Academic Assessment Models

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The Challenge

• An Academic Assessment Model that is...
  • Embraced by Faculty
  • Not (too) Time Consuming
  • Fits Institutional Needs

• MEANINGFUL
Academic Assessment Models

- Course Based Assignments: Individually Scored
- Course Based Assignments: Collaboratively Scored
- Collaborative Institutional Assignments
- Standard National Instruments
Course-Based Assignments: Individually Scored

Students complete performance based assignments within individual courses; in isolation faculty apply outcome specific rubric specific to student artifacts

Pros:
- Data comes from authentic assignments
- Reasonable to assume high-quality student work

Cons:
- Inconsistent data sources and scoring
- Difficult to aggregate
- Focused on individual courses and assignments
## Course-Based Assignments: Collaboratively Scored

Students complete performance based assignments within individual courses; faculty collaborate and apply outcome specific rubric to student artifacts.

### Pros:
- Data comes from authentic assignments
- Reasonable to assume high-quality student work
- Collaborative scoring creates opportunity for analysis, debriefing

### Cons:
- Inconsistencies in work products
- Difficult to collect outcome-level work products
Collaborative Institutional Assignments

Students complete single locally developed task; faculty collaborative apply outcome specific rubric to student artifacts

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
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<tbody>
<tr>
<td>• Consistent data source</td>
<td>• Student recruiting challenges</td>
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<td>• Collaborative scoring creates opportunity for analysis, debriefing</td>
<td>• Sampling</td>
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<td>• Potential student work quality issues</td>
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Standardized National Instruments

Students complete test and/or surveys designed to provide institutions with nationally normed scores and comparability statistics

Pros:
- Nationally normed – important for some stakeholders
- Comparisons with peer institutions

Cons:
- Costly
- Disconnected from local curriculum
- Limited incentive for student participation – trustworthy results?
The Challenge

- Large number of Assessment Terms...
  - Formative vs Summative
  - Direct vs Indirect
  - Measurement Tools & Assignments
    - Objective vs Subjective
    - Quantitative vs Qualitative
    - Validity and Reliability
Assessment

A systematic and ongoing effort to collect, analyze, and interpret evidence that describes institutional, departmental, divisional, or program effectiveness, **ultimately to improve student learning and development.**

**Formative**

Refers to assessment that is carried out throughout the course, project, or time-frame to provide feedback regarding whether the objective is being met. Formative assessment may be conducted for the following reasons: program improvement; to provide feedback to improve teaching, learning, and curricula; to identify students’ strengths/weaknesses and to assist in placing students based on their needs.

**Summative**

Refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the objective was achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons: evaluation and accountability; decision-making regarding fund allocation; to aid in program level decision-making.
Assessment Methods

Refers to how the outcome or goal is assessed; generally describes how the information/data will be collected. Additionally the method specifies from whom the data will be collected and at what time points.

Direct Measurement

- Measures that require the student to demonstrate his/her knowledge and skills in response to the instrument. Examples 1) achievement tests such as objective tests; 2) student academic work such as essays, presentations, portfolios, and course assignments; 3) observations or case studies.

Indirect Measurement

- Measures that ask students to reflect on their learning rather than to demonstrate it. Examples include self-report methods such as surveys, interviews, and focus groups.
Assessment Tools

Refers to the specific instrument or means of collecting the desired information. Example assessment tools include but are not limited to objective test, analytic rubrics, and surveys.

Objective Test

A test consisting of factual questions requiring extremely short answers that can be quickly and unambiguously scored by anyone with an answer key, thus minimizing subjective judgments by both the person taking the test and the person scoring it.

Analytic Rubric

A scoring key. A rubric is a grid that outlines identified criteria for successfully completing an assignment or task and establishes levels for meeting those criteria. Rubrics provide an efficient and reliable way to evaluate complex products or performances and to define precise outcomes and expectations.
In order for assessment data to be sound, they must be free of bias and distortion. Reliability and validity are two concepts that are important for defining and measuring bias and distortion.

**Reliability**

The extent to which an assessment method produces consistent and repeatable results. Reliability is a precondition for validity.

**Validity**

The extent to which an assessment method measures or assesses what it claims to measure or assess. A valid assessment instrument or technique produces results that can lead to valid inferences.
Academic Assessment Cycle

**Mission**
Primary purpose of the unit, whom the program serves, the standards to which it aspires, and the program’s connection to the broader institutional mission

**Student Learning Outcomes**
Select or develop measurable student learning outcomes

**Teaching Strategies**
Identify classes, instructional strategies, and assignments to foster outcomes

**Action Plans**
Make adjustments in curriculum and instructional strategies to address weaknesses and strengths

**Findings and Analysis**
Analyze assessment results

**Data Collection**
Measure student learning outcomes

**Measure Outcomes**
Select or develop measures that are capable of providing information for assessment purposes