Common types of evidence collected for program assessment of student learning

Direct evidence of student learning

- Applied Experience Outside the Classroom (internship, practicum, etc.)
- Capstone (undergrad or graduate)
- Embedded Assignment/ Exam (completed as part of a course)
- Entry-level Diagnostics/Evaluation (e.g., placement exam)
- Exam: Exit/ Program/ Professional / National
- Exam: Qualifying/ Comprehensive (graduate level)
- Exhibition/ Performance / Project
- Faculty/ advisor evaluation of student performance on SLO(s)
- IRB Approval of Research
- Oral Performance/ Presentation/ Exam/ Defense
- Portfolio
- Post-grad Data: employee evaluation of student performance
- Publications, Grant proposals (local/ national)
- Thesis/ Dissertation (undergrad & graduate programs)

Indirect evidence of student learning

- Alumni Survey
- Assessment Discussion that results in a product (e.g., revised curriculum map)
- Assignment Analysis
- Course Survey / End-of-course evaluation (e.g., CAFÉ)
- Course Grade(s)
- Curriculum Analysis
- Employer Survey/ Interview
- Institutional research data on students
- Post-grad Data: salary information, job placement, etc.
- Student Interview/ Focus Group
- Student Survey: Program developed
- Student Survey: Externally developed
- Student Self-assessment/ Reflection [note: can be direct evidence, depends on outcome and method]
- Syllabi Analysis