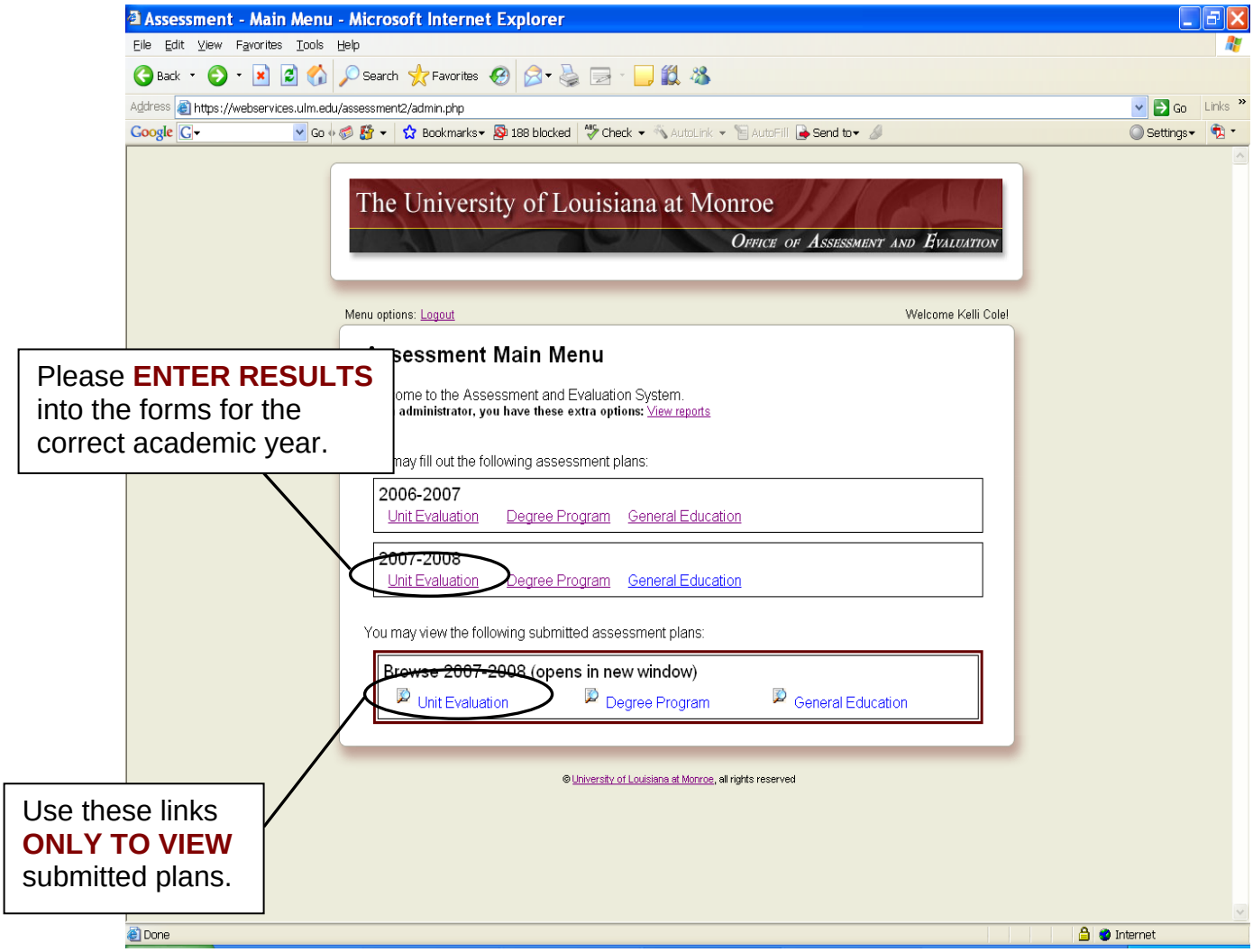
Assessment and Evaluation Results and Analysis Entry Tip Sheet

Below are brief instructions for entering assessment and evaluation results and analysis on the Assessment and Evaluation website and general information pertaining to each type of form you may need to complete.

For complete guidelines, policies, and procedures for assessment and evaluation, please refer to the *OAE Handbook* found at www.ulm.edu/assessment.

Results and Analysis Entry

- Go to the following web address: www.ulm.edu/assessment and use the uppermost left- side link to enter the web-based data entry system.
- Login to the system using your campus-wide id and the password that you use for Web-for-Faculty and Employee Self-Service. Once logged in, the page should appear similar to the screenshot below.
- Next, find the appropriate year, 2007-2008 in this case, and choose the type of plan that you are filling out (unit evaluation, degree program assessment, or general education assessment). Your page should only show plans to which you have access for creating, editing, and submitting.
- Once your plan appears, check the existing information in your 2007-2008 plan for accuracy and then scroll down the page until you see the box entitled, “Results and Analysis” to complete.



Unit Evaluation

Unit administrators or their designee should update the unit evaluation document before the end of the fiscal year to report the results of all measures listed in the plan(s) which were implemented in the previous year.

The results and analysis section addresses each measure implemented in a given year, condensing the resulting data into usable summaries, developing conclusions, reporting the findings, and taking action on the information. Also, dates when faculty and/or staff met to discuss the assessment results and to plan for improvement should be listed in the notes field near the bottom of the form if possible; this allows the demonstration of collaboration towards improvement within a unit.

