

Department of Political Science
Assessment Guide for 2018-2019 Academic Year
Frequently Asked Questions

1. *My midterm/final exam is designed to measure student performance with respect to **all** of my course expected learning outcomes, not just the outcomes linked to the department's program goals. How do I calculate the percentages you're looking for?*

In assessing student performance on the outcomes linked to the department's program goals, we ask you to assign zero weight to questions or assignments that measure other goals or objectives you've included in your syllabus.

Here is concrete example: Suppose that your final exam includes 10 multiple-choice questions (worth 2 point each), 6 short-answer questions (5 points each), and one essay question (50 points total). When grading the longer essay question, a student's overall score on this question is based on five separate criteria you've defined in your rubric. The hypothetical example we just described is presented in Table 1 below.

Although the exam is graded out of 100 total points, not all of the questions or rubric items are designed to measure achievement with respect to the relevant program goal. For example, MC 1 is relevant to the program goal, while MC 2 is not and the latter is included on the exam to assess other course objectives. Some questions, such as MC 4 in this example, may be relevant both to the program goal *and* to other course goals.

While each student's actual grade will be calculated out of 100 points, for the purpose of the program assessment, ***we ask you to report to us the student's performance only on the relevant questions and rubric criteria.*** In Table 2 below, we've gone through and assigned zero points to all questions and rubric items not related to the department's goal. That leaves 55 remaining points, and you will want to report the percent of students who meet the relevant performance threshold (e.g., 75%, or 41 out of 55 points) on these remaining questions.

Table 1. Example Final Exam Point Breakdown

	Points Possible	Related to program goal?	Related to other course goals?
<i>Multiple-Choice Questions</i>			
MC 1	2	Yes	No
MC 2	2	No	Yes
MC 3	2	No	Yes
MC 4	2	Yes	Yes
MC 5	2	No	Yes
MC 6	2	No	Yes
MC 7	2	Yes	No
MC 8	2	Yes	No
MC 9	2	Yes	No
MC 10	2	No	Yes
<i>Short-Answer Question</i>			
Q1	5	Yes	No
Q2	5	Yes	No
Q3	5	No	Yes
Q4	5	No	Yes
Q5	5	No	Yes
Q6	5	Yes	No
<i>Essay Question</i>			
Rubric Criterion 1	5	No	Yes
Rubric Criterion 2	5	No	Yes
Rubric Criterion 3	10	Yes	No
Rubric Criterion 4	10	No	Yes
Rubric Criterion 5	20	Yes	Yes
<i>Total Points Possible</i>	<i>100</i>		

Table 2. Calculating Relevant Score from Final Exam

	Points Possible	Related to program goal?	Related to other course goals?
<i>Multiple-Choice Questions</i>			
MC 1	2	Yes	No
MC 2	0	No	Yes
MC 3	0	No	Yes
MC 4	2	Yes	Yes
MC 5	0	No	Yes
MC 6	0	No	Yes
MC 7	2	Yes	No
MC 8	2	Yes	No
MC 9	2	Yes	No
MC 10	0	No	Yes
<i>Short-Answer Question</i>			
Q1	5	Yes	No
Q2	5	Yes	No
Q3	0	No	Yes
Q4	0	No	Yes
Q5	0	No	Yes
Q6	5	Yes	No
<i>Essay Question</i>			
Rubric Criterion 1	0	No	Yes
Rubric Criterion 2	0	No	Yes
Rubric Criterion 3	10	Yes	No
Rubric Criterion 4	0	No	Yes
Rubric Criterion 5	20	Yes	Yes
<i>Total Points Possible</i>	<i>55</i>		

2. *Okay, I understand how to calculate the relevant percentage for a given exam. But how do I combine scores across multiple exams or assignments?*

We suggest two ways you might want to use to combine student scores on individual assignments, although you are of course free to use a different method.

First, if your syllabus assigns different weights to assignments, you may want to use similar weights in your calculation. For example, suppose that you make the midterm exam worth 25% of the overall course grade and the final exam worth 50% of the overall course grade. You have gone through and calculated each student's score on the relevant midterm and final exam questions. When averaging these two scores for each student, you may want to give the final exam double the weight (0.67) that you give to the midterm (0.33). This average will then give you each student's overall performance for the course with respect to the department's program goal, and we ask you to report the percent of students who meet the relevant performance threshold (e.g., 75%) based on this overall score.

