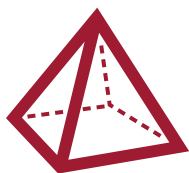


Assessment Data in Context (Rubric X-XI)

Assessment data is most meaningful when viewed in context. Rather than analyzing results in isolation, using multiple lenses can lead to more informed and actionable decisions. Below are three **optional** techniques to help guide your faculty's interpretation and discussion of results.



Triangulation: Strengthening Conclusions Through Multiple Data Sources

Triangulation involves using multiple sources or types of data to validate findings and deepen understanding. Example:

- 🔍 Comparing direct measures (e.g., exam scores) with indirect measures (e.g., student surveys).

Trend Analysis: Looking Across Time for Patterns

Trend analysis examines data over multiple terms or years to identify consistent patterns or shifts. Example:

- 🔍 Are student outcomes improving, declining, or remaining stable?



Faculty Observations: Adding Contextual Insight

Faculty observations include anecdotal evidence, classroom experiences, and professional judgment that provide context to the data. Examples:

- 🔍 Identify issues during implementation of recent actions.
- 🔍 Identify external factors (e.g., changes in student demographics or course delivery format).

Example of Results and Analysis Sections

While the overall result meets the performance threshold — **85%** of students (48 out of 57) met or exceeded expectations — deeper analysis reveals areas for targeted improvement. Specifically, scores for **Purpose & Audience (60%)** and **Tone & Style (65%)** were notably lower than other criteria.

Results

This finding is reinforced by the **indirect measure**: student self-assessments showed low confidence in these same areas, with **75%** of students feeling apprehensive or less confident about Purpose & Audience, and **80%** about Tone & Style. The alignment between direct and indirect measures strengthens the case for focused intervention.

Triangulation

A review of the last three assessment cycles shows a **downward trend** in performance for these two criteria (see attached chart). This pattern suggests the issue is persistent rather than isolated.

Trend Analysis

During the discussion, faculty reviewed assignment instructions and noted that while Purpose & Audience and Tone & Style are listed as expectations, there is **no designated course or activity** within the required curriculum that explicitly **teaches** these concepts. This insight provides critical context and points to a potential gap in instruction.

Observations

Need Help?

There are no one-solution-fits-all in assessment. The Office of Institutional Effectiveness (OIE) can support you at every step—ensuring your approach fits your program's goals, resources, and capacity.

[In-depth Assessment Guides](#)

[OIE Website](#)