



The Study of Damaging and Effective Factors on the Success of Academic Achievement Assessment in a Corporate University

Mohammad Javad Kheradmand Mehr ¹, Dr. Reza Hossein Pour ²

1-Master of Educational Planning of Imam Hossein University

2. Assistant Professor of Imam Hossein University

hosseinpour_reza@yahoo.com

Abstract: One of the main and integral components of education process is assessment. The assessment of students' learning which is conducted through different methods such as mid-term and final exams, class researches, practical activities, etc. from the beginning years of formal education until the end of university researches or in any educational period with specific goals is considered as the important and pivotal educational activities of education. As the effectiveness of the professors and instructors in education process is assessed according to the level of their mastery and control over the educational methods and techniques, the awareness of the methods and techniques of measurement and assessment of students' learning and selecting the appropriate method of academic achievement assessment and identifying damaging and success factors in it is a part of the characteristics of professors and instructors. The purpose of this study is to investigate the damaging factors and the factors influencing the success of academic achievement assessment in a corporate university from the viewpoint of professors and instructors. The present study is an applied research in terms of objective and it is a descriptive-survey research in terms of methodology. The sample is comprised of all 95 professors and instructors of a corporate university. By Morgan table, the sample size consists of 76 people. The required data whose validity and reliability were confirmed was collected by a researcher-made questionnaire and was analyzed by SPSS software. The results suggested that 92 percent of professors and instructors consider the damaging factors effective in the academic achievement of university. The respondents also believed that the effect of the seven factors in the success of implementing academic achievement assessment is very high.

Keywords: academic achievement assessment, success factors, damaging factors, corporate university

1. Introduction

In the past, it was thought that everyone who has expertise in a subject can easily cope with teaching. Nowadays, however, having expertise in a subject is a necessary but not sufficient condition for education. In addition to expertise and knowledge, education requires scientific skills in the principles and methods of education as well. One of these principles is becoming familiar with modern assessment methods. If we believe that the purpose of educational activities is making the desired changes in the behavior of learners, measuring students' behavior will be the best indicator to illustrate the extent of their learning and ultimately it will be a criterion for the analysis of the quality of educational activities. To measure the extent of behavioral changes in learners, like other assessments, we will need the collection and analysis of accurate information (Shabani, 2008:198).

In decision-making and educational assessment, research and evaluation are the only ways through which we can make the best decision among the available choices in order to validate the educational reforms and to create effective methods as a bulwark against worthless and temporary innovations. Learners' learning and response are very diverse. These responses include many behaviors and abilities including memorization of lessons, comprehension of the concepts, acquisition of skills and abilities, applying principles and techniques

and acquisition of interests and attitudes by learners. Therefore, the evaluation activities are varied as well. This activities include various methods such as: observing the learner in the classroom, laboratories and other educational opportunities, using informal conversations and interviews, examining practical work of students, running tests and other assessment techniques and methods. Currently, what has been and is being used more frequently is achievement test, and end-of-course examination is one of the methods through which most professors and instructors evaluate their students' learning according to its results (Delavar, 2007:4).

Due to the necessity and importance of the assessment of academic achievement and its role in determining the level of success of the education process and also due to the necessity of creating a systematic method, an attempt has been made in this paper to study and examine the existing methods and the quality of academic achievement assessment in the professors' assessment process of the students' learning and the level of usage of the achieved results for making the necessary improvements and changes in education process in a corporate university and to provide an optimal method of the assessment of academic achievement by identifying the learners' strengths and weaknesses.

The implementation of this research can have the following results and usages for decision-makers, planners and educational executives of this corporate university:

1. Providing a standard and optimal method for the assessment of academic achievement for the university which includes the strong and positive advantages of the existing method and eliminates the existing disadvantages and problems.
2. Providing the administrators ,planners, executives, professors and instructors with a correct feedback regarding the destructive factors and the current assessment methods in the university in order to make decision for optimizing the process and methods of academic achievement assessment at the level of planning and implementation of education
3. Informing the administrators, professors and instructors of the successful factors in the process and methods of academic achievement assessment in order to make the best use of these factors in the process of academic achievement assessment.