Second, you can add up the points students have earned across all relevant assignments. Suppose, for example, that you administer a daily reading quiz with five questions, but only some of the questions on each quiz are related to the department's program goal. You can go through and identify the relevant questions on each quiz, then simply calculate the overall percent of these questions that each student has answered correctly over the course of the entire semester.

3. *My exams have a lot of questions and I have many other assignments. Do you need to include all of the relevant questions and assignments in calculating the percentages that I to report to you?*

It is ultimately up to you to choose which questions and assignments you want to include in your calculation. You may decide to use all available scores, or perhaps a random subset of these scores. We only ask that you select the scores you think most accurately represent aggregate student performance with respect to the department's program goals.

4. *It sounds like you are asking me to keep track of student scores on individual questions and, in the case of essays, individual rubric items. This seems like a lot of extra work! Is there an easy way to do this?*

If you rely primarily on multiple-choice and/or short answer questions, Carmen is a great option for administering your exams or quizzes. If you create a question bank, you can randomize the order in which students answer the questions (and even the subset of questions each student sees), which alleviates the cheating concerns you may have with administering exams online. Carmen allows you to easily export student scores for individual questions. First, open the relevant assignment and click the Quiz Statistics link on the right:

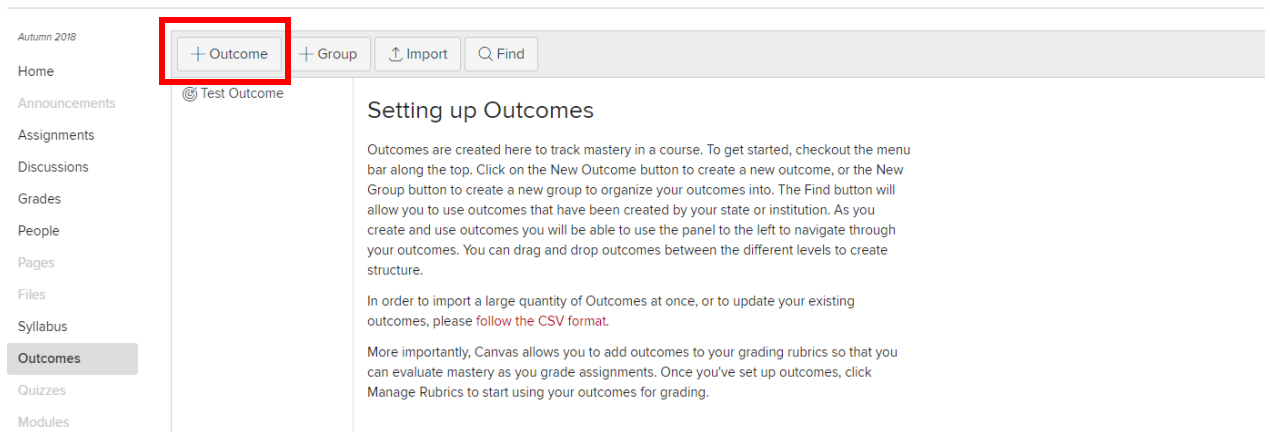
Once the link opens, click the “Student Analysis” button at the top to download a CSV file containing each student’s performance on each question:

If you use Top Hat to administer in-class quizzes, you can also export question-level statistics from the Top Hat gradebook.

If you administer multiple-choice exams using scantrons and have them graded by the OSU testing center, you can request that they provide you a CSV file with question-level details for each student.

