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| **Action Plans** |

*Use the template below to list any action plans. Provide any updates, results, or analysis (closing the loop) from the actions for plans that are in progress or completed.*

**Example 1: Graduate Certificate**

**Title:** Action Plan 1.1

**Affiliated Outcome:** SLO 1

**Due Date:** 5/30/2024

**Status:** Completed

**Description:**

Many potential employers, both domestically and internationally, routinely request teaching philosophies as an integral part of the application process. The ability to craft a well-articulated teaching philosophy signifies more than a mere capability to align one's anticipated or current classroom methodologies with TESOL teaching and learning theories. It stands as a crucial barometer of a student's employability and future prospects.

Given its significance, altering or eliminating this assessment criterion is not advisable. Instead, we should provide comprehensive support and encouragement to students to enhance their writing skills, thereby enabling them to effectively convey their ideas in writing. This enhancement can be achieved by intensifying the emphasis on academic writing skills across all MATL courses, with a particular focus on WL 561, the course where students initially draft their teaching philosophy.

To this end, we propose requiring WL 561 students to engage with a Writing Center consultant at least once during the development of their teaching philosophy for the course. Additionally, students who completed WL 561 before this requirement's implementation should also consult with a Writing Center expert prior to submitting their teaching philosophy for inclusion in their final portfolio. This proactive approach will undoubtedly empower our students with the necessary writing proficiency to excel in their academic and professional pursuits.

**Updates/Results/Closing the Loop:**

The MATL faculty provided comprehensive support and encouragement to students to enhance their writing skills, thereby enabling them to effectively convey their ideas in writing. This was achieved by intensifying the emphasis on academic writing skills across all MATL courses, with a particular focus on WL 561, the course where students initially draft their teaching philosophy.

To this end, we required WL 561 students to engage with a Writing Center consultant at least once during the development of their teaching philosophy for the course. Additionally, students who completed WL 561 before this requirement's implementation were required to consult with a Writing Center expert prior to submitting their teaching philosophy for inclusion in their final portfolio.

After implementation of this action plan, all students met or exceeded the requirements for this measure, indicating that upon completion of the certificate, they can successfully write a teaching philosophy that links their projected/current classroom practices to theories and best practices related to TESOL teaching and learning. However, there was one student who received a score of 14/20. Since this score is on the lower end of the passing range and the student who earned that score was the only non-native speaker in this cohort, we must consider the possibility that the higher scores overall were due to having more native English speakers completing the certificate during the 2023-2024 assessment cycle.

As this is the first time this requirement has been met, we believe there is currently no need to amend or eliminate this measure. We would like to see consistent performance at this level for at least three consecutive years before identifying a new SLO. We will, therefore, establish a new action plan for the 2024-2025 assessment cycle to reinforce the importance of writing support to increase student success and program completion.

2021-2022

3/4 (75%) achieved a score of at least 14 out of 20 on the teaching philosophy rubric.

2022-2023

2/3 (67%) achieved a score of at least 14 out of 20 on the teaching philosophy rubric.

2023-2024

4/4 (100%) achieved a score of at least 14 out of 20 on the teaching philosophy rubric.

**Example 2: Undergraduate Program**

**Title:** Overall Curricular Revision of Degree Plans

**Affiliated Outcome:** N/A; Program-level

**Due Date:** Fall 2023-2024

**Status:** Completed

**Description:**

Modify degree plans to reduce each plan from 136 hours to 124 hours.

**Updates/Results/Closing the Loop:**

Our curriculum revision occurred over a two-year period and involved 70+ submitted and approved proposals. The result was a curriculum that is streamlined and simultaneously expanded in both majors. There have been immediate and measurable benefits that are already directly impacting enrollment and graduation and we are confident will dramatically increase these areas moving forward.

First, the number of transfer students auditioning every year has significantly increased. In combination with expanded articulation agreements with other institutions offering dance, our streamlined degree plans accommodate transfer students’ unique progression towards graduation. We are now more competitive with other universities offering dance BFA degrees (most offer 120 credit hour dance degrees). With less coursework, both degrees can be completed within four years *or less*, making our dance degrees some of the most affordable in the region and attracting students from far beyond the Gulf South. Reworking the curriculum to such a degree, created space to offer an additional core dance technique (jazz) which expands our reach in recruitment and diversifies training for dance majors. Finally, dance majors are able to change majors without adding time or expenses to their schooling because core requirements are the same (GEC and program) and can now be completed in the first two years, allowing more time to consider and confidently declare their emphasis area at this point. The rigor and diverse artistic and educational experiences our program is known for were streamlined not compromised. This change resulted in greater individualization and tailoring of degree requirements for all, with more options for current and incoming students. These shifts also allowed faculty and the larger dance program, to work within their resources, no longer overextending and exhausting these areas.

**Example 3: Undergraduate Program**

**Title:** Monitor of Writing Performance (2021-2022)

**Affiliated Outcome:** SLO 4

**Due Date:** 2022-2023

**Status:** Completed

**Description:**

Students who do not meet the writing assignment requirements will receive additional support, which includes: 1) extra reading materials, 2) assistance with writing assignments, such as providing an outline and explaining what is expected in each section, 3) guidance on using the writing centers, 4) the opportunity to submit a draft before the final version, and 5) help with finding the appropriate resources and references in the library.

**Updates/Results/Closing the Loop:**

Review of draft writings often helped borderline students to perform better. The use of writing centers also helped the students with proper language and formatting before submission. In 2021-2022, 70% of students met the target for measure 1.4.2. After the implementation of this action plan, in 2022-2023, 94% of students met the target. This action plan has been successful, and we will continue implementing these actions