2. Theory and Literature Review

2.1 The Approaches of Academic Assessment

1. The Seven Categories of Assessment Studies Center of "University of California":

This classification includes goal-oriented models with emphasis on the measurement of the academic achievement of learners, decision-oriented models with emphasis on the information needs of decision makers, responsive-oriented models with emphasis on the programming process, experimented-oriented models with the emphasis on the effects of the program and the establishment of a casual relationship in the assessed program, goal-free models with emphasis on the evaluation of effectiveness of particular programs , advocacy-oriented with emphasis on the measurement of the effects of evaluated program and the capacity of the program in meeting the needs of the concerned people and finally , utilization-oriented models with emphasis on the practical use of information by real users (Bazargan,2009) .

2. The Classification of Worthen and Sanders (2008)

These two experts in the field of evaluation have classified the continuum of quantitative and qualitative evaluation models in 6 categories including goal-oriented, management-oriented consumer-oriented, expertise-oriented, advocacy-oriented (experts' disagreement) and naturalistic and participant models. Goal-oriented model is completely quantitative and naturalistic and participant model is completely qualitative. In other words, one end of the continuum (goal-oriented model) is about objective and utilitarian evaluation and the other end (participant model) is about subjective, intuitive and pluralistic evaluation (Seif, 2004).

3. Patton's Classification

He has introduced 2 paradigm models in academic assessment: quantitative paradigm model and qualitative paradigm model (Patton, 2002). It should be noted that the proposers of the approaches have designed each approach with specific goals, audiences and procedures. Therefore, the type of questions that each model attempts to find an answer for is also different and accordingly, the expected outcomes of the implementation of each model are not similar.

2.2 The Methods of Academic Assessment

The assessment of students' learning includes both final and supplementary learning. The final performance and learning are based on the main educational goals or the ultimate goals, and supplementary performances are related to the secondary education goals which lead the learner to achieve final learning. Accordingly, the assessment should be conducted permanently and continuously at the beginning, during and at the end of education period. Therefore, assessment as one of the activities of education process is not limited to the assessment of the level of student' learning at the end of education process .Instead, it should be conducted during the education. Assessment is not limited to the classification of learners .Rather, it can have some goals beyond that, for instance, assessment in order to make decision for starting education and solving problems, assessment in order to become aware of the level of achievement and to make timely decision for improvement, and assessment in order to make the final decision (Najafi Zand, 1991:91).

1- Assessment Methods Based on Time and Implementation Procedures

Bloom et al. have identified three types of assessment based on time and its implementation procedures: diagnostic assessment, formative assessment (procedural) and summative assessment (accumulative) (Zhorzh Navazeh and Zhal Kaverni, translated by Ganji, 1985:18).

1.1 Diagnostic Assessment

All educational activities are carried out to make desirable changes in students. However, any changes require prior preparation .In other words, learning in each case involves activities that form the basis for further learning, therefore, before teaching any subject ,it is necessary that the teacher determine whether or not the student have learned the abilities and skills which is the requisite for learning new things . Achieving such information requires assessment and this kind of assessment is called diagnostic assessment (Shabani, 1992:397).

In general, diagnostic assessment is based on the following objectives:

1. Assessing students' prior learning and awareness of their level of readiness concerning the new subject.
2. Identifying students' weaknesses and strengths and helping them to compensate for the lagging and preparing them.
3. Planning and conforming programs and teaching methods with the students' readiness.
4. Teaching prior subjects before starting a new one, if necessary (Pasha Sharif and Kia Manesh, 1988:18).

When a teacher wants to start a new lesson, he/she should consider the students' prior knowledge and relate what he/she wants to say with what the students have already learned. We must also understand the differences between students. Previous experiences of students are different (Shariatmadari, 1996:120).

