**January 2024**

*Please share with your faculty:*

**Resources for effectively analyzing and presenting program assessment data**

As you work on your program assessment reports, it is important to consider how to most effectively analyze and present assessment data so that the data can be meaningfully used to inform program improvement, student learning and instruction. The following [website](https://www.tmcc.edu/assessment/analyzing-assessment-data) from Truckee Meadows Community College provides useful tips for analyzing and presenting program assessment data.

One of these recommendations includes using both quantitative and qualitative analyses to answer questions about the extent of student learning in a program. Quantitative analysis involves collecting and presenting numerical data such as the range of scores, or the mean score on an assessment. Qualitative analyses involve providing a narrative about students’ performance and compliments quantitative analysis by answering possible how and why questions about students’ performance.

Another recommendation is to always analyze data in the context of student learning goals and objectives. The data should be analyzed and presented in a manner that answers questions about the extent of student learning and their attainment of program goals and objectives. With this purpose in mind, consideration should be paid to the audience for which the assessment data will be presented and shared (e.g., students, faculty members, administrators, outside evaluators).

In addition, it is advised that data is compared to data collected from previous semesters so that the trajectory program changes and improvements can be observed. In fact, in [MSCHE’s Evidence Expectations by Standards Guidelines](C://Users/ebner/Dropbox/My%20PC%20(DESKTOP-FMAIVSK)/Downloads/evidence-expectations-by-standard-guidelines%20v.2023-08-22%20(7).pdf) under evidence for Standard V it is expected that each program provides “analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries”. In other words, programs should collect, analyze, and compare program assessment data over the course of a four-year period in order to draw meaningful conclusions about program effectiveness in meeting student learning goals and objectives over time. Comparing data across student populations is also important for identifying any gaps in student learning outcomes across student populations so that more equitable approaches can be taken. Finally, data should be analyzed within the context of benchmarks or standards for learning so that programs can identify and improve any areas of weakness.

At the bottom of the Truckee Meadows Community College website on Analyzing/Interpreting Assessment Data are useful guides from Washington State University’s Office of Assessment for Curricular Effectiveness on ways to effectively organize and present different types of qualitative and quantitative data, including a guide on quantitative analysis and display of rubric data.

**References:** Truckee Community College. *Interpreting Assessment Data*. Retrieved December 20, 2023, from <https://www.tmcc.edu/assessment/analyzing-assessment-data>

**Please share examples** Please share examples of how your program effectively analyzes and presents assessment data and I will feature those example on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Important reminder:** Fall 2023 Assessment Reports are due by Friday January 19 If you have any questions about preparing your reports, please contact me. Thank you!