Overall Plan
Types of Measures

DIRECT MEASURES
Include performance assessments that require students to demonstrate their competence in one or more skills (Palomba, 1999).

- Scores and pass rates on standardized tests (licensure/certification as well as other published tests determining key student learning outcomes)
- Writing samples
- Score gains indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- Locally designed quizzes, tests, and inventories
- Portfolio artifacts (designed for introductory, working, or professional portfolios)
- Capstone projects (including research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- Case studies
- Team/group projects and presentations
- Oral examinations
- Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- Service-learning projects or experiences
- Authentic and performance-based projects or experiences engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- Graduates’ skills in the workplace rated by employers
- Online course asynchronous discussions rated by class instructors

Whenever appropriate, scoring keys (rubrics) help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

INDIRECT MEASURES
Ask students to reflect on what they have learned and experienced rather than to demonstrate their knowledge and skills, providing proxy information about student learning (Palomba, 1999).

- Comparison between admission and graduation rates
- Number or rate of graduating students pursuing their education at the next level
- Reputation of graduate or post-graduate programs accepting graduating students
- Employment or placement rates of graduating students into appropriate career positions
- Course evaluation items related to the overall course or curriculum quality, rather than instructor effectiveness
- Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community
- Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews dealing with current students’ perception of their own learning
- Surveys, questionnaires, focus-group or individual interviews dealing with alumni’s perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- Surveys, questionnaires, focus-group or individual interviews dealing with the faculty and staff members’ perception of student learning as supported by the programs and services provided to students
- Quantitative data such as enrollment numbers
- Honors, awards, scholarships, and other forms of public recognition earned by students and alumni

Adapted from: http://www.csuohio.edu/offices/assessment/exmeasures.html