



Vice Chancellors' Quality Assurance Workshop



Theme: Quality assurance in the evolving complex landscape of higher education delivery.

Topic: Assessment and Evaluation Practices.

Venue: Horizon Hotel, Entebbe.

Instructor: Assoc. Prof. Dr. Matovu Musa

Presented to UVCF Quality Assurance Training Workshop - Entebbe



Presentation outline

Assessment and evaluation practices

1. Exploring methodologies for assessing academic programmes, learning outcomes, and institutional effectiveness,
2. Best practices for designing valid and reliable assessment tools,
3. Using assessment data to drive continuous improvement of teaching and learning.



Assessment and Evaluation

What is assessment?

- Assessment is the systematic collection, review, and use of information about institutional and educational programmes to improve student learning and development.
- Also, assessment is the process of collecting and documenting information to understand student learning and institutional progress, which can be used to adjust instruction and make informed decisions.



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- Assessment helps;
 - to understand the overall quality of the institution,
 - to discover what students are learning,
 - to identify gaps in student learning,
 - to inform teaching by aligning practices with learners' needs,
 - to make informed decisions to guide curriculum, course action, and revision,



Evaluation

- Evaluation is the process of making judgments about the quality and effectiveness of the institution, curriculum, instructional strategies, and student learning based on the information collected through assessment.
- For example, programme evaluation looks at the parameters, needs, components, and outcomes of programme design with an eye towards improving student learning.



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- Evaluation helps;
 - to determine the extent to which students have achieved the learning objectives,
 - to identify areas of strength and weakness in the curriculum,
 - to inform decisions about curriculum revision, development, and implementation,
 - to provide feedback to students, teachers, and stakeholders,
 - to improve student learning outcomes.



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- There are different types of evaluation;
 - **Formative evaluation:** Ongoing evaluation that takes place during the implementation of a curriculum,
 - **Summative evaluation:** Evaluation that takes place at the end of a curriculum or programme,
 - **Impact evaluation:** Evaluation that assesses the impact of a curriculum on student learning outcomes (any time in the valuation cycle).



Institutional assessment models

- **CIPP (Context, Input, Process, Product) Model:** Assesses institutional effectiveness by examining context, inputs, processes, and products (Stufflebeam, 1960).
- **Kirkpatrick Model:** Evaluates institutional performance based on reaction, learning, behavior, and results (Kirkpatrick, 1950).



Cont...

- **Balanced Scorecard (BSC) Model:** Assesses institutional performance from four perspectives: financial, customer, internal processes, and learning and growth (Kaplan & Norton, 1996).
- **Total Quality Management (TQM) Model:** Focuses on continuous improvement and customer satisfaction (Feigenbaum, 1983).
- **Assessment Cycle Model:** Involves planning, implementing, assessing, and improving institutional programs and services (Reinholz, 2016).



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- **Institutional Effectiveness Model:**
Assesses institutional performance in various areas like student learning, faculty teaching, and administrative services, etc (Peter, 2019)....IRB.



Programme assessment models

- **SEP Model:** Systems Evaluation Protocol (SEP) provides a framework for program evaluation (Cornell Office, 2012). STEM education programs
- **Needs Assessment Model:** Identifies the difference between a programme's performance and its desired objectives (Kaufman, 1994).
- **Curriculum Mapping Model:** Identifies when and how various skills, content, and objectives are addressed across multiple courses (Ghaith, 2018)



Cont...

- **Program Review Model:** Evaluates academic programs based on criteria such as curriculum, faculty, students, and resources (Burroughs, 2021),
- **Total Quality Management (TQM) Model:** Focuses on continuous improvement and customer satisfaction (Feigenbaum, 1983).
- **Logic Model:** Visualizes institutional goals, inputs, activities, outputs, and outcomes to assess effectiveness (Wholey, 1983).



Processes and methods of assessment

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Process for assessing HEI

- Identify the institution to be assessed,
- Describe the current status of the institution,
- Undertake advance planning about how the assessment is going to be conducted,
- Consider the resources available to conduct the assessment,
- Identify the aspects of the institution or programmes you want to assess,



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- Involve stakeholders in designing assessment tools,
- Undertake a pilot survey with the tools,
- Conduct the assessment,
- Evaluate the assessment results obtained.



