



ADDING RESULTS, ANALYZING EVIDENCE, AND FORMULATING ACTION PLANS

The Office of Assessment and Accreditation



What Will Be Covered?

- Collecting Data
- Formatting Results
- Analyzing Evidence
- Content of Measure Analysis
- Formulating an Action Plan

Collecting Data- Why?

- Inform decision-making about educational strategies and program improvements
- Measure progress and achievement of goals and objectives
- Identify strengths and challenges related to student performance and unit effectiveness
- Promote accountability by providing evidence of learning and demonstrating compliance with accreditation standards
- Facilitate feedback to students, faculty, and staff to identify areas for improvement and support effective planning and goal setting
- Drive continuous improvement to achieve better outcomes over time

Formatting Results

- All results documents must be in PDF format
- Document names should correlate to the outcome/measure being assessed
 - If the document is in the 23-24 plan, do not use other years in the name (i.e. you would not name your results document “Critical Thinking Results 2021” for the 23-24 plan)
 - If you name the document “Outcome 1 Results”, make sure it is added to Outcome 1 (a document with this name should not be added to Outcome 2)
- Results documents should have a list or table that includes the assessment scores for every student assessed
- No student names or identifying information can be included in any results document- this is a FERPA requirement
 - Students should be listed as “Student 1”, “Student 2”, etc.

Formatting Results- cont.

- Scores included for each student should coincide with the target
 - If the target states that 80% of the students will score 80 or higher, the scores should be in a numeric format
 - If the target indicates an assignment is pass/fail, pass or fail should be in the results
- If possible, tabulate your results at the bottom of the document to indicate what percentage of students met the target



Formatting Results- cont.

Critical Thinking Outcome

Fall 2023 and Spring 2024

Student 1	90
Student 2	85
Student 3	100
Student 4	80
Student 5	95
Student 6	95
Student 7	90
Student 8	100
Student 9	70
Student 10	85

Target: 80% of students will score 80 or higher

Students meeting target: 9/10= 90%

Analyzing Evidence

- Data collected is analyzed for evidence of student learning or the effectiveness of the initiative/strategy in the support unit
- Assessment results are compared to the established target to determine if the performance standard was met
- Analysis of data provides insights into the program/unit and drives improvement efforts
- When completing the analysis in Watermark, please remember that there is a word limit. Please stay within this word limit.



Content of Measure Analysis- Required Questions for Programs

- What were the strengths demonstrated by students in meeting the expected learning outcomes?
(What specific content areas did students do well on?)
- What were the key challenges or gaps in student performance related to the expected learning outcomes?
(What did students struggle with or score low on?)
- Based on the assessment data, what specific insights were gained about student learning and achievement?
(Why do you think students struggled in those areas?)
- How will the identified weaknesses and insights gained from this assessment be used to guide continuous improvement and enhance student learning in your program?
(What will you do to fix the weaknesses and help students do better in the future?)

Content of Measure Analysis- Required Questions for Units

- What were the strengths demonstrated by your unit in achieving its expected outcomes?
(What did your unit do well? What goals were successfully met?)
- What were the key challenges or gaps in your unit's performance related to its expected outcomes?
(What did your unit struggle with? What areas need improvement?)
- Based on the assessment data, what specific insights were gained about your unit's effectiveness and impact?
(Why do you think these challenges happened? What does the data tell you?)
- How will the identified weaknesses and insights gained from this assessment be used to guide continuous improvement and enhance your unit's effectiveness and support services?
(What will your unit do to fix these problems and do better in the future?)

Formulating an Action Plan- Why?

- Focuses on what needs to be improved based on findings
- Explains how improvements will be made
- Targets areas where students struggled or where the unit did not meet its goals
- Connects Year One to Year Two
- Should be realistic and manageable

Formulating an Action Plan- Watermark

- Watermark has a list of action plans
 - Revise Curriculum
 - Restructure Outcome Statement
 - Revise Measurement/Assessment
 - Gather Additional Data
 - Revise Benchmark/Target
 - Implement New Program or Services
 - Community Partnership
 - Modify Position/Personnel
 - Modify Policies/Procedures
 - Adopt or Expand Technologies
 - Additional Training
 - Collaborate with Another Department/Unit/Program
 - Modify Physical Environment
 - Other

Formulating an Action Plan- Watermark

- Once an Action Plan is chosen, a brief description must be entered
- Description should indicate why the action plan was selected
- Action plan should be a logical step resulting from the assessment analysis
- Action plan is a bridge from year 1 measure to year 2 measure in each outcome
- *It is not enough just to select an action plan- you must do what you say you are going to do! You will be asked to provide proof of implementation of action plans!*



The Office of Assessment and Accreditation

- Please contact our office with any questions. We are here to support you!

- Director: Dr. Willie Pomeroy
- pomeroyw@faytechcc.edu
- 910-486-7315

- Assessment Analyst: Laura Saunders
- saunderl@faytechcc.edu
- 910-678-0157