

Using Results to Inform Learning Actions (Rubric XII)

Intentional actions are justified, targeted, collaborative, and mindful of resources.

Common Pitfalls

- **Working in isolation:** Plans developed without input from other faculty often affect only one course and miss broader curriculum needs.
- **Guessing what to change:** These actions tend to be vague and hard to evaluate.
- **Developing actions not based on current results:** Actions that lack supporting data risk misalignment with program goals, inefficient use of resources, limited stakeholder buy-in, missed opportunities for timely improvement, and the appearance of arbitrary curriculum decisions.
- **Blaming students:** Without deeper analysis, it's easy to assume lack of motivation rather than identify instructional gaps.
- **Plan to make a plan:** Accreditors do not count plans to meet to discuss the results or develop actions as plans.
- **Working without a timeline:** Actions are not forever. Actions are considered complete when implemented the first time. Closing-the-loop (reassessment) allows the evaluation of the action.
- **"Continue to encourage, emphasize...":** These are not actions. Previous actions that demonstrated being useful (i.e., data was collected and compared to previous findings) are expected to be part of the curriculum and the process. They should not be mentioned in additional reports.

Results	Possible Actions	Steps and Timeline	Notes
85% of students (39 of 46 majors) met expectations overall, but only 63% (29) met expectations on topic 5. Confidence scores (see measure 2) also showed student apprehension in topic 5. Faculty noted gaps in prior knowledge when students reached higher level courses.	To bridge prior learning with new content, faculty will co-author review documents in LMS as part of first week readings.	Fall: Identify key concepts Spring: Develop materials Fall: Launch in LMS Spring: Refine Fall: Reassess	• The actions include an explanation of why the action is being used that is connected to the current results • The actions include responsible roles and a timeline • Faculty select one action based on the issue and resource availability. • After reassessment, faculty will either: ○ Keep the change: report results, integrate, and discontinue future reporting. ○ Revise the action: report results, update timeline, and reassess.
	To bridge prior learning with new content, faculty will introduce rubric components in earlier courses.	Fall: Integrate rubrics Spring: Discuss outcomes Fall & Spring: Refine Fall: Reassess	
	To bridge prior learning with new content, faculty will add at least one more activity with feedback about topic 5 in each of the courses identified in the curriculum map as covering this PLO.	Fall: Identify courses and concepts Spring: Develop activities Fall: Implement Spring: Refine Fall: Reassess	
*Include years			

Need Help?

There are no one-solution-fits-all in assessment. The Office of Institutional Effectiveness (OIE) can support you at every step—ensuring your approach fits your program's goals, resources, and capacity.

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