies within a targeted course(s).	Curricular	Quality

	conference, or other mechanism.			
Collaboration with Another Department, Unit or Program	Finding synergies with other departments and units on campus to bring best practice pedagogy to the program responsible for assessment.	Faculty struggle to develop rubrics that provide sufficient data to identify specific areas of student performance strengths and improvement needs. The department will request faculty from the School of Education to provide a seminar on rubric development.	Curricular	Quality
Other	Use this option, if the program has developed an improvement action that does not align with any of the categories provided above.	As part of a university improvement initiative, the Department of Accounting agreed to complete a self-study of the B.S. Accounting program with support from external consultants. Results of the self-study identified specific needs in terms of curriculum and instruction adjustments.	Identify whether Curricular or Process	Identify whether Compliance or Quality

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