BEST PRACTICES FOR ENTERING RESULTS DATA

At Shorter University, institutional assessment of administrative outcomes occurs at the department level. Rather than following established outcomes altered in a five-year cycle (like student learning areas do), yearly outcomes are determined by assessment leaders according to the current greatest needs of the department.

The entering of assessment results (and subsequent analysis) is the most important part of the assessment cycle. When entering results, assessors must critically evaluate what is and isn’t working in their area and determine what changes must be made to improve their area’s efficacy. Implementing these changes, informed by results and a desire to continuously improve, is known as “closing the loop.”

The “Results” item type has the following key fields:

• **Status Report:** This box contains the raw data of the assessed outcome (e.g. "The ideal target was not met, but the acceptable target was met with 74% of students scoring 10 points or higher on the rubric.")

• **Action Plan:** Input any changes in the program enacted by the department as a direct consequence of the results. If no changes are being made because all targets were met, please indicate so.

• **Recommendations:** Input recommendations for the department as a consequence of the result that cannot be enacted immediately without Dean or Administrative support/authorization. Examples include budget requests, curriculum changes, etc.

• **Reflections:** Input any information into this box that doesn't fit into the other fields. Examples include any information that can provide context to the results, ideas for revised methodologies in future assessments, etc.

• **Supporting Documentation:** Similar to email attachments, this data type allows you to attach document files that support your conclusions. Raw result tallies and qualitative feedback samples are great examples of this kind of data.