



## Assessment Results

### Data Analysis

In order to analyze the data, it is important to fully understand what the criterion for success is looking for. If the criteria for success is that 80% of the students will achieve a specific grade, it is necessary to know the number of students that are taking the assessment, what 80% of that number is, and if that specific number of students achieved that level.

In order to accurately analyze the data, certain information needs to be known (depending on how the criterion for success is defined):

- the number of students taking the assessment
- the grade, in numeric form, that each student received on the assessment
- the level of achievement that is required for meeting the criterion of success
- the number or percentage of students required to meet that level of achievement
- the mean or average of all of the grades
- the standard deviation for the grades

It is important to include the means of assessment and criterion of success in the *Results Report* so that the APAO Committee understands the benchmarks being used to assess the outcomes of the program.

## Results

When reporting the results, use as much relevant data as possible. This will increase the validity of the results being used in the report. The results should use all available and appropriate data, rather than just samplings of the data. To quantify the results, report the sample size and other appropriate descriptive statistics. For example, if the criterion for success was defined as “80% of students will score within one standard deviation of the mean,” then the mean and standard deviation need to be reported. Do not include any raw data (or any student identifiers such as names or CWID) in the report.

Report the results in the same terms as the criterion for success. To do this, report the criterion for success with **either** the number of students **or** the level of achievement, depending on the results. Include a statement regarding the achievement of the criterion for success. This is a simple sentence that states either the criterion for success was met or the criterion for success was not met.

### Example of Assessment Results

#### Assessment Results

For the overall assessment of this competency in Advanced Field Education, 94.7% (18 out of 19 students) achieved a rating of 4 or higher. The mean score for this assessment was 4.21667 with a standard deviation of .3329.

The criterion for success was met.

Percentage of students that achieved level of success is stated. Included is the number of total students taking the assessment (*n* value)

Level of achievement restated

Mean score is reported

Standard deviation is reported

Simple statement of whether the criterion for success was met

## Use of Results

Using assessment results to make program modifications and adjustments is what the Middle States Commission on Higher Education refers to as “closing the loop.” This critical step in the APAO process helps program faculty make the necessary changes to improve student learning outcomes.

In order to complete this section, all program faculty should be involved in a discussion of the assessment results. It may be beneficial to state when and how the faculty discussed the results, such as “at a department meeting.” Discussing the results as a department reinforces the idea that outcomes assessment is a departmental responsibility. It will also allow for the generation of ideas to improve or maintain the results.

If results meet the criterion of success, faculty might consider a plan to maintain the success. When benchmarks have not been met, address how the program can be modified to help students meet the benchmark. This plan can also include ways in which the department will attempt to raise the criterion of success by either increasing the number of students required to attain the achievement level or by raising the achievement level itself, especially if a large majority of the students are achieving it.

If results do not meet the criterion of success, report how the department will respond. This can include an outlined plan of curriculum changes, increased emphasis on the learning outcome, or more time given to practice the outcome prior to the assessment.

Report a plan for assessing the impact of the changes made in response to the data gathered on student learning. For example, re-assessing the same learning objective in the

coming year as the last year to be able to quantify the impact of the change made (either in curriculum, practice time extension, increasing the criterion of success, or some other intervention). This is the start of the plan for fall's submission of the next *Plan Report*. By necessity, there is repetition in this process to capture the cyclic nature of program evaluation (called "closing the loop").

### Example of Use of Results

**Use of Results:**

The faculty and staff reviewed the data and results as part of the departmental meeting where strengths, weaknesses, and the need for changes were identified. The data will also be reviewed at TEAM day.

The department is not surprised to see the students rating themselves slightly higher than the faculty did. The data showed a discrepancy in how the students rated themselves in the area of classroom management and partnerships, when compared to the faculty members. Students identified assessment as the strongest area for the group, which did not match the faculty's viewpoint. The department feels that the faculty needs to make students more aware of the strengths that are seen in certain areas and make expectations clearer. This will be accomplished through increased written positive feedback for students in the program and clarification in areas such as rubrics and classroom objectives.

Includes discussion of department

Briefly discusses the meaning of the results and how they are interpreted by the department

Discusses changes to be made in the future to improve or increase the success rate