1.2 Formative Assessment (Procedural)

Formative assessment is conducted during education, in each session or at different times, at the end of each lesson or academic quarter. This type of assessment, in addition to identifying learners' progress during education, can help teachers and students realize their strengths and weaknesses. From this perspective, this type of assessment can be considered as a self-evaluation for teachers. Examining the level of success in achieving objectives is possible by procedural assessment. Therefore, teachers can modify the components of the program and remedy their weaknesses. Asking students some questions at the end of each section of

teaching in a session and answering them by students and doing the exercises at the end of the lesson are some examples of formative assessment. By conducting this assessment, it would be determined that in which subjects the teacher has achieved the desired goals and which parts need further explanation or practice (Mirza Beigi, 2003).

According to what has been stated, using formative assessment is possible by the following categories:

A) Step-by -Step Learning

One of the main usages of formative or procedural assessment is to help step-by-step learning which means that teaching the material of a subject is done step by step and learning previous units becomes necessary to complete learning of subsequent units. Accordingly, the results of formative assessment can be considered as effective reward and motivation for learning new things and the sense of achievement of those students who have achieved complete learning will be reinforced and the students who have not achieved much success in learning will achieve further success through remedial education and they will consequently be encouraged to learn more.

B) The Improvement of Teaching Methods

The other usage of formative assessment is the improvement of teaching methods. Through the findings of this type of assessment, teachers can improve their teaching method or select a better one (Shabani, 1992:400).

To benefit from the results of formative assessment completely, setting accurate and behavioral goals is necessary so that teachers will be able to assess the students' success in achieving the specific goals of continuous units of the lesson in the process of learning (Seif, 2001:94-95).

Formative assessment is a systematic and continuous assessment and is conducted to assess the students' learning at the end of each section or chapter of the program during the academic year.

The purposes of formative assessment are:

1. Informing of the quality of the curriculum and its progress
2. Examining the professors' teaching methods and the quality of students' learning and guiding them and the gradual improvement of teaching and learning process
3. Getting the scores and assessing the step-by-step learning of students within the framework of minor and behavioral goals of that section (Mohammad Mirzaie, 1998:28)

1.3 Summative Assessment (accumulative, final)

This assessment is conducted at the end of the academic year or academic course through which it is determined that to what extent the learners have achieved the expected educational goals at the end of the period. It also serves another purpose which is following the learners' status after completing the course to determine if the knowledge, attitudes and skills which have been taught during the education period are being used by the learners or how they are being used. By this method, the effectiveness and efficiency of the program can be understood (Mirza Beigi, 2001:333).

In the author's opinion, what is explained in the second part of summative assessment regarding following the learners after completing the course which is stated from the book "Curriculum and Lesson Plans" written by Mirza Beigi, can be regarded as a new classification entitled "effective assessment" which will be explained later.

2. The Types of Assessment Based on the Interpretation of Results

The assessment of academic achievement of learners can be classified in two categories based on the method of the interpretation of results: criterion-referenced and norm-referenced assessment

2.1 Criterion-Referenced Assessment (Criterion-Based):

In criterion-referenced assessment, the tests are prepared based on absolute criterion and the student's achievement is assessed according to what has been taught. In other words, if a student's performance in a test is interpreted according to a pre-determined criterion, it is called criterion-referenced or criterion-based assessment. Passing the tests that are based on absolute criterion requires learning academic objectives at a level which is determined by the teacher. This type of assessment determines whether or not students have learned the decided objectives at a desirable level. For example, an English teacher prepares a test consisting of 100 questions according to the objective of the lesson and considers the passing criterion as answering 90 questions. In this way, only the students who give correct answers to 90 questions or more are able to pass. Diagnostic assessment is related to learning skills and most final assessments are criterion-referenced assessment.

2.2 Normative Assessments (Norm-Referenced)

In normative assessment, the tests are prepared based on a relative norm rather than an absolute criterion. Norm-referenced assessment does not measure student's performance or achievement according to an academic objective or a predetermined criterion. Instead, the student's performance is compared with that of a group of students. By using normative assessment, student's achievement of academic objectives or the taught subjects can be determined. In this type of assessment, criterion is not important. Rather, ranking students is based on the score they get from the highest to the lowest score, respectively. Each student's score is compared according to the mean scores of the class or the related age group. In this type of assessment, the main purpose is to determine the status of a student compared to that of other students, while in criterion-references assessment, the main purpose is to determine how much a student has learned from what was supposed to be learned and to what extent he/she is able to perform the supposed task. University entrance exams are usually normative assessment tests.

