“Direct” vs. “Indirect” evidence of student learning

Quiz Time

“D” direct?

or

“I” indirect?
Example

1. I can name the capital of Alaska.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

2. The capital of Alaska is ________________

Indirect & Direct

- “Indirect” evidence of student learning
  - Student perceptions, self reports
  - Can reveal *why* and *how* students learned – or didn’t learn

- “Direct” evidence of student learning
  - Student products, behaviors
  - Reveals *what* students know and can do
“Indirect”

Common instruments for data collection
- Survey
- Focus group
- Interview

“Direct”

Common instruments for data collection
- Course or program assignment
- Course or program exam
- Senior project, thesis, dissertation
Your fall 2013 assessment project:
1. Which outcome(s) might you assess?
2. What type of direct evidence is appropriate?

TIP: Use the SLO verb to help find an appropriate data collection instrument
“recognize”=multiple choice test
“analyze and summarize data” = policy paper
**Data Collection Instruments/Methods: Examples of Direct and Indirect Evidence**

<table>
<thead>
<tr>
<th>“D” direct or “I” indirect?</th>
<th>Data Collection Instrument/Method</th>
<th>Description</th>
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<td></td>
<td>Culminating Project (e.g., capstone project, senior thesis or exhibit)</td>
<td>In their senior year, students integrate the knowledge and skills they have acquired throughout the program to produce a piece of work that demonstrates achievement.</td>
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<td>Embedded Assignments</td>
<td>Assignments completed as a regular part of a course are used for course grades and program assessment.</td>
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<td>Embedded Test or Quiz</td>
<td>Questions intended to assess SLOs are incorporated into course tests or quizzes. Results are used for course grades and program assessment.</td>
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<td>Focus groups</td>
<td>Facilitated small-group discussions during which students describe their perspectives on topics such as program quality, courses offerings, academic experiences.</td>
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<td>Interviews</td>
<td>One-on-one dialog with a student to determine his/her perspective on topics such as academic experience, growth and change, and immediate as well as future plans.</td>
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<td>Observations</td>
<td>Student performance of a task or activity is rated by an unobtrusive observer, often using an “observation checklist.”</td>
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<td>Portfolio</td>
<td>A collection of a student’s work that is used to demonstrate student growth and/or showcases achievement; often includes the student’s reflections on the collection.</td>
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<td>Pre-test/Post-test</td>
<td>A test administered at the beginning and again at the end of a program in order to determine change or growth.</td>
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<td>Professional Licensure Exam (e.g., Bar exam, Praxis teaching exam)</td>
<td>An exam required by the state or federal government: passing the exam is required before operating as a provider in a particular field.</td>
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<td>Standardized Test</td>
<td>A test that is administered, scored, and interpreted in a standard manner; often commercially developed and administered to many (e.g., students across the nation).</td>
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<td>Survey (e.g., eCAFÉ, alumni survey)</td>
<td>Students are asked for their opinions on topics such as instructor performance, course relevance, classroom environment, and knowledge gained and/or skills learned. Alumni report their perceptions of topics such as overall educational experience, program quality, and program relevance to career/personal life.</td>
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