Methods of assessing learning outcomes

- **Written exams:** Tests, quizzes, and essays that evaluate students' knowledge and understanding,
- **Performance tasks:** Authentic tasks that require students to apply skills and knowledge, such as projects, presentations, and case studies,
- **Portfolio assessment:** Collection of student work that demonstrates learning over time,
- **Observations:** Direct observation of student behavior, such as laboratory work, performances, or internships.



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- **Self-assessment:** Students reflect on their own learning, setting goals and identifying areas for improvement,
- **Peer review:** Students evaluate and provide feedback on each other's work,
- **Rubric-based assessment:** Detailed criteria and standards used to assessed students' work,



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- **Standardized tests:** Tests that compare student performance to a larger population(norm-referenced),
- **Authentic assessments:** Real-world scenarios that mirror professional or real-life situations,
- **Formative assessment:** Ongoing, continuous assessment that informs instruction and learning,
- **Summative assessment:** Evaluates learning at the end of a course, program, or milestone.



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- **Students projects:** Comprehensive projects that demonstrate student learning and achievement,
- **Oral exams:** Verbal assessments that evaluate students' knowledge and understanding,
- **Reflective journals:** Students reflect on their learning journey, documenting progress and insights.



Methods of assessing institutional effectiveness

- **Accreditation reports:** Self-studies and peer reviews conducted for accreditation purposes,
- **Institutional research:** Analysis of data on student outcomes, retention, graduation rates, and faculty productivity,
- **Assessment of student learning outcomes:** Evaluation of student achievement of learning goals and objectives,
- **Program review:** Regular evaluation of academic programs, including curriculum, faculty, and resources,



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- **Strategic planning:** Assess the institutional strategic long-term plans and goals,
- **Performance metrics:** Tracking of key indicators such as graduation rates, job placement, and alumni satisfaction, etc.,
- **Surveys and feedback:** Collection of data from students, faculty, staff, and alumni to inform decision-making,
- **Audit and compliance reports:** Reviews of financial, operational, and regulatory compliance.



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- **Benchmarking:** Comparison with peer institutions to identify best practices and areas for improvement,
- **Institutional committees:** Assess reports from institutional committee meetings that discuss and address effectiveness issues e.g. Board of Directors, Council, Senate, etc.,
- **Assessment of services:** Evaluation of administrative and support services, such as admissions, financial aid, and student life, etc.



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- **Faculty and staff evaluation:** Regular evaluation of faculty and staff performance, and productivity,
- **Student satisfaction and engagement surveys:** Measurement of student satisfaction and engagement with institutional programmes and services.



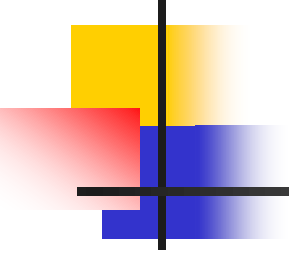
Best practices in designing valid and reliable assessment tools

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Designing valid and reliable assessment tools

- **Identify what you want to assess.**
- **Define the assessment purpose:** Identify the specific goals and objectives to be measured,
- **Define the research objectives:** Clearly articulate the research questions or hypotheses to guide data collection,
- **Establish valid standards:** Align assessment tools with standards, accreditation criteria, or institutional goals,

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- **Choose appropriate assessment methods:** Select methods that match the purpose (qualitative, quantitative, or mixed-methods),
 - **Choose a data collection method:** Select appropriate methods like surveys, interviews, observations, or experiments,



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- **Develop a data collection instrument:** Create a questionnaire, interview protocol, or observation checklist.
- **Pilot-test and refine:** Test assessment tools with a small group, analyze results, and make necessary revisions,



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- **Ensure validity and reliability:** Use pilot testing, expert reviews, and statistical analysis to ensure accuracy and consistency,
- **Consider ethical guidelines:** Obtain informed consent, maintain confidentiality, and minimize potential harm.