2.3 Literature Review

The field of education assessment is a relatively new domain in education. Before 1965, very little work had been done in this field. Therefore, there was little thought in this regard. The necessity of assessment in the law of elementary and secondary education in 1965 led to many assessment activities along with obliging educational institutions for accountability .A large number of educational programs which are funded by the federal government should be evaluated officially each year (Kia Manesh 2007:3).

In 1971, Stufflebeam came to this conclusion that educational instructors are unable to determine the behaviors that are expected of students to acquire in the program .However, he criticized Taylor's method due to its emphasis on evaluation at the end of the educational program (summative assessment) and lack of attention to the process of implementing the program and proposed the need for a better and more comprehensive concept for the evaluation (Kia Manesh .1991:120)

New field of educational evaluation has passed three periods:

- The period between 1930 and 1965 was a period of slow and even heavy development .
- In the period between 1965 and mid- 1970s, we have witnessed a bombardment of activity which was primarily the result of legal requirements related to the laws of elementary and secondary education.
- Since the mid-1970s onwards, educational evaluation has been recognized as a separate discipline (Kia Manesh 2007:1).

In Iran, based on some historical sources, during the reign of Shapur, the Sassanid king in Jondishapour, some meetings were held for the doctors. After passing the required test, doctors were able to receive medical license (Soltanzadeh, 1985:17).

At the end of Zand period and beginning of Qajar period, end-of-course examinations were carried out in the presence of scholars, intellectuals and children's parents and each child was asked question "individually" and "orally" in order for people to both become aware of students' achievement and to determine whether children had learned religious education in schools. However, along with the increasing development and prosperity of schools according to modern approaches, the act of educating in Iran changed from mosques to schools, from

individual education or small groups to group education and oral and individual examination in the presence of others changed into the written form and through professor-made examinations. Currently, in our system of education, academic achievement tests which are designed by professors and instructors are being used in order to measure the cognitive performance of learners and also to evaluate educational activities. Despite the relatively high limitations of these tests in terms of validity and reliability and due to the unavailability of reliable and scientific tests, the evaluation of cognitive performance of different education units is currently possible only by using these tests (Kia Manesh: 1992:85).

3. Examining the Current Status of Academic Achievement Assessment in a Corporate University

The assessment of academic achievement of learners in any courses is conducted based on the presence and participation in the class and the results of the final examination. The professors or instructors of any courses are the evaluators of learner in that course and the criterion for students’ academic achievement is the achieved score. The scores of students in each class are determined by a number between zero and twenty, and the minimum passing grade in each course for students is 14. In the case of more than 3.16 absences, authorized absence will lead to the deletion of the course and unauthorized absence will result in a zero score. The assessment of academic achievement of courses which, according to the approved educational program, are offered with a project for instance apprenticeship, internship and field operations, can remain unfinished if it is approved by the professor, instructor or the Department that completing it during the semester is not possible. The incomplete score must be converted in to final score at the end of the next semester, at most. The results of the researches conducted by Adel Gholi Pour in 2003 and those of the present study in relation to this subject indicate that:

1. The majority of professors and instructors consider the final (summative) assessment as the first priority and pay less attention to other types of academic achievement assessment especially diagnostic and formative assessments.
2. In evaluating learning, the ability to analyze and creative power are not taken in to consideration and the used assessment tools measure the lowest level of learning.
3. Professors and instructors focus more on essay and mnemonic questions.
4. Professors and instructors, more or less, use the achieved results from the assessment to modify and improve the teaching methods.

Based on studies related to the research subject, it was determined that for analyzing the evaluation system of academic achievement of learners, it is necessary that the following factors be considered which have been regarded as the main basis in this study.

