Creating an Assessment-for-Student-Learning-Improvement Plan and Report

Mission

A Mission communicates the overarching purpose of the degree program.

A well-written Mission includes a brief statement of the general values and principles which guide the program curriculum and is specific to the degree program/major (as opposed to the department). The mission clearly articulates the educational purpose, the primary functions, and the learning experiences of the program. The Mission sets the foundation for the program’s overall direction and position within the college and university.

How to Write a Mission

The Mission should address the following questions:

1. What is the degree program name?
2. What is the educational purpose of the program?
3. What is the primary function of the program?
4. What are the primary activities or learning experiences provided by the program?
5. Does the mission implicitly or explicitly align the program with the mission of the department, college, and university?

Meets Standard Criteria on Academic Assessment Rubric:

☑ Mission is clear and describes the educational purpose of the degree; mission is aligned with college and university mission

Just Getting Started? Here’s a template to follow

The mission of the [1. degree program name] is to [2. educational purpose] in order to [3. primary function]. The program seeks to [4. primary activities or learning experiences]. In alignment with the mission of the college and university, the program [5. explicit or implicit alignment with overarching missions].

Examples

Example 1: Undergraduate Program
The mission of the [1] Bachelor of Arts in Political Science is to [2] provide students with skills and dispositions in the areas of political systems, government relations and international organizations in order to [3] prepare students for careers in government services, non-profit agencies or the private sector. The program seeks to [5] prepare thoughtful citizens and productive members of society [4] through the utilization of diverse, pluralistic curricula.
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Example 2: Graduate Program

The mission of the [1] Computational and Applied Mathematics MS program is to [2] provide students with skills and knowledge in the areas of computational mathematics and computational sciences in order to [3] prepare them to be computational and applied mathematicians, statisticians, data scientists and teachers. [4] The program seeks to help students conduct research in the field through an applied modeling project. [5] The program aligns with the mission of the College and the University in our pursuit to apply scientific principles creatively and responsibly.

Example 3: Certificate Program

[5] In alignment with the Darden College of Education and Professional Studies, the program is focused on preparing professional educators. The [1] Autism Certificate Program is designed [2] to prepare professional educators to implement research-based methods and procedures, [3] to deliver high-quality academic and nonacademic instruction to students with autism spectrum disorder, and to maintain lifelong professional development.
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**Student Learning Outcomes**

Student Learning Outcomes (SLOs) are the specific knowledge, skills, or abilities that students should be able to demonstrate or perform at the end of the program. The outcomes can be focused on cognitive, affective, and psychomotor skills. SLOs are clear statements that describe an observable behavior. SLOs are always expressed in terms of the student.

A well-written SLO includes a concrete action verb that conveys the appropriate level of learning.

This can be accomplished by using Bloom’s Revised Taxonomy\(^1\), whose levels are:

I. Remembering (action verbs include: arrange, define, describe, select, state)
II. Understanding (action verbs include: explain, summarize, give examples, paraphrase)
III. Applying (action verbs include: demonstrate, apply, predict, produce, write)
IV. Analyzing (action verbs include: interpret, analyze, compare, manipulate, solve)
V. Evaluating (action verbs include: critique, justify, evaluate, defend, rate, argue)
VI. Creating (action verbs include: create, design, formulate, generate, synthesize)

This can also be accomplished by using Dee Fink’s Taxonomy\(^2\), whose levels are:

I. Foundational Knowledge – understanding and remembering information and ideas (action verbs include: explain, associate, describe, summarize, give examples, paraphrase)
II. Application – skills; critical, creative, and practical thinking; management projects (action verbs include: analyze, assess, critique, coordinate, create, imagine, solve, use)
III. Integration – Connecting ideas, people, realms of life (action verbs include: associate, connect, correlate, contrast, differentiate, relate, link, synthesize)
IV. Human Dimensions - Learning about oneself and others (action verbs include: advocate, communicate, collaborate, lead, promote, reflect, empathize)
V. Caring – Developing new feelings, interests, and values (action verbs include: develop, express, discover, interpret, recognize, value, reflect, share)
VI. Learning to Learn – Becoming a better learner, inquiring about a subject, becoming self-directing learners (action verbs include: construct knowledge, critique, develop a learning plan, self-assess, generalize knowledge, formulate, frame questions, predict performance, analyze)

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How to Develop Student Learning Outcomes

Student Learning Outcomes should address the following questions:

1. What level of learning (Blooms action verb) is taking place?
2. What knowledge, skill, or ability should students demonstrate at the end of the program?

