

Using Assessment Results for Improvement

At this point in your assessment journey, you have been successful in collecting evidence of student learning for one or more learning outcomes and now you are ready to review the results. Using the assessment results you have collected to improve your academic program is the most important stage of the assessment process.

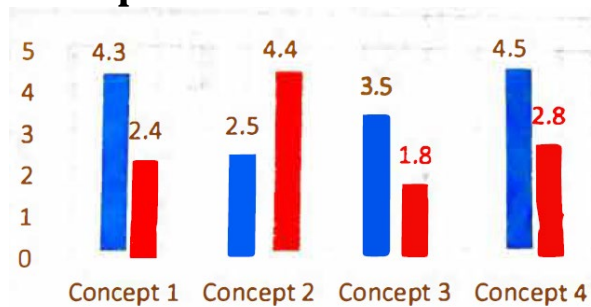
Now that I have my assessment data, what do I do next?

Adapted from: Johnson County Community College, From Data Collection to Improving Student Learning

Step 1: Start with summarizing your data:

- Prepare a Table of your data results in Excel
- Start with the easy stuff!
 - Refer to measures to ensure consistency
 - If data is limited, consider showing trend data over several years
 - Look at...
 - o Frequencies
 - o Percentages
 - o Aggregated Data
 - o Overall Scores
 - o Sub-scores
 - o Averages
 - Prepare a Chart of your data

Example Chart of Data



Step 2: Ask questions about the data

- Observations: What do you see in the data?
- Gaps: What else do you want to know?
- Relationships: What connections can we make?
- Successes: Identify evidence of learning!
- Outliers: Any anomalies (unexpected, unintended data) or provocative data?
- Usefulness: How can the data be used for instructional purposes?
- Future Questions: What other questions does this data raise?

Step 3: Gather your thoughts

- Address whether criteria was met and if learning outcome was achieved
- Describe strengths and weaknesses among students

Step 4: Invite others to discuss the data and document actions

- Discuss assessment results with key program stakeholders in faculty meetings
- Propose actions for improvement
- Take notes of assessment discussions

Use this template for Assessment Discussion documentation: [Assessment Action Plan Form](#)

Example of completed Assessment Action Plan Form

Summary of Annual Program Changes/Actions

Instructions: This section should provide evidence that key assessment results have been analyzed and used to improve candidate performance in relation to the program(s) goals and/or learning outcomes. For example, the narrative can discuss how actions will be taken to improve the curriculum, delivery or other components of the program (what can be changed about course design and/or delivery to improve future results). Also, this section may discuss what could make the assessment of learning outcomes and goals more effective (e.g. changes made to assessment collection, reporting, and or discussion).

This narrative should not link program improvements to individual assessments but should reflect the faculty's interpretation of how available data (a summary of all key assessments' Results sections) provide/does not provide evidence for students meeting learning objective(s) and/or goal (s) of the program AND changes made in (or planned for) the program.

Name of Program: MT/MAT Secondary Education – Social Studies

Committee: Daniella Ann Cook PhD

Learning Outcome: Standard 1: Content knowledge – Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry and forms of representation.

Date: March 18, 2019

Assessment Activity/Course/Term: Praxis State Licensure Exams/Spring 17

Questions

What do the assessment results mean for the program? *Overall, 80% of students successfully pass the Praxis. M.A.T. students perform slightly better than M.T. Our goal is to have 100% of students successfully pass Praxis before completing the program.*

As a result of this assessment, what actions will be taken to improve the curriculum, delivery, or other components of this program? *Beginning in the summer 2018, an assignment was designed and given to students in the MT and MAT program. The assignment required students to take the Praxis II (Content) and then design a study plan for strengthening their performance. Spring 2019 data on Praxis State Licensure Exams for these students will be compared to previous years to determine if this was effective intervention in improving scores.*

What could make the assessment of this learning goal more effective? *Having the data sooner would inform program advising and selection of graduate content area courses to support student's mastery of content.*

General Comments:

This assessment activity aligns with the program SPA (National Council for the Social Studies) standards for educator preparation programs and serves as important measure of student content knowledge.

Step 5: Share the recommendations with others

More than likely, a recommendation has been made as a result of assessment discussions to change the program for the better. These recommendations should be shared with faculty teaching

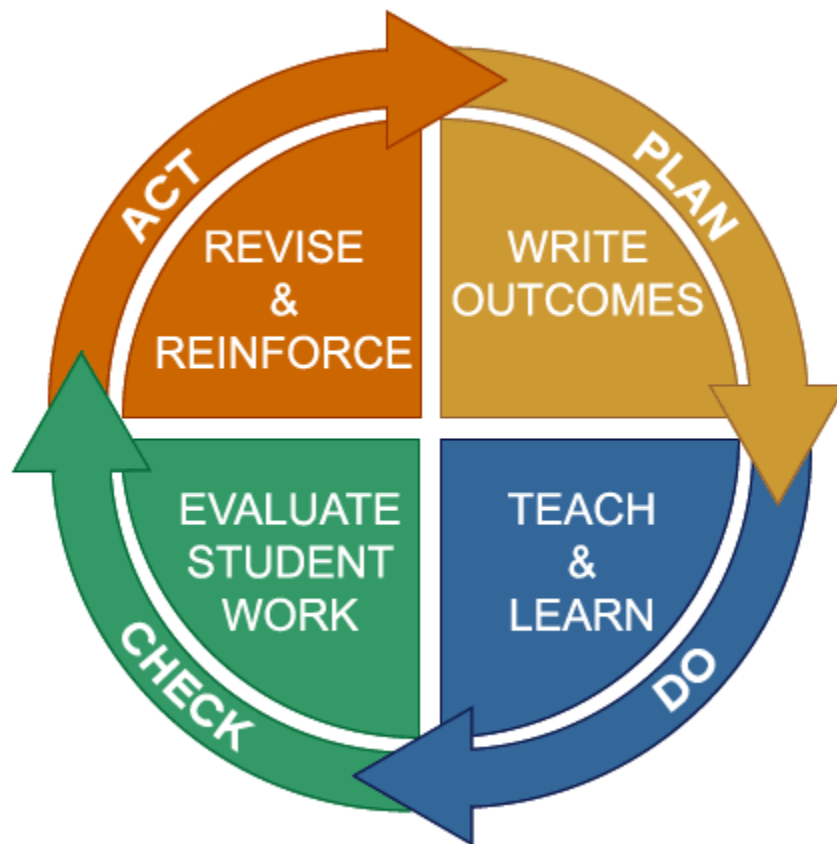
courses and others who deliver student experiences. This information is relevant for all parties engaged in the delivery of the program because it:

- confirms that contributions to the assessment effort were useful
- informs stakeholders of the action(s) or change(s) that should occur, so that planning and implementation of these changes can take place.

Step 6: Do what you said

This is the time for action. At this point, the recommendations need to be acted upon and the proposed changes need to be implemented at the appropriate point (s) in the program. It is also at this stage that the assessment cycle begins anew.

Plan-Do-Check-Act model



Source: Westminster College, Office of Accreditation and Assessment