Using Technology to Manage Large-Scale Assessment

Presented by: Ms. Leah Parsons SIMPSON
University of Kentucky, USA
How Can I.....

... know if my programs are effective?

...leverage insight to make improvements?

...secure the buy-in of faculty and staff?

...support accreditation efforts?

...streamline the assessment process?
Traditional approaches to outcomes assessment require layers of additional, redundant work from faculty, students and assessment professionals.
Course content could be missing the mark in terms of aligning with learning outcomes
Educators are unable to effectively identify gaps in course or program content.
Assessment coordinators face challenges around the compilation & analysis of resulting data.
Outcomes Assessment = Systematic collection of information about student learning, using the time, knowledge, expertise and resources available in order to inform decisions about how to improve learning.
What is Embedded Assessment?

Identifying assignments or other student performances in the existing curriculum (course sections) that are presented and graded normally, but from which staff may also collect & evaluate student work products in support of program or institutional outcomes assessment for the purpose of improvement.
Benefits of Embedded Assessment

• Aligned to existing curriculum
• Faculty effort lower & use of results is higher
• Course-level evaluation can serve double-duty
• Program- or institution-level collection & assessment much easier
• Authentic assessment
• Students motivated to provide best work
• Supports better collaboration & planning
• Can support analysis at course, program, and institution levels
Blackboard Learn for Outcomes Assessment

• Supporting institutions in the assessment of their program and institutional performance for accreditation & continuous improvement

• Supporting Capabilities
  – Learning Outcomes
  – Rubrics
  – Direct & indirect measurement
  – Reporting
  – Integration with Blackboard Learn
A New General Education Program

- 2008
- Embedded assessment
  - Authentic assessment
  - Encourages the students’ best work
  - Directly aligned to program learning outcomes
- 30,000 assessable student work assignments per year
Partner with IT

• Gather evidence directly from the courses
• Paperless
• Non-intrusive for faculty and students
Solution = Bb Outcomes

• No other products focusing on large-scale assessment at the program level
• Integrated easily with Bb Learn
• Moving in the direction that we wanted to go
Beginning the 3rd Round of Assessment

• Piloted the system in Fall 2010
• Completed UK Core Assessment in Fall 2011
  – LO #2 – Communication & Composition
  – LO #4 – Citizenship
• May 2012 – UK Core Assessment Institute
  – LO #1 – Inquiry (4 areas)
  – LO #3 – Quantitative Reasoning (2 areas)
Assessment Partners

IT & Assessment

Faculty & Students

Evaluators
Assessment Process

1. Align all assignments to the appropriate learning outcome
2. Gather a 10% sample from the total to evaluate
3. Distribute assignments for evaluation to evaluators
4. Monitor Reports

Evaluate
Inter-Rater Reliability

• 10% of all the evaluated assignments were assessed twice in order to determine inter-rater reliability
## The Evaluator View

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<tr>
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The Evaluator View

Evaluate C&C 1 for Student Assignment

General Information
Title: C&C 1
Course: Asmi-Offc: Assessment Office Practice Shell (Asmi-Offc)
Status: Evaluated on Monday, March 26, 2012 11:46:25 AM EDT

Sample Information
Student: Student Assignment
Submission Date: 10/13/11 12:55 PM
Submission Text:
Related Files: paper.pdf

Evaluate Rubric: UK Core: Communication

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LEVELS OF ACHIEVEMENT:
4: Written Communication is intelligible and is supported by sound evidence and reasoning appropriate for the assigned rhetorical situation (audiences and purposes).
3: Written Communication is intelligible and has evidence and reasoning with minor weaknesses written communication is appropriate for rhetorical situation.
2: Written Communication is mostly intelligible but lacks sound evidence or reasoning, communication is somewhat appropriate rhetorical situation.
Spring 2012 Evaluations

• 3 days of evaluation
  – Norm and evaluate with 2 rubrics per day

• 2 Student Learning Outcomes
  – Inquiry: 4 parts and 4 separate rubrics
  – Quantitative Reasoning: 2 parts and 2 separate rubrics

• Anticipate 950 total evaluations
## Monitor Reports

### Fall 2011 UK Core Evaluations

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Next Steps

• Report on results to relevant stakeholders
• Plan improvements for future assessments
• Previous improvements include:
  – Creation of an assessment academy
  – Modification of evaluation rubrics