Meets Standard Criteria on Academic Assessment Rubric:
- Student Learning Outcomes (SLOs) use concrete action verbs (e.g., Bloom’s Taxonomy) to indicate the specific behavior that will be performed; SLOs are focused on student learning; at least 3 but no more than 15 SLOs are identified.

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Students will be able to [1. action verb] [2. specific knowledge, skill, or ability] to [person, place, or thing].

Examples

Example 1: Written communication for an undergraduate program
Students will be able to [1] write [2] an essay with clearly stated objectives, showing logical consistency and reasonable freedom from mechanical errors.

Example 2: Theoretical knowledge for a graduate program
Students will be able to [1] apply [2] theories of crime and criminal justice to research and public policies.

Example 3: Methodologies for a certificate program
Students will be able to [1] choose [2] methods to promote the sustainability of health programs.
Measures

Measures are opportunities for programs to collect information about how well students are demonstrating or performing the Student Learning Outcomes (SLOs).

Well-chosen measures will yield information that is relevant, useful, and actionable. Measures should be consistently administered to help ensure that data are reliable and that issues of faculty bias are addressed. Measures should directly assess the intended outcome to help ensure data are valid and represent the phenomenon.

There should be at least two measures for every SLO because multiple assessment measures provide a convergence of evidence. This convergence promotes the use of results for decision making. Each measure should incorporate the majority of students in the program or a representative sample. At least one of the measures should be a direct measure of student learning which requires the evaluation of student work samples.

Common Assessment Measures

<table>
<thead>
<tr>
<th>If you want to…</th>
<th>Use these sources of information</th>
<th>And assess them using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess knowledge and conceptual understanding</td>
<td>Multiple-choice tests</td>
<td>Item scores that are mapped back to test blueprints</td>
</tr>
<tr>
<td>Assess thinking and performance skills</td>
<td>Papers, projects, performances, essays, exhibitions, field experiences, and other learning activities</td>
<td>Program level rubrics, rubrics</td>
</tr>
<tr>
<td>Assess attitudes and values</td>
<td>Reflective writing</td>
<td>Qualitative analysis</td>
</tr>
<tr>
<td></td>
<td>Self-assessments and surveys</td>
<td>Item scores that are mapped back to outcomes</td>
</tr>
<tr>
<td>Draw an overall picture of student learning, including thinking and performance skills as well as attitudes, values, and habits of mind</td>
<td>Portfolios</td>
<td>Rubrics and reflective writing</td>
</tr>
<tr>
<td>Compare your students against peers</td>
<td>Published instruments, national or certification exams</td>
<td>Item scores and instrument subscores that are mapped back to key learning outcomes</td>
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</tbody>
</table>

Adapted from “Assessing Student Learning” by Suskie, L. 2018, p. 96.
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Types of Measures

Direct Measures assess actual samples of student work. Direct measures are regularly employed to assess learning in the classroom. They provide evidence of student learning that is tangible, visible, and measureable. Direct measures are assessed by faculty, professionals in the field, or experts regarding what a student learned and how well they learned it.

Examples: Essays, performances, presentations, course projects, capstone projects, exams, final papers, research paper, regional or national tests, ratings or evaluation from field or clinical supervisors, comprehensive exams, etc.

Indirect Measures provide signs, high-level indicators, or perceptions of learning. Indirect measures often assess opinions or thoughts about students’ knowledge, skills, attitudes, learning experiences, and perceptions. These measures provide information that students are probably learning and help to substantiate instances of student learning.

Examples: Surveys (student, department, student evaluation of instruction, alumni, employer, faculty), self-assessments, focus groups, interviews, advisory board feedback, employment or placement rates of graduating students into appropriate career positions, graduation or completion rates, number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community, etc.

Direct vs Indirect Measures: Both types of measures have strengths and weaknesses. Each have their own limitations and contain some bias. A meaningful assessment plan should use both direct and indirect measures from a variety of sources (students, alumni, faculty, employers, etc.).

What about course grades? The use of course grades as the sole measure of student learning are insufficient in achieving assessment’s main purposes of educational quality and improvement. They can be a useful indirect measure of student learning to help substantiate evidence from direct measures.

