

## Case Study 2

*for February 4*

A University administrator in one of the professional schools is studying student self-assessment to see if it is an acceptable way to demonstrate that students have obtained mastered certain skills and knowledge. If so, faculty would not to assign grades for these aspects of the curriculum.

She has collected both student self-assessment and faculty assessment for 60 students. Each student was assessed in four categories, on an A–F scale (5 levels), making for eight data points for each student, four from the self-assessment and four from their professor. Student participation was optional, but approximately 75% of the students participated. There were six faculty members that did the assessment; each assessed ten different students. The administrator wants to know if the student self-assessments are accurate, using the faculty assessment as a true measure of student skill and knowledge.

What do you think about this study? Do you see any problems with it that might make it difficult for her to reach the conclusion she wants to reach? What questions would you like to ask to get more information? Brainstorm possible ways of displaying and analyzing the data. Consider simple methods as well as sophisticated ones. Describe one or two of your ideas in your presentation.

Here are the groups that will work together on this case. The first student on each list will present the group's findings and should also organize group meetings. The groups should get together in the coming week and figure out answers to the questions. The presenter will have 10 minutes of class time to say what the team thought about the problem. Computer presentations in pdf format should be emailed to arendahl-at-stat.umn.edu ahead of time or brought to class on a thumb drive so only one computer needs to be connected to the projector.

### Group 1:

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Brad Price	price412
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### Group 2:

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### Group 3:

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### Group 4:

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The chair for this week is Christina Knudson.