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- **Pretest and refine:** Pilot-test the tool with a small sample and make necessary revisions.
- **Finalize and implement:** Use the refined tool to collect data from the target population,
- **Monitor and adjust:** Continuously evaluate and refine the tool as needed during data collection.



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- **Train assessors and collectors:**
Educate those involved in data collection on how to use the tool,
- **Document and transparently report:**
Maintain detailed records on the development phases, and improvement recorded during the development of a tool.



Using of assessment data to drive continuous improvement in teaching and learning

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Use of Institutional assessment data



- **Informing curriculum development:** Data helps identify areas where curriculum changes are needed to improve student learning outcomes,
- **Improving instructional methods:** Assessment data can guide faculty in selecting effective teaching strategies and pedagogies,
- **Enhancing student support services:** Data identifies areas where students need additional support, such as tutoring or mentoring,



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- **Evaluating program effectiveness:** Assessment data helps determine if programmes are achieving their intended goals and outcomes,
- **Identifying areas for faculty development:** Data highlights areas where faculty may need professional development or training,
- **Improving student assessment and feedback:** Institutional assessment data can inform the development of effective assessment and feedback strategies,
- **Enhancing academic advisory services:** Data helps advisors better support students in achieving their academic goals,



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- **Supporting accreditation and accountability:** Institutional assessment data demonstrates compliance with accreditation standards and accountability requirements,
- **Fostering a culture of continuous improvement:** Regular assessment and data analysis encourages a culture of improvement in teaching and learning,
- **Data-driven decision making:** Institutional assessment data informs data-driven decisions that promote student success and institutional effectiveness.



Use of programme assessment data

- **Curriculum refinement:** Data helps identify areas where curriculum changes are needed to improve student learning outcomes,
- **Instructional strategies improvement:** Assessment data guides faculty in selecting effective teaching methods and pedagogies,
- **Enhancing student support:** Data identifies areas where students need additional support, such as tutoring or mentoring,
- **Faculty development:** Data highlights areas where faculty may need professional development or training,



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- **Improving assessment and feedback:** Program assessment data informs the development of effective assessment and feedback strategies,
- **Academic advisory enhancement:** Data helps advisors better support students in achieving their academic goals,
- **Resource allocation:** Data informs decisions about resource allocation to support program improvement,
- **Program evaluation and accreditation:** Assessment data demonstrates programme effectiveness for accreditation and accountability purposes,



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- **Identifying best practices:** Data helps identify effective practices that can be shared across programmes and departments,
- **Continuous improvement:** Regular assessment and data analysis encourages a culture of ongoing improvement in teaching and learning,



Assessment process

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Process of institutional assessment

- **Establishing a Culture of Assessment:** Encouraging a mindset shift to view assessment as an integral part of institutional improvement,
- **Defining Assessment Goals and Objectives:** Identifying the purposes and outcomes of assessment,
- **Developing an Assessment Plan:** Outlining the scope, timeline, and resources for assessment,
- **Selecting Assessment Methods:** Choosing appropriate methods, such as surveys, focus groups, and performance metrics,



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- **Collecting and analyzing data:** Gathering and examining data from various sources,
- **Interpreting and reporting findings:** Drawing conclusions and presenting results in a clear and transparent manner,
- **Using assessment results:** Applying findings to inform decision-making, improve programs and services, and enhance student learning,
- **Closing the loop:** Documenting and tracking assessment activities, findings, and actions taken to demonstrate continuous improvement,



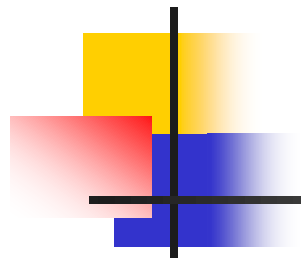
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- **Involving stakeholders:** Engaging faculty, staff, students, and external partners in the assessment process,
- **Providing professional development:** Offering training and support for assessment coordinators and participants,
- **Establishing an assessment office:** Creating a central unit to coordinate and oversee assessment activities,



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- **Generally,** these processes help higher education institutions conduct comprehensive and effective assessment, leading to improved student outcomes, institutional effectiveness, and accreditation compliance.



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