

Methods of Assessment of Student Learning (based on work by Peggy Maki, AAHE)

Methods of assessment that provide direct evidence of learning

- Student work samples
- Collections of student work/portfolios
 - Process portfolios
 - Practice in the skill of revising
 - Autobiographical reflective papers
 - Philosophical statements
 - Program portfolios
 - Documentation/collection of important work used by group/department for evaluation purposes and funding requests
 - Presentation portfolios
 - Resumes
 - Collections of important work
 - Philosophical statements
- Capstone projects
- Laboratory experiments
- Course-embedded assessment, including locally developed tests, research papers, exams, reflective essays
- Presentations
- Panel discussions
- Performance in the fine arts and/or languages
- Senior seminars and/or projects
- Observations of student behavior
- Internal juried review of student projects
- External juried review of student projects
- Internships (internally and/or externally reviewed)
- Performance on a case study/problem
- Performance on national licensure examinations
- Standardized tests
- Pre- and post-tests
- Essay tests blind scored across units

Methods of assessment that provide indirect evidence of learning

- Alumni, employer, student surveys
- Focus groups
- Exit interviews with graduates
- Graduate follow-up studies
- Percentages of students who transfer
- Retention studies
- Job placement statistics

Methods of assessment that do not provide evidence of learning

- Enrollment trends
- Patterns of how courses are selected or elected by students
- Faculty to student ratios
- Percentage of students who graduate within a certain period of time
- Diversity of the student body
- Percentage of students who study abroad
- Size of the endowment
- Faculty publications (unless students are involved)