Running Assessment Data Through EAC in Blackboard

Use the Chrome browser for optimum performance. Go to the course and copy the name of the rubric/test you wish to run in EAC.
Click the orange "i" for the filtering options. Typically, you will utilize the "$" to assist in your search.

Input your exact rubric name with the "$" to assist filtering. Input the date range in which the assessment was scored. Click go.
The number of courses you are searching and the length of the date range will determine how long the report takes to generate. You’ll see the name of the assessment, the assignment to which it is attached, and the course where it is located.

To group assessments and combine multiple courses at once, click the check box. All courses/assessments that are exact matches will highlight yellow. Click the name of the assessment to generate the course data.
To download all the report data into an Excel sheet click here.

Individual statistical measures are located on the right. To display in screen click the "+". To dismiss the item click the "-".

Summary Statistics will give you your n value as well as mean and median score.
Cronbach's Alpha can also be rendered.

KR(20)—Closer to 1, the more reliable the assessment. Does a good job discriminating between low and high performing students. For student mastery of high stakes shoot for +.50 or higher.
Point Biserial Correlation—Reliability measure. Student who score well on the exam should do well on the question or rubric line. Students who struggle on the exam should struggle on the question or rubric line. Shoot for a value greater than +.30 for high-stakes assessments. Less than +.29 are poor; +.09 + +.30 acceptable to good.

Cronbach Alpha with Deletion—Is the assessment more reliable without the question or rubric line. If the Cronbach Del is greater than the Kr(20) score, the exam is more reliable without it.

Details shows the assessment item average, the levels of achievement (a breakdown of student item scoring) and a distribution graphic.
Student rows and student goals will show a student-by-student breakdown of assessment performance.

Goals Summary shows a list of any associated goals and student performance against those goals.

The Pass Threshold can be adjusted, but is defaulted to 60.
Additional goals can be added using the Goals Manager.

Click the goal you wish to add. Click the item to which it will be aligned. Click Add/Remove.
1. Are there any validity or reliability issues with your assessment as indicated by the statistical measures?
2. What learning objectives/competencies were not met by students?
3. After examining these unmet objectives/competencies, is there any apparent link back to deficient instruction in your course or an earlier course the student may have taken in your program?
4. Does the data point to any deficiencies in the assessment itself? Think poorly constructed questions Typos or errors in the assignment. Misaligned objectives or competencies
5. Can you identify any strengths of your assessments? Does is show any particular student successes?
6. Based on the data, what changes would you make/suggest (if any) for your assessment, course instruction, or previous course taken by the student in the program to facilitate improvement?