

Evidence

Evidence is information that provides an outward sign of “proof.” It may be one of many variables contributing towards success. The real question is not whether we are doing a good job teaching, but *are we systematically reviewing, documenting, and assessing the relevant evidence?* It allows us to identify curricular limitations associated with student skills for remediation. Evidence gives us the “power” to “toot our horns” over the success resulting from the program! You do not need to provide all examples of evidence to make a good case! Evidence must be interpreted to be meaningful.

Direct Evidence. Supporting evidence can *directly* verify student learning through student demonstration of change in knowledge, skills, and/or attitudes (i.e., measurement of cognitive, psychomotor and/or affective domains of learning). Direct evidence is essential to for “proof.”

- Scores and pass rates of content based or criterion referenced licensure, certification or professional exams
- Criterion referenced national examinations assessing subject matter knowledge (caution – is it a match to your program’s learning objectives?)
- Content based comprehensive program exam
- Locally/instructor produced exams
- Writing proficiency exam
- Essay questions blind scored by trained faculty across department (using rubric)
- Capstone experiences: research projects, presentations, performances
- Externally reviewed exhibitions and performances in the arts
- Evaluation of a specific project (with grading rubric)
- Portfolio (with guidelines and grading rubrics)
- Score gains (individual) between entry and exit
- Ratings of skills by practicum/internship/clinical supervisors – link to professional job
- Demonstration of diversity-valuing exchange

Indirect Evidence. Evidence can also be *indirect*, permitting inferences about learning.

- Alumni surveys
- Student surveys (e.g., in-class, exit) with student rating of change in knowledge, skills, or attitudes
- Course grades
- Scores and pass rates of norm referenced licensure, certification or professional exams
- Norm referenced national examinations assessing subject matter knowledge (caution – is it a match to your program’s learning objectives?)
- Pre-professional program placement rates
- Graduate/professional school acceptance rates
- News of accomplishments linked to learning outcomes

Faculty/student ratios, GPAs, faculty accomplishments, percentage of students who study abroad, individual course enrollment data, diversity ratios, and curriculum review reports are *not evidence* of student learning.