How to Create Meaningful Measures

Measures should address the following questions:
1. Where or when are students demonstrating their skills or abilities?
2. Who will be evaluated?
3. How are students demonstrating their skills or abilities (project, presentation, portfolio, paper, final exam, etc.)?
4. How are these demonstrations of student learning evaluated (rubric, faculty panel, answer key, survey, etc.)?
5. What scale, criteria, or standard is used to evaluate student learning?
6. How is this consistently measured across administrations?
7. What makes this measure trustworthy and useful?
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Meets Standard Criteria on Academic Assessment Rubric:

☐ Measures directly assess intended SLO (validity); measures are consistently evaluated across administrations (reliable); results will yield meaningful information for improvement; includes multiple types of measures; includes 1 direct measure for each SLO

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In [1. course or program requirement], [2. student population], will complete a [3. test, portfolio, presentation, performance, assignment, survey, etc.]. This is evaluated by [4. evaluation process], on a scale of [5. criteria or standard]. The program addresses the consistent application of the [rubric, faculty panel, answer key, etc.] across administrations with the use of [6. reliability strategy]. This measure is considered to be trustworthy and useful because [7. validity strategy].

Examples

Example 1: Research project rubric
In [1] ODUU 389W, [2] all graduating seniors will successfully complete a [3] research project on a topic of their choosing. Students are asked to write and present this research project. Written projects are evaluated by [4] a rubric, with one rubric area directly evaluating the student’s ability to articulate in written form the social, historical, and cultural dimensions of the topic. Rubric sections are scored on a scale of [5] 1 - 4, with 4 for Exceeds Standard, 3 for Meets Standard, 2 for Approaches Standard, and 1 for Needs Attention. The program addresses the consistent application of the rubric across administrations with [6] the use of a shared program rubric for the final project. All faculty members teaching this course use the program rubric. This measure is considered to be trustworthy and useful because [7] it was collaboratively developed by program faculty and adopted from ODU’s Improving Disciplinary Writing rubric, which was based on a nationally developed rubric for written communication by AAC&U.

Example 2: Panel review of ePortfolio with rubric
In [1] ODUU 470, [2] all seniors will successfully complete an [3] ePortfolio. Sections of the ePortfolio (section 2 and 5) are specifically related to written communication. EPortfolios are evaluated by three faculty using [4] a program-level rubric, with two rubric areas directly evaluating to written communication and the rubrics are given to students along with the ePortfolio assignment. Rubric sections are scored on a scale of [5] 1 - 4, with 4 for Exemplary, 3 for Good, 2 for Acceptable, and 1 for Unacceptable. The program addresses the consistent application of the rubric across administrations by [6] holding a short norming session at the start of the fall semester. All faculty who teach ODUU 470 attend. Samples of student work are shared and rated on the rubric. Faculty share their ratings, discuss applications of the rubric, and pose questions to each other based on previous experience. This
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ePortfolio evaluations are considered to be trustworthy and useful because the rubric was collaboratively developed by faculty in the program and informed by educational best practices in our field.

Example 3: Capstone test developed by the program
In ODUU 480, all seniors take the capstone test. The test is 50 multiple choice questions. Specific questions on the test were developed to measure this student learning outcome. Students must score 80% or higher on items related to this outcome. If students do not score 80% or higher they are asked to retake the test. The program addresses the consistent application of the test across administrations by adopting a common capstone test. This measure is considered to be trustworthy and useful because the test counts for 10% of the final grade. Additionally, the test was created by two faculty members within the department in 2015. The test was piloted and reviewed to ensure that each question corresponded with the subsequent outcomes.

Example 4: Test developed nationally
In ODUU 490, all seniors will take the capstone test. The test is 100 multiple choice questions. Specific questions on the test are used to measure this student learning outcome. Subscores should be at or above the national average on questions related to this outcome. The program addresses the consistent application of the test across administrations by using the Major Field Test administered by ETS. This measure is considered to be trustworthy because it was created and validated by ETS. Students are motivated to do well on the test as it counts for 10% of the final grade. Additionally, this measure is considered useful because course curriculum is mapped to the outcomes tested in the major field test.
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Targets/Benchmarks

A Target is an established achievement level that states how well students in the program should be able to demonstrate a particular knowledge or skill.

A well-written target clearly establishes a performance level that the program would like to achieve. Targets should be realistic or aspirational rather than minimal.

