Direct Assessment Methods

* Definition: A direct assessment is based on an analysis of student behaviors or products in which the students demonstrate how well they have mastered learning outcomes.
* Purpose of Requiring Direct Assessment Methods: Direct assessment methods accurately evaluate the knowledge, skill, expertise, attitude, or behavior of each student. Direct assessment methods are not subjective and are not based solely on grades or participation. Direct assessment offers proof that learning or a change has occurred.

|  |
| --- |
| Direct Assessment Tools and Methods of Measurement |
| Direct assessment tools must be utilized for assessment unless measures are used where personal bias is impossible.Some Examples of Direct Assessment Tools* Assessment Team Evaluation
* Checklist
* Embedded Questions
* External Entity Evaluation/Juried Evaluation
* Pre-Post Test
* Rubric (Analytic or Holistic)

In the instance of exams, personal bias is not possible. However, if exams are used as a method of measurement for a course, then the method must be consistently used across all course sections and/or variations must be approved by the department head or program coordinator.Some Examples of Measurement by Exam* Capstone Exam
* Competency-Specific Exams
* Comprehensive Exams
* Locally Developed Exam
* Standardized Exam (State, National, Etc.)

If bias is a possibility, the assessment method you select will be labeled as indirect. |

|  |
| --- |
| Samples of Activities/Measures that Can Be Direct or Indirect |
| Example of Some Activities that Could Be Direct When Focused or Paired with Direct Assessment Tool | **Indirect Outcome Examples** **(Typically Related to Process, Output, or Input)** |
| Behavioral Observations | Awards |
| Case Studies | Comparisons (Admission, Graduate, and/or Retention Rates) |
| Class Projects/Homework (Individual or Group) | Course Grades (Grades are **always** indirect unlessspecifically linked to a locally developed or objective exam that is linked to a specific competency).  |
| Clinical Experiences |
| Exhibitions |
| External Student Evaluations | Completion (Project or Program Completion) |
| Interviews (Only Content-Knowledge Oriented) | Course Quality Information (e.g. Program Satisfaction) |
| Interview of Employers or Internship Supervisors where Student Evaluated Based on Set Content/Behavior-Specific Criteria  | Focus Groups |
| Honors |
| Oral Examinations/Oral Defenses | Interview of Current/Former Students |
| Online Discussions | Journals |
| Outcome Surveys (Only Content-Knowledge Oriented) | Participation (Nothing but Participation Required) |
| Performance Appraisals | Program Accreditation or Program-Related Goals |
| Portfolios (E-Portfolios or Traditional Portfolios)Note: Portfolios are a direct assessment tool as long as they provide direct evidence of a student’s efforts, achievement, and progress over a long period of time. | Public Recognition |
| Presentations (Individual or Group) | Pre-Test for Placement Purposes (No Post-Test Given) |
| Professional/Content-Related Experiences | Quantitative Data (Admission, Graduate, Transfer Data, etc.) |
| Project Evaluations (Individual or Group) | Questionnaires of Students, Faculty, or Employers |
| Research Papers | Retention/Persistence Goals |
| Score Gains (Related to Pre-Post Tests) | Scholarship and/or Grant Information |
| Service-Learning Projects/Experiences | Survey of Community or Employers (Closed/Open Ended/Likert) |
| Simulations | Survey of Faculty (Closed/Open Ended/Likert) |
| Speeches | Survey of Students (Unless Content/Knowledge Based) |
| Survey of Employers or Internship Supervisors (If conducted as specific content/skill/behavior evaluation) | Survey of Transfer Institutions (Closed/Open Ended/Likert) |
| Video, Audio, and/or Web-based Evaluations | Transfer Data |
| Writing Samples | Unregulated Homework, Quizzes, Exams (No Shared Criteria of Student Expectations Across All Classes) |