

## **Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE)**

### ***Outcomes Questionnaire MODES OF ASSESSMENT***

#### ***Introduction***

This report offers the main overall outcomes of the questionnaire on Modes of Assessment. It has been completed by both Inner and Outer Circle institutions. It is a follow-up of two previous CALOHEE questionnaires: a first one relating to typical degrees offered in the subject area concerned and a second one on typical occupations obtained and held by graduates, and typical tasks performed in the setting of their professional life. A summary of outcomes of these questionnaires has been published on the CALOHEE website: <https://www.calohee.eu>.

The purpose of this survey is to serve as input for the development of CALOHEE Assessment Frameworks and, ultimately, with the development of assessments that help the various stakeholders get useful (that is to say, valid and reliable) information about what students actually know and can do after a course of study. The outcomes offer initial information about what kinds of assessments are used at present and which forms will gain most likely acceptance in the policy, political, and educational contexts in which the various partners of the CALOHEE project are operating.

This report does not cover the responses for each of the five subject areas. Separate reports have been prepared which should act as input for the Second General CALOHEE meeting. At his meeting a start will be made with the development of the *Assessment Frameworks* for each of the five subject areas involved.

In the questionnaire first and second cycle degree programmes (bachelors and masters) and integrated master programmes are distinguished.

#### **Basic information**

The questionnaire has been completed by a total of 109 respondents for the following five subject areas: Civil Engineering, Education and Teacher Training, History, Nursing and Physics. Not all respondent answered all questions.

Answer Choices	Responses	
Civil Engineering	20.18%	22
Education	13.76%	15
Teacher Training	10.09%	11
History	25.69%	28
Nursing	19.27%	21
Physics	15.60%	17
<b>Total Respondents: 109</b>		

Degree programme(s) for which the questionnaire was completed:

Answer Choices	Responses	
BA	82.41%	89
MA	72.22%	78
Integrated MA	10.19%	11
<b>Total Respondents: 108</b>		

Characterisation of HE institutions for which the questionnaire was completed:

Answer Choices	Responses	
Comprehensive university	73.39%	80
Research university	17.43%	19
University of Applied Sciences	9.17%	10
<b>Total</b>		<b>109</b>

HE typical / representative for those of its country:

Answer Choices	Responses	
yes	97.22%	105
no	2.78%	3
<b>Total</b>		<b>108</b>

Degree programme(s) on offer at HE institution representative for comparable degree programmes in the subject area in its country:

Answer Choices	Responses	
yes	92.66%	101
no	3.67%	4
if no, please explain (not necessary if you have specified this in a previous CALOHEE questionnaire):	3.67%	4
<b>Total</b>		<b>109</b>

### ***Current Modes (forms) of assessment***

This section of the questionnaire offers an in-depth overview and understanding of typical modes of assessment used at institution today, applied in each of the five subject areas involved in the CALOHEE project, as well as how assessment is organised in individual HE institutions in the subject areas involved.

(Q9) National authorities set (binding) rules and regulations for assessment:

Answer Choices	Responses	
yes	50.00%	53
no	50.00%	53
<b>Total</b>		<b>106</b>

(Q10) HE institution set rules and regulations for assessment, which are outlined in a policy document:

Answer Choices	Responses	
yes	69.81%	74
no	30.19%	32
<b>Total</b>		<b>106</b>

(Q11) Publicly available:

Answer Choices	Responses	
yes	90.54%	67
no	9.46%	7
<b>Total</b>		<b>74</b>

(Q12) Degree programme(s) based on an assessment plan or template:

Answer Choices	Responses	
yes	60.19%	62
no	39.81%	41
<b>Total</b>		<b>103</b>

(Q13) Assessment methods to be applied for each course unit, are decided by:

Answer Choices	Responses	
Examination Board or designated committee	13.59%	14
Collective of teaching staff	21.36%	22
Individual members of teaching staff	51.46%	53
Other (please specify):	13.59%	14
<b>Total</b>		<b>103</b>

(Q14) It is policy / obligatory in the institution / department to align the modes of assessment with the teaching and learning strategies and methods to be applied for each course unit:

Answer Choices	Responses	
yes	66.67%	68
no	33.33%	34
<b>Total</b>		<b>102</b>

(Q15) The frame of reference for assessment is:

Answer Choices	Responses	
Normative based (comparing performance of students)	5.83%	6
Criteria based	47.57%	49
Both normative and criteria based	46.60%	48
<b>Total</b>		<b>103</b>

(Q16) In the case the frame of reference is criteria based:

Answer Choices	Responses	
The criteria for assessment are made known to students BEFORE the assessment takes place.	85.19%	69
The criteria for assessment are made known to students AFTER the assessment takes place.	1.23%	1
Different policies regarding the publication of criteria are applied by the teaching staff involved.	18.52%	15
Criteria for assessment are not made know.	1.23%	1
<b>Total Respondents: 81</b>		

(Q17) Rubrics or scoring cards are applied by teaching staff in the programme(s):

