

Assessment Results

One of the more difficult aspects of assessment is making sense of the data, that is, understanding what it suggests about the program's or department's collective strengths and weaknesses. To effectively make sense of the data, it is necessary to organize and examine it in a quantifiable way in order to identify significant trends in the data. These trends may well indicate the overall strengths and weaknesses of a course, program, or department. There are initial questions that should be considered when assessing the validity of the data: whether it is accurate, representative, and useful towards decisions that could lead to actions towards improvements.

Questions to consider about data quality

- Is it relevant to the outcome being assessed?
- Is it representative of the student/faculty/staff work or situation being assessed?
- Does it provide guidance for action and improvement?

Questions to consider about data meaning

- What is the data telling you about what and how well students/programs/departments are achieving the outcomes?
- Do the findings make sense?
- What additional information is needed or could be added to improve clarity of the results?
- In what areas do students/faculty/staff often have difficulty?
- How consistent is performance?

Reporting Results

This section of the plan should describe the results on each of the assessments conducted during the past academic year. Analysis of the data should provide a thorough picture of how students/faculty/staff are accomplishing outcomes.

- Summarize the results from the analysis of the assessment data collected.
- Report key statistics related to the assessment method and criteria for success used in the plan.
- Include who and/or what was assessed, followed by number(s) assesses.
- State whether the performance target(s) was met.