Plan of Action Options for Students Following Formative Assessment/Portfolio Review

At the time of formative assessment/portfolio review, some students may be identified as having global problems in writing, acquisition or implementation of topical content, or clinical insight/judgment. These students are required to complete one or more assignments such as those listed below. These assignments are to be completed by the end of the term following the point at which the problem was identified or within a 2-month period after the plan of action is developed and conveyed to the student, whichever is longer.

1. In consultation with the student advisor, the student will develop and implement a time management plan that will better correspond to the expected time demands of the academic program.

2. The student must visit the writing lab on the KUMC or KU-Lawrence campus for at least one session. Additional sessions may be required, based on the recommendations of writing lab personnel. The student’s advisor may request a sample of the student’s writing to satisfy concerns that writing issues have been satisfactorily addressed after required writing lab sessions have been completed. If the advisor determines that concerns over writing have not been satisfactorily treated, one more writing lab session may be required and the student may be encouraged to make even more visits.

3. The student must send the advisor a weekly email that relates at least one academic or clinical goal from the past week that was achieved and one problem or issue with a plan of action for confronting it. These emails are to be written with special attention to spelling, punctuation, and grammar, as well as to presentation of content. The advisor will provide weekly feedback on the form and content of these emails, helping the student to obtain additional assistance where needed.

4. In some situations, the student advisor may identify a weakness in a content area that the student has covered in a graduate or undergraduate class. If the student received an A or B in that class, she will be required to demonstrate greater knowledge in the content area through an exercise such as that in item 5. If the student received a grade of C or below in that class, she may be required to re-take that class or to do an independent study designed to help the student master material in the area deemed to be unacceptably weak.

5. The advisor may, with or without the assistance of other faculty with special expertise in the student’s area of weakness, develop a written and/or oral “comprehensive exam” type of question or project designed to reflect the student’s knowledge in a target content area. The graders for such exam questions will be identified at the time of the assignment and will generally include the faculty responsible for creating the question or project. In the case of a failure, the student’s advisor will serve as a secondary reader. One mark of “pass” is sufficient for completion of the requirement.
If both faculty members score the response as “fail,” additional questions or projects may be developed and scored in the same way.