How to Set Targets

Targets should address the following questions:

1. What is the expected standard of performance?
2. How many students should be able to achieve this standard of performance?

Meets Standard Criteria on Academic Assessment Rubric:

☑️ Target level and performance standard for the outcome is stated and appropriate

Just Getting Started? Here’s a template to follow

[2. target percentage of students to achieve the standard] of the students will [1. standard of performance] on the [rubric, test, survey, etc.].

Examples

Example 1: Rubric scores
[2] 80% of the students will [1] “Meets Standard” or “Exceeds Standard” on all areas of the rubric.

Example 2: Exam pass rate
In order to be licensed in Virginia, IDS-TP teacher candidates must pass the Virginia Communication and Literacy Assessment (VCLA). [1] A composite score of 470 and scores of 235 on both the Reading and Writing sections is required in order to pass the VCLA. IDS-TP targets a [2] 90% pass rate overall (470 composite score) as well as a 90% pass rate (235 section score) on each section of the VCLA (Reading and Writing).

Example 3: Satisfaction ratings
[2] At least 80% of our students who respond to the Senior Student Satisfaction Survey will report being [1] “satisfied” or “very satisfied” with their experience in the major.
Results/Findings

Results or findings are the information collected through the Measures that, when reported, tell a program how well students are performing relative to the Target. The Results should be a succinct summary statement.

When identifying whether or not the program met its target for a particular result, please refer to the following explanations and use the term that is most appropriate:

- **Exceeded:** All data reported significantly surpass the target set
- **Met:** All data reported achieve or surpass the target set
- **Partially Met:** A portion of the data reported do not meet the target set
  - Example 1: When reporting findings for two or more groups, one or more group achieves or surpasses the target but other(s) do not.
  - Example 2: When reporting multiple Meets Standard Criteria, one or more Meets Standard Criteria achieves or surpasses the target but other(s) do not.
- **Not Met:** All data reported do not meet the target set

**How to Report Results**

Results should address the following questions:

1. Do the results report on the information described in the target (a. percentage of students; b. standard of performance)?
2. If using percentages or some other calculated final tally, what are the numbers involved in creating the final result? (e.g. 87/94=92.55%)
3. Did the program clearly state achievement of the target (target status)?

**Meets Standard Criteria on Academic Assessment Rubric:**
- ✓ Results are related to the specific measures of SLO; results provide evidence of target achievement

**Just Getting Started? Here’s a template to follow**

<table>
<thead>
<tr>
<th>Results:</th>
<th>[1a. Percentage of students to achieve the standard] [2. percentage breakdown] of the students [1b. standard of performance] on the [rubric, test, survey, etc.].</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Status:</td>
<td>[3. Exceed, Met, Partially Met, Not Met]</td>
</tr>
</tbody>
</table>
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Examples

Example 1: Test score target for undergraduate program
Target: 80% of the students will score 80% or higher on the applied learning section of the exam.
Results: [1a] 75% [2] (9/12) of the students scored [1b] 80% or higher on the applied learning section of the exam.
Target Status: [3] Not Met

Example 2: Rubric target for a graduate program
Target: 90% of students will score meets standard or higher on the theory and methods section of the rubric
Results: [1a] 100% [2] (4/4) students demonstrated the appropriate use of a theoretical approach, methodological approach and clarity – [1b] scoring meets standard on the rubric.
Target Status: [3] Met

Example 3: Rubric target for certificate program
Target: 75% of the students (online and face-to-face) will score “meet standard” on the final paper rubric in HSC 555.
Results: [1a] 71% of the students - [2] 90% (10/11) online and 69% (27/41) face-to-face – [1b] scored “meet standard” on the final paper rubric in HSC 555.
Target Status: [3] Partially Met
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**Interpretation and Use of Results**

The Interpretation and Use of Results section is an opportunity for programs to evaluate the results, reflect on changes to student learning, and determine next steps. This is where programs answer the “So what?”, “Now what?” question.

A well-written Interpretation and Use of Results should address three areas (1) Interpretation of Results; (2) Reflection of Previous Actions or Changes Made to Improve; (3) Use of Results and Creation of Action Plans.

1. **Interpretation of Results**

This asks programs to extrapolate meaning from the results and provide additional detail or context to fully explain the results to an outside reader. Various levels of analysis could be conducted to make sense of the information. It is especially important to analyze the results over time to look for trends. This is an opportunity for faculty to make sense of the results against the larger landscape of the program and factors impacting the student learning outcome.

