Creating an Effective Academic Assessment Plan

Analysis of Improvement from Previous Cycles – Optional for 2016

The Analysis of Improvements from Previous Cycles section is an opportunity for programs to think longitudinally about the performance of its students’ learning over the course of time. Has student performance been consistently high in some areas? Has student performance improved over the past few years?

A well-written analysis of the improvements from previous cycle(s) should answer the following questions:

1) How do the findings from this cycle compare to findings from previous cycles?
2) Did your department make any changes during the past cycle?
   • If so, is there any improvement in student achievement as a result of this change? Why or why not?
   • If not, do we need to implement some kind of change? Why or why not?

Meets Standard Criteria:

Data are analyzed appropriately and provide evidence of target achievement level; results are shared and can lead to an action plan for improvement.

Example 1: Undergraduate

IDS-TP teacher candidates’ Reading scores on PRAXIS Core continue to be stronger than their scores on the Writing subtest. [1] The 87% pass rate for the PRAXIS I/Core Reading subtest exceeds the 67% pass rate last year. The 68% pass Rate on the PRAXISI/PRAXIS Core Writing subtest exceeds the 50% pass rate last year. A seven year trend in scores reflects that these are the highest pass rates in 7 years. There was significant improvement in both Reading and Writing PRAXIS Core scores this year. [2] ODU purchased the NorthStar PRAXIS Core Prep package that is accessible on-line for free by all students. All IDS-TP teacher candidates have been advised about the availability of this resource.

Example 2: Graduate

[2] We have developed a course currently under consideration: HIST 676 Examination Preparation Transition, a one-credit course designed specifically for students who took the thesis option and completed 6 thesis credits, but then shifted to the examination option. [1] We will know whether or not it has made a positive impact in our program during the next assessment cycle.
Example 3: Certificate

With the recent development of this certificate program in 2014 and the finalization of our assessment plan in 2016, [1] we are not able to make any formal finding comparisons at this time.

Anecdotally, I can report that our assessment plan has helped us to better focus our certificate program and the student learning outcomes have provided unifying language for our certificate faculty and courses.

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

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