Coordinated Learning and Assessment Supports

ASSESSMENT: USING DATA

CLAS Workshops February 11 (WTC) & 12 (LSC) 2025

LOYOLA UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Today's agenda

Goals and Context

Learning from the 2023 and 2024 AAAR

Using Assessment data to inform programs

- Working through an example together

- Breaking down the components of an analysis

Worktime to try it out with your data

Resources available to you

Summing it up

CLAS PROJECT GOALS

The CLAS project aims to support members of academic units to...

- Identify and describe student learning related to knowledge and skills
- Measure this learning so that we know what they have learned and can do
- Use this information to improve student learning and experiences in academic programs

PARTICIPANTS IN THIS WORKSHOP WILL:

- Reground into the CLAS project context and progress
- Reconnect with components of assessment report
  - PLOs
  - Map
  - Assessment plan
  - Artifact/data collection based on a meaningful strategy
  - Results of analysis
  - Use of data to improve
- Reflect on 2024 AAAR/Prepare for 2025 AAAR

Reminder: continuous improvement focuses on process, not product!

A NEW PHASE OF WORK

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- Assessment practices occur across institutional spaces and hints of a developing culture
  - what do you think?
- The Quality Initiative phase is done and our report to HLC was accepted
- We continue to develop new tools
- The primary engine for our assessments remains "REFLECTION FOR ACTION."

CHECK OUT THE WEBSITE

- https://www.luc.edu/clas/aboutclas/projecttimeline/ (check out Phase 2 for report)
- https://www.luc.edu/clas/projectsupports/newresourceself-pacedlearningmodules/ (check out the PLO "self-paced learning module)

CONTINUOUS IMPROVEMENT…

AAAR Item	2023 AAAR	2024 AAAR
Overall yield	35 academic units provided 43 reports.	37 academic units provided 38 reports.
Use of a curriculum map.	93% of the reports provided a "complete" curriculum map; 7% provided a "partial" map.	76% of the reports provided a "complete" curriculum map; 22% provided a "partial" map.
Use of an embedded assessment activity that exemplifies how students are meeting a PLO.	In > 90% of the reports, some type of student artifact was described or collected (69% received a "complete" rating and 22% a "partial" rating).	In > 93% of the reports, some type of student artifact was described or collected (67% received a "complete" rating and 26% a "partial" rating).
Indications of what the program has learned from the process and how the program intends to use what they learn.	> 91% of the reports provided a summary, 89% of the reports indicated specific intentions for use of the data to inform their programs (50% of responses were rated complete and 39% were rated partial).	> 94% of the reports provided a summary, 90% of the reports indicated specific intentions for use of the data to inform their programs (53% of responses were rated complete and 37% were rated partial).

CONTINUOUS IMPROVEMENT…

AAAR Item	2023 AAAR	2024 AAAR
Student Artifacts (% complete)	- 69% collected - 51% corresponded to target PLO - 35% provided # of students data represents	- 67% collected - 65% corresponded to target PLO - 55% provided # of students data represents
Methods	direct/embedded 63% 40% evaluated with rubric/tool (>21% absent)	direct/embedded 65% 57% evaluated with rubric/tool (>9% absent)
Results Reported	55% provided context (who/when assessed) 45% provided quant info *(>24% absent)*	63% provided context (who/when assessed) 47% provided quant info *(>17% absent)*
Collaboration	68% collective input from multiple faculty 61% data is shared among faculty	70% collective input from multiple faculty 58% data is shared among faculty
Use of data	50% Intentions for specific use of data 44% actions tied to results of assessment	53% Intentions for specific use of data 49% actions tied to results of assessment

USING DATA

USE OF DATA

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- Arguably the most important aspect of assessment -- using the data to improve student learning.
- Simply gathering data does not necessarily promote change.
- Acting on data is often an afterthought in assessment plans.

COUTESTY OF HLC WORKSHOP, MAY 2021

LOOKING AT REAL DATA

Unit: Global Studies

Program: BA in Global Studies

Course: Per Curriculum Map

PLSC 102: IR in Age of Globalization

GLST 302: States and Firms

GLST 303: Technological Change & Society

Artifact: *Please write a short essay (ca. 300-500 words) describing and analyzing at least one aspect of the political system of two countries outside North America.*

PLO: POLITICAL SYSTEM: Demonstrate an ability to describe and analyze the modern political system of at least two countries outside of North America

RUBRIC

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Exceptional: Excellent work. The quality of the arguments is extremely high, and each is exceedingly well elaborated and explained. The central thesis is expertly reasoned, linked to the existing literature in the field, and supported by abundant evidence and supporting data. The writing style is of remarkable quality and contains no spelling or grammatical errors. The bibliography draws almost exclusively from academic source material and is correctly presented using MLA, APA, or Chicago citation formats. No amount of revision would fundamentally improve the overall caliber of the work as it is already outstanding.

High: Very good work overall. The central thesis is clear and well supported by theory, reason, logic, and data. Arguments in support of this thesis are present, but while clear, could be slightly elaborated or clarified with only a small amount of revision. The writing style, while still at the high level expected of a college graduate, could be simplified, polished, and improved to enhance the overall presentation. For example, a particular argument may be clearly presented and explained but might suffer from a lack of supporting evidence such that it borders on an argument by assertion rather than one supported by evidence. Nonetheless, the overall essay is very well written, researched, and presented.

