Managing Large Assessments: SACSCOC Workshop 2019

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The Plan for This Session

- Walk through an assessment (as one of our scorers)
- FERPA and IRB
- Design your own rubric form
- Collection, sampling, de-identification, and storage
- Data Analysis
- Taking advantage of metadata
- Logistics: budget and planning timeline
Activity: Be the Scorer

Assessment of student learning is an essential aspect of Learning State University's accreditation. The university is conducting an assessment of student projects turned in to the Department of Basket Weaving. The assessment will take place on January 4th, 2020 from 8 AM until noon. If you would be willing to serve as a scorer for this assessment project, please contact Dr. Qep Director. Volunteers will receive a $150 stipend. Breakfast and snacks will be served.
Since the faculty of Learning State University use BlackBoard, we have (ab)used BlackBoard as a convenient storage and retrieval site for our scorers.

**Link to our BlackBoard site.**

I will now pass out a slip of paper with:

- Your user name for log in
- Your password to log in
- Your assignment for scoring
- Instructions on how to navigate the site once you are in BlackBoard (All of the basket pictures are stored in the Bb site and there is a link with an electronic rubric form so you can input your scores.)
FERPA and IRB

Click to download FERP - IRB Decision Tree handout.

Link to our BlackBoard site.
Chart 2: Is the Research Involving Human Subjects Eligible for Exemption Under 45 CFR 46.101(b)?

Has HHS prohibited exemption of the human subjects research? (All research involving prisoners, some research involving children.)

From Chart 1

**NO**

Will the only**” involvement of human subjects be in one or more of the following categories?

Research conducted in established or commonly accepted educational settings, involving normal education practices?

AND/OR

Research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior?

AND/OR

Research involving selection or study of existing data, documents, records, or pathological or diagnostic specimens?

AND/OR

Research studying, evaluating, or examining public benefit or service programs?

AND/OR

Research involving taste and food quality evaluation or consumer acceptance studies?

**YES**

**”Only”** means that no non-exempt activities are involved. Research that includes exempt and non-exempt activities is not exempt.

Exemption 45 CFR 46.101(b)(1) may apply.

Go to Chart 3

Exemption 45 CFR 46.101(b)(2) or (b)(3) may apply.

Go to Chart 4

Exemption 45 CFR 46.101(b)(4) may apply.

Go to Chart 5

Exemption 45 CFR 46.101(b)(5) may apply.

Go to Chart 6

Exemption 45 CFR 46.101(b)(6) may apply.

Go to Chart 7

No exemptions to 45 CFR part 46 apply. Provisions of 45 CFR subpart A apply, and subparts B, C and D also apply if subjects are from covered vulnerable populations.

Go to Chart 8
Case Studies

After you’ve completed your QEP, some of the participating faculty would like to publish a paper using student performance metrics that you’ve gathered along with actual student assignments. Under FERPA, what data can you legally provide your colleagues?
Your institution is in the process of delivering your first large scale assessment activity. You’ve solicited a team of volunteer assessors from your faculty. Does FERPA require you to deidentify the artifacts they will be assessing before you distribute them?
In the process of gathering artifacts for your assessment, you’ve discovered that the task of deidentifying them and assigning them a unique ID is pretty time consuming. To tackle this big job, your Institutional Research Director suggests hiring some student workers to help out. Is this legal under FERPA?
A colleague asks for your opinion on an innovative teaching activity she has in mind for her Gender Studies class—she is requiring students to dress themselves in clothing associated with a different gender than the one they identify as, then ride a city bus or walk around the local mall, and then write a reflective essay about how they were treated by others and how they felt about it. She intends to use the artifacts they produce as evidence in a publication. In your opinion, should your colleague seek IRB approval before she does so?
Activity: Design Your Own Rubric

Click to view MS Forms Tutorial

Click to view Google Forms Tutorial
Collecting Artifacts

We have tried more approaches that didn’t work than those that did, like:

- Asking students to voluntarily submit samples (IRB consent)
- Asking instructors for final paper/project/assignment
- Accessing CMS (BlackBoard in our case) to harvest students’ work
Collecting Artifacts

Our overall project involved voluntary buy-in from the faculty to support new pedagogy. We opted to "tread lightly" with faculty and avoid a heavy-handed seizure of student work. Features of successful collection:

- Convey that cooperation of faculty is appreciated, not commanded of the faculty.
- Choose an assignment about a month before finals.
- Assure faculty that instructor and student identity will be removed before any work is analyzed.
- Accommodate the faculty: accept student work in whatever form they collect it (electronic, paper, cave paintings...)
- If faculty need copies back, have workers on hand to support a fast turn-around.
- Request artifacts face-to-face as much as possible. Make house calls to pick them up.
Storing Artifacts

If you have an IRB, storage protocol is likely dictated by the IRB.

We started by de-identifying every paper collected and storing it on a restricted-access server.

This was an unjustified amount of work. Since we never planned to assess 100% of our collected student work, we stored student work until a few weeks before an assessment. Once we selected the sample to assess, we deidentified the work, removed grading marks if there were any, and labeled the work so scorers could report scoring using a simple identification system.

Sampling
Since collection of artifacts might be a little chaotic, we adopted a system. Suppose we were going for a 25% sample of the artifacts we collected.

Every time we could put together a stack of 48 hard copy papers, we would:

- Use a random number generator like [this one](#).
- Choose a range from 1 to 48 and set the tool to generate 12 random numbers, sorted from low to high.
- Counting the stack of papers from top to bottom, pull the papers listed on the randomly generated list.
- Deidentify and label the pulled papers.

Sampling

![Diagram of sampling process]

Every time we got a collection of 48 electronic papers, we would:

- Put them in a "ToBeSampled" folder.
- Use a random number generator like [this one](#).
- Choose a range from 1 to 48 and set the tool to generate 12 random numbers, sorted from high to low.
- Counting down from 48 at the bottom, move the selected files into the "YouAreChosen" folder and then move the remainder to the "YouHadYourChance" folder.
- Samples in the "YouAreChosen" folder are deidentified and labeled for scoring.
- Each artifact is submitted as an assignment in our BlackBoard site according to its label.
Which artifacts are assigned to each scorer?

[Link to our BlackBoard site.]
Comparing Groups in Excel

[Graph showing car models's horsepower and acceleration]

Link to our BlackBoard site.
Using Your Metadata

### Logistics

When planning a scoring session, remember to plan for
• Scorers (and how they will be rewarded for their effort)
• Food
• A venue
• Technology & other equipment
• A scoring leader

Over the course of our project we have conducted several formative scoring sessions. We quickly realized we needed to guard against year-to-year variation. We had a half-day pow-wow (and wine afterward) to establish a set of 10 "Exemplars" to establish what each rubric score meant.

We have established a timeline for planning and conducting a scoring session.