How we encourage assessment

1st: The Undergraduate Program Director emails a request

The undergraduate program committee is formally assessing the 4000-level courses each semester and we need your help.

To make this assessment as useful (and as painless) as possible for instructors, we are requesting your participation in the assessment as follows:

1. Select a quiz, exam, assignment, or selection of questions from multiple quizzes, exams, and/or assignments that together assess students' knowledge of the core concepts you expect students in your class to acquire.
2. Grade the relevant materials as you normally would and keep track of student performance on the selected assignment/questions. For example, for a question worth 10 points, you could simply record how many students earned each of the possible point values.
3. At the end of the semester, please send Julie McGory (mcgory.1@osu.edu) a summary of your assessment using the attached template. An example assessment is also attached to give you an idea of level of detail we are looking for.

2nd: The email includes a template for summarizing the assessment

Ling 4X00 Assessment
Term:
Instructor:

Program Learning Objectives
Below are 3 learning objectives associate with the 4000 level course you are teachings. Please use these to help guide your selection of assessment materials.

Goal 1: Comprehend the fundamental analytical components needed for linguistic analysis for multiple linguistics sub disciplines.
Goal 2: Apply the relevant analytical method(s) to uncover the characteristics of a particular linguistic situation or form.
Goal 3: Form a well-organized, well-supported argument.

A. Means/Method of Assessment
Please describe the quiz, exam, assignment, or selection of questions from multiple quizzes, exams, and/or assignments that you selected to assess students’ knowledge of one or more of the core concepts you expect students in your class to acquire.

B. Evidence
Summarize the students’ performance on each question in your assessment. As part of this, provide the percentage of students who scored above 75% on each item.

C. Review of Findings
Please reflect on your assessment and respond briefly to each of these questions.
1. What is your overall impression of this assessment?
2. How was the information from this assessment used to modify the current course? (short term application)
3. How might the results inform the course in general? (long term application)

3rd: The email includes an example of an assessment summary
Ling 4100 Assessment
Term: SP15
Instructor: Julie McGory

A. Means/Method of Assessment
Questions 7-10 from Quiz 3 (given during week 9)
30 students completed the quiz

Questions 7-10: Use the waveform below.
(3 pts) 7. Provide the period, the frequency, and the wavelength (along with the unit of measure for each) of the following waveforms. The highlighted portion is .0068s

(2pts) 8. Provide the second and third harmonic of this wave. H2 __________ and H3 __________

(2 pts) 9. This speech wave is likely produced during a voiced or voiceless speech sound? ___

(2 pts) 10. This (sine/complex) wave is (aperiodic/periodic).

Core Concepts: Ability to recognize and analyze speech waves. Objectives 1 & 2

B. Evidence

<table>
<thead>
<tr>
<th>Q#</th>
<th>7a</th>
<th>7b</th>
<th>7c</th>
<th>8a</th>
<th>8b</th>
<th>9</th>
<th>10a</th>
<th>10b</th>
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<td>content</td>
<td>period</td>
<td>frequency</td>
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<td>harmonic</td>
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<td>voicing</td>
<td>complex</td>
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<td>% correct</td>
<td>87%</td>
<td>87%</td>
<td>70%</td>
<td>83%</td>
<td>83%</td>
<td>93%</td>
<td>80%</td>
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</table>

Average: 80% of students answered the questions correctly

Objective 2 (analysis)
Q7, Q8 – 82% of students answered the questions correctly

Objective 1 (comprehension)
Q9, Q10 – 71% of students answered the questions correctly