Target: A solid essay overall, but one that could be improved with relatively minor revisions. A central thesis is present and connected to supporting arguments, evidence, and the existing literature; however, the writing style, research, and/or data presentation leaves a window for improvement and revision. That said, the work is representative of what our average graduate ought to be able to produce.

Acceptable: The work is acceptable, however, suffers from numerous shortcomings that detract from the overall effort. Arguments are often ill supported and typically vaguely explained. Written work could stand substantial revision and improvement for clarity, basic grammar, citation/reference requirements, and overall presentation. In short, this is acceptable but not what we expect or hope to receive from our graduates.

Low: Does not meet the standards expected of students in the Global Studies Program.

PRACTICE – REFLECTION FOR ACTION

	Exceptional	High	Target	Acceptable	Low
Program Learning Outcome					
POLITICAL SYSTEMS: Demonstrate an ability to describe and analyze the modern political system of at least two countries outside of North America.	7 (15.6%)	16 (35.6%)	17 (37.8%)	5 (11.1%)	-

"A total of 46 students submitted portfolios upon their graduation either last fall (4) or this spring (42). Unfortunately, only 45 could be assessed as one student failed to follow the prompt to analyze a political system *outside* of North America and choose to instead to review the U.S. territory of Puerto Rico alongside Nigeria as they "are some of [her] favorite countries". While Puerto Rico is not technically in North America as it lies between the Caribbean and North American continental plates and is part of the Greater Antilles island chain, its political system, as the student noted, makes it part of the U.S., the only country explicitly excluded from the scope Global Studies. Thus, her portfolio was set aside and was not assessed, although her comments on the strength and weaknesses of the Program were included. All other submitted portfolios met or exceeded our Target-level of expectation, and more than half (51.2%) demonstrated a High or Exceptional level of achievement. When asked to indicate which course(s) they drew on to complete the portfolio, students cited 46 different classes across ten different departments. While not all students provided this information, most did and the results suggest a broad exposure to this PLO throughout the program's offerings."

LOOKING AT REAL DATA (2)

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Unit: Physics

Program: BS in Theoretical Physics and Applied Mathematics

Courses: PHYS 111/121 College Physics I with Calculus + lab

Artifact: *Concept inventory exams administered in a pre-test/ post-test format, beginning and end of semester*

PLO: Demonstrate foundational knowledge in physics and mathematics, and the acquisition of new knowledge via the scientific method

RUBRIC

How to score the test

- Download the answer key from PhysPort (www.physport.org/key/HFCI)
- Each student's score is their percentage correct out of 14 questions.
- See the **PhysPort Expert Recommendation on Best Practices for Administering Concept Inventories** for instructions on calculating normalized gain and effect size (www.physport.org/expert/AdministeringConceptInventories/)
- Use the **PhysPort Assessment Data Explorer** for analysis and visualization of your students' responses (www.physport.org/explore/HFCI)

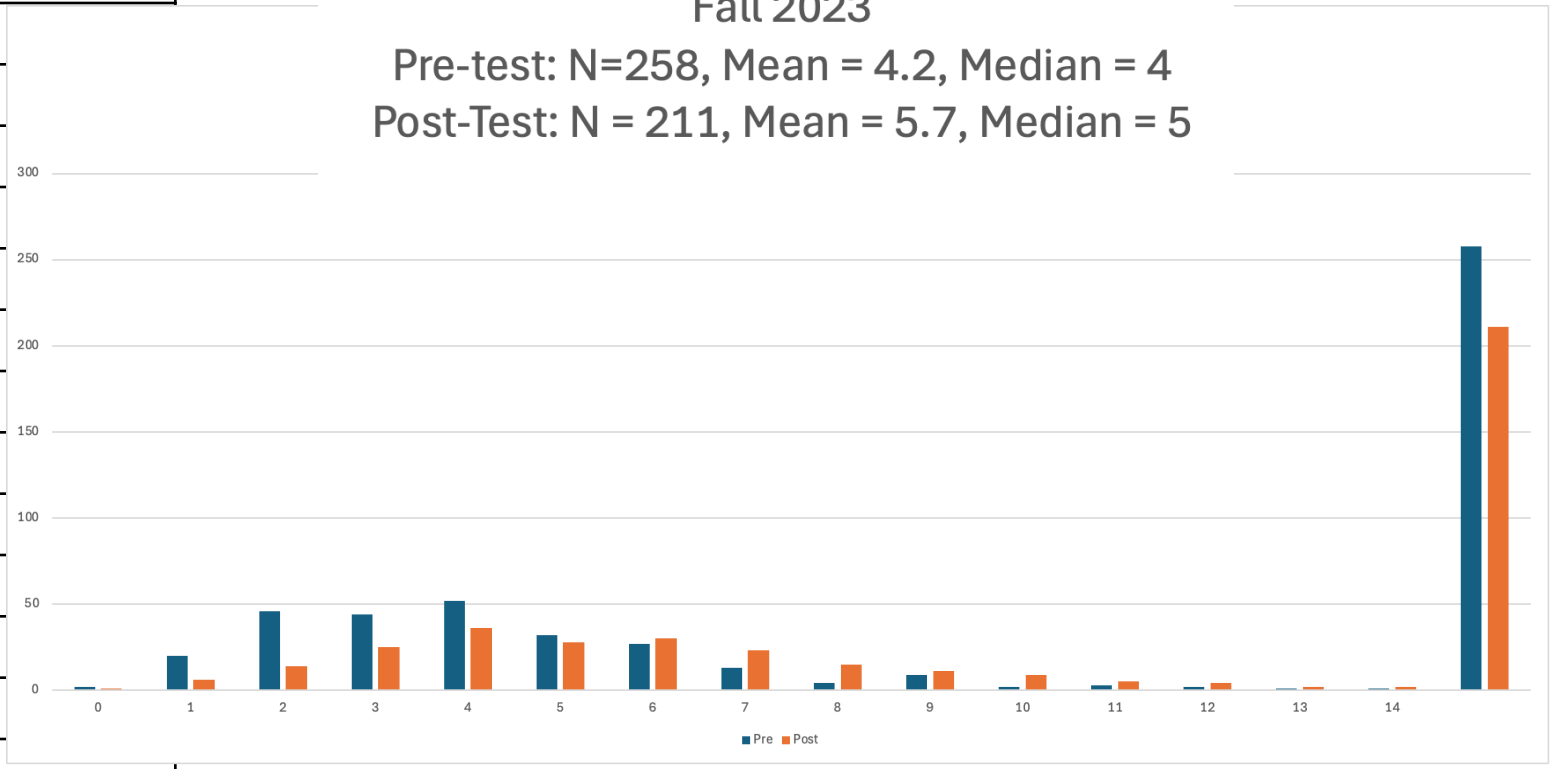
Anonymized results of the assessments are collected for entire cohort of students

