

INTERPRETATION & USE 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 compare learning environments and 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?
- d. How do the results fit into the larger landscape of student learning in the program?
- e. How were results shared within the program?

Meets Standard Criteria on Academic Assessment Rubric:

- Mostly evaluates results, addresses patterns, and/or describes specific strengths and/or weaknesses related to student learning and the interpretation could support programmatic decisions; as appropriate, compares data from differing delivery methods; interpretation includes information about how well students are learning and why (e.g. how courses, experiences, and/or the assessment process might have affected the results); appropriate collaboration and sharing of assessment results to support program decisions is indicated; provides an interpretation for at least two results.

Here's a template to follow:

1. Interpretation of Results

Strengths and weaknesses of student learning are [1a. describe strengths/weaknesses of knowledge, skills, and abilities; analyze rubric sub scores]. The face-to-face courses had [1b. describe face-to-face results]. The online courses had [1b. describe online results]. These results are [1c. compare data to previous years] than [timeframe]. Upon interpretation, [1d. discussion of the results and the landscape of learning within the course and the program]. These assessment results were shared and discussed [1e. describe sharing and decision-making processes].

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Examples

Example 1: Analysis of final paper rubric scores, outcome - historical, social, and cultural knowledge
Additional modules and quizzes are needed to enhance student's analysis of social and cultural dimensions

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. [1d] students are advised to take ODUU 330 and 350 before taking this course; however, we do not have prerequisites in place to formally require this. ODUU 330 and 350 both reinforce skills that are mastered in this course. This could be why we are seeing lower student performance than desired. The results suggest that the program should emphasize the distinction between social and cultural dimensions when discussing historical topics. [1e] Assessment results were shared and discussed at an assessment subcommittee meeting.

Example 2: Comparing online and on-campus courses and final papers, outcome - methods
Enhancing student methodology in HSC 555 Online Courses

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. [1d] 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. Lots of feedback about the methodology is given during these office hours. The professor teaching this course provides suggested deadlines for scaffolding the final paper. [1e] Assessment results were shared and discussed at the end of year advisory board meeting. As appropriate, this group makes decisions and consults with faculty on making course and programmatic modifications.

Example 3: Analysis of Praxis scores, outcome – content knowledge
Reading and Writing test scores improve with additional test prep

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.

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Over the past several years the program has seen a trend in students receiving low pass rates on the Praxis I. [1d] 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. [1e] Program faculty and staff met to review assessment information and determine the actions needed.

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

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