- Using different types of assessment
- Using different methods of assessment
- Using the assessment results to improve teaching and learning process
- Assessing different levels of learning

4. The Conceptual Model of Research

According to the goals and research questions and theoretical foundations, the implementation model of the research in the sample is formulated in the form of tables of determining factors, characteristics and indicators as follows:

Table 1- Factors, Characteristics and Indicators and Data Collection Tool

Data Collection Tool (Questions Related to the Questionnaire)	Indexes	Features	Factor
	- Lack of attention to the educational objectives of academic achievement assessment - Lack of attention to the specified content and	damaging factors in the process of	

<p>The Questions of the Questionnaire ((A)) (5.1.1 to 5.1.15)</p>	<p>materials (designing questions outside the specified material)</p> <ul style="list-style-type: none"> - Not covering all of the different parts of the taught material in designed questions - Lack of attention to different levels of learning in the test design (knowledge , attitudes and skills) -Lack of attention to individual differences of learners at the evaluation stage -Lack of attention to the comprehensive development and readiness of learners in assessment (physical, intellectual, emotional, etc.) -Lack of attention to the innovation and creativity of students by not using proper methods of evaluation -Liming the evaluation of academic achievement or a test one method (written, oral, etc.) -Not holding exams and repeated testing (formative) and not paying attention to the learner according his/her ability and position in each stage of teaching -A mismatch between assessment and personality development and mental health of learners and creating a negative effect (anxiety, undermining confidence and humiliation, etc.) -Evaluating based simply on the-end-course score without regarding the activities performed during the course - Not observing technical standards and criteria to design test questions (easy to difficult, validity, reliability, etc.) -Lack of attention to the practicality or imlementabilty of assessment and testing with respect to available facilities - Lack of facilities in order to implement the assessment of tests (especially practical test) -Not observing the law of monitoring evaluation by the authorities (in accordance with the objectives of the evaluation) 	<p>academic achievement assessment (weaknesses and limitations)</p>	<p>Academic Achievement Assessment</p>
<p>The Questions of the Questionnaire ((A))</p>	<p>-Having professors and instructors with required knowledge , attitude and skill in relation to academic</p>	<p>Success factors in the process</p>	

(5.2.1 to 5.2.7)	achievement assessment -Having professors and instructors with adequate interest and motivation for academic achievement assessment -Having professors and instructors who play an active and effective role in the design phase of the program and selection of the appropriate method of assessment -Developing a detailed and accurate program based on the selection of the correct academic achievement assessment -Timely delivery of program and guidelines for the implementation of academic achievement assessment -Providing educational materials and tools in accordance with assessment methods during teaching - Providing facilities, and appropriate workshops during teaching	of academic achievement assessment	
------------------	---	------------------------------------	--

5. Research Methodology

The present study is an applied research in terms of objective and it is a descriptive-survey research in terms of data collection method. Descriptive-analytic method is used in order to examine the current status. The sample consists of university professors and instructors. To determine the sample size, from a 95 professor-instructor sample, 76 professors and instructors were selected as the sample by Morgan table. Stratified random sampling was used to select the sample members and the data was analyzed by using SPSS software.

A questionnaire was used in order to collect the required data for hypothesis test. In order to determine the validity and reliability of the variables, face and content validity method was used and in order to test the reliability of the questionnaires, Cronbach’s alpha which is applied to multi- scale questions was used. The obtained Cronbach's coefficient alpha is given in table 2.

Table 2- Cronbach's Coefficient Alpha

Alpha Value	Number of Questions	Variable
.7868	15	damaging factors
.7841	7	success factors

The research questions are:

1. What are the effective factors on the success of the process of academic achievement assessment in the corporate university?
2. What are the damaging factors on the process of academic achievement assessment in the expected corporate university?

6. Findings

The first research question:

1. What are the effective factors on the success of the process of academic achievement assessment in the expected corporate university?