Answer Choices	Responses	
yes, for every course unit	23.53%	20
yes, for some course units	38.82%	33
no	37.65%	32
<b>Total</b>		<b>85</b>

(Q18) In one or more of the units of the programme(s) continuous evaluation or assessment applied as either a formative\* or summative\*\* mode or both is applied:

	Formative (FA)	Summative (SA)	Mixture of FA and SA	Total
First year BA (incl. first year integrated MA)	6.25% 5	38.75% 31	55.00% 44	80
Next years BA (incl. next two years of integrated MA)	2.50% 2	40.00% 32	57.50% 46	80
MA (incl. last year(s) of integrated MA)	2.67% 2	38.67% 29	58.67% 44	75

(Q19) Modes of assessment used in programme(s), making a distinction between BA or MA or integrated MA:

	BA	MA	Integrated MA	Total Respondents
Case study	72.92% 35	66.67% 32	8.33% 4	48
Clinical Activity Report	61.54% 8	53.85% 7	0.00% 0	13
Composition	76.00% 19	60.00% 15	20.00% 5	25
Computer Delivered Examination	78.38% 29	48.65% 18	18.92% 7	37
Departmental Course Examination	94.74% 18	73.68% 14	21.05% 4	19
Dissertation	43.28% 29	85.07% 57	14.93% 10	67
Essay	82.46% 47	71.93% 41	8.77% 5	57
Evaluation of Group Work	74.55% 41	65.45% 36	12.73% 7	55
Field and Laboratory Notebook	73.53% 25	55.88% 19	17.65% 6	34
Group presentation	71.19% 42	64.41% 38	13.56% 8	59
Group project report	78.26% 36	67.39% 31	15.22% 7	46
Laboratory Report	76.92% 30	71.79% 28	17.95% 7	39
Literature review	84.09% 37	63.64% 28	9.09% 4	44
Long Term Paper	56.52% 13	86.96% 20	4.35% 1	23
Multiple Choice Question	85.45% 47	34.55% 19	12.73% 7	55

