Outcome Assessment and Distance Education

A Matchmaker’s Dream

Assessment of Learning Outcomes

• Donald Kirkpatrick (1994)
  ✓ Reaction
  ✓ Learning/Knowledge
  ✓ Behavior/Application
  ✓ Results (ROI)
• Can you say that your objectives were met? (measurable)

Constructing Valid Assessments

• All testing techniques, performance or paper/pencil, must be based on the corresponding performance objective in the course, at the same cognitive level, and requiring the same class of behavior.

Valid Assessment

Objectives

Educational Experiences

Assessment Procedures


Purposes of Assessment

Instructor

- Formative
  - Diagnostic
  - Improve Instruction
  - Classify students
- Summative
  - Assessment of Mastery
  - Academic Rigor

Student

- Formative
  - Diagnostic Feedback on successful progress, improve practice
- Summative
  - Motivation
  - Goal Attainment

Methods of Outcome Assessment
Methods

- Quizzes/Tests
  - Multiple Choice
  - True/False
  - Essay
- Performance Assessment
- Portfolio Assessment

Advantages and Disadvantages

Multiple Choice

+ Widely Used
+ Large sample of course content - little time
+ Can measure HOTS
+ Guessing reduced
  ✔ 1/5 VS 1/2

- Difficult to properly construct
  ✔ “Good distracters are hard to find”
  ✔ Bad distracters create ambiguity
<table>
<thead>
<tr>
<th>True/False</th>
<th>+</th>
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<tbody>
<tr>
<td>Easy to construct/score</td>
<td>• Guessing is 50-50</td>
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<tr>
<td>All Verbal knowledge can be expressed as T/F</td>
<td>• Normally used to measure ‘lower-level’ recall skills</td>
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<td>Reflect ‘usable’ knowledge</td>
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<table>
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<tr>
<th>Essay</th>
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<tr>
<td>Easy to prepare</td>
<td>• Less objective</td>
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<tr>
<td>Increase Writing Skills</td>
<td>✓ Scoring bias</td>
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<tr>
<td>Can measure critical thinking and ‘affective’ criteria</td>
<td>✓ Articulate students score higher</td>
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<tr>
<td></td>
<td>• Time / effort to score properly</td>
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<thead>
<tr>
<th>Performance Assessment</th>
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<td>Accurately measures ability to apply learning objective</td>
<td>• Difficult</td>
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<tr>
<td>Accommodates Cooperative Learning</td>
<td>• Time consuming</td>
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<td></td>
<td>• Expensive</td>
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Portfolio Assessment

- Both Process and Product Assessment
- More ‘samples’ of student performance

- Difficult and time consuming to administer and score

Supervised

Unsupervised