

## Examples of Direct and Indirect Evidence of Student Learning

	<b><i>Direct Evidence</i></b> - Direct evidence of student learning is <i>Tangible, Visible, and Self-Explanatory</i> evidence of what students have and haven't learned.	<b><i>Indirect Evidence</i></b> - Indirect evidence provides signs that students are probably learning, but the evidence of exactly what they are learning is <i>less clear and less convincing</i> .
<b>Course</b>	<ul style="list-style-type: none"> <li>- Written work, artistic performances and products, and presentations, scored with a rubric (a criterion-based rating scale)</li> <li>- Observations of field work, internship performance, service learning, or clinical experiences</li> <li>- Student portfolios</li> <li>- Scores on locally designed multiple-choice and essay tests/quizzes, accompanied by test blueprints describing what the tests assess</li> <li>- Score gains, "value-added"</li> <li>- Observations of student behaviors, such as group discussions, undertaken systematically and with notes recorded systematically</li> <li>- Summaries and assessment of electronic class discussion threads</li> <li>- Classroom response systems ("clickers")</li> <li>- Feedback from computer-simulated tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Questions on end-of-course evaluation forms that ask about the course rather than the instructor</li> <li>- Percent of class time spent in active learning</li> <li>- Number of student hours spent on service learning</li> <li>- Number of student hours spent on homework</li> <li>- Number of student hours spent at intellectual or cultural activities related to the course</li> <li>- Course grades and grade distributions</li> <li>- Assignment grades, if not accompanied by a rubric or scoring criteria</li> </ul>
<b>Program</b>	<ul style="list-style-type: none"> <li>- Capstone projects, senior theses, exhibits, or performances scored using a rubric</li> <li>- Pass rates or scores on licensure, certification, or subject area tests that assess key learning outcomes</li> <li>- Student publications and conference presentations</li> <li>- Employer and internship supervisor ratings of students' performance</li> <li>- Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program</li> </ul>	<ul style="list-style-type: none"> <li>- Registration or course enrollment information</li> <li>- Student participation rates in faculty research, publications, and conference presentations</li> <li>- Quality and reputation of graduate programs into which alumni are accepted</li> <li>- Admission rates into graduate programs</li> <li>- Job placement rates and starting salaries</li> <li>- Alumni perceptions of career responsibilities and satisfaction</li> <li>- Student, alumni, and employer satisfaction with learning collected through surveys, exit interviews, or focus groups</li> <li>- Student ratings of their knowledge, skills, and reflections on what they have learned over the course of their program</li> <li>- Honors, awards and scholarships earned by students and alumni</li> </ul>
<b>Institutional</b>	<ul style="list-style-type: none"> <li>- Performance on tests of writing, critical thinking, or general knowledge</li> <li>- Rubric scores for class assignments in General Education, interdisciplinary core courses, or other courses required of all students</li> <li>- Performance on achievement tests</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> </ul>	<ul style="list-style-type: none"> <li>- Locally-developed, commercial, or national surveys of student perceptions of 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, etc.</li> </ul>