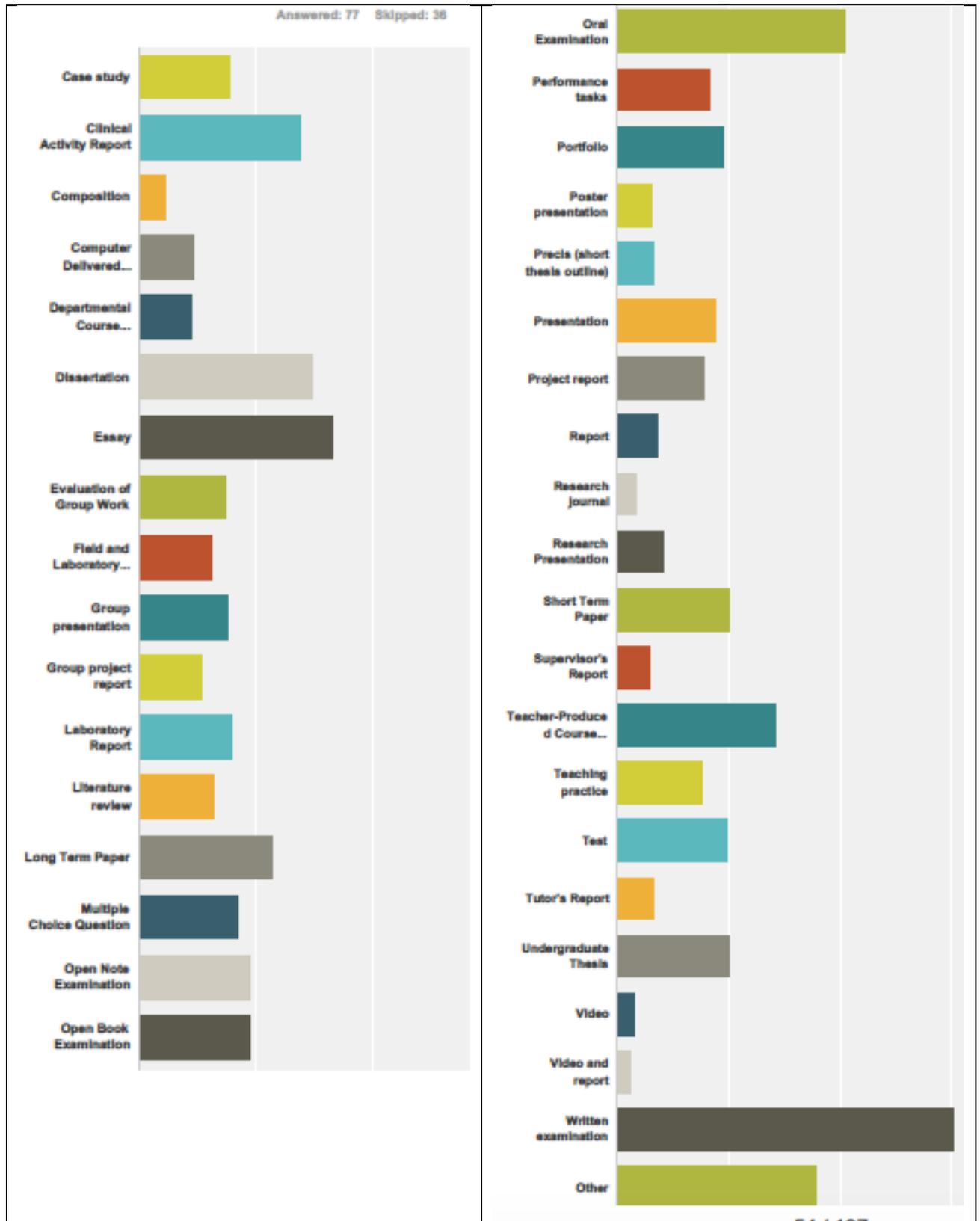
Open Note Examination	<b>73.91%</b> 17	<b>65.22%</b> 15	<b>13.04%</b> 3	23
Open Book Examination	<b>79.31%</b> 23	<b>51.72%</b> 15	<b>10.34%</b> 3	29
Oral Examination	<b>85.48%</b> 53	<b>70.97%</b> 44	<b>12.90%</b> 8	62
Performance tasks	<b>83.33%</b> 20	<b>50.00%</b> 12	<b>8.33%</b> 2	24
Portfolio	<b>81.25%</b> 26	<b>50.00%</b> 16	<b>15.63%</b> 5	32
Poster presentation	<b>82.86%</b> 29	<b>60.00%</b> 21	<b>11.43%</b> 4	35
Precis (short thesis outline)	<b>50.00%</b> 12	<b>79.17%</b> 19	<b>0.00%</b> 0	24
Presentation	<b>82.61%</b> 57	<b>75.36%</b> 52	<b>11.59%</b> 8	69
Project report	<b>65.31%</b> 32	<b>77.55%</b> 38	<b>14.29%</b> 7	49
Report	<b>64.52%</b> 20	<b>67.74%</b> 21	<b>19.35%</b> 6	31
Research journal	<b>29.41%</b> 5	<b>88.24%</b> 15	<b>0.00%</b> 0	17
Research Presentation	<b>31.91%</b> 15	<b>91.49%</b> 43	<b>4.26%</b> 2	47
Short Term Paper	<b>89.29%</b> 25	<b>57.14%</b> 16	<b>7.14%</b> 2	28
Supervisor's Report	<b>63.64%</b> 14	<b>59.09%</b> 13	<b>13.64%</b> 3	22
Teacher-Produced Course Examination	<b>89.19%</b> 33	<b>67.57%</b> 25	<b>16.22%</b> 6	37
Teaching practice	<b>60.87%</b> 14	<b>60.87%</b> 14	<b>13.04%</b> 3	23
Test	<b>85.11%</b> 40	<b>57.45%</b> 27	<b>19.15%</b> 9	47
Tutor's Report	<b>69.23%</b> 9	<b>38.46%</b> 5	<b>15.38%</b> 2	13
Undergraduate Thesis	<b>95.92%</b> 47	<b>20.41%</b> 10	<b>6.12%</b> 3	49
Video	<b>81.82%</b> 9	<b>36.36%</b> 4	<b>9.09%</b> 1	11
Video and report	<b>53.85%</b> 7	<b>46.15%</b> 6	<b>30.77%</b> 4	13
Written examination	<b>88.46%</b> 69	<b>69.23%</b> 54	<b>14.10%</b> 11	78

#	Other (please specify)
1	homework and quiz
2	Creating a podcast. To note, some of the above options are not clear. For example, I do not know what is meant by a "Short Term Paper"
3	please note that answers refer only to the integrated Master of "Primary teacher education"
4	Publications articles for nursing journals or the journal of our university (alice) posters and oral presentation during conferences
5	Tutors report write only students taken elective course Tutoring. The number of tutors is limited and they have to apply to course.
6	Role model assessment in BA
7	When I am answering questions on the integrated MA (I am referring to our PME course), where students with another degree (level 8) who want to become a primary school teacher can apply and train as primary school teachers. This PME course is similar to the 4 year BED however it is an accelerated program completed in 2 years and gives these students a Masters qualification.
8	Professional conversation - student is observed while engaging with a key registrant on a prescribed topic. OSPE - objective structured professional examination.
9	Lessons' plans (primary education)
10	work placement and report
11	SIMLAB: casew study, demonstration
12	-Assessment by mentors in the clinical areas ( clinicians). They carry out formative assessments of clinical practice throughout an entire programme. -There is also an exit practice exam which undergraduate students have to complete, which comprises the assessment of nursing delivery of a student by 2 examiners in the clinical setting
13	Observed structured clinical examination Practice assessment

(Q20) Most frequent assessment methods applied in programmes for first year BA and first year Integrated BA



(Q21) Most frequent assessment methods applied in programmes for next BA years and next two years of integrated MA



(Q22) Most frequent assessment methods applied in programmes for MA and last years of integrated MA

