Assessment Methods

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- Student Artifacts
- Sampling Student Work
- Creating and Using Rubrics
- Generating Reliable Scores
Faculty Experience

• Senior-level course instructors submitted essays
• Committee drew random sample from these
• Met to discuss a rubric with 3 dimensions, 4 units
  – Written Communication, Substantive Grasp, and Logical Argument
  – Insufficient, Baseline, Competent, Exemplary
• Applied rubrics, compared scores
• Discussed results at faculty meeting
Questions we asked ourselves

• How do we design a rubric aligned with our learning outcome?
• What student work are we most interested in?
• How do we collect that work?
• What can we do to ensure reliable application of the rubric across courses or faculty?
What student work?

Develop a rubric

Applying the rubric

Collecting student work

10-Minute Discussion: challenges, solutions, questions
Working with an Example

- KU has decided to create a new interdisciplinary Center for Entrepreneurial Science and has set a goal to become the “home of the flying car” by 2025.

- The new Center will draw on courses and faculty from the schools of Business, Engineering, and Liberal Arts and will focus on teaching that is grounded in hands-on, experiential learning.

- One of the learning outcomes for the new Center is:

  - **Interdisciplinary Integration**: Students will be able to creatively apply both economic and scientific principles to the development of novel tools, products, or systems.
Working with an Example

• **Before you look at** the examples, work in groups to:

  • **Create** a rubric based on the stated learning outcome
  • **Apply** the rubric to three small artifacts
  • **Compare** results across groups
  • **Assess** the merits of the project in terms of it helping students accomplish the learning outcome
Upcoming CTE Lunch Workshops

• Register at:  [http://assessment.ku.edu/assessment-workshops](http://assessment.ku.edu/assessment-workshops)
• Mar 9       Student Performance Beyond Grades
• Mar 27      Teaching & Evaluating KU Core Goal 4
• Apr 3       The Basics of Program Assessment
• Apr 6       Sampling Student Work from Courses
• Apr 18      Reviewing & Revising Your Assessment Plan