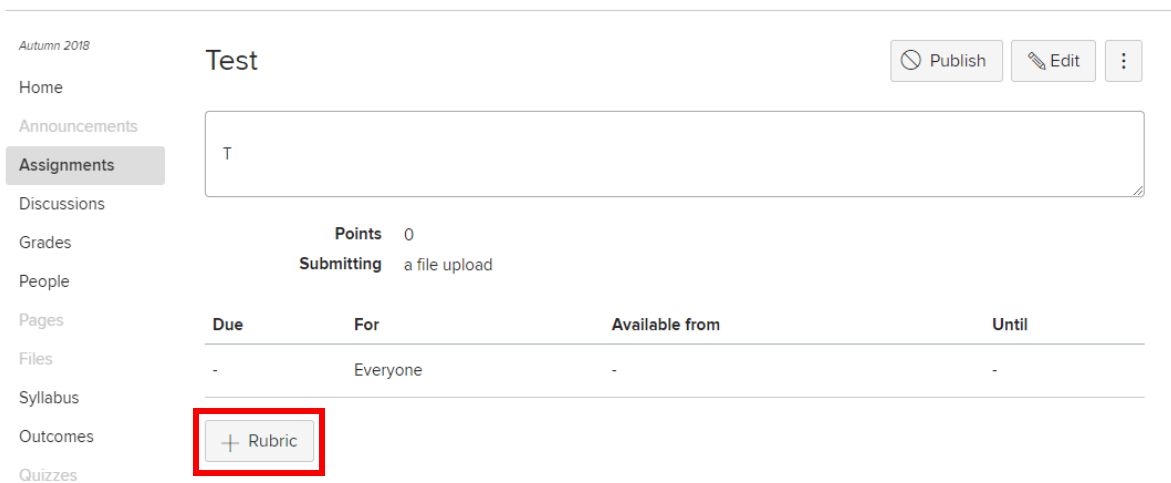
For essay questions, we recommend that you use the rubric tool on Carmen. (Note that you do not need to have students upload their essays to Carmen to use the rubric tool for grading. However, many instructors have found that having students upload their essays makes the grading process much more efficient, because you can click and drag frequent comments.)

To set up your rubric, first click the “Outcomes” link on your course Carmen menu:



On the Outcomes page, you will want to create a new “outcome” for each of your rubric items for each essay assignment. When creating an outcome, you will have the option of specifying default point values for different levels of performance on that criterion.

Next, create an “assignment” under the Assignment tab (you will specify whether students need to upload their essays or submit paper copies in class when setting the options for the assignment) and click the “+ Rubric” button at the bottom:



When creating the rubric, you can import each of the relevant rubric items you created as separate “outcomes:”

Test

Publish Edit

T

Points 0
Submitting a file upload

Due	For	Available from	Until
-	Everyone	-	-

Title: Find a Rubric

Criteria	Ratings			Pts
Test Outcome threshold: 3 pts	5 pts Exceeds Expectations	3 pts Meets Expectations	0 pts Does Not Meet Expectations	5 pts
Test Outcome threshold: 3 pts	5 pts Exceeds Expectations	3 pts Meets Expectations	0 pts Does Not Meet Expectations	5 pts

+ Criteria Find Outcome Total Points: 10

I'll write free-form comments when assessing students
 Use this rubric for assignment grading

At the end of the semester, you can export individual rubric item scores for each assignment by clicking on “Grades” on the main menu, then clicking on “Learning Mastery” button to open the Learning Mastery Gradebook. From there, you can export the results as a CSV file.

Grades **Learning Mastery** Individual View Showing All Sections ▾

Summer 2017 ▾ Filter by student name or secondary ID Import Export ▾

Student Name	Secondary ID	Course Introductions Out of 10	A Closer Look: Response 1 Out of 15	A Closer Look: Response 2 Out of 20
Boone, Emily History 101 and History 10	emily.boone.canvas@gmail		15%	21
Doe, Jessica History 101 and History 10	jessica.doe.canvas@gmail.c		96%	19
Johnson, Max History 101 and History 10	max.johnson.canvas@gmail		86.67%	-

Grades **Learning Mastery** Individual View Showing All Sections ▾

Course average ▾ 1.59 / 3 2.1 / 3 3.16 / 3

Learning Outcome 1.1.b 1.1.a Quiz Outcome

Learning Outcome	1.1.b	1.1.a	Quiz Outcome
1 Emily Boone History 101 and History 101 - MW			
Jessica Doe History 101 and History 101 - TTH	1.8 / 3	3 / 3	5 / 3
Max Johnson History 101 and History 101 - MW	3 / 3	3 / 3	3 / 3
Bruce Jones History 101	0 / 3	1.8 / 3	3 / 3
Joe Rogers History 101	1.8 / 3	3 / 3	0 / 3
Nora Sanderson History 101 and History 101 - MW	3 / 3	1.8 / 3	5 / 3
Jane Smith History 101 and History 101 - TTH	0 / 3	0 / 3	3 / 3

3 >

- Exceeds Mastery
- Meets Mastery
- Near Mastery
- Well Below Mastery

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