Group's improvement over the course of the semester is tracked

Statistically significant improvement between the two tests is considered a proxy for meeting PLO 1 at the program level

PRACTICE – REFLECTION FOR ACTION

Score	Pre	Post
0	2	1
1	20	6
2	46	14
3	44	25
4	52	36
5	32	28
6	27	30
7	13	23
8	4	15
9	9	11
10	2	9
11	3	5
12	2	4
13	1	2
14	1	2
	258	211



LOOKING AT DATA

EXAMPLES FROM HLC WORKSHOP

TRANSFORMING DATA INTO INFORMATION

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Data + Interpretation = Information

The opportunity to engage in reflection for action

TRANSFORMING DATA INTO INFORMATION

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Breaking it down step by step…

- Overall average
- Achievement by performance indicators
- Achievement by student
  - By score
  - By desired benchmark

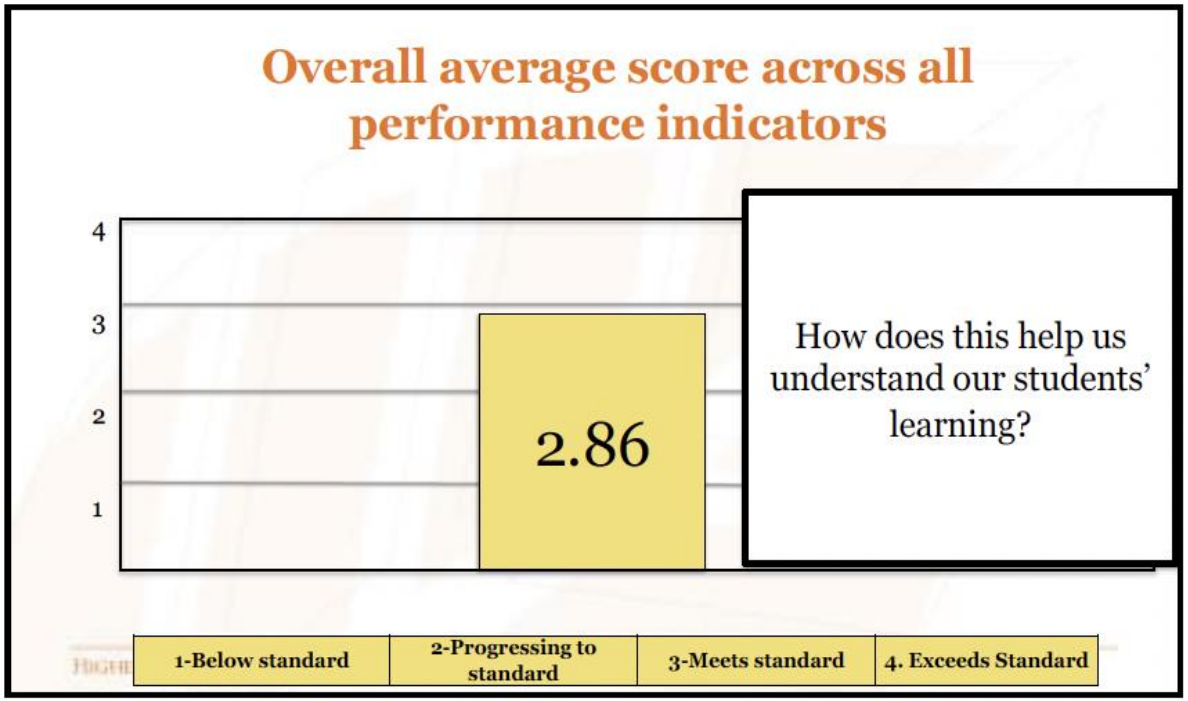
HLC data 1

Overall average

Note: Performance indicators are like the elements of a rubric. E.g., if PLO is about communication, indicators could be eye contact, fluency, content accuracy, engaging audience, etc.

