

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

A Pilot Study



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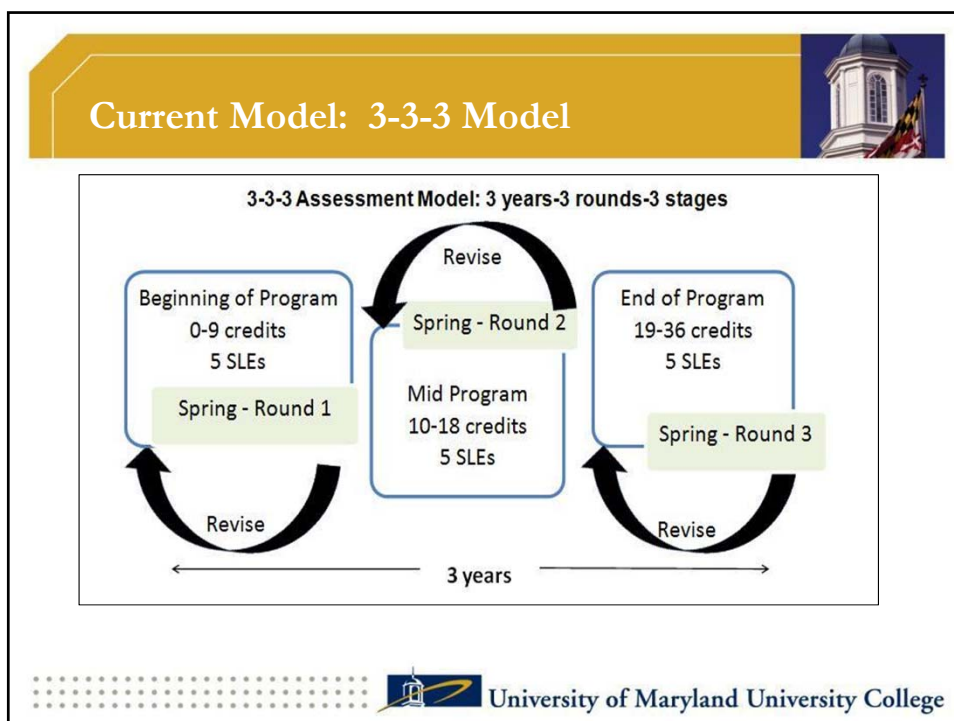
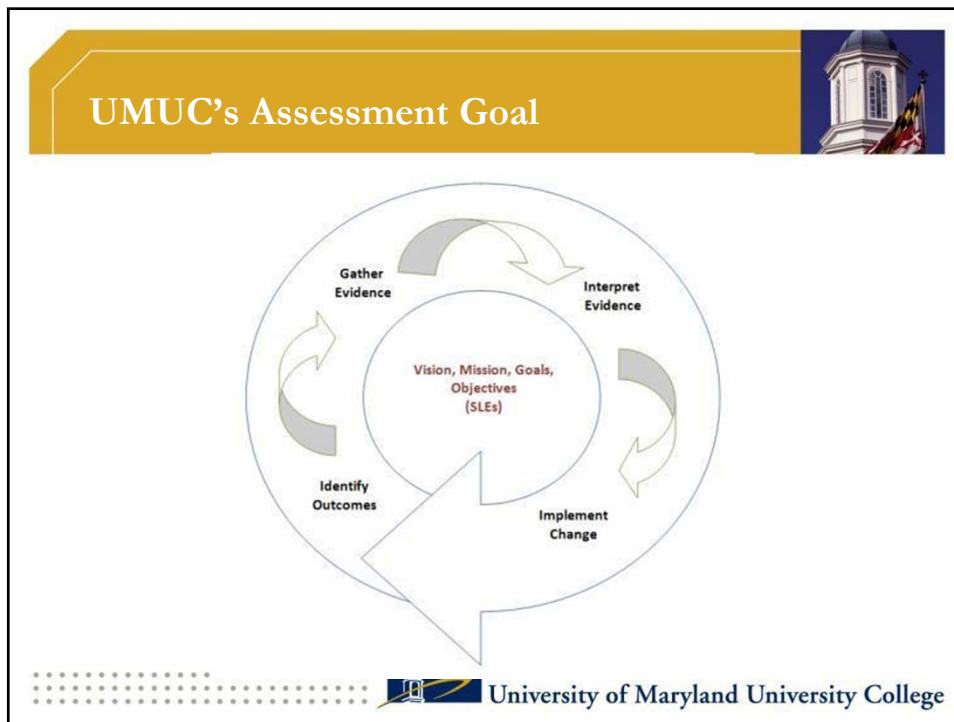


