

Direct Measures of Student Learning

- *Capstone experience* (reflected in student products such as projects, papers, theses, dissertations, presentations, performances, portfolios or research evaluated by faculty or external review teams)
- Exams – entry-to-next level program exams, comprehensive exams, national standardized subject matter exams, certification or licensure exams, professional exams, or locally developed tests
- Clinical, Internship or Practicum – evaluations of specific student knowledge or skills from internship supervisors or faculty overseers based on stated program objectives and structured observation of student performance
- Portfolios, reviewed by program faculty, outside faculty, professionals, visiting scholars or industry boards
- Professional jurors or Evaluators – assessment of student projects, papers, exhibits, portfolios, auditions, performances, recitals
- Student publications in campus, local, regional, national, or international venues
- Successful research applications
- Student academic awards
- Essay questions blind scored by faculty across the department, division, school or college
- Self-report measures assessing students' perceptions of their learning
- Observing and recording students' behaviors, performances.
- Embedded assessments – completion of assignments in the syllabus
 - Secondary readings – give a piece of already graded student work a second reading. A faculty or assessment committee could sample a set of research papers from a class for evidence of a given SLO.
 - Common assignments: students in multiple courses might be asked to complete a common assignment, or respond to a common question on an examination.
- Classroom Assessment Techniques (CATs) – minute paper, pro & con grid, empty outlines, concept maps, what's the principle?, etc.

Indirect Measures of Student Learning

- Alumni, employer, or student surveys
- Exit interviews with graduates or focus groups
- Interviews with instructors, program coordinators, residence halls leaders, and others who have direct contact with students
- Graduate follow-up studies and alumni honors, awards, achievements
- Retention and transfer studies
- Length of time to degree
- SAT/ACT scores
- Job placement rates of graduates
- Satisfaction surveys
- Analysis of grade distributions

Sources:

1. Cecilia Lopez, NCA Commission on Institutions of Higher Education: Opportunities for Improvement: *Advice from Consultant-Evaluators of Programs to Assess Student Learning*, March 1996
2. Oklahoma State University
3. Leskes, A. and Wright, B. (2005). *The art and science of assessing general education outcomes: A practical guide*. Washington, D.C. AAC&U.
4. Angelo, T. and Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco. Jossey-Bass.