## University Council on Learning Assessment

### Office of the Provost

### Assessment Challenges and Proposed Solutions

<table>
<thead>
<tr>
<th>Credit Bearing Online Courses Assessment Challenges</th>
<th>Proposed Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Challenges</strong></td>
<td><strong>Proposed Solutions</strong></td>
</tr>
</tbody>
</table>
| Academic Integrity - Cheating is easier and hard to detect online | • Timed and open-book exams  
• Randomized questions from a large pool  
• Multiple versions of an exam  
• Randomized choices of answers  
• Plagiarism detecting software  
• Ask questions that cannot be gathered from Internet searches, questions that require opinions and analysis of content presented – Critical thinking, Synthesizing, analyzing  
• Assessments that are performance based that require the students to present to the class  
• Ask students to sign a document indicating that they will uphold academic integrity as they take each assessment  
• Proctored exams or lockdown browsers |
| Large Classes - Exam in a large class is a challenge | • One solution is having student grade each other (peer grading/peer assessment)  
• Creative use of TAs in grading  
• Use Gradescope |
| Need to purposefully create interactions between students | • Group projects  
• Peer reviewed work  
• Student-led discussions |
<table>
<thead>
<tr>
<th>Need to purposefully create interactions between instructor and students - Frequent assessment for and of learning</th>
</tr>
</thead>
</table>
| • Short frequent assessments to test knowledge and stay connected  
• Extensive, meaningful, timely and personalized feedback on all assessments  
• Use of office hours to create a dialogue with students and gauge their learning  
• Summary – explain the muddiest point  
• Response to emails in a timely manner as well as quality of the message  
• Respectful interactions, demonstrate concern for their progress and provide meaningful feedback for improvement  
• Encourage active learning – higher order learning |

<table>
<thead>
<tr>
<th>Students need more structure online</th>
</tr>
</thead>
</table>
| • Short frequent assessments to test knowledge to help them focus and stay on task – not helpful for synthesis and analysis  
• Pre-test as a diagnostic measure to assess student knowledge and tailor instruction to their needs  
• Break up large papers and projects into smaller deliverable milestones that will culminate into a final delivery of the assignment  
• Guide participations and discussions, it will encourage students to participate often and stay on task – keep grading weight to a minimum as it is not assessment but part of engagement  
• Post weekly announcements summarizing how they are doing and give them an anchor on where they are in the learning process |

<table>
<thead>
<tr>
<th>Performance assessment requires use of effective technology</th>
</tr>
</thead>
</table>
| • Help students create presentations or performances using available technology or open source technology  
• Create spaces using technology to connect and create group projects  
• Give students options to create projects using mind mapping tools or other technologies that prompt them to use creative approaches to their projects |

<table>
<thead>
<tr>
<th>Student expectations differ from f2f to online, they require more visual and interactive presentations online</th>
</tr>
</thead>
</table>
| • Add visuals to your assessments  
• Make assessments interactive  
• Generate tests that require:  
  a. Creating images  
  b. Identifying parts of images related to content  
  c. Filling in answers based on hot spots on an image |

<table>
<thead>
<tr>
<th>Students with accommodations – Need print copies</th>
</tr>
</thead>
</table>
| • Mail copies to their space  
• Ensure they have access to printers |
<table>
<thead>
<tr>
<th>Lab and Design Course Assessments</th>
<th>Proposed Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Challenges</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hands-on Instruction:</strong> Students need to develop kinesthetic skills using tools, a task and assessment that are harder to replicate in the online environment</td>
<td></td>
</tr>
</tbody>
</table>
  - Use Virtual labs to replicate the assessment task and assess student performance  
  - Use simulation from open education resources and ask students to analyze processes, outcomes, research design, etc.  
  - Help students create presentations or performances using available technology or open-source technology  
  - Create spaces using technology to connect and create group projects  
  - Give students options to create projects using mind mapping tools or other technologies that prompt them to use creative approaches to their projects  
  - Provide students with raw data and ask them to analyze them |
| **Inquiry-based Instruction:** Students are provided with materials and information but are given the freedom to design the experiment. Can be replicated and assessed online with some adjustments |  |
| **Discovery-process Instruction:** Students are directed to solve a problem or come up with hypotheses to meet the stated outcome. Can be assessed online with adjustments |  |
| **Problem-based Learning:** Requires students to engage in teamwork and are dependent on others on the team to solve the problem. Can be assessed online with adjustments |  
  - Help students create presentations or performances using available technology or open source technology  
  - Create spaces using technology to connect and create group projects  
  - Give students options to create projects using mind mapping tools or other technologies that prompt them to use creative approaches to their projects |
| **Experiential Learning Course Assessments** |  |
| **Assessment Challenges**        | **Proposed Solutions** |
| Outcomes of experiential learning can be varied and unpredictable |  
  - Give students the freedom to choose how their work will be evaluated. They can be part of creating the grading rubric  
  - Ask students to create a reflective journal to document reflections on their experiences |
| Students may choose to solve a problem differently |  |
| Experiences and learning from the same event may differ between students | • Have students create a digital portfolio to showcase the best of their work  
• Students can create presentations and reports using available technology  
• Students can self-evaluate and reflect on their experiences and performance  
• Formative assessments in the form of short quizzes where students can evaluate their improvement and weaknesses  
• Instructor assesses the students learning orally, using a videoconferencing tool  
• Ask students to develop a project using lessons learned: Project could be individual or in teams  
• Peer group evaluation of the student’s work |
| Process and output are both important in experiential learning – the challenge could be that they may align to separate learning outcomes and criteria |  |