

Analysis of Results Samples:

Example 1:

Given that this assignment is worth 25 points, and divided into a 5-point scale, students with a score of 16 points and above would meet the threshold of 4 or above. 94% (16/17) students achieved this threshold. This is wonderful result. This assessment let students showcase their knowledge of teaching models and critically apply a teaching model to a given context.

Example 2:

While the students met the threshold for proficiency, we were taken aback at the number of students who did not do as well as we would like. This is an important course because it prepares the foundational knowledge and competencies that lead into 4120. After discussing this result with the faculty, and reviewing example research intervention plans, it became clear that more scaffolding needs to happen around this assignment and these skills. Specifically, students need more practice applying theory to a problem, and then using theory to guide a potential intervention. The course will be updated to address some of these needs. 5120 will also be updated (SLO 1) to address this need. Additionally, faculty will convene a committee to discuss this need. This is reflected in our "actions for improvement."

Example 3:

As you will see in the related documents, students more than met proficiency in this area. 96% (23/24) students received a score of 5 or above (Exceptional Category). Students were able to demonstrate that they could name, define, and critically analyze curriculum theories and the application of curriculum theory to current trends in curriculum development. Furthermore, students were able to connect their argument to the literature of the field.

Example 4:

After two years of not meeting criteria, we have looked into course grades for this course's prerequisite. We have noticed that students in Science 4311 performed better than students in this course Science 5311. We speculate that one reason for the disparity in performance may be that many students enroll directly in Science 5311 based on their prior coursework at a previous institution and the students may not have received sufficient preparation at their previous institution. As far as is possible giving the restrictions imposed by the continuing global pandemic, our Graduate Advisor will meet with incoming students to discuss their prior coursework and ensure they are placed in the most suitable course for them.

Example 5:

The Rubric for the comprehensive literature review is comprised of 17 components. The student's score was an 85%, which meets the expectation of 80% or higher. Thus, the student demonstrates the ability to critically analyze foundational knowledge and research studies in higher education and their ability to write at the doctoral level. Analysis of the 17 individual components of the rubric resulted in 1 area of concern: (where the average score for individual component was less than 80%): 1) APA formatting (M = 2.75; SD = 0.75)