A) Describing data

Table 3: Items Related to Success Factors in the Process of Academic Achievement Assessment

Very high		high		average		low		Very low		
percent	frequency	percent	frequency	percent	frequency	percent	frequency	percent	frequency	
33.3 %	25	42.7 %	32	14.7 %	11	8.0 %	6	1.3%	1	- Having professors and instructors with required knowledge , attitude and skill in relation to academic achievement assessment
38.7 %	29	36.0 %	27	18.7 %	14	6.7 %	5			-Having professors and instructors with adequate interest and motivation for academic achievement assessment
26.3 %	20	42.1 %	32	21.1 %	16	10.5 %	8			-Having professors and instructors who play an active and effective role in the design phase of the program and selection of the appropriate method of assessment
21.3 %	16	44.0 %	33	24.0 %	18	8.0 %	6	2.7%	2	-Developing a detailed and accurate program based on the selection of the correct academic achievement assessment
15.8 %	12	53.9 %	41	25.0 %	19	5.3 %	4			-Timely delivery of program and guidelines for the implementation of academic achievement assessment
22.4 %	17	50.0 %	38	21.1 %	16	3.9 %	3	2.6%	2	-Providing educational materials and tools in accordance with assessment methods during teaching
23.7 %	18	42.1 %	32	28.9 %	22	2.6 %	2	2.6%	2	- Providing facilities, and appropriate workshops during teaching

Table 4: Indexes Related to Success Factors in the Process of Academic Achievement Assessment

value	index	value	index	value	index
5.00	maximum	.634	standard deviation	3.87	mean
۷۳	number	3.00	amplitude change	3.86	median
		2.00	minimum	3.43	index

The mean of success factors in the process of academic achievement assessment is (3.87), and considering the amplitude change (3.00), the minimum (2.00) and maximum (5.00), this mean is higher than average mean (3.00). This means that from the viewpoint of the respondents, the mentioned factors in the above table are considered as determinants of success which are very effective in the process of academic achievement.

B) Data Analysis

Due to the fact that the scale questions have been measured at ordinal level, they can detect the features of intermediary variable after summing. However, in order to use parametric statistics, scale distribution should be in accordance with the normal distribution. Therefore, normality test was calculated for this purpose, the results of which are given in the table below:

Table 5 - Kolmogorov- Smirnov test (normality test) – professors and instructions

Success factors in the Process of Academic Achievement Assessment	Damaging Factors in the Process of Academic Achievement Assessment	
73	73	number
3.8728	3.4840	mean
.63378	.54252	standard deviation
.894	1.186	Z-statistic
.400	.120	double significance

The observed significance in the above table is greater than the significance at alpha level .05 in all cases which means that the scales are normally distributed. Therefore, we are allowed to use parametric tests in these cases.

The Second Research Question

What are the damaging factors on the process of academic achievement assessment in the corporate university?

Table 6. Univariate Hypothesis t-Test and the Significance of Damaging Factors Index

Significance	Degree of Freedom	t	Mean	Number	
.000	75	4.275	3.5789	76	- Lack of attention to the educational objectives of academic achievement assessment
.000	75	4.280	3.4342	76	- Lack of attention to the specified content and materials (designing questions outside the specified material)
.000	75	4.631	3.4868	76	-Not covering all of the different parts of the taught material in designed questions
.001	75	3.508	3.3947	76	- Lack of attention to different levels of learning in the test design (knowledge, attitudes and

					skills)
.046	75	2.032	3.2500	76	-Lack of attention to individual differences of learners at the evaluation stage
.001	75	3.548	3.3816	76	-Lack of attention to the comprehensive development and readiness of learners in assessment (physical, intellectual, emotional, etc.)
.000	75	3.998	3.3816	76	-Lack of attention to the innovation and creativity of students by not using proper methods of evaluation
.000	75	4.480	3.5000	76	-Limiting the evaluation of academic achievement or a test one method (written, oral, etc.)
.000	75	4.302	3.5000	76	-Not holding exams and repeated testing (formative) and not paying attention to the learner according his/her ability and position in each stage of teaching
.030	75	2.211	3.2632	76	-A mismatch between assessment and personality development and mental health of learners and creating a negative effect (anxiety, undermining confidence and humiliation, etc.)
.000	73	4.316	3.5000	74	-Evaluating based simply on the-end-course score without regarding the activities performed during the course
.000	75	4.707	3.4868	76	- Not observing technical standards and criteria to design test questions (easy to difficult, validity, reliability, etc.)
.000	75	5.776	3.5132	76	-Lack of attention to the practicality or imlementabilty of assessment and testing with respect to available facilities
.000	74	4.618	3.4667	75	- Lack of facilities in order to implement the assessment of tests (especially practical test)
.000	75	5.484	3.5658	76	-Not observing the law of monitoring evaluation by the authorities (in accordance with the objectives of the evaluation)

