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...
      - Frequencies
      - Percentages
      - Aggregated Data
      - Overall Scores
      - Sub-scores
      - Averages
  - Prepare a Chart of your data

  ![Example Chart of Data](image)

**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](#)
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*