

MEANINGFUL ASSESSMENT ANALYSIS

UNM Office of Assessment & APR

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OUTLINE

- What do we mean by **Meaningful Analysis**?
- Getting started (and pre-getting started)
- Data handling & analysis
- Examples from the assessment of the Office of Assessment & Academic Program Review
- Bringing it all together
- Questions

MEANINGFUL ASSESSMENT ANALYSIS

- Analysis that provides useful results that can be **useful in the decision-making process** for your program and constituents.
 - Satisfies the intended audience
 - Answers questions
 - Meets goals
 - Illuminates next steps, strengths, limitations
 - Leads to recommendations
- What is **NOT** meaningful analysis?
 - Compliance oriented interpretations
 - Not applicable to the intended audience
 - Does not answer questions or raise more questions
 - Does not guide in a direction for actionable next steps

Approaches to Assessment Analysis

- Compliance oriented: Solely meeting the benchmarks
- Process oriented: Reflecting on the assessment process even when benchmarks are met
- Trajectory oriented: Examine data over time to identify patterns (last vs. previous yr)
- Gap oriented: Identify gaps between current and desired outcomes
- Curriculum oriented: Connecting student performance with curriculum/pedagogy
- Contextual oriented: Analyze internal and external factors impacting student learning
- Action oriented: Defining strategies to implement for stronger student success

CHART YOUR PATH WITH A PLAN

- Draft your analysis plan before collecting data!



What do you want to know?

What should students be able to demonstrate or do?

- What might it look like for a student to “Think Critically”?
- What information might yield an **actionable** change?
- Feel free to use previous data, if available, to inform choices.



Focus on the **actionable!**



Return to the **assessment goals and outcomes**

WAIT: I have data, but no analysis plan!

1. Get to know your data!
2. What is the question you need to answer? – go back to your purpose
3. Can you answer it with the data you have?
 - Yes - Great! Let's do it!
 - No...
4. Is there a new question you can answer with this data that is sufficient?
 - Yes - Ok, let's try that!
 - No - It's time to make a new plan!



Imagine the Universe



Will your collected data provide information for all, some, or none of your questions/goals/purposes?



What proportion of students is expected versus concerning?



What does continuous improvement look like to you?



Is the student sample sufficient? Reliable & representative, or too small?

What do you expect your data to look like?

What conclusion will you draw if..?

Office of Assessment & Academic Program Review

AY24-25 Annual Office Report

August 2025

OAAPR Analysis Pre-planning



WHAT is being measured

Outcomes:

- Engage in prof dev.
- Apply data results, exp
- Create/maintain support services
- Usefulness of services

HOW is it being measured

- **Touchpoints:** conferences, campus partners, literature
- **Internal changes:** docs, website, communications, processes
- **Document** annual cycles
- Annual office & APR surveys

What DATA will we analyze

- **Monthly tracking** of contacts/webinars/conferences
- **Annual Reports:** APR, GE, and Academic
- **Survey results**
- Meeting/anecdotal **notes**
- **Benchmarks**

OAAPR ANALYSIS PLAN

WHO IS RESPONSIBLE FOR COLLECTING THE DATA?

TIMELINE FOR DATA COLLECTION?

WHO IS RESPONSIBLE FOR THE RESULTS?

TIMELINE FOR ORGANIZING RESULTS?

WHO IS RESPONSIBLE FOR ANALYZING THE DATA?

TIMELINE FOR ANALYZING RESULTS?

WHO IS RESPONSIBLE FOR RESULTS USE?

TIMELINE FOR IMPLEMENTING RESULTS USE?

Collecting & Preparing Data

1. Follow your **plan**. Only collect what you **need**.
 - If your plan isn't working, follow your **question(s)** and modify your analysis!
2. **Get to know** your data!
 - (student performance rates, read through – does it make sense?, pivot table & summary stats if applicable)
3. **Clean your data** – get your data ready for analysis
 - How do you want to handle incomplete responses?
 - What about answers that do not belong?
 - Are there questions that you can group together as being part of a larger theme or topic?

ILLUMINATING THE ANSWERS:

1

Aggregate Data

What do you see overall with the numbers?

Did the numbers answer your questions?

2

Grouping

In what ways can you chunk your data to tell the story of your results?

Is the story different when you group the data?

3

Patterns/Trends

Within your groups, are there patterns or trends?

Do they provide context for the data points?

OAAPR ANALYSIS CONSIDERATIONS

- Is this **baseline data** we are collecting for the first time or is this data we have collected before that we can begin to see **emerging trends** with?
- How is this information helpful for us **internally** (e.g., services, HLC achievement, assessment reporting, strategic plan, vision and mission, etc)?
- How is this information helpful for those **constituents/campus partners** we serve (e.g., GE instructors, program chairs, faculty, students, etc?)
- How is this information helpful for **leadership** (deans, academic affairs, etc)?
- How is this helpful **beyond the institution** (e.g., peers, national trends, accrediting body, best practices, etc.)?

Who is your audience?

What are the key takeaways?

How will you communicate?

What questions are being answered?

YOUR EVOLVING STORY

Final Thoughts:

After analysis, ask yourself:

- How does this data serve the Goal? Were we able to measure our outcome?
- Even if our benchmarks were met, what does the data show about those students who did not achieve the expected performance indicator and what does that mean for next steps?
- What other information beyond the benchmarks were helpful in supporting our goals and outcomes?
- What is unexpected from the data? Does this unplanned data serve our goals or outcomes?
- Can (should) actionable changes be made based on this data?

Final Thoughts (continued):

Also ask yourself:

- Did our instrument bring valuable data? Are there changes that need to be made to the instrument next time?
- Were our methods appropriate? Are there changes that need to be made to the methods next time?
- Should we consider new benchmarks in the future?
- What assumptions might we be making that need to be considered?
- Before finalizing our conclusions, who else should interpret? What other eyes or lenses do we want involved?

Meaningful Analysis Brings:



- Next Steps
- Answers and New Questions
- Instrument Information
- Population Information
- Context to Numbers
- YOUR STORY

Repeat Meaningful Assessment Analysis Workshop

Friday, Sept. 11th at 10am via zoom

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Registration is open



THANK YOU!

Questions/Comments?

Email: assess@unm.edu