Student scores

	4-Exceeds standard	3-Meets standard		2-Progressing to standard	1-Below standard	
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	
1	3	2	3	3	3	
2	3	4	4	3	3	
3	3	2	3	3	2	
4	3	3	3	3	3	
5	3	3	2	3	2	
6	2	2	3	3	3	
7	3	3	3	2	1	
8	3	4	4	3	3	
9	3	3	2	4	2	
10	3	3	4	3	3	
11	2	3	3	2	2	
12	3	3	4	4	3	
13	2	3	3	2	3	
14	2	2	3	2	3	
15	3	3	3	4	2	
16	2	3	4	3	4	
						2.86



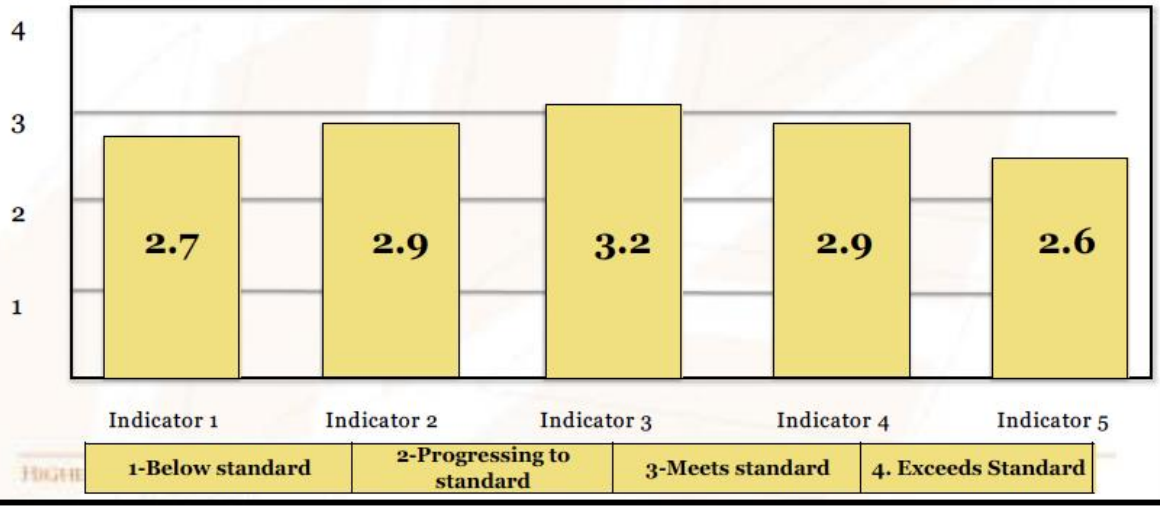
HLC data 2

By performance indicators (score)

Performance by Indicator

	4-Exceeds standard	3-Meets standard		2-Progressing to standard	1-Below standard
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
1	3	2	3	3	3
2	3	4	4	3	3
3	3	2	3	3	2
4	3	3	3	3	3
5	3	3	2	3	2
6	2	2	3	3	3
7	3	3	3	2	1
8	3	4	4	3	3
9	3	3	2	4	2
10	3	3	4	3	3
11	2	3	3	2	2
12	3	3	4	4	3
13	2	3	3	2	3
14	2	2	3	2	3
15	3	3	3	4	2
16	2	3	4	3	4
	2.7	2.9	3.2	2.9	2.6

