Examples of Direct and Indirect Student Learning Outcomes Assessments

A. **Direct Indicators of Assessment** (methods that require students to display their knowledge or skills first hand and which may be expertly observed and judged from explicit criteria):

**Course level**
1. ___ Course and homework assignments
2. ___ Grades related to explicit criteria related to learning outcomes.
3. ___ Standardized tests
4. ___ Examinations and quizzes
5. ___ Locally-developed pre-test and post-test for mastery of knowledge
6. ___ Term papers, reports, research projects scored with rubrics
7. ___ Oral presentation and class discussion participation (rubric evaluated)
8. ___ Written case study analysis
9. ___ Essay tests blind scored using a rubric

**Program Level**
10. ___ Writing proficiency exams
11. ___ Standardized exams assessing subjects (i.e., Major Field Test)
12. ___ Discipline-specific Graduate Record Exam or other such standardized tests
13. ___ Pass rates on certification or licensure exam
14. ___ Conference presentation or student publication (peer reviewed)
15. ___ Senior thesis/major project evaluated with a rubric
16. ___ Portfolio evaluation containing representative samples of work (writing pieces, papers, projects)
17. ___ Capstone courses which are designed to measure student mastery of essential disciplinary theoretical and methodological elements (senior level seminars, observations of student behavior in presentations and discussions and assessed with grading rubrics, other external review of student performance)
18. ___ Video and audio tape evaluations (music, art, student teaching, internships, case studies)
19. ___ Performance assessment for graduating seniors (i.e., recitals and music juries, juried art exhibits, assessed science projects, etc)
20. ___ Employer and internship supervisor rating of student performance

**Institution level**
21. ___ Performance on tests of writing, critical thinking, or general knowledge (i.e., CLA)
22. ___ Rubric (criterion-based rating scale) scores for class assignments in Integrative Studies, interdisciplinary core courses, or other common required courses for all
23. ___ Performance on general achievement tests (i.e., GRE)
24. ___ Explicit 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).
25. ___ Focus group discussions
B. **Indirect Indicators of Assessment** (methods that show patterns, supply inferential data from other sources, or ask students or someone else to judge students’ general development or capability on an outcome, rather than having students demonstrate it firsthand):

**Course level**
1. Student course evaluations
2. Percent of class time spent in active learning
3. Number of student hours spent in service learning or field experience
4. Number of student hours spent on homework
5. Number of student hours spent at intellectual or cultural activities related to a course
6. Grades not based on explicit criteria related to clear learning goals (course grades)
7. Other evaluations of course instruction (e.g., peer review, chair review)
8. Curriculum/syllabi analysis (e.g., analysis of transfer student preparation)

**Program level**
9. Job placement of graduating students
10. Employer surveys and questionnaires (narrowed to the discipline)
11. Graduate school acceptance rates
12. Performance in graduate school
13. Student graduation/retention rates
14. Faculty/student ratios
15. Exit interviews
16. Student satisfaction surveys (NSSE, SSI—which comport well with academic achievement)
17. Examination of trends within the program (especially enrollment trends)

**Institution level**
18. Comparison of outcomes with peer institutions
19. Employer surveys and questionnaires (broadened to general characteristics)
20. Percentage of students who study abroad
21. Alumni surveys reporting career success and satisfaction with degree programs
22. Tracking alumni honors, awards, and achievements
23. Identification and assessment of at risk students
24. Analysis of student grade distributions
25. Transcript studies examining patterns of course selection, grading,
26. Annual reports including institutional benchmarks, such as graduation rates, retention rates, GPAs of graduates, etc.
27. Community perception of program effectiveness
28. Community service/volunteerism participation rates