

## INDICATORS OF LEARNING

### Direct Indicators of Learning

- Entrance (pre) and exit (post) tests (course-specific and program-specific)
- Placement tests
- Portfolio assessment
- Capstone experiences (e.g., course, thesis, field project)
- Respected standardized tests and internally/externally-designed comprehensive (written and oral) exit tests and examinations
- Thesis, dissertation, professional report (multiple reviewers)
- Oral defense of thesis, dissertation, professional report or project (multiple reviewers)
- Required oral presentations (multiple reviewers)
- National tests and examinations
- Performance on licensure, certification or professional exams
- Essay questions (blind scored by multiple faculty)
- Required papers and research projects (multiple reviewers)
- Internal and external juried review of comprehensive senior projects
- Externally reviewed exhibits and performances
- External evaluation of internship performance

### Indirect Indicators of Learning

- Exit interviews of graduates and focus groups
- Surveys of alumni, employers and students
- Retention, persistence, graduation and transfer rates and studies
- Length of time to degree (years/hours completed)
- Grade distributions
- Entrance exam scores
- Course enrollments and profiles
- Job placement data

### Other Indicators of Learning

- Questionnaires asking students if their personal goals for course, major or program have been met
- Instruments that collect data on indirect facts that can affect student success, such as curriculum review reports or evaluation reports of program submitted by visiting committees of external peer experts (accreditation reports)
- Faculty publications and recognition
- Courses selected by majors, grades and GPAs
- Faculty-student ratio
- Enrollment trends
- Student diversity