

**Figure 8.2**  
**Examples of Direct and Indirect Measures for Assessment\***

	Direct	Indirect
Course	<ul style="list-style-type: none"> <li>• Course and homework assignments**</li> <li>• Examinations and quizzes</li> <li>• Standardized tests**</li> <li>• Term papers and reports**</li> <li>• Observations of field work, internship performance, service learning, or clinical experiences</li> <li>• Research projects</li> <li>• Case study analysis</li> <li>• Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances</li> <li>• Artistic performances and products</li> <li>• Scenarios</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Test blueprints (outlines of the concepts and skills covered on tests)</li> </ul>
Program	<ul style="list-style-type: none"> <li>• Capstone projects, senior theses, exhibits, or performances</li> <li>• Pass rates or scores on licensure, certification, or subject area tests</li> <li>• Student publications or conference presentations</li> <li>• Employer and internship supervisor ratings of students' performance</li> <li>• Scenarios</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group interviews with students, faculty members, or employers</li> <li>• Department or program review data</li> <li>• Job placement</li> <li>• Employer or alumni surveys</li> <li>• Student perception surveys</li> <li>• Graduate school placement rates</li> <li>• Curriculum mapping</li> <li>• Proportion of upper level courses compared to programs at other institutions</li> </ul>
Institution	<ul style="list-style-type: none"> <li>• Performance on tests of writing, critical thinking, or general knowledge</li> <li>• Rubric (criterion-based scale) scores for class assignments in General Education, interdisciplinary core courses, or other courses required of all students</li> <li>• Performance on achievement tests</li> </ul>	<ul style="list-style-type: none"> <li>• Locally developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)</li> <li>• Transcript studies that examine patterns and trends of course selection and grading</li> <li>• Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates.</li> <li>• 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)</li> <li>• Curriculum mapping</li> </ul>

\*Adapted from Middle States Commission (2007, p. 29). Reprinted with permission granted by Richard Pokrass on April 6, 2010.

\*\* May qualify as assessment if assignments are returned with comments so students can improve on their next assignment, is formative rather than summative, or if a rubric is used and related to ongoing improvement