.000	72	7.623		3.4840	73	Damaging Factors in the Process of Academic Achievement Assessment
------	----	-------	--	--------	----	--

It is clear that the significance of damaging factors index is lower than the significance at alpha level of 5%. This means that the difference between the calculated mean and median option is significant with 95 % confidence. This mean indicates that the damaging factors listed in the above table are effective on academic achievement of the corporate university.

Table 6. Univariate Hypothesis t-Test and the Significance of the Index of Success Factors in Academic Achievement

significance	Degree of Freedom	t	Mean	Number	
.000	74	8.850	3.9867	75	- Having professors and instructors with required knowledge , attitude and skill in relation to academic achievement assessment
.000	74	10.038	4.0667	75	-Having professors and instructors with adequate interest and motivation for academic achievement assessment
.000	75	7.820	3.8421	76	-Having professors and instructors who play an active and effective role in the design phase of the program and selection of the appropriate method of assessment
.000	74	6.499	3.7333	75	-Developing a detailed and accurate program based on the selection of the correct academic achievement assessment
.000	75	8.240	3.8553	76	-Timely delivery of program and guidelines for the implementation of academic achievement assessment
.000	75	7.734	3.8158	76	-Providing educational materials and tools in accordance with assessment methods during teaching
.000	75	7.734	3.8158	76	- Providing facilities, and appropriate workshops during teaching
.000	72	11.766	3.8728	73	Success Factors in the Process of Academic Achievement Assessment

It is clear that the significance of success factors index is lower than the significance at alpha level of 5%. This means that the difference between the calculated mean and median option is significant with 95 % confidence. This mean indicates that the damaging factors listed in the above table are effective on academic achievement of the corporate university.

7. Conclusion

In order to identify and determine the effective factors on the academic achievement assessment as success factors, professors and instructors have been asked seven factors. The results suggest that these seven factors influence the success of the implementation process of academic achievement assessment very much. The calculated T -test results with 72 degree of freedom for each factor indicated that there is no significant difference between the success factors. Therefore, the research findings suggest that the majority of professors and instructors believe that sufficient interest, motivation and knowledge , necessary attitude and skill, playing an active and effective role in programming and selecting an appropriate method, designing and developing a detailed and accurate program and its timely delivery, providing the facilities , opportunity , suitable workshops ,etc. during education will be highly effective in the success of implementation of academic achievement assessment .

In order to identify and determine the effective factors on the academic achievement assessment as damaging factors, professors and instructors have been asked fifteen potential factors which can influence the implementation process of academic achievement assessment .The summary of the results achieved from the questions suggest that based on the viewpoint of the majority of respondents, it can be said with 95 % confidence that a significant difference was detected between the calculated mean and median option. This mean indicates the above-mentioned factors influence the academic achievement of university. The findings of the questions concerning the first research question confirms the fact that the majority of respondents believe that factors such as lack of attention to educational models, content and specified materials , lack of attention to different levels of learning in designing exam questions, not considering the improvement and overall readiness ,innovation and creativity of learners , and the lack of conditions ,facilities ,etc. will be highly effective on damaging the implementation process of academic achievement assessment. In contrast, paying attention to the above-mentioned factors can itself overcome the possible damages.

