Analyzing and Reporting Assessment Results

Analysis of assessment results should offer meaningful insights into the strengths and areas for improvement within a program. Adapted from *Busy Chairperson's Guide to* Assessment, below are just some of the questions good data and analysis can help answer (Southeastern Missouri State University, 2017).

- What does the data say about students' mastery of the material?
- In what area(s) are students performing remarkably?
- What area(s) are they underperforming?
- What do the results say about students' preparation for taking the next step?
- Are there areas where performance is adequate, but not outstanding?
- Are graduates of the program getting good jobs, being accepted to post-bachelor programs?

Effective reporting connects assessment results to the program's intended goals and learning outcomes, aiding faculty and staff in making informed decisions about programming, services, curriculum, and instruction. As noted by Thomas E. Grayson, the goal of analysis is to "weave the data together... into a cohesive answer to an evaluation question" (Grayson, 2012). Assessment data is only useful when it helps faculty and staff better understand their programs and student performance.

Results and supporting artifacts should be recorded in Watermark Planning and Self-Study by the academic unit's Assessment Professional.

References

Southeastern Missouri State University. (2017). *Busy Chairperson's Guide to Assessment.* Retrieved from Office of the Provost: http://www.semo.edu/provost/univ_assessment/chairpersons-guide-to-assessment.html.