Examples of Direct and Indirect Evidence of Student Learning

	Direct Evidence- _Direct_ evidence of student learning is _Tangible, Visible, and Self-Explanatory_ evidence of what students have and haven't learned.	**_Indirect Evidence_**- _Indirect_ evidence provides signs that students are probably learning, but the evidence of exactly what they are learning is _less clear and less convincing._
Course	– Written work, artistic performances and products, and presentations, scored with a rubric (a criterion-based rating scale) – Observations of field work, internship performance, service learning, or clinical experiences – Student portfolios – Scores on locally designed multiple-choice and essay tests/quizzes, accompanied by test blueprints describing what the tests assess – Score gains, "value-added" – Observations of student behaviors, such as group discussions, undertaken systematically and with notes recorded systematically – Summaries and assessment of electronic class discussion threads – Classroom response systems ("clickers") – Feedback from computer-simulated tasks	– Questions on end-of-course evaluation forms that ask about the course rather than the instructor – Percent of class time spent in active learning – Number of student hours spent on service learning – Number of student hours spent on homework – Number of student hours spent at intellectual or cultural activities related to the course – Course grades and grade distributions – Assignment grades, if not accompanied by a rubric or scoring criteria
Program	– Capstone projects, senior theses, exhibits, or performances scored using a rubric – Pass rates or scores on licensure, certification, or subject area tests that assess key learning outcomes – Student publications and conference presentations – Employer and internship supervisor ratings of students' performance – Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program	– Registration or course enrollment information – Student participation rates in faculty research, publications, and conference presentations – Quality and reputation of graduate programs into which alumni are accepted – Admission rates into graduate programs – Job placement rates and starting salaries – Alumni perceptions of career responsibilities and satisfaction – Student, alumni, and employer satisfaction with learning collected through surveys, exit interviews, or focus groups – Student ratings of their knowledge, skills, and reflections on what they have learned over the course of their program – Honors, awards and scholarships earned by students and alumni
Institutional	– Performance on tests of writing, critical thinking, or general knowledge – Rubric scores for class assignments in General Education, interdisciplinary core courses, or other courses required of all students – Performance on achievement tests – 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)	– Locally-developed, commercial, or national surveys of student perceptions of self-report of activities. (e.g., National Survey of Student Engagement) – Transcript studies that examine patterns and trends of course selection and grading – Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.

Suskie, L. (2009) _Assessing student learning: a common sense guide_ (2nd ed.). San Francisco: Jossey-Bass.