Indirect Assessment Techniques

6
The University of Illinois at Urbana-Champaign (2000) college, and each major

Related work: none.

2004; focusing on the unique features of the institution. Each

to improve the field of education is critical. These surveys

currently do not provide a comprehensive picture of student

surveys can be closed-ended or open-ended, and assess

Student learning outcomes are critical to student success and

Situations should be carefully designed. One common mistake is

Examples of common errors and issues that could be addressed

The number of responses depends on the context in

Despite numerous challenges...

and through vision (e.g., WAC, and student self-assessment).

and assessment and rating of programs and the impact of their

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Related work: none.
Avoid vague questions. Did you learn because of your efforts or the course content?

Responses can differ. They may require the use of “Other” care.

For closed-ended questions, be sure to include all possible responses. Always people who take the course learn the instructions.

Avoid compound items. Did you like the course and instructors?

You must know what the course or the instructor.

Consulting Allen (1999) offers these suggestions for writing objective quizzes:

<table>
<thead>
<tr>
<th>Whether</th>
<th>水平</th>
<th>appendix</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>frequency</td>
</tr>
<tr>
<td>moderate</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>weak</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>very poor</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>poor</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>very good</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>excellent</td>
<td>uncommon</td>
<td></td>
</tr>
<tr>
<td>outstanding</td>
<td>uncommon</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the quality of instruction in your education.

Please check the most important factor that led you to choose this program. The most important factors you learned in the course are:

- Improved problem solving
- Improved critical thinking
- Improved written language
- Improved oral language
- Improved research skills
- Improved analytical skills
- Improved quantitative skills
- Improved qualitative skills
- Improved communication skills
- Improved collaboration skills
- Improved decision-making skills
- Improved time management skills

Please indicate your readiness to apply to graduate programs in your field.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

In a general way, I used the department’s course help.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Please indicate which of the activities you feel comfortable to perform.

- Yes, I have done this activity.
- No, I have not done this activity.

Please indicate the type of item.

- Multiple choice
- Short answer
- Essay
- Discussion board
- Project
- Presentation

Please indicate the most important concepts you learned in the course.

- Implied
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
### Possible Survey Questions for Assessing Academic Performance

**Employees**
- What are the most important things you consider when you make decisions in your role?
- Which of your colleagues most influence your decision to major in this program?
- How often do you feel that the course material is relevant to your work?
- How do you think your skills and experience have helped you in your role?
- What are your career goals, and how does this program help you achieve them?

**Alumni**
- How effective was the program in preparing you for your career?
- How frequently do you use the knowledge you gained in this program in your current role?
- How did you choose your major, and what factors influenced your decision?
- Which courses had the greatest impact on your career?
- How did your undergraduate degree influence your decision to choose your current field?

**Students**
- What are the most important things you consider when you make decisions in your role?
- Which of your colleagues most influence your decision to major in this program?
- How effective was the program in preparing you for your career?
- How frequently do you use the knowledge you gained in this program in your current role?
- Which courses had the greatest impact on your career?

**Examples**

**Different Groups of Stakeholders**

**Possible Survey Questions for Assessing Academic Performance**

**Employees**
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- How frequently do you use the knowledge you gained in this program in your current role?
- Which courses had the greatest impact on your career?

**Examples**
The classroom environment is an integral part of the educational process. Effective classroom management is crucial for creating a positive learning environment. The following strategies can be employed to enhance classroom management:

1. Clear and consistent rules
2. Positive reinforcement
3. Effective communication
4. Clear expectations
5. Fair and consistent discipline

These strategies help in creating a conducive learning environment, which in turn improves student engagement and academic performance.
The University of Wisconsin-Oshkosh: Department of English

**RESEARCH**

**EVIDENCE:**

- Comprehensive familiarity with the course and the research methods used to assess student learning.
- Data from various sources, including tests, quizzes, and assignments.
- Analysis of student performance and feedback from the students.

**ANALYSIS:**

- The results show a significant increase in student performance in the course.
- The feedback from the students indicates a high level of satisfaction.

**IMPLICATIONS:**

- The findings suggest a need for further research to replicate the results.
- The results can be used to improve the teaching methods.

**REFERENCES**

would like to tell you about a problem that has arisen at the end of the program, you could use the interview to ask about the problem and then ask for an explanation. If you're unsure of some issues or concerns, you may not have asked the most important questions. Give the respondents an opportunity to discuss those issues further.

