Assessing student learning at the Graduate Level:
Four Core Areas through a Common Activity

A Pilot Study

2012 Assessment Institute in Indianapolis
October 30, 2012

Datta Kaur Khalsa, Ph.D., Director of Assessment, Graduate School Education Department
Yan Zhang Cooksey, Ph.D., Director, Learning Outcomes Assessment, Graduate School Dean’s Office
Kathryn Klose, Ph.D., Associate Chair & Director, Graduate School Finance Management & Accounting

University of Maryland University College

UMUC’s Levels of Assessment
UMUC’s Assessment Goal

Current Model: 3-3-3 Model

3-3-3 Assessment Model: 3 years - 3 rounds - 3 stages

- **Beginning of Program**: 0-9 credits, 5 SLEs
  - Spring - Round 1
- **Mid Program**: 10-18 credits, 5 SLEs
  - Spring - Round 2
- **End of Program**: 19-36 credits, 5 SLEs
  - Spring - Round 3

3 years

Revise

University of Maryland University College
### Current Assessment Model

#### 3-3-3 Model

**Current Model:** 3-3-3 Model

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>• Tested rubrics</td>
<td>• Added faculty workload</td>
</tr>
<tr>
<td>• Reasonable collection points</td>
<td>• Lack of consistency in assignments</td>
</tr>
<tr>
<td>• Larger samples - more data for analysis</td>
<td>• Variability in applying scoring rubrics</td>
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</tbody>
</table>

[Image of assessment model with assignments and rubrics]

[Image of University of Maryland University College logo]
C2 Model: Common activity & Combined rubric

Compare 3-3-3 Model to (new) C2 Model

<table>
<thead>
<tr>
<th>Current 3-3-3 Model</th>
<th>Combined Activity/Rubric (C2) Model</th>
</tr>
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<tbody>
<tr>
<td>• Multiple Rubrics: one for each of 4 SLEs</td>
<td>• Single rubric for all 4 SLEs</td>
</tr>
<tr>
<td>• Multiple assignments across graduate school</td>
<td>• Single assignment across graduate school</td>
</tr>
<tr>
<td>• One to multiple courses/4 SLEs</td>
<td>• Single course/4 SLEs</td>
</tr>
<tr>
<td>• Multiple raters for the same assignment/course</td>
<td>• Same raters/assignment/course</td>
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<tr>
<td>• Untrained raters</td>
<td>• Trained raters</td>
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Phase I (C2) Pilot Study

3 Graduate Programs
4 SLEs with One Rubric
One Common Activity

Hired Raters = Norming

Phase I Norming Timeline

Phase I Pilot Study Timeline – Spring 2012

- **Week 1**
  - Norming Session 1:
    - Rater orientation of scoring process, activity, rubric and timeline

- **Week 2**
  - Scoring Session 1: Anchor paper grading
  - Norming Session 2: Asynchronous comparative discussion

- **Week 3**
  - Norming Session 3:
    - Live conference discussing anchor results and rubric questions

- **Week 4**
  - Scoring Session 2:
    - 10-day grading period of all student papers by raters

- **Week 5**
  - Norming Session 4:
    - Live conference on results with feedback for improvement

- **Week 6**
  - Pilots student data processed and analyzed
Phase II Pilot Study

Apply Lessons Learned

- Same Papers
- Condensed Rubric
- Same Common Activity

Retrained Raters = Norming with Condensed Rubric

Phase II Results – Acceptable ICC

Acceptable Level of Inter-rater Reliability: 0.7*

Average Measures of ICC-Phase I & II

<table>
<thead>
<tr>
<th>Intraclass Correlation Coefficients</th>
<th>Phase I</th>
<th>Phase II</th>
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<tbody>
<tr>
<td></td>
<td>0.44</td>
<td>0.75</td>
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</table>

Met Goals – Simplification!

1. Shifted the faculty grading workload to external, trained raters,

2. Incorporated training and norming sessions to improve rubric consistency and use,

3. Eliminated assignment disparities by employing one common activity across the Graduate School, and

4. Provided tighter alignment between the assignment and rubric.

Future

- Phase III
- More Programs

Rating Procedure

Graduate School-Wide Implementation
Helpful for you?

Yan Zhang Cooksey, Ph.D. yan.cooksey@umuc.edu
Datta Kaur Khalsa, Ph.D. dattakaur.khalsa@umuc.edu

Paper to be published in:
Research and Practice in Assessment, Winter 2012
http://www.rpajournal.com
(Release date is Friday, November 16th)

References