Average performance on each indicator

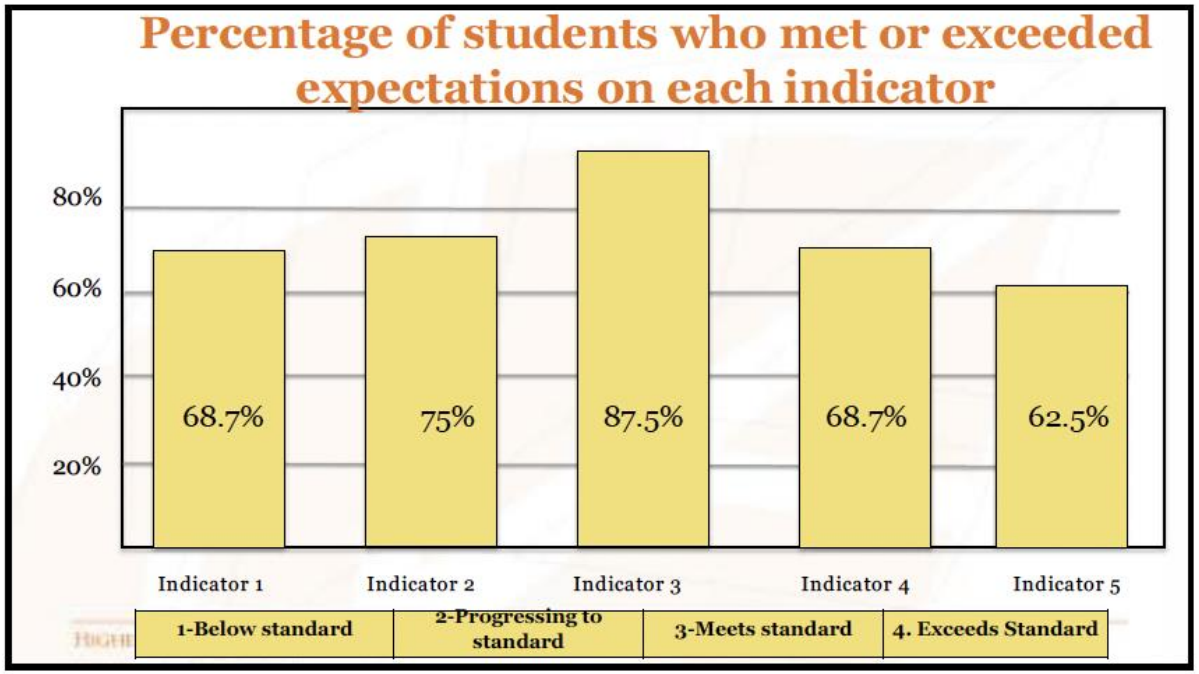


HLC data 3

By indicator (%)

Percent of students who met or exceeded standard by indicator

	4-Exceeds standard	3-Meets standard	2-Progressing to standard	1-Below standard		
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	
1	3	2	3	3	3	
2	3	4	4	3	3	
3	3	2	3	3	2	
4	3	3	3	3	3	
5	3	3	2	3	2	
6	2	2	3	3	3	
7	3	3	3	2	1	
8	3	4	4	3	3	
9	3	3	2	4	2	
10	3	3	4	3	3	
11	2	3	3	2	2	
12	3	3	4	4	3	
13	2	3	3	2	3	
14	2	2	3	2	3	
15	3	3	3	4	2	
16	2	3	4	3	4	
	68.7%	75%	87.5%	68.7%	62.5%	



STOP, THINK, DISCUSS

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What is the difference between looking at indicator score (HLC 2) vs indicator % (HLC 3)?

What do you learn about the students in each case?

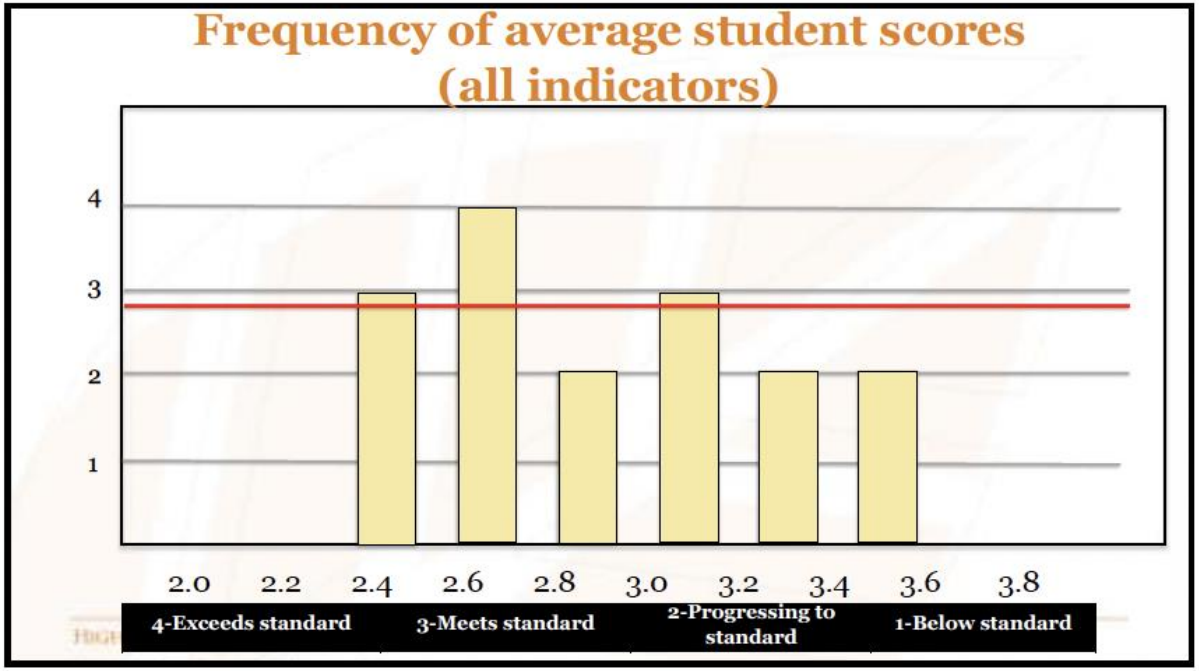
What else might you want to know about the students to help you think about the data?