Score reporting format:
The results for each measured objective in a given year should be labeled clearly to indicate to which objective and goal the results refer. For instance, if a unit measured the first 3 objectives related to goal 1, the second 2 objectives related to goal 2, and the first and third objectives related to goal 3, then the results should be labeled as in the example below. Please be sure to state the results in the same terms used to state the measure and target.

Example of unit evaluation results reporting format:

Goal 1, Objective 1: *Results*…
Goal 1, Objective 2: *Results*…
Goal 1, Objective 3: *Results*…
Goal 2, Objective 2: *Results*…
Goal 2, Objective 3: *Results*…
Goal 3, Objective 1: *Results*…
Goal 3, Objective 3: *Results*…

Analysis:
After entering results, some commentary explaining the results should be entered. If there were any circumstances that affected the results, this should be noted; if performance rates are significantly higher or lower than previously, this should be explained if possible; and if the target for success is not met, potential actions to be taken to improve learning should be considered because a thorough explanation of those decisions made to affect improvement will be required.

Degree Program Evaluation

Department administrators or their designee should update the degree program assessment document before the end of the academic year to report the results of all measures listed in the plan(s).

Once assessment data has been collected, the results must be reported and analyzed. This requires condensing the data into usable summaries, developing conclusions, and reporting the findings. Also, dates when faculty met to discuss the assessment results and to plan for improvement should be listed in the notes field near the bottom of the form if possible; this allows the demonstration of collaboration towards improvement.

Score reporting format:
The results for all assessment measures related to each student learning outcome should be entered in the corresponding field, results for the first outcome in the results field labeled “1,” results for the second outcome in the results field labeled “2,” etc. Be sure to clearly state the results for each measure implemented to assess an outcome. See below for an example.

Example of degree program assessment score reporting format:

If the outcome, measures, and criteria statements for outcome 1 are as follows,

Outcome:
Students will demonstrate knowledge of …

Measures:
1. Final exam in EXPL 400.
2. Oral responses to exit interview questions.

Criteria:
1. 70% of the students taking EXPL 400 will score 70% or better on the final exam.
2. A minimum of 80% of the students should answer correctly when queried during an exit interview administered by the faculty.

This is an example of the information needed in results field 1:

Results and Analysis:
1. 9 of 11 (81%) of the students in EXPL 400 scored above 70% on the final exam.
2. 10 of 16 (63%) of the students answered the target exit interview questions to the faculty's satisfaction.

Analysis:
After entering results, some commentary explaining the results should be entered. If there were any circumstances that affected the results, this should be noted; if scores are significantly higher or lower than previously, this should be explained if possible; and if the target for success is not met, actions to be taken to improve learning should be considered because a thorough explanation of those decisions made to affect improvement will be required. An example of analysis, using the score formatting example above follows.

Example of analysis of degree program scores:

Analysis: Students scores have surpassed the target for success on the EXPL 400 final exam for the past 3 years, but they consistently score below expectations on the oral interview questions. Faculty should consider possible reasons for this discrepancy at departmental meeting during upcoming University Week.

General Education

Department administrators or their designee should update the general education course assessment document before the end of the academic year to report the results of all measures listed in the plan(s).

The results and analysis section addresses the measure implemented in a given year, condensing the resulting data into a usable summary, developing conclusions, reporting the findings, and taking action on the information. Also, dates when faculty met to discuss the assessment results and to plan for improvement should be listed in the notes field near the bottom of the form if possible; this allows the demonstration of collaboration towards improvement.

Score reporting Format:
In the Results and Analysis field, assessment results should be listed by semester, with each semester's information reported by section, if possible, and then in total for that semester; when both

semester's data has been reported, those scores can be combined for the full academic year's score. See the example provided below for details. Also, if including student-level data, be sure to redact any information that might identify the students whose work was assessed.

Example of general education assessment score reporting format:

EXPL 101

Fall 2008:
Section x – 22 of 31 (71%) students scored _____ or better
Section y – 32 of 39 (82%) students scored _____ or better
Section z – 13 of 17 (76%) students scored _____ or better
Fall 2008Total – 77% students scored at or above the target success level

Spring 2009:
Section r – 29 of 37 (78%) students scored _____ or better
Section s – 30 of 35 (86%) students scored _____ or better
Section t – 16 of 21 (76%) students scored _____ or better
Spring 2009Total – 81% students scored at or above the target success level

08-09 Total: 79% of students scored at or above the target success level

Analysis:
After entering scores, some commentary explaining the results should be entered. If there were any circumstances that affected the results, this should be noted; if scores are significantly higher or lower than previously, this should be explained if possible; and if the target for success is not met, actions to be taken to improve learning should be considered because a thorough explanation of those decisions made to affect improvement will be required. An example of analysis, using the score formatting example above follows.

Example of analysis of general education scores:

Analysis: Although there was a slight increase in assessment scores from fall to spring, this follows the typical scoring pattern from previous years. The actual percentages of success when comparing same semester student data from this year to last year show +1% and -3% for fall and spring respectively. The target was technically met, but faculty want to work together in the coming year to determine if there is any feasible way to raise spring scores to match the typical fall scores.