

Using Indirect Assessment Wisely: Methodology, Design, and Implementation

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Academic Assessment

- ◆ Assessment measures student learning
- ◆ Assessment occurs at the course, academic program, and college levels
- ◆ Student Learning Outcomes (SLOs) specify what students will know and be able to do as a result of completing an instructional session
- ◆ SLOs fall into one of three broad categories
 - ◆ Undergraduate – Content Knowledge, Critical Thinking, and Communication (BOG regulation 8.016)
 - ◆ Graduate – Content Knowledge, Skills, and Professional Behavior
- ◆ Planning and development resources are available at <http://assessment.aa.ufl.edu/academic-assessment>

What will Students Know and be able to Do?

Verbs!

Remember

Arrange
Define
Locate
Recall
Recite
Describe
Repeat
Identify
Select
Quote
Label
Copy
List
Name
State

Understand

Classify
Describe
Identify
Indicate
Organize
Interpret
Illustrate
Reorganize
Translate
Paraphrase
Summarize
Transform
Discuss
Explain
Defend
Compare
Report
Restate
Review
Rewrite

Apply

Calculate
Construct
Classify
Estimate
Illustrate
Interpret
Appraise
Contrast
Criticize
Diagnose
Identify

Analyze

Combine
Figure
Find
Sketch
Solve
Predict
Change
Survey
Compare
Diagram
Examine
Test
Modify

Evaluate

Appraise
Argue
Assess
Defend
Estimate
Judge
Predict
Qualify
Rate
Support
Critique
Recommend

Create

Arrange
Assemble
Compose
Create
Design
Devise
Formulate
Invent
Manage
Modify
Organize
Plan
Prepare
Produce
Propose
Set up
Verify
Construct
Develop

Balance Direct and Indirect Assessments

- ◆ **Direct assessments** of student learning provide for direct examination or observation of student knowledge or skills against measurable performance indicators.
- ◆ **Indirect assessments** ascertain the opinion or self-report of the extent or value of learning experiences (Rogers, 2011)

You decide: Are the Following Direct or Indirect Assessment?

Course midterm exam

- A. Direct
- B. Indirect

Senior exit interview

- A. Direct
- B. Indirect

Final paper graded by a faculty developed rubric

- A. Direct
- B. Indirect

Student peer-assessment

- A. Direct
- B. Indirect

Student experience in the research university (SERU) survey (seru.ufl.edu)

- A. Direct
- B. Indirect

Job placement data

- A. Direct
- B. Indirect

Methods to Conduct Indirect Assessments

- ◆ Interviews with
 - ◆ Stakeholders
 - ◆ Students
 - ◆ Internship supervisors
- ◆ Focus groups
- ◆ Surveys
- ◆ Self assessments
- ◆ Data mining such as completion and graduation rates

Conducting Interviews

- ◆ Prepare a list of questions
 - ◆ Revise and refine questions by sharing with colleagues
- ◆ Set the stage: state the objective and agenda
- ◆ Speak in a conversational manner
- ◆ Use neutral phrases
- ◆ Ask to clarify vague statements
- ◆ Confirm understanding by reviewing key points

Conducting Focus Groups (prep)

- ◆ Use the literature to find gaps in knowledge and identify questions
- ◆ State hypotheses as appropriate
- ◆ Develop open ended questions
 - ◆ Revise and refine questions by sharing with colleagues
- ◆ Decide on a methodology
 - ◆ Phenomenology
 - ◆ Discourse analysis
 - ◆ Grounded theory

