



Methods of Assessing Student Learning at the Program Level

<i>Direct Methods (Required)</i>	<i>Indirect Methods (Use to Supplement Direct Methods)</i>
<ul style="list-style-type: none"> • Written comprehensive examinations • Certification or licensure examinations • Standardized tests • Research paper reviews and ratings • Capstone project evaluations • Internship performance evaluations by supervisors • Research project performance • Clinical skills assessments • Portfolio evaluations • Oral presentation evaluations • Performances and exhibits rated by experts • Thesis/dissertation evaluations • Oral defenses of thesis/dissertation • Students' professional achievements: publications, conference presentations, grants and competitive fellowships received 	<ul style="list-style-type: none"> • Student self-assessments of learning gains • Exit interviews/surveys • Alumni surveys • Employer surveys • Student satisfaction surveys • Job placement of graduates • Focus group discussions • Graduate school acceptance rates (for undergraduate programs) • Alumni honors, awards, and achievements • Faculty committee annual reviews of individual student achievement and progress through the program with discussions of implications for program.

Methods that Generally Do Not Measure Student Learning But Might Provide Useful Feedback for Improving Processes that Support Learning

- **Course evaluations** – Typically measure student perceptions of instructor effectiveness, course materials, learning activities, overall satisfaction that provide feedback for improving the individual course experience.
 - *Note -- Items that ask students to assess how the course contributed to their gains in the knowledge or skills related to the program's learning outcomes may be used as indirect evidence of learning.*
- **Course grades** – Individual instructor grading criteria and standards might not be equivalent across courses; grades sometimes include attendance or other factors that do not measure achievement of specific learning outcomes.
 - *Exceptions: When the curriculum is mapped so that individual courses are identified as the place where students will demonstrate a specific program-level learning outcome or competency, average course grades could possibly be used as evidence. Grades should be based on evaluations of specific assignments or performances that directly measure the outcome.*
- **Reviews of course syllabi or analysis of course-taking patterns** – These do not measure learning but help confirm that students are being exposed to the subject matter and experiences that should result in the program-level outcomes.

Do not report as learning assessment measures: Average GPAs or completion of the number of courses required for the major with a minimum grade, etc.