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UMUC's Levels of Assessment













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Current Assessment Model

3-3-3 Model


Current Model

This Assignment	That Assignment	Another Assignment	Yet One More Assignment	Try this Other Assignment
				
↓	↓	↓	↓	↓
				
COMM	INFO	TECH	KNOW	THIN


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Current Model: 3-3-3 Model





Strengths:	Weaknesses:
<ul style="list-style-type: none"> Tested rubrics 	<ul style="list-style-type: none"> Added faculty workload
<ul style="list-style-type: none"> Reasonable collection points 	<ul style="list-style-type: none"> Lack of consistency in assignments
<ul style="list-style-type: none"> Larger samples - more data for analysis 	<ul style="list-style-type: none"> Variability in applying scoring rubrics


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C2 Model: Common *activity* & Combined *rubric*




C2 Model

<p>CoA</p> 		<p>Discipline Assignment</p> 
↓		↓
 <p>ComR</p>		 <p>KNOW</p>




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




Current 3-3-3 Model	Combined Activity/Rubric (C2) Model
• Multiple Rubrics: one for each of 4 SLEs	• Single rubric for all 4 SLEs
• Multiple assignments across graduate school	• Single assignment across graduate school
• One to multiple courses/4 SLEs	• Single course/4 SLEs
• Multiple raters for the same assignment/course	• Same raters/assignment/course
• Untrained raters	• Trained raters



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Phase I (C2) Pilot Study



3 Graduate Programs



4 SLEs with One Rubric

One Common Activity

Hired Raters


=

Norming

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Phase I Norming Timeline




Phase I Pilot Study Timeline – Spring 2012	
Week 1	<ul style="list-style-type: none"> Norming Session 1: Rater orientation of scoring process, activity, rubric and timeline
Week 2	<ul style="list-style-type: none"> Scoring Session 1: Anchor paper grading Norming Session 2: Asynchronous comparative discussion
Week 3	<ul style="list-style-type: none"> Norming Session 3: Live conference discussing anchor results and rubric questions
Week 4	<ul style="list-style-type: none"> Scoring Session 2: 10-day grading period of all student papers by raters
Week 5	<ul style="list-style-type: none"> Norming Session 4: Live conference on results with feedback for improvement
Week 6	<ul style="list-style-type: none"> Pilots student data processed and analyzed




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Phase II Pilot Study



Apply Lessons Learned

Same Papers


Condensed Rubric

Same Common Activity

Retrained Raters


=

Norming with
Condensed Rubric



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Phase II Results – Acceptable ICC




Acceptable Level of Inter-rater Reliability: 0.7*

Average Measures of ICC-Phase I & II

		Intraclass Correlation Coefficients	
		Phase I	Phase II
		0.44	0.75

*Nunnally, J. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.



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Met Goals – Simplification!

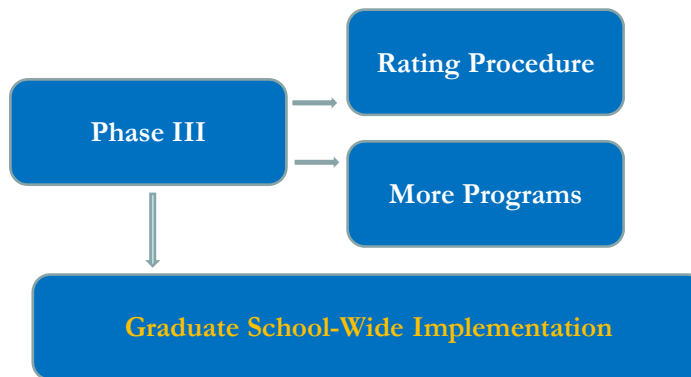


1. Shifted the faculty grading workload to external, trained raters,
2. Incorporated training and norming sessions to improve rubric consistency and use,
3. Eliminated assignment disparities by employing one common activity across the Graduate School, and
4. Provided tighter alignment between the assignment and rubric.



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Future



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Helpful for you?



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References

Khan, R., Khalsa, D.K., Klose, K., & Cooksey, Y.Z. (2012, Winter). Assessing Graduate Student Learning in Four Competencies: Use of a Common Assignment and a Combined Rubric (in press). *Research & Practice in Assessment*.

Nunnally, J. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.



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