Direct / Indirect Assessment

**DIRECT**
Gathers evidence about student learning based on student performance that demonstrates the learning itself; can be value added, related to standards, or quantitative, embedded or not, using local or external criteria.

Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations (Leskes, 2002)

**INDIRECT**
Acquires evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement.

Examples include: surveys, questionnaires, interviews, focus groups, and reflective essays. (Doug Eder)

Course Assessment

**DIRECT**
- Course and homework assignments
- Exams and quizzes
- Standardized tests
- Term papers and reports
- Observations of field work, internship performance, service learning, clinical experiences
- Research projects
- Class discussion participation
- Case study analysis
- Rubric scores for writing, oral presentations, and performances
- Artistic performances and products
- Grades based on explicit criteria related to clear learning goals

**INDIRECT**
- Course evaluations
- Test blueprints (outlines of the concepts and skills covered on tests)
- Percent of class time spent in active learning
- Number of student hours spent on service learning
- Number of student hours spent on homework
- Number of student hours spent at intellectual or cultural activities related to the course
- Grades that are not based on explicit criteria related to clear learning goals

Direct / Indirect Assessment

Program Assessment

**DIRECT**
- Capstone projects, senior theses, exhibits, or performances
- Pass rates or scores on licensure, certification, or subject area tests
- Student publications or conference presentations
- Employer and internship supervisor ratings of students' performance

**INDIRECT**
- Focus group interviews with students, faculty members, or employees
- Registration or course enrollment information
- Department or program review data
- Job placement
- Employer or alumni surveys
- Student perception surveys
- Proportion of upper-level courses compared to the same program at other institutions
- Graduate school placement rates

Institutional Assessment

**DIRECT**
- Performance on tests of writing, critical thinking, or general knowledge
- Rubric scores for class assignments in General Education, interdisciplinary core courses, or other courses required of all students
- Performance on achievement tests
- Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., asking students to name the three most important things they have learned in a program)

**INDIRECT**
- Locally developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)
- Transcript studies that examine patterns and trends of course selection and grading
- Annual reports including institutional benchmarks (e.g., graduation and retention rates, grade point averages of graduates, etc.)