Direct and Indirect Assessment

**Direct Assessment** refers to any method of collecting data that requires students to demonstrate a knowledge, skill, or behavior.

**Indirect Assessment** refers to any method of collecting data that requires reflection on student learning, skills, or behaviors, rather than a demonstration of it.

The best assessment practices utilize both direct and indirect methods of collecting evidence of student learning in order to paint a more complete picture of student achievement and capabilities. While all of these examples listed below are geared to programmatic assessment of student achievement, the methods marked with an asterisk (*) can also be used at the course level to measure student learning.

### Direct Evidence of Student Learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates from licensure, certification exams, or other national tests
- Capstone experiences (research papers, theses, presentations, etc.) scored with a rubric
- Other written work, performances, or presentations scored with a rubric *
- Portfolios of student work *
- Scores of locally designed tests in key courses, qualifying exams, or comprehensive exams accompanied by descriptions of what the tests assess *
- Score gains between entry and exit on published or local tests or writing samples *
- Employer ratings of employee skills
- Systematic observations of student behavior (presentations, group discussions, etc.)
- Summaries or analyses of electronic discussion threads *
- Classroom response systems (clickers, etc.)
- Student reflections on values, attitudes, and beliefs

### Indirect Evidence of Student Learning

- Course grades *
- Assignment grades if not accompanied by rubric/scoring guide *
- Admission rates into graduate programs and subsequent graduation rates
- Quality/reputation of graduate programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge/skills or reflections on what they have learned *
- End-of-semester evaluation questions focused on course not instructor *
- Student/alumni satisfaction collected through surveys/exit interviews/ focus groups
- Voluntary gifts from alumni and employers
- Student participation rates in faculty research, publications, and conference presentations
- Honors, awards, and scholarships earned by students and alumni