

**Direct and Indirect Assessment Tools**  
**Chair's Meeting August 20, 2014**  
**Patrick Barlow, Ph.D.**  
**Center for Advancing Teaching and Learning**

## **Direct Assessment<sup>1</sup>:**

**Measures of learning are based on student performance or demonstrate the learning itself.**

Scoring performance on tests, term papers, or the execution of lab skills, would all be examples of direct assessment of learning.

Direct assessment of learning can occur within a course (e.g., performance on a series of tests) or could occur across courses or years (comparing writing scores from sophomore to senior year).

<sup>1</sup> Retrieved from <http://www.cmu.edu/teaching/assessment/basics/glossary.html> on August 6, 2014

### UWL Specific Examples:

#### **Standardized Tests**

- The *Conceptual Survey of Electricity and Magnetism* (CSEM) is used to assess SLO 1. The CSEM is a set of 32 qualitative multiple-choice questions regarding electromagnetic concepts and is a nationally recognized assessment exam.

#### **Authentic Course Assignments (i.e. Embedded Assessment)**

- Oral Communications: Students in 200 level course were required to give an oral presentation of a public company's case history. The guidelines for case presentations required students to analyze a relatively unstructured business problem from an actual public company, and effectively present, discuss and defend their analyses in a formal (classroom) setting before an audience of their peers and department faculty. Faculty scored using rubrics.
- Students were required to read a slightly modified news article (bias was introduced beyond what was originally present) and identify and comment on sources of bias within it.

#### **Rubrics Spanning Multiple Courses**

- Department members continued working together in creating and applying rubrics for each type of writing used in upper division courses within the department. The rubrics were used to critique and give feedback of student writing in multiple areas including:
  - Use of appropriate resources
  - Multiple measures of effective communication
  - Grammar, spelling, and professional style

#### **Student Performance/Demonstration of Skills**

- Juried performances are required of each student each semester for a panel comprised of 3 or more faculty and instructional IAS. All students are required to perform a senior recital demonstrating artistic and technical skills as well as knowledge of representative repertory.

### **Student Portfolios (Developmental)**

- Portfolios are used to judge student artifacts and reflections at three points in the program (end of 1st semester, end of 3rd semester, and end of 6th semester. Students have shown movement in all standards from basic skills to applied skills.

### **Internship/Practicum Evaluations**

- Practica and internship evaluations have been gathered at the end of each semester and students have demonstrated strong skills.

## **Indirect Assessment<sup>2</sup>:**

**Indirect assessments uses perceptions, reflections or secondary evidence to make inferences about student learning.**

For example, surveys of employers, students' self-assessments, and admissions to graduate schools are all indirect evidence of learning.

<sup>2</sup> Retrieved from <http://www.cmu.edu/teaching/assessment/basics/glossary.html> on August 6, 2014

### **UWL Specific examples**

#### **Student Surveys**

- We collect feedback from students about individual courses using online Student Assessment of Learning Gains surveys. (<http://www.salgsite.org/>)
- We administer a senior survey to students in our capstone course that asks questions about how well the program has prepared them for careers and graduate school.

#### **Student Self-reflections/Interviews**

- Self-reflection written by students in senior seminar.
- Formal interviews with student class cohorts at the end of the first and second years of the program

#### **Employer Surveys**

- Through contacts with regional employers who have hired our graduates in the past two years, the chair and the faculty advisor of the student organization related to our program have obtained positive feedbacks on the students attainment of the SLOs.

#### **Job Placement Rates**

- Our graduates had a 100% placement rate for 2012 and 2013.

#### **Focus Groups**

- Student Focus Groups: Students discussed their competency survey results in more detail.

Additional ideas for indirect assessment tools can be found at <http://www.csuohio.edu/offices/assessment/exmeasures.html>