HLC data 4

By student

Average Scores for Each Student

	4-Exceeds standard	3-Meets standard	2-Progressing to standard	1-Below standard		
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Average score /4
1	3	2	3	3	3	2.8
2	3	4	4	3	3	3.4
3	3	2	3	3	2	2.6
4	3	3	3	3	3	3
5	3	3	2	3	2	2.6
6	2	2	3	3	3	2.6
7	3	3	3	2	1	2.4
8	3	4	4	3	3	3.4
9	3	3	2	4	2	2.8
10	3	3	4	3	3	3.2
11	2	3	3	2	2	2.4
12	3	3	4	4	3	3.4
13	2	3	3	2	3	2.6
14	2	2	3	2	3	2.4
15	3	3	3	4	2	3
16	2	3	4	3	4	3.2

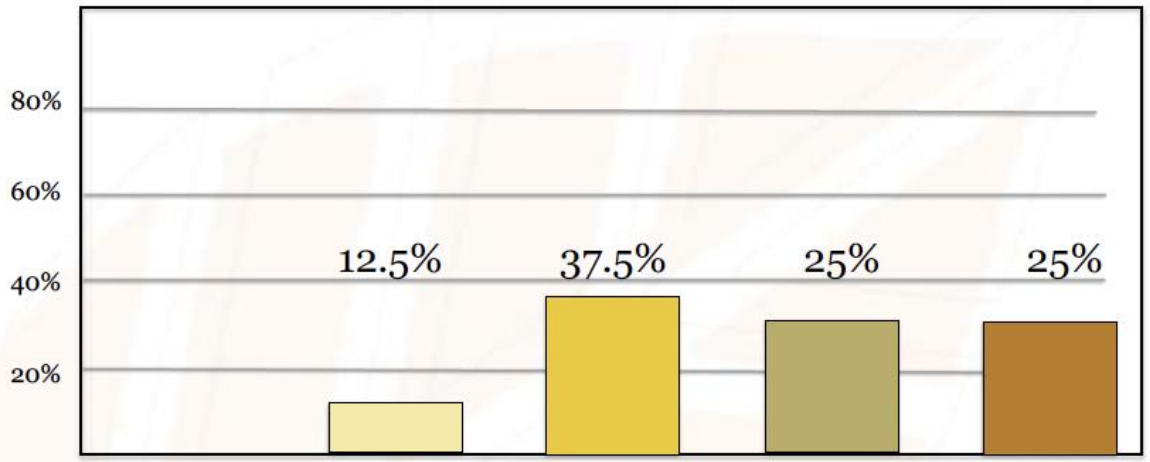


HLC data 5

Percent of students who met or exceeded standard on ALL indicators

	4-Exceeds standard	3-Meets standard		2-Progressing to standard	1-Below standard	
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicators Met
1	3	2	3	3	3	4
2	3	4	4	3	3	5
3	3	2	3	3	2	3
4	3	3	3	3	3	5
5	3	3	2	3	2	3
6	2	2	3	3	3	3
7	3	3	3	2	1	3
6	3	4	4	3	3	4
9	3	3	2	4	2	3
10	3	3	4	3	3	5
11	2	3	3	2	2	2
12	3	3	4	4	3	5
13	2	3	3	2	3	3
14	2	2	3	2	3	2
15	3	3	3	4	2	4
16	2	3	4	3	4	4

Percent of students who exceeded standards on performance indicators



STOP, THINK, DISCUSS

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What do these different kinds of information do you see in the data by student slides HLC 4-5 tell you?

What determines the approach you should take to your data? What is the purpose of your analysis?

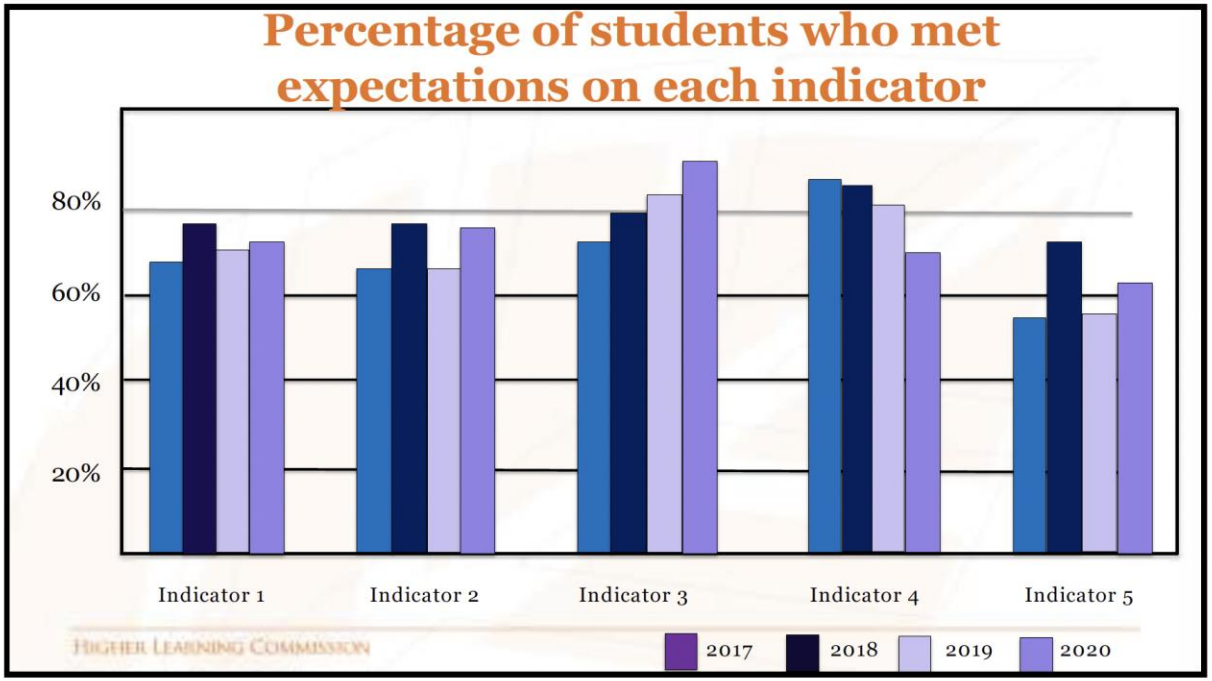
INTERPRETING THE DATA- TAKEAWAYS

- Look for patterns of evidence: not single data points.
  - ✓ Consistency (over time)
  - ✓ Consensus (different populations)