**How to Interpret Results**

The Interpretation of Results should address the following questions:

- a. What are the strengths and weaknesses of student learning in this area?
- b. For programs with both online and face-to-face degree options: how does the performance of these unique learning environments compare?
- c. How do the results compare to previous years?

Meets Standard Criteria on Academic Assessment Rubric:

- ✓ Evaluates the results and specific strengths and/or weaknesses related to the SLO; analyzes results from previous years; as appropriate, data from differing delivery methods are compared; provides an interpretation for at least two results

2. **Reflection of Previous Actions or Changes Made to Improve Learning**

This asks programs to follow up and reflect on prior improvements and completed action plans. The goal is to determine their impact on student learning.

**How to Reflect on Action or Changes Made to Improve Learning**

The Reflection should address the following areas:

- a. Describe the actions or changes made during the year or in previous years that impacted student learning.
- b. Please explain why the actions or changes were made. (For example, the information that prompted action and the rationale behind the chosen strategy for improvement.)
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Meets Standard Criteria on Academic Assessment Rubric:

☑️ Describes previous actions taken or modifications made to improve course, program, teaching methods, curriculum, and assessment practices; provides clear description of data or circumstance that prompted action; clearly states impact of modifications on student learning and achievement OR clearly states timeframes and expected changes in student achievement

3. Use of Results and Creation of Action Plans

This asks programs to explain their process for sharing and using assessment results to make decisions in areas such as curriculum, pedagogy, and other aspects that impact learning. The strength of assessment is not that it provides quick fixes for a problem, but that it promotes active, informed, and systematic improvement of a program through discussion among faculty. This is an opportunity to review student learning data and make decisions as a program.

How to Use Results and Create Action Plans

The Use of Results and Action Plans should address the following questions:

a. How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?
b. What actions do the results suggest need to be implemented?
c. What concrete actions will the program take to sustain or improve this outcome? What is the timeframe of these actions?

Meets Standard Criteria on Academic Assessment Rubric:

☑️ Describes processes for using assessment results to make decisions or describes how results are shared and used to facilitate discussion within the program; action plans are developed directly from results and are aligned with the SLO; actions are intended to improve course, program, teaching methods, curriculum, or assessment practices

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[1. Interpretation of Results]
The face-to-face courses had [1b. describe face-to-face results]. The online courses had [1b. describe online results]. Strengths and weaknesses of student learning are [1a. describe strengths/weaknesses of knowledge, skills, and abilities]. These results are [1c. compare data to previous years] than [timeframe]. Upon interpretation, [1. discussion of the results and the landscape of learning within the program].
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[2. Reflection of Actions or Changes Made to Improve]
Last year, [2a. description of action plan or changes to the program]. These actions were taken in response to [2b. describe or data or circumstance that prompted action]. We pursued this [intervention] based on [2b. rationale for choosing this intervention].

[3. Use of Results and Creation of Action Plans]
Assessment information was reviewed and discussed [3a. describe process for using results]. As appropriate, changes and recommendations about curriculum, pedagogy, or other aspects that impact learning are made to [3a. describe process for decision making]. Based on our discussions, review of the results, and additional departmental information, the program will [3b. describe actions]. This action plan will be completed by [3c. timeframe] with the help of [3c. persons responsible].

Examples

Example 1: Additional modules and quizzes are needed to enhance student’s analysis of social and cultural dimensions
(Outcome: Historical, social, and cultural knowledge; analysis of final paper rubric scores)

[1] Overall, students in the program are able to articulate the historical, social, and cultural dimensions of a topic of their choosing. [1a] Students who earned a score of 1 - Unacceptable on this area of rubric failed to articulate at least one of the required dimensions of the topic. Most projects who earned this score confused the social and cultural dimensions, although they were able to articulate the historical dimension. [1a] Students who earned scores of 4 - Exemplary were able to connect their topic to the present day in addition to the required discussion of each dimension. [1c] An analysis of last year’s data shows that students continue to struggle with the social and cultural dimensions when discussing historical topics.

[2a] Overall, the program met the target last year and no action plans were created or implemented.

