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

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:

✔ An interpretation is provided for at least two results; specific strengths and/or weaknesses related to the student learning outcome are evaluated; results from previous years are analyzed; if appropriate, data from differing delivery methods are compared.

Just Getting Started? Here’s a template to follow

[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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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. The results suggest that the program should emphasize the distinction between social and cultural dimensions when discussing historical topics.

Example 2: 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.

Example 3: 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 PRAXIS I/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.

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 and show this resource to students during the spring advising meeting. 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.
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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.

For more information, please contact the Office of Institutional Effectiveness and Assessment

www.odu.edu/assessment
assess@odu.edu
(757) 683-3322