

Reporting Assessment Results and Use of Results

Questions to Ask During the Interpret and Analyze Phase

The summary of assessment results must be documented in a way that 1) provides details about the specific findings, in relation to the stated criteria for success, and 2) helps convey general trends in the data by pointing out differences and similarities among data points.

The interpretation and analysis of results must relate data to the outcomes they are supposed to measure, explores the relationships between multiple measures of an outcome, qualifies, amplifies, draws inferences, and evaluates. Examples of questions to consider when analyzing results to determine use of results are:

- What do the data say about your students' mastery of subject matter, of research skills, of writing and speaking, and so on?
- What do the data say about your students' preparation for taking the next step in their careers?
- Are there respects in which your students are outstanding?
- Are they consistently weak in some respects?
- Do they consistently score at or above the set criteria for success on certain objectives/outcomes in the program?
- What operational procedures can be adjusted to better meet the expected target/criteria for success during the next assessment cycle?
- Are graduates of your program getting good jobs, being accepted into good medical schools, reporting that they are satisfied with the education they have received from the program?
- Do the results evidence whether the support unit met, exceeded, or did not meet its expected target for a program outcome?
- Does student performance on senior capstone projects indicate that the literature research skills of your students are relatively weak?
- Based on the findings, what are some specific actions that can be taken in an effort to improve performance?
- Are there areas where their performance is adequate but undistinguished – where you would like to see a higher level of performance?
- What recommendations for changes can be developed based on the data?
- Does the data indicate a need to evaluate the assessment plan/process itself? If so, why?
- What will you do again? What will you discontinue, and why?

Sources:

Southeast Missouri State University, *Busy Chairperson's Guide to Assessment* (1997).

http://www.semo.edu/provost/univ_assessment/chairpersons-guide-to-assessment.html

University of Massachusetts Amherst, *Program-Based Review and Assessment* (2001).

http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf