
USING YOUR ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

Welcome to the Office of Institutional
Assessment, Research, and Planning's
Data Day

ASSESSMENT PROCESS

This presentation is for Step 4 in the assessment process.

Your data has been collected, you have your data analysis report, and now you get to figure out how to use these data to improve student learning.

This step is actually the most important part of the assessment process.





USE OF RESULTS FOR IMPROVEMENT

STEP FOUR

WHAT DOES USING RESULTS FOR IMPROVEMENT MEAN?

It involves program faculty working together to closely examine the results from data collection in order to improve the quality of students' experiences and learning.

It is important to learn from the assessment results in order to “close the loop” and make improvements, rather than simply maintaining the benchmark or criterion.

ACTION PLANS

An **action plan** is the follow-up to the assessment just conducted. Actions must be identified for each measure, even if that action is to replace the measure with another one. Actions should also be as specific as possible, and should show that the team has thought through the results.



GUIDELINES TO ACTION PLANS

1. Action plans flow directly from the analysis of the data.
2. Some actions plans will immediately solve a problem in the next cycle, but others are long term and will put you on the path to improvement.
3. Action plans are **specific**.
4. Action plans may or may not require additional resources.
5. Action plans must be tracked over one or more subsequent cycles.

EXAMPLES OF ACTION PLANS

Curricular Changes

adding/changing pre-requisites
changing degree program requirements
changing course sequence

Pedagogical Changes

incorporating guest lectures
adding organized small group activities
adding web-based delivery of content

Student Support

implementing peer-tutoring system
organizing group study
providing online resources/referrals

Faculty Support

faculty retreat
professional development
technology assistance
online resources



EXAMPLES WHEN MEASURE IS MET

- Performance is consistent and no significant program changes occurred, you may conclude that no changes are necessary. Now is the time to consider if you still want to include this outcome, or if you would like to raise your target levels.
- If performance is consistent and significant program changes occurred, you may conclude that changes were not effective. ***Lack of immediate improvement in the next assessment cycle is not seen as a failure.*** Continue monitoring and reporting.
- If performance levels improved as a result of previous changes, decide if you want to continue with recent changes or make additional modifications.

Consider how to sustain what has been working and how to improve upon it.



EXAMPLES WHEN MEASURE IS “NOT MET” OR “PARTIALLY MET”

- You may conclude that students admitted to the program are not prepared to perform at expected levels.
- You may conclude that students are weak in a foundational concept that prevents them from performing at expected levels in upper division coursework.
- Use your curriculum map to investigate possible causes for low student performance and ensure adequate content coverage across the domain and course of study.
- Other common strategies include establishment of a focused tutoring program, creation of a writing clinic, or scheduled study sessions facilitated by course instructors or graduate students.

DOCUMENTATION

If our activities/data/decisions/strategies and **resulting changes for improvement** are not documented...

...then SACSCOC will think they don't exist!

HOW TO DOCUMENT

- Only focus on the program
- Anonymity of all participants in our measures has to be maintained
- never identify anyone, students or faculty/staff
- Clearly state how findings were reviewed
- Clearly state the change(s) implemented as a result of the findings
and **who or whom** will be implementing these changes

MOST IMPORTANTLY

We need to use our findings to:

- Plan,
- Strategize,
- and Improve.

All of this finishes our current cycle while simultaneously laying the foundation and groundwork for the next assessment cycle.



Assessment, when done well, occurs within the normal course of the academic cycle. It is not meaningless and time consuming work done solely to satisfy administrative requirements.

REFERENCES

- Baker, W. (2012). *Assessment 101: Academic Assessment Five Steps to Continuous Improvement of Student Learning*. <http://www.counciloakassessment.com/>
- *Resources*, <https://elpaso.ttuhs.edu/oire/Resources.aspx>.

HOW CAN WE HELP?

- The Office of Institutional Assessment, Research, and Planning is here to:
 - Help YOU identify and evaluate your Program Learning Outcomes
 - Help YOU use your data to plan for and make improvements
 - Help YOU map your Program Learning Outcomes to your course sequence (i.e., curriculum mapping)
 - Answer YOUR questions

What are your questions?