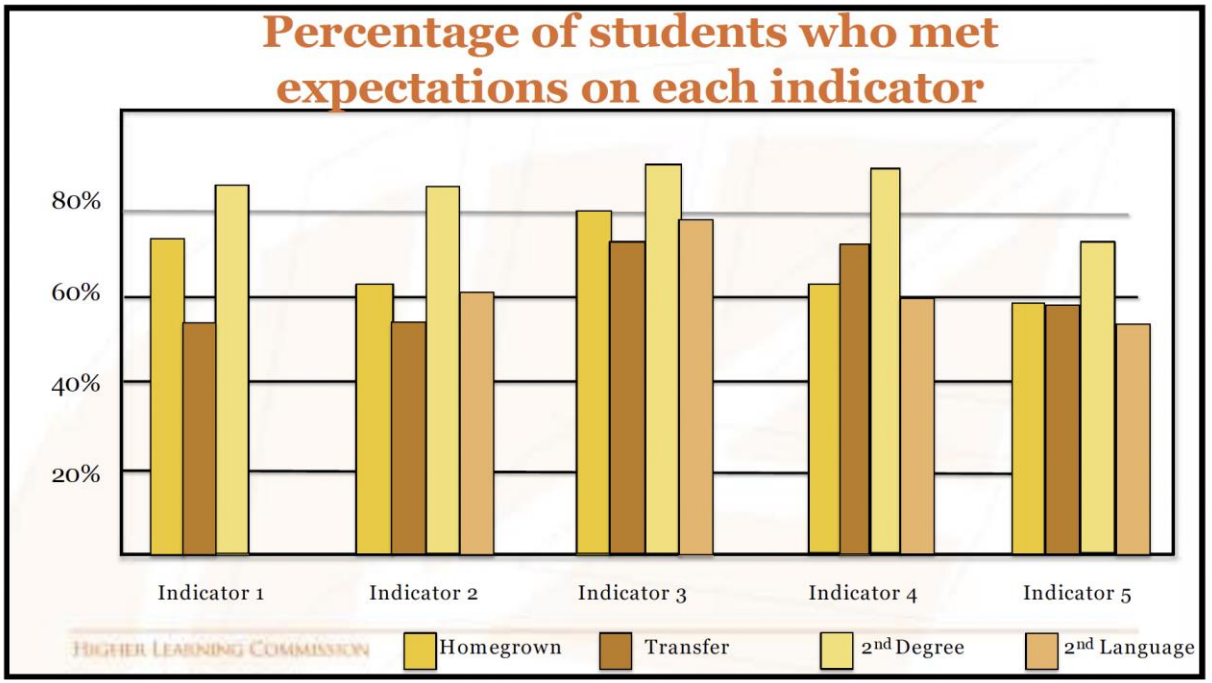
HLC data 7

Patterns of evidence

Consistency (over time)



Consensus (different populations)

