

Good Tools for Assessment: Item Analyses

The purpose of UM's assessment process is to identify and provide evidence of **improvement** in:

- Educational Programs
- Administrative & Educational Support (AES) Units
- Research & Public Service Activities

To do so, it is important that assessment results yield information detailed enough to call attention to **specific areas** for improvement.

We suggest looking the **frequency** of various levels of performance on each **component** of assessment instrument to find such details.

	<i>Student 1</i>	<i>Student 2</i>	<i>Student 3</i>	<i>Student 4</i>	% Exceeds or Meets
<i>Skill A</i>	Exceeds	Meets	Meets	Exceeds	100%
<i>Skill B</i>	Exceeds	Doesn't Meet	Doesn't Meet	Doesn't Meet	25%
<i>Skill C</i>	Exceeds	Doesn't Meet	Meets	Meets	75%
<i>Overall</i>	Exceeds	Doesn't Meet	Meets	Meets	75%

For example, a program that uses rubrics and oral comprehensive exams to evaluate the extent to which an outcome is achieved may examine the data in several ways.

The program would have difficulty pinpointing areas for improvement by looking at the average total score (i.e., 2 – Meets) or the percent of students meeting the criteria overall (i.e., 75%).

By examining the percent of students meeting expectations for each of the component skills, the faculty would learn that:

- ✓ that most students are having difficulty with Skill B
- ✓ that all of the students are doing well with Skill A.

This sort of detailed information could easily lead to changes in the curriculum or pedagogy.

This type of analysis can be used with a variety of assessment instruments for both academic and non-academic units, such as: surveys, exams, performance evaluation rubrics, and evaluation checklists.

*And don't forget – we love this stuff and we're here to help you.
Call us to chat.*