

## Analysis of 2014-2015 Educational Assessment Data

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At Elizabethtown College, the core operations are teaching and learning. Each year academic departments, co-curricular departments, and the Core Committee submit student learning outcome assessment data to the Educational Assessment Committee (EAC). Each of the departments/committees has mapped its respective student learning outcomes against the College's eight Institutional Learning Goals (ILGs). EAC thus needs to aggregate student learning outcome assessment data by ILG and analyze the results to produce a comprehensive assessment report. Faculty and staff will then use the latter to inform decisions regarding improvement the programs responsible for student learning.

The student researcher, under the mentorship of the Assistant Dean for General Education and Assessment, will aggregate and analyze student learning outcome assessment data provided by academic departments, co-curricular departments, and the Core Committee. The data will be gleaned from the assessment section of departments' annual (June) reports. When necessary, the student researcher will contact department chairs for clarification of assessment results. The student researcher will then aggregate student learning outcome assessment data by ILG and draft a preliminary report. The main questions that the student researcher will address are as follows:

1. How well did students perform on the eight ILGs in 2014-2015?
2. How do the ILG performance results from 2014-2015 compare/contrast to results from previous years?
3. What factors might account for improvements and/or declines in performance on the ILGs?
4. What recommendations should be made to enhance student learning for appropriate ILGs?

Initial results will be presented to the SCARP community during the SCARP conference. The Assistant Dean will subsequently share the results with faculty and staff.

The overarching goals of this project are to:

1. Aggregate student learning outcome assessment data for each ILG.
2. Analyze the aggregated results to draw conclusions about student performance on the Institutional Learning Goals.
3. Report the preliminary findings at the SCARP conference and to the faculty and staff more broadly.
4. The student researcher will learn about institutional research as a valuable vehicle to continuous improvement. S/he will learn to manage and conduct an important, real-world independent project requiring time management, critical thinking, and problem solving. S/he will also benefit from the experience of analyzing and producing conclusions from actual data and information from multiple sources, thus triangulating data from a number of vectors (and produced at the department level using a variety of methodologies). Finally, s/he will benefit from the experience of writing a formal technical report under the mentorship of a professional administrator and then presenting findings in written and oral formats.