Conducting Focus Groups

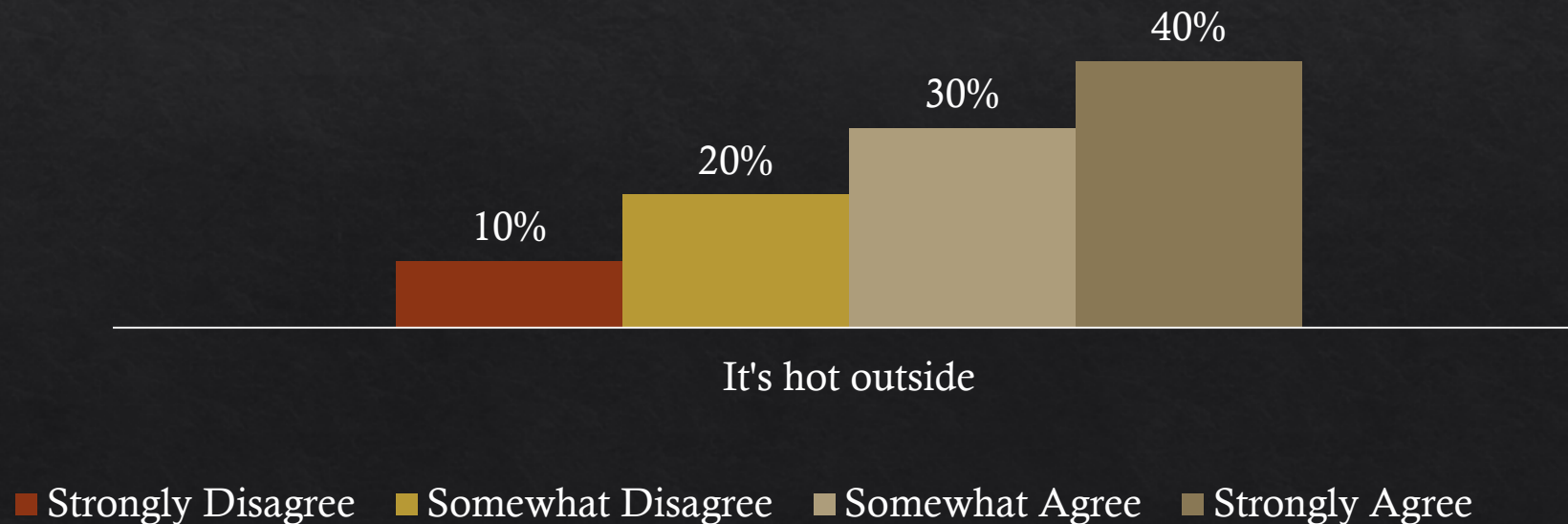
- ◆ Conduct session
 - ◆ Read from a script to be consistent
 - ◆ Take notes or record session if possible
- ◆ Transcribe results
- ◆ Identify themes
 - ◆ Use qualitative analysis method as a framework
 - ◆ Grounded Theory: constant comparative method used in coding, memo writing, and theoretical sampling
 - ◆ Identify/code text to support ideas/concepts/themes
 - ◆ Goal is to saturate the theme with data
- ◆ Produce substantive theory

Conducting Surveys

- ◆ Use the literature to find gaps in knowledge and develop questions
 - ◆ Revise and refine questions by sharing with colleagues
- ◆ Use good design practices (Dillman, Smyth, Christian, 2014)
 - ◆ Ask one question at a time
 - ◆ Avoid double negative questions
 - ◆ Avoid bias in the way the question is worded
 - ◆ Do not offer a neutral value (non-substantive choice)

