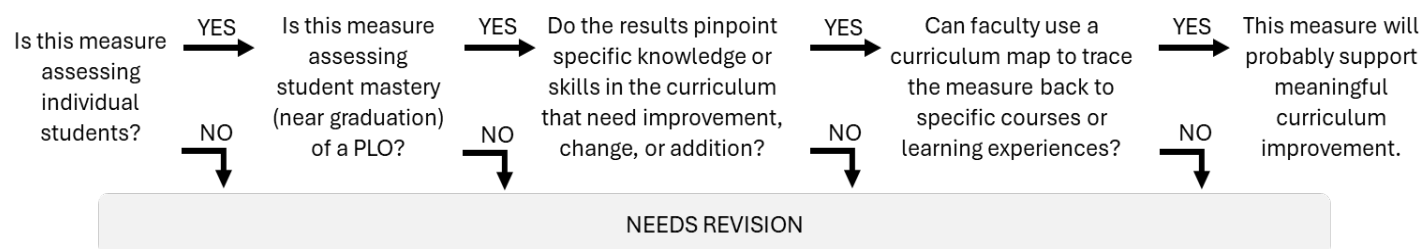


## Strengthening Direct Measures of Student Learning (Rubric V-VI)

The goal of direct measures is to evaluate whether the curriculum is preparing individual degree majors to master the PLOs and to identify specific areas for improvement so faculty can make precise, manageable changes within available resources. The goal is **improvement**, not simply marking expectations as met. The more precise the measure, the better the faculty discussion and the easier it is to identify actionable steps.

| Common Pitfalls                                 | Description                                                                                               | Weak                                                                                                        | Solution                                                                           | Strong                                                                                               |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Using Team Activities for Individual Assessment | Team projects are indirect (i.e., mask individual performance). Programs graduate individuals, not teams. | The score used to calculate the average is the team score.                                                  | Evaluate <b>individual performance</b> .                                           | Include individual components such as written reflections or individual scores on team deliverables. |
| Using Course Grades as Measures                 | Grades often include unrelated factors or cover multiple PLOs.                                            | The score used to calculate the average includes extra credit, attendance, and questions about another PLO. | <b>Align</b> measures directly to PLOs.                                            | Collect data from a common rubric that excludes unrelated grading factors.                           |
| Lack of Consensus on Performance Standards      | Faculty disagree on what knowledge and skills constitute mastery.                                         | Mastery is assessed with multiple choice in section 1 and with a project on section 2.                      | Reach <b>consensus</b> on the elements of the PLO and how mastery is demonstrated. | Co-author the assessment activities and share across the faculty.                                    |
| Combining Scores Across Groups                  | Mixing majors, minors, and all class levels hides trends.                                                 | The scores used include all students taking the course: non-majors, minors, sophomores, some seniors.       | Analyze results <b>separately</b> by relevant groups to identify trends.           | Collect data from graduating seniors from the major to assess mastery.                               |

### IS THIS A GOOD DIRECT MEASURE?



#### Need Help?

There are no one-solution-fits-all in assessment. The Office of Institutional Effectiveness (OIE) can support you at every step—ensuring your approach fits your program's goals, resources, and capacity.

[In-depth Assessment Guides](#)  
[OIE Website](#)