Consider the following sessions:

- 100% response level. This does not mean that every session, only the one that features a specific question, must be attended by all respondents. For example, if you have 100% attendance at one session, only that one question needs to be asked. For respondents who missed the session, ask them to provide their response for the next session.

- 50% attendance level. This means that respondents who attended 50% of the sessions need to answer a specific question. For example, if you have 50% attendance at one session, ask them to provide their response for that session. For respondents who missed the session, ask them to provide their response for the next session.

- 25% attendance level. This means that respondents who attended 25% of the sessions need to answer a specific question. For example, if you have 25% attendance at one session, ask them to provide their response for that session. For respondents who missed the session, ask them to provide their response for the next session.

- 0% attendance level. This means that respondents who did not attend any of the sessions need to answer a specific question. For example, if you have 0% attendance at one session, ask them to provide their response for that session. For respondents who missed the session, ask them to provide their response for the next session.
Develop a thoughtful response. Allow respondents time to process the question. They may not use time to 

\* 

rather. 

the respondents’ opinions, nor to convert them to your perspective.

\* 

do not argue with the respondents point of view even if you 

admit. Don’t spend time praising other crops.

\* 

plagiarize the text. Do not recite research from your 

\* 

plagiarize. Authors of similar articles index similar 

\* 

Dan to my respondents. Or do more research than you think.

\* 

distribute their time and energy efficiently. 

\* 

Determine requests for the respondents participation in the 

\* 

non to be contributed and understood.

\* 

Consider the invitee in an environment that allows the in- 

\* 

These are some tips for effective interviewing.
Focus Groups

Focus Groups are planned discussions among small groups of participants who are selected because they are closely related to the topic of interest. They are designed to gather qualitative data and are often used in market research, social science research, and program evaluation.

The key features of focus groups include:
- Informality: Participants feel more comfortable and open in a group setting.
- Interaction: Participants have the opportunity to interact with each other.
- Depth: Participants are encouraged to explore topics in depth.
- Flexibility: The moderator can adapt the discussion based on the responses of participants.

To conduct a focus group, the following steps are recommended:
1. Define the research questions.
2. Identify the participants.
3. Develop a discussion guide.
4. Conduct the focus group.
5. Analyze the data.

Focus groups can provide valuable insights into the perspectives and experiences of participants. However, they are not suitable for all research questions and should be used in conjunction with other research methods.
### Focus Group Sample Questions

**Purpose of Question**

- What are you learning about the topic?
- How do you feel about what you’ve learned so far?
- Describe your current understanding of the topic.
- What questions do you have about the topic?
- What challenges have you faced in learning about this topic?
- What strategies are you using to help you learn about this topic?
- How do you think your learning is progressing?
- Do you have any suggestions for how we could improve the course?

**Examples**

- I find the course challenging. Can we add more examples to make it easier to understand?
- The readings are too lengthy. Can we focus on the key points?
- I’m having trouble with the math. Can we have more support resources available?
- The topics are too abstract. Can we relate them to real-world situations?
- The pace of the course is too fast. Can we slow it down?
- I’m interested in the course. Can we add more interactive activities?
- The course evaluation is too difficult. Can we make it more straightforward?

**Issue: Completion**

- We’ve covered a lot of ground, but I don’t feel like I’ve mastered all the material.
- I’m not sure if I’m understanding everything. Can we have more review sessions?
- The course is too long. Can we condense it?
- I’m falling behind. Can we provide more support for students who need it?
- The course is too short. Can we add more depth to the topics?
- I’m not interested in the course. Can we make it more engaging?”

**Issue: Curriculum**

- The course is too difficult. Can we make it more accessible?
- The course is too easy. Can we challenge us more?
- The course is too theoretical. Can we add more practical examples?
- The course is too practical. Can we add more theoretical discussions?
- The course is too long. Can we make it more efficient?
- The course is too short. Can we add more content?

**Issue: Syllabus**

- The course is too rigid. Can we make it more flexible?
- The course is too loose. Can we set clearer expectations?
- The course is too focused on theory. Can we balance it with more practical applications?
- The course is too focused on practical applications. Can we balance it with more theoretical discussions?
- The course is too repetitive. Can we change the content?
- The course is too varied. Can we streamline it?”

**Issue: Allocation**

- The course is too expensive. Can we reduce the cost?
- The course is too affordable. Can we increase the quality?
- The course is too long. Can we make it shorter?
- The course is too short. Can we make it longer?
- The course is too difficult. Can we make it easier?
- The course is too easy. Can we make it harder?”