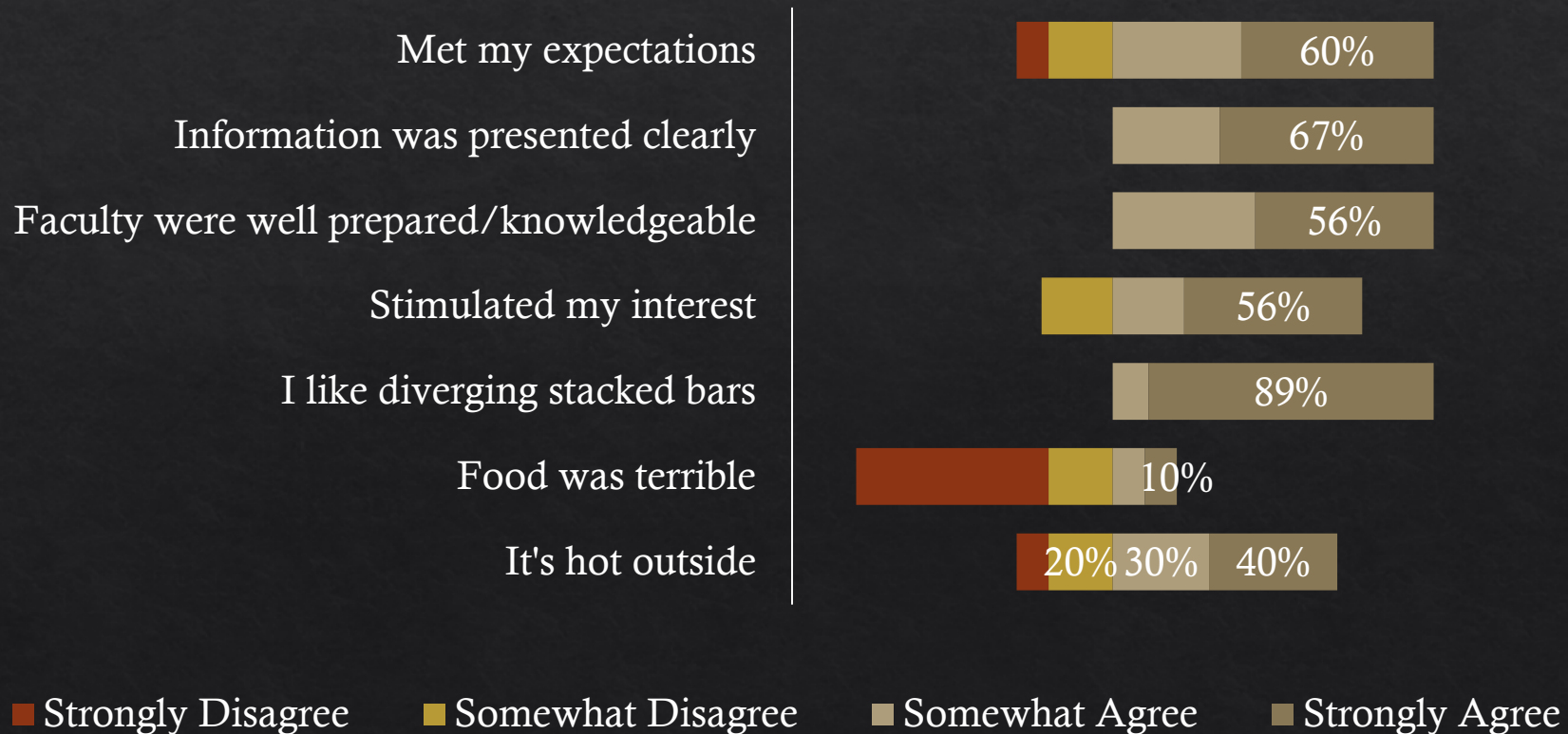
Presentation of Survey Results

◇ Do not use column or bar charts as shown here



Presentation of Survey Results

- ◆ For scale items, use diverging stacked bars



Other Examples of Indirect Assessment

- ◇ Course evaluations
- ◇ SERU survey
- ◇ Course grades

CALS Example of Indirect Assessment

- ◆ *Self-Assessment Questionnaire*
- ◆ Students took a self-assessment questionnaire as part of class time in Agricultural Education and Communication (AEC) AEC 4052 and AEC 4224
- ◆ Students rated the overall quality of the program. Some results follow:
 - ◆ Overall quality of the program: 4.67 (1=poor to 5=excellent)
 - ◆ Organization of the AEC curriculum: 4.62
 - ◆ Overall rating of advisors: 4.95
 - ◆ Positive relationship between faculty and undergraduate students: 4.71
 - ◆ Interest of faculty members in my (student's) welfare: 4.65
 - ◆ Access to technology needed for AEC courses and assignments: 4.82

Summary

- ◇ Goal: provide an overview of indirect assessment methods to collect evidence of learning
- ◇ Goal: balance direct and indirect assessments

This session described

- ◇ How to collect data for indirect assessments
- ◇ How to present results for indirect assessments
- ◇ Resources are available at
 - ◇ <http://assessment.aa.ufl.edu/academic-assessment>