

## **Analyzing Your Results**

Once you have collected your course or program level assessment results using the direct and/or indirect methods of your choosing, use the following information to help guide your analysis of the data.

### **Look for Patterns of Consistency:**

Study data from the same outcome over a period of time. For instance, tracking aggregate data on student performance from semester to semester (or year to year).

### **Look for Patterns of Consensus:**

Disaggregate the data to see if all of the course or program's communities of interest achieve (or in the case, of a survey, rate an item) at the same level. For instance, faculty might choose to break down data by gender, first-generation students, non-traditional students, ESL students, or other significant populations in the course or program's community. This provides an opportunity to examine whether simple aggregate data masks performance differences or feedback from a significant population in the community. Reporting an average score on a course or program outcome measure may hide the fact that one segment of students is not performing as well as another segment of students in the course or program.

### **Look for Patterns of Distinctiveness**

Examine the data across outcome categories. For instance, a program's faculty may examine performance on three course or program-level outcomes and notice that some of the outcomes reflect significantly higher or lower performance than others. These discrepancies indicate what areas may need attention and from what areas exemplary practice may be modeled.