[3a] Results were shared with all faculty members of ODUU 400. Results were discussed at the curriculum committee meeting and an action plan was developed by faculty teaching ODUU 400. [3b] The curriculum committee will review where and how social and cultural dimensions are taught within the program. [3c] A curriculum map will be shared with faculty in November. Dr. Monarch will develop a teaching module on social and cultural dimensions by the fall semester for all faculty to use in ODUU 400. Dr. Dominion will develop quiz questions for faculty teaching ODUU 400.
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Example 2: Defending research designs, early signs of improved student learning
(Outcome: Methods and analysis, analysis of comprehensive exam)

One student presented a qualitative methodological approach, while the other three students used quantitative methods. All students received a passing score on the exam by earning a meets standard on the program’s comprehensive exam rubric. Students were notified of their passing scores. [1a] Faculty grading the comprehensive exam noted that students were able to utilize a sound methodological approach and defend their design. [1c] In previous years, students struggled to pass this section of the exam. [1] We are encouraged by these early signs of improved student learning but, being a small program, we need to wait another year or two to better understand our impact. Program wide attention to this issue has likely resulted in additional actions taken by faculty not captured here.

[2a] Over the past two years, faculty teaching the Introduction to Research course as well as Qualitative Methods 1 and Statistics in Research courses put additional emphasis on design and rationale for methodology. Specifically, the Introduction to Research course added a methods assignment and enhanced the rigor of the methods section in the final paper. The Qualitative Methods 1 and Statistics in Research courses both added a critique assignment to help students further develop these skills. [2b] After seeing poor performance on the comprehensive exam over the past three years, [2b] these strategies were recommended by the Curriculum and Assessment Committee and implemented by faculty.

[3a] Assessment of program-level outcomes are shared annually during our graduate faculty retreat in May. Assessment results are also discussed annually at department meetings. These results and our course modifications were discussed at the retreat. We are pleased with this year’s performance and hope to see continued performance next year.

Example 3: Enhancing student methodology in HSC 555 Online Courses
(Outcome: Methods; comparing online and on-campus courses and final papers)

[1] Overall, our students demonstrated mixed levels of ability in identifying methods for assuring health program sustainability. [1c] These results are similar to the results we reported last year. [1b] From these assessment results, it is clear that the online students are performing at a lower level than the main campus students on the HSC 555 final paper. [1a] In these papers, on-campus students were able to identify multiple methods for assuring health program sustainability, while online students struggled to identify more than one method. Additionally, on-campus students were able to discuss how the multiple methods could interact in application to support their given health program. [1] A large majority of the main campus students meet with the professor to discuss their final paper. And while online office hours are scheduled for the online students, these have not been well attended.

[2] Last year, the program decided to monitor for trends in the data. It appears now that we have a two-year trend with student’s falling below the target each semester in online courses.
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[3a] Assessment results were shared and discussed with the curriculum committee. [3b] The committee and faculty teaching HSC 555 discussed alternative methods for online students to interact with professors in order to receive feedback about their papers while they are being developed. [3c] Faculty teaching this course will now require a 10-minute WebEx meeting with online students a week before final papers are due. The curriculum committee is also investigating the adoption of peer review in HSC 555 and will share some information with the department at a meeting in the fall. Peer review could benefit both learning environments.

Example 4: Reading and Writing test scores improve with additional test prep
(Outcome: Content knowledge; Praxis scores)

[1c] The XX% pass rate for the PRAXIS I/Core Reading subtest exceeds the XX% pass rate last year. The XX% pass Rate on the PRAXISI/PRAXIS Core Writing subtest exceeds the XX% pass rate last year. [1c] A seven-year trend in scores reflects that these are the highest pass rates in 7 years. [1a] There was significant improvement in both Reading and Writing PRAXIS Core scores this year.

[2b] Over the past several years the program has seen a trend in students receiving low pass rates on the Praxis I. [2a] After some analysis and review by the program, the decision was made to purchase the NorthStar PRAXIS Core Prep package that is accessible on-line for free by all students. All IDS-TP teacher candidates are advised to use this resource. Advisors were instructed to share this resource to students during the spring advising meeting. [2a] Since the addition of this resource and targeted advising, students’ Reading scores on PRAXIS Core continue to be stronger than their scores on the Writing subtest.

In order to be the best program in the state, we are striving for a 95% pass rate. [3a] Program faculty and staff met to review assessment information. After some discussion, [3b] we are going to introduce this resource to students earlier in the program. [3c] Students will have access to NorthStar upon entry into the program starting in 20XX. Information about this resource will be shared at an orientation session.