

## IMPROVEMENTS OR MODIFICATIONS

This asks programs to follow up and describe completed action plans, modifications, or improvements made by the program. This is an opportunity for programs to tell their story and connect the dots between the student learning outcome, assessment results that prompted action, and the modifications that were made. The program should outline and determine the impact of their changes on student learning.

### How to Document Improvements or Modifications

The documentation should address the following areas:

- a. Why were the changes made? (e.g., the student learning outcome and the information that prompted action)
- b. What changes were made during the year or in previous years that impacted student learning?
- c. What impact did this have on student learning?

Meets Standard Criteria on Academic Assessment Rubric:

- Mostly describes the impact on student learning from previous improvements or modifications to course, program, teaching methods, curriculum, etc.; justification for modification is based on the analysis of assessment results or programmatic information.

Here's a template to follow:

#### 2. Improvements or Modifications

Last year, [2a. describe data or circumstance that prompted action and specify student learning outcome]. In response the program made the following modifications – [2b. list completed action plans or modifications to the program]. This year, we can see that results are [2c. compare results before and after modification].

### Examples

Example 1: Defending research designs, early signs of improved student learning, outcome - methods and analysis

[2a] After seeing poor performance on the comprehensive exam over the past three years in research methods and analysis, strategies were recommended by the Curriculum and Assessment Committee and implemented by faculty. [2b] 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

## How-To Guide: Academic Program Assessment Plan and Report

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. [2c] This is the first year that students with these modifications have gone through the comprehensive exam. Exam scores were higher in the research methods and analysis areas than previous year.

Example 2: Reading and writing test scores improve with additional test prep, outcome - content knowledge

[2a] Over the past several years the program has seen a trend in students receiving low pass rates on the Praxis I which directly assessed content knowledge, specifically reading and writing. [2b] 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 teacher candidates are advised to use this resource. Advisors were instructed to share and show this resource to students during the spring advising meeting. [2c] 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. 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.

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

[www.odu.edu/assessment](http://www.odu.edu/assessment)

assess@odu.edu

(757) 683-3322