



## Data Discussion Guide

### Overview

This discussion guide is a tool developed by the Assessment Committee for program faculty to use as they sit together to review data on student learning outcomes. The questions below are prompts to begin discussion of the data on *each outcome*.

You may also use the tool to guide note-taking so that you can easily transfer your findings/next steps into your biennial report. For example, if you were to have this guide on a laptop and take notes on your action steps in the table on page 2 of this document, you could easily cut and paste that table into your report to answer Question 6. Notes from the analysis and interpretation of the data can be used to answer Question 5.

Programs are not required to use this tool, nor all the questions on it, but the Assessment Committee recommends it as a very helpful way to structure assessment-related discussions and to make assessment reporting easier.

To optimize the discussion, it is helpful to have on hand:

- Summarized data on student performance in the form of tables and graphs
- Copies, for each SLO being discussed, of signature assignment samples (with names removed) for a range of scores (e.g., high, medium, low)
- Copies of the annual biennial report template
- Copies of the data discussion questions

In general, consider a discussion flow as follows:

1. Identify the SLO to be discussed
2. Review the data on the overall scores and subscores
3. Determine areas of strengths and needs
4. Consider the utility of the signature assignment/rubric
5. Make final determinations and consider next steps

The data discussion guide can be found on page 2 of this document.

Good luck!



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### Data Analysis and Interpretation Discussion

#### *Student Learning*

- How satisfied are you with the overall performance of students on the signature assignment?
- On what criteria or sub-skills do students seem to be doing *particularly well*?
- On what criteria or sub-skills do students seem to be *struggling*?
- What about the results was surprising?
- How do findings on this outcome compare to past results on the outcome?
- What are the areas of particular concern where you would like to see student performance improve?

#### *Instrument Utility*

- Did the signature assignment and/or rubric you used give you the information you were seeking?
- Do you want to make any revisions to the signature assignment and/or rubric, or the assessment process?

#### *Programs, Courses, and Practices*

- What do other data (such as program indicators) say related to your results? (For instance, how do they confirm, contradict, or add to what the direct evidence of student learning suggests?)
- What actions (e.g., policy or curricular changes, faculty development, additional courses or extracurricular opportunities, changes in processes) might you take to improve student learning?
- Who else needs to know about these findings and next steps?

### Closing the Loop and Moving Ahead

Topic #	Action to Address Areas for Improvement	By Whom?	By When?	CTC Standard(s) (for CTC Programs)	Update on Actions (If Applicable)