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 of 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 on Actions or Changes Made to Improve; (3) Use of Results and Action Plans.

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 Previous 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.)

Meets Standard Criteria on Academic Assessment Rubric:

☑ Previous action plans or changes made to improve student learning are described; impact on student learning is assessed

Just Getting Started? Here’s a template to follow

[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].

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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)

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

Example 2: Defending research designs, early signs of improved student learning
(Outcome: Methods and analysis, analysis of comprehensive exam)

[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, these strategies were recommended by the Curriculum and Assessment Committee and implemented by faculty.

Example 3: Reading and Writing test scores improve with additional test prep
(Outcome: Content knowledge; Praxis scores)

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. 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.

[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 and show 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. Program faculty and staff met to review assessment information. After some discussion, we are going to introduce this resource to students earlier in the program. 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