

## Evidence of Student Learning

*Direct* evidence of student learning:

- Scores and pass rates on appropriate licensure/certification exams, (e.g. Praxis) or other published tests (e.g. Major Field Tests)
- Capstone experiences, such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Written work, performances, or presentations, scored using a rubric
- Portfolios of student work
- Scores on tests, provided there is a blueprint or outline describing exactly what the test measures
- Employer ratings of employee skills/internship evaluations
- Feedback from computer simulated tasks
- Student reflections on their values, attitude and beliefs, if these were intended outcomes of a course or program (e.g. blogs, digital stories)

*Indirect* evidence of student learning:

- Course grades
- Assignment grades
- Admission rates into graduate programs and graduation rates from those programs
- Quality/reputation of graduate/professional programs into which alumni are accepted
- Placement rates of graduates into appropriate career positions & starting salaries
- Student ratings of their knowledge and skills and reflections on what they have learned (e.g. IDEA, NSSE)
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews or focus groups
- Student participation rates in faculty research, publications and conference presentations
- Interviews and focus groups with students , asking why they achieve some learning goals well and others less well

Excerpted from Suskie, L. (2009). *Assessing student learning: A common sense guide* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.