

Suggestions for Writing “Use of Results” Descriptions

1. **What do effective “Use of Results” sections tell readers?** They indicate
 - Who will make the change (faculty, staff, academic advisors, etc.)
 - When the implemented change will occur (Fall 2007, Spring 2008, etc.)
 - Which classes or participants will be involved (ENGL 1301, financial aid applicants, Emeritus students, etc.)
 - What exactly will happen (a new four-day unit will be taught, a new process will be implemented, etc.)
 - If appropriate, when this student-learning outcome or service will be assessed again
2. **Be complete and include details.** The information should be clear and easy to understand for any reader.
3. **If appropriate, identify when you will assess your implemented improvement.** Remember you usually want to wait at least a year before you assess the improvement, so you can perfect what you’re doing.

Example from Development Math:

The results of the 2006-2007 assessment indicated students were unsuccessful in solving quadratic equations. After reviewing these assessment results, the DMAT faculty determined the problem was students’ understanding of radicals.

Therefore, the DMAT faculty formulated a four-fold plan to increase students’ understanding of radicals. The plan included:

1. Informing ALL DMAT instructors (full-time, PSS, and adjunct) of the assessment results (2007) which proved students were unsuccessful at solving quadratic equations because they were weak in using radicals correctly.
2. Creating and distributing supplemental information worksheets on radicals to help students know how to solve quadratic equations. (Faculty required every DMAT 0099 student to complete those sheets.)
3. Instructing all DMAT 0099 instructors to a) allot additional time covering these concepts in future semesters and b) use the supplemental worksheets in their classes as a required course component.
4. Offering additional student workshops targeting the aforementioned concepts in the Center for Tutoring and Learning Connections. (The DMAT department IS III staff facilitated these workshops.)

The DMAT 0099 faculty implemented all of these measures in the unit on radicals during 2007-2008 academic year.

The DMAT department assessed students’ competence with radicals in spring 2008. Faculty will analyze the results in September 2008. In 2009, the DMAT department will assess quadratic equations again.

4. **Review what you've written to ensure that it follows logically and clearly from your "Findings."** Identify and describe your results in enough detail so the implemented changes are reasonable and appropriate. When applicable, use your results for marketing your course or program.

Ineffective Discussions—Hypothetical Examples:

Findings (Faculty team)

Students scored below the expected 70 % on their assessment test.

Use of Results

Faculty will determine the best teaching methods for their students.

Findings (Staff team)

Students were unaware of the benefits of signing up for additional help available through the Supplemental Instruction (SI) program.

Use of Results:

Students are encouraged to sign up for SI.

Effective Discussions—Hypothetical Examples:

Faculty

Findings (Faculty team)

Students scored below the expected 70 % on their assessment test.

Use of Results

*Faculty reviewed each item on the assessment test to identify the particular area that was difficult for students. They identified the one theory that students did not understand. They have now created a one-week lesson to discuss that theory. All faculty will teach that unit at some point during the first three weeks of the semester. **In 2008-2009, they will assess students again concerning this theory to ensure their unit is most effective.***

Staff

Findings (Staff team)

Students were unaware of the benefits of signing up for additional help available through the Supplemental Instruction (SI) program.

Use of Results:

*Faculty and academic advisors are explaining the SI program to students during the first week of the semester. Faculty invite SI instructors into their classes, and advisors hold orientation sessions for students to learn more about SI. The SI registration period is the second week of the semester, and faculty will monitor the success of their SI students. At the end of the semester, faculty and academic advisors will review the success of the SI students. **If appropriate, these results will become the basis for future marketing efforts for the SI program.***