<table>
<thead>
<tr>
<th>INDIRECT METHODS</th>
<th>BENEFITS</th>
<th>DRAWBACKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student surveys</td>
<td>• Can administer to large groups for a relatively low cost.</td>
<td>• Low response rates are typical.</td>
</tr>
<tr>
<td></td>
<td>• Analysis of responses typically quick and straightforward.</td>
<td>• With self-efficacy reports, students' perception may be different from their actual abilities.</td>
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<tr>
<td></td>
<td>• Reliable commercial surveys are available for purchase.</td>
<td>• Designing reliable, valid questions can be difficult.</td>
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<td></td>
<td>• Caution is needed when trying to link survey results and achievement of learning outcomes.</td>
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<tr>
<td>End-of-course evaluations or mid-semester course evaluations</td>
<td>• Analysis of responses typically quick and straightforward.</td>
<td>• Difficult to summarize the results across courses</td>
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<td></td>
<td>• Allows both common questions across all courses as well as choice of questions.</td>
<td>• Property of individual faculty members</td>
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<tr>
<td>Alumni surveys</td>
<td>• Can administer to large groups for a relatively low cost.</td>
<td>• Low response rates are typical.</td>
</tr>
<tr>
<td></td>
<td>• Analysis of responses typically quick and straightforward.</td>
<td>• If no up-to-date mailing list, alumni can be difficult to locate.</td>
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<td></td>
<td></td>
<td>• Designing reliable, valid questions can be difficult.</td>
</tr>
<tr>
<td>Employer surveys</td>
<td>• Can administer to large groups for a relatively low cost.</td>
<td>• Low response rates are typical.</td>
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<tr>
<td></td>
<td>• Analysis of responses typically quick and straightforward.</td>
<td>• May have a very limited number of employers to seek information from.</td>
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<td></td>
<td>• Provides a real-world perspective.</td>
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<tr>
<td>Interviews</td>
<td>• Provides rich, in-depth information and allows for tailored follow-up questions.</td>
<td>• Trained interviewers needed.</td>
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<td></td>
<td>• &quot;Stories&quot; and voices can be powerful evidence for some groups of intended users.</td>
<td>• Transcribing, analyzing, and reporting are time consuming.</td>
</tr>
<tr>
<td>Focus group interviews</td>
<td>• Provides rich, in-depth information and allows for tailored follow-up questions.</td>
<td>• Trained facilitators needed.</td>
</tr>
<tr>
<td></td>
<td>• The group dynamic may spark more information--groups can become more than the sum of their parts.</td>
<td>• Transcribing, analyzing, and reporting are time consuming.</td>
</tr>
<tr>
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<td>• &quot;Stories&quot; and voices can be powerful evidence for some groups of intended users.</td>
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<tr>
<td>Percent of time or number of hours/minutes spent on various activities related to a student learning outcome</td>
<td>• Information about co-curricular activities and student habits can help programs make sense of results and/or guide them in making decisions about program improvement.</td>
<td>• Retrospective self reports may not be accurate.</td>
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<tr>
<td>Grades given by professors that are not based on explicit criteria directly related to a learning outcome</td>
<td>• Data relatively easy to collect.</td>
<td>• Impossible or nearly impossible to reach conclusions about the levels of student learning.</td>
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<tr>
<td>Job placement data</td>
<td>• Satisfies some accreditation agencies' reporting requirements</td>
<td>• Tracking alumni may be difficult.</td>
</tr>
<tr>
<td>Enrollment in higher degree programs</td>
<td>• Satisfies some accreditation agencies' reporting requirements</td>
<td>• Tracking alumni may be difficult.</td>
</tr>
<tr>
<td>Transcript analysis or course-taking patterns</td>
<td>• Unobtrusive method. • Student demographics and other information can be linked to their course-taking patterns.</td>
<td>• Conclusions need to be tempered because other variables do not appear on transcripts (e.g., personal situations, course availability).</td>
</tr>
<tr>
<td>Institutional research data</td>
<td>• Can be effective when linked to other performance measures and the results of the assessment of student learning (using a direct method).</td>
<td></td>
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</tbody>
</table>