

**The Insight**

Establishing a “flow” for assessment data that can be replicated for a wide variety of assessment activities.

**Implications**

The “flow” increases consistency, communication and collaboration related to the use of assessment data.

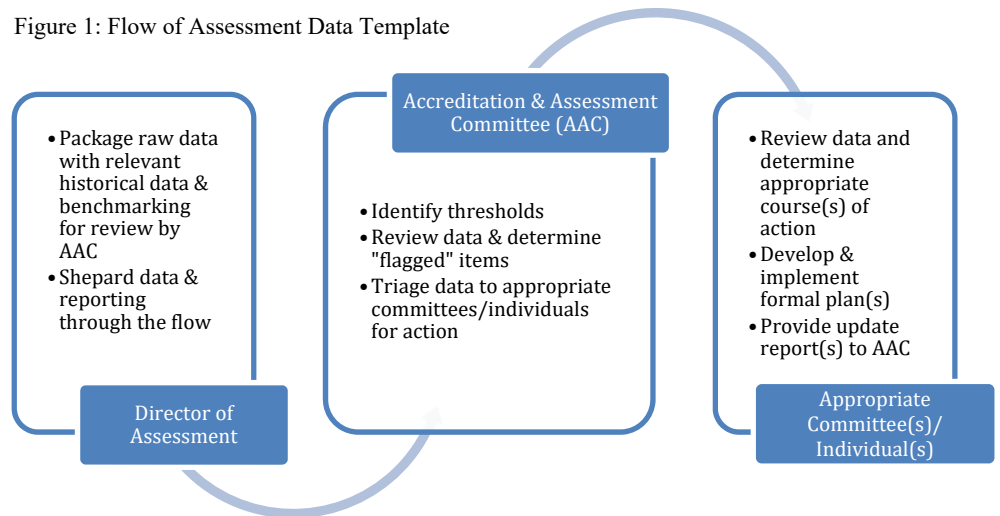
“The flow provides the basic structure for data review and steps can be added to best meet the needs of a specific use.”

**Creating a Flow of Assessment Data for Continuous Improvement**

The College of Pharmacy’s faculty-approved assessment plan takes a comprehensive approach to assessment – spanning educational outcomes, structures and processes – for the purposes of continuous quality improvement. Due to the comprehensive nature of the plan (*and the sheer volume of assessment data!*) working through the data can be daunting. As a result, establishment of a standard flow for assessment data that could be replicated for a wide variety of assessment activities was highly desired. The aim of this issue of *Learning InSights* is to describe the flow of assessment data developed by the college’s Accreditation & Assessment Committee (AAC) to serve as a model for shared governance in the use of assessment data for continuous improvement.

Figure 1 illustrates the template established by the AAC to solidify procedurally how data is shared, evaluated and acted upon. This model draws heavily on the AAC, a standing committee established by faculty-approved bylaws and consisting of faculty, administrative and student representatives.

Figure 1: Flow of Assessment Data Template



The flow provides the basic structure for data review and steps can be added to best meet the needs of a specific use. For example, when used this fall semester to evaluate results of the college’s annual faculty survey, the AAC elected to add a College-wide Townhall. This step enabled the AAC to present the quantitative survey data to the faculty through a guided discussion that solicited qualitative feedback to identify potential root causes of flagged items. Although the flow can be time intensive, the benefits are great and include:

- Clarification of roles and responsibilities to prepare, review & act on data
- Consistency in approach to reviewing, reporting, & acting on data
- Collaboration – faculty, administrators and students working together
- Increased transparency & communication re: the use of assessment data