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.

**3. Use of Results and Creation of Action Plans**

This asks programs to explain their process of sharing and using assessment results for decision making. 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:

- Results are shared with the program; processes for using assessment results for decision making are described; action plans are developed directly from, and are aligned with, the results; actions are intended to improve program, teaching methods, or curriculum; actions may also modify learning outcomes or assessment strategies as necessary

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

[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].
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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)

[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.

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

[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: 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.

Over the past several years the program has seen a trend in students receiving low pass rates on the Praxis I. 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.

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
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