**Issue: Resource**

- The course is too resource-intensive. Can we make it more efficient?
- The course is too resource-light. Can we add more support resources?
- The course is too demanding. Can we make it more manageable?
- The course is too easy. Can we add more challenging assignments?
- The course is too focused on reading. Can we balance it with more practical activities?
- The course is too focused on writing. Can we balance it with more oral presentations?”

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- The course is too easy. Can we make it harder?”
In order to continue collecting information, the groups conduct a good level of participation. Group members should have a common level of experience in order to participate. However, if the discussion is not focused on the topic at hand, the groups may not have effective participation. Therefore, it is important to select participants who are knowledgeable and can contribute to the discussion.

In the table below, the focus groups are divided into different levels of participation:

<table>
<thead>
<tr>
<th>Level of Participation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Engaged, interactive, contributing</td>
</tr>
<tr>
<td>Medium</td>
<td>Participating, but less interactive</td>
</tr>
<tr>
<td>Low</td>
<td>Observing, not contributing</td>
</tr>
</tbody>
</table>

Additionally, the assessment of focus groups is not only based on participation but also on the quality of the discussion. A good discussion involves clear understanding and resolution of the issue presented.

![Image](image.png)

**Figure 6.5**

**Index Card Histogram**

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**Assessing Academic Programs in Higher Education**
Reflective essays should be based on carefully critical, open-ended questions that could be used for program assessment. Here are some examples of reflective essay questions that may help:

1. How well do you feel the program helped you develop critical thinking skills?

   - Explain your understanding of your own experiences and the program.
   - What did you learn from your experiences?
   - What did you learn about yourself?
   - What did you learn about the program?
   - What did you learn about the world?

2. What are some components of effective essay questions that could be used for program assessment?

   - Realistic expectations for learning outcomes.
   - Open-ended questions that encourage critical thinking.
   - Reflective questions that encourage self-assessment.
   - Questions that encourage students to reflect on their own learning experiences.
   - Questions that encourage students to reflect on their own learning progress.

Reflective essays are an effective way to assess students' learning outcomes and provide feedback to both students and instructors. They can help improve the quality of education and foster a more meaningful learning experience.
<table>
<thead>
<tr>
<th>Issue</th>
<th>Interviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not interested in field of work</td>
<td>1. Not interested in field of work</td>
</tr>
<tr>
<td>2. Not interested in career options</td>
<td>2. Not interested in career options</td>
</tr>
<tr>
<td>3. Difficult to find projects</td>
<td>3. Difficult to find projects</td>
</tr>
<tr>
<td>4. Field is not well known</td>
<td>4. Field is not well known</td>
</tr>
<tr>
<td>5. Field is not well respected</td>
<td>5. Field is not well respected</td>
</tr>
<tr>
<td>6. Field is not well understood</td>
<td>6. Field is not well understood</td>
</tr>
<tr>
<td>7. Field is not well supported</td>
<td>7. Field is not well supported</td>
</tr>
<tr>
<td>8. Field is not well funded</td>
<td>8. Field is not well funded</td>
</tr>
<tr>
<td>9. Field is not well funded</td>
<td>9. Field is not well funded</td>
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<tr>
<td>10. Field is not well funded</td>
<td>10. Field is not well funded</td>
</tr>
</tbody>
</table>

### Potential Limitations

<table>
<thead>
<tr>
<th>Potential Limitations</th>
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</thead>
<tbody>
<tr>
<td>Field is not well funded</td>
</tr>
<tr>
<td>Field is not well funded</td>
</tr>
</tbody>
</table>

## Indirect Assessment Techniques

<table>
<thead>
<tr>
<th>Technique</th>
<th>Strengths and Limitations of Indirect Assessment Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Assess student self-assessment</td>
<td>Assess student self-assessment</td>
</tr>
<tr>
<td>7. Assess student self-assessment</td>
<td>Assess student self-assessment</td>
</tr>
<tr>
<td>8. Assess student self-assessment</td>
<td>Assess student self-assessment</td>
</tr>
</tbody>
</table>

### Summary of Indirect Assessment Techniques

The technology allows faculty to discover new ideas that might otherwise
remain hidden. By promoting critical thinking and encouraging students
to explore alternative ideas, indirect assessment techniques can help
promote higher-order thinking and to engage in deeper learning.

### Field-Focused Essays

The summary of indirect assessment techniques discussed in this chapter has
highlighted the potential strengths and limitations of these methods. It is
important to carefully consider the strengths and limitations of each
methodology, as they can significantly impact the effectiveness of the
assessment process.