

# Examples of Direct and Indirect Measures of Student Learning (Course, Program, and Institutional Levels)

	Direct Measures	Indirect Measures
<b>Course</b>	<ul style="list-style-type: none"> <li>• Course and homework assignments</li> <li>• Examinations and quizzes</li> <li>• Standardized tests</li> <li>• Term papers and reports</li> <li>• Observations of field work, internship performance, service learning, or clinical experiences</li> <li>• Research projects</li> <li>• Class discussion participation</li> <li>• Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances</li> <li>• Artistic performances and products</li> <li>• Grades that are based on explicit criteria related to clear learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Course evaluation</li> <li>• Test blueprints (outlines of the concepts and skills covered on tests)</li> <li>• Percent of class time spent in active learning</li> <li>• Number of student hours spent on service learning</li> <li>• Number of student hours spent on homework</li> <li>• Number of student hours spent at intellectual or cultural activities related to the course</li> <li>• Grades that are not based on explicit criteria related to clear learning goals</li> </ul>
<b>Program</b>	<ul style="list-style-type: none"> <li>• Capstone projects, senior theses, exhibits, or performances</li> <li>• Pass rates or scores on licensure, certification, or subject area tests</li> <li>• Student publications or conference presentations</li> <li>• Employer and internship supervisor ratings of students performance</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group interviews with students, faculty members or employers</li> <li>• Registration or course enrollment information</li> <li>• Department or program review data</li> <li>• Job placement</li> <li>• Employer or alumni surveys</li> <li>• Student perception surveys</li> <li>• Proportion of upper-level courses compared to the same program at other institutions</li> <li>• Graduate school placement rates</li> </ul>
<b>Institutional</b>	<ul style="list-style-type: none"> <li>• Performance on tests of writing, critical thinking, or general knowledge</li> <li>• Rubric (criterion-based rating scale) scores for class assignments in General Education, interdisciplinary core courses, or other courses required of all students</li> <li>• Performance on achievement tests</li> <li>• Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., asking students to name the three most important things they have learned in the program)</li> </ul>	<ul style="list-style-type: none"> <li>• Locally-developed, commercial, or national surveys of student perceptions or self-report of activities (e.g. National Survey of Student Engagement)</li> <li>• Transcript studies that examine patterns and trends of course selection and grading</li> <li>• Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.</li> </ul>

Reproduced from the document [Student Learning Assessment: Options and Resources \(p. 29\)](#), written by the Middle States Commission on Higher Education (2007).