8. References

1. Ahmadi, Gholamreza .Hakimi , Seyed Hasan .(2007) Investigating the Problems of Current Assessment Methods from the Viewpoint of the Evaluated and Evaluators. *Journal of Management in Education*, 26.
2. Isaac, Stephen. (2007). *Research Guide and Evaluation in Psychology and Education* (translated by Ali Delavar), Tehran: Arasbaran Publication.
3. Bula.H.C. (1983). *Assessment of Teaching and its Application in Functional Teaching*. (translated by Abbas Bazargan) . Tehran: Center of Academic Publications.
4. Taghi Pour Zahiri , Ali (2000) *Introduction to Educational and Curricular programs* , Tehran: Aga Publication
5. Tuzandeh Jani, Hasan .Abolghasemi ,Akbari Bahmani (2008) *Evaluation of Educational Achievement in Psychology and Education* , Nishapur : Shahre Firouzeh Publication .
6. Doayi, Habibollah (1995), *Human Resource Management*, Tehran, Moallef Publication.
7. Soltanzadeh , Hossein 1945, *The History of Schools of the Ancients until Darolfonun* . Tehran:Agah Publication.
8. Seyf, Ali Akbar,(2001) *Methods of Measurement and Assessment* (second edition) . Tehran:Doran Publication.
9. Seyf, Ali Akbar,(2008) ,*Assessment process and Products of Learning* (second edition) . Tehran: Doran Publication.
10. Shariatmadari, Ali, *Society and Education*. (1996) Tehran: Amir Kabir Publication.
11. Sharifi, Hasan Pasha, Kia Manesh .Alireza, (1988) *Methods of Assessment of Students' Learning*. Tehran: Ministry of Education.
12. Shoari Nejad, Ali Akbar,(1985) *Dictionary of Educational Sociology, psychology, Psychoanalysis*. Tehran, Haghghat Publication.
13. Shabani, Hasan, (1992) *Educational Skills*,(first edition) Tehran:Samt Publication.
14. Shabani,Hasan, (2008)*Educational skills*,(22nd edition) Tehran:Samt Publication.
15. Safavi, Amanollah, (1989) .*The Overview of Teaching Methods and Techniques* ,Moaser Publication .
16. Kia Manesh Alireza, *What Is and What Is Not Evaluation* Tehran: Tehran Journal of Educational Sciences, University of Tehran.
17. Kia Manesh Alireza, (1995) *Academic Assessment Methods*,Tehran, Doran Publication

18. Lowell. A. Schwyz (1998). Measurement and Evaluation in Education (Translated by Hamzeh Ganju) , Seventh Edition . Tehran: Besat Publication.
19. Mohammad Mirzayi,Alireza,(1998) Assessment in schools. Tehran: Shora Publication
20. Mary G , Allen , Vandy- am , (1995) . Introduction to Theories of Sizes (psychometric) (translated by Ali Delavar). Tehran, Samt Publication.
21. Moayeri, Mohammad Taher, (1997) Education Issues. Tehran: Amir Kabir Publication, Planning and writing center, Textbooks of Corps (2008). A comprehensive model of curriculum Assessment, Deputy of Educating Corps.
22. Mirza Beigi, Ali, (2001) Curriculum and Instructional Sesign in Formal Education and Manpower Education,Tehran,Selron Publication.
23. Najafi Zand,Jafar,Acadmic,(1991) Assessment,Tehran,Daneshmand Publication.
24. Navazeh Zhorzh. Kavarni Zhal (1985) Psychology of Academic Assessment (Translated by Hamzeh Ganji) . Tehran. Information Center.
25. Wolf, Rychart (2007). Academic Assessment, Foundations of Measurement of Ability and Program Assessment (Translated by Alireza. Kia Manesh) , sixth edition , University Press Center.
26. Wolf, Rychart (1992). Academic Assessment, Foundations of Measurement of Ability and Program Assessment (Translated by Alireza. Kia Manesh) , sixth edition , University Press Center.
27. Harvey J. (1988). Classification of Educational Goals: Psychomotor Domain (Translated by Alireza. Kia Manesh) . Tehran: Ministry of Education, Office of Educational Supplementary and libraries.
28. Hooman,Heidar Ali, (1996)Assessment of Education Programs Tehran, Par Publication .
- 29.Hooman,Heidar Ali, (1987)Psycho-Educational Measurement and Techniques of Developing Testing .Tehran: Selseleh Publication.