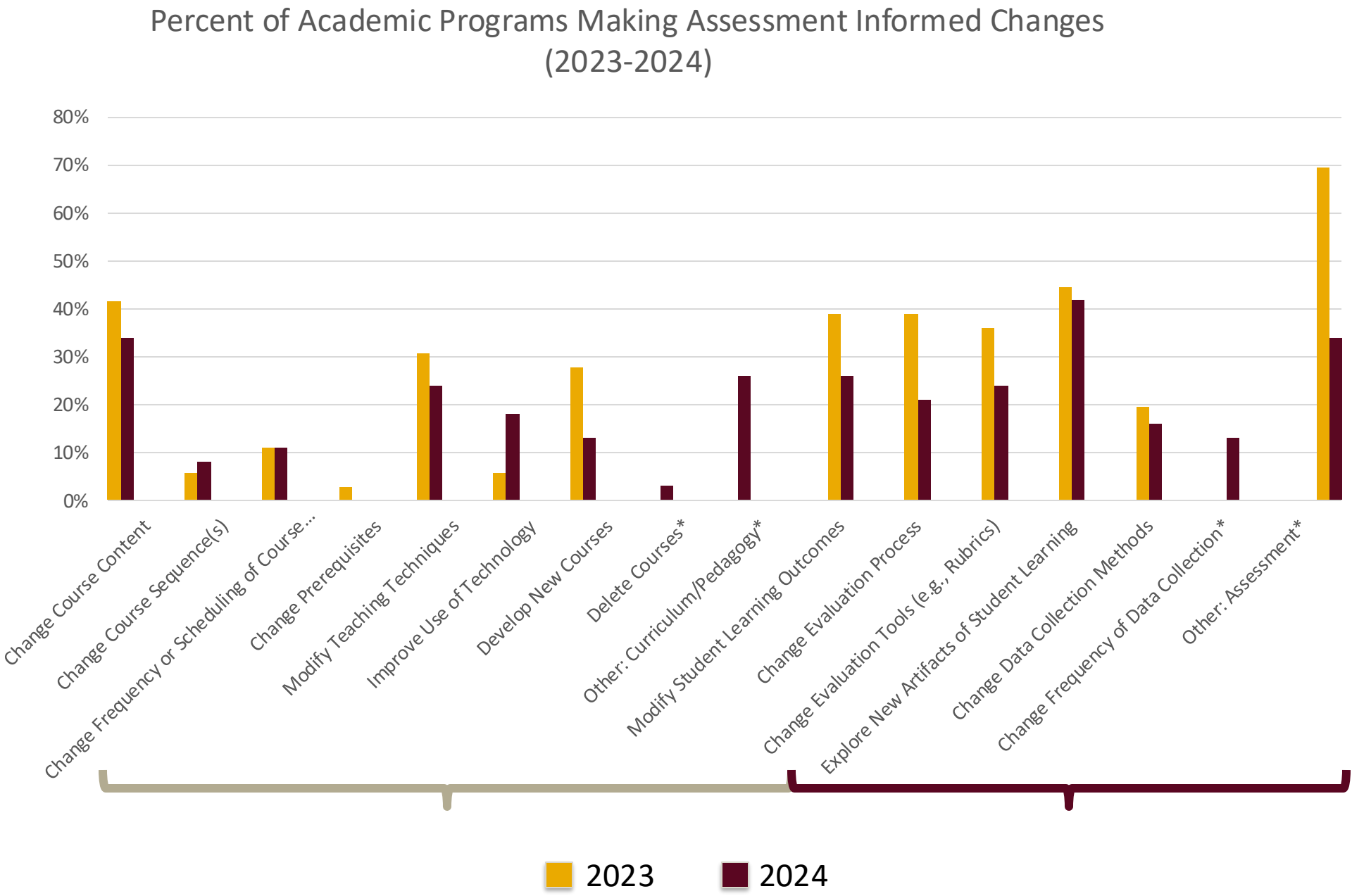


INTERPRETING THE DATA- TAKEAWAYS

- Good data often generate as many questions as answers.
  - ✓ Not everything can be explained
- Who interprets the data?
  - ✓ involving more people can promote commitment to address issues.
- Not a controlled experiment, but you should understand where the data come from so you can interpret and use them effectively.

ACTING ON ASSESSMENT RESULTS

- What can be improved or adjusted?
  - Delivery
  - Curriculum
  - Policies/ practices
  - Resources/ support
- Remember—we asked you to respond to a list of items that specify some of these in the AAARs


Percent of Academic Programs Making Assessment Informed Changes
(2023-2024)
80%
70%
60%
50%
40%
30%
20%
10%
0%
Change Course Content
Change Course Sequence(s)
Change Frequency or Scheduling of Course…
Change Prerequisites
Modify Teaching Techniques
Improve Use of Technology
Develop New Courses
Delete Courses*
Other: Curriculum/Pedagogy*
Modify Student Learning Outcomes
Change Evaluation Process
Change Evaluation Tools (e.g., Rubrics)
Explore New Artifacts of Student Learning
Change Data Collection Methods
Change Frequency of Data Collection*
Other: Assessment*
2023
2024

ACTING ON ASSESSMENT RESULTS

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- What can be improved?
  - ✓ You can use the data to change the assessment process itself…just not all the time!
  - ✓ Monitor the data, but you don't need to change all things all the time.
    - ❑Continuous improvement does not mean you have to get better at everything every semester.
    - ❑If students are performing with a particular learning outcome, you may not need to make major changes.
    - ❑Allows you to prioritize where you do need to focus time and resources.

A CHANCE TO APPLY THIS

YOU AND YOUR DATA

- Where are you with your 2025 data collection and reflection?
- How are you transforming your data into information?
- Let's spend a little time looking at what you have and how you might present it in a way that gives information you may want to act upon.

TRANSFORMING DATA INTO INFORMATION – SETTING IT UP

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These are ways to set up data that we just reviewed – do they work for you?

- Overall average
- Achievement by performance indicators
- Achievement by student
  - By score
  - By desired benchmark

USING DATA

- Ask yourself these questions as you look at your data:
  - Did we expect this result?
  - What else do we want to know?
  - What could explain this?
  - What accounts for the differences we found?
  - What contributes to this result?
  - What could we do to address this?

SHARE OUT FROM TABLES

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What have you learned from looking at your data?

What do you need support with?

RESOURCES AVAILABLE

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Example documents in Teams site in UAL Channel

Other resources (slides from workshop), CLAS website, suggested timeline

Assessment support drop-in sessions (interest?)

Request support form on CLAS website

WHAT'S NEXT?

- AAAR 2025 question list and rubric will not likely change, but if it does we will let you know by April 1
  - Try the assessment timeline document in the folder
  - Use lessons learned from previous reports to report on a different program
  - Due Aug 1, 2025
- Reach out if you are interested in helping score reports in the fall!

Please fill out the feedback form and tell us what you think we should focus on next year!

MARK YOUR CALENDARS!

Our site visit is March 17-18!

There will be open forums for faculty, staff and students.

Schedule to be released next week - please attend!

THANK YOU!

Please fill out the feedback form and tell us what you think we should focus on next year!

Link to survey