

Examples of Direct and Indirect Measures of Student Learning¹

	Direct Measures	Indirect Measures
Course	<p>Course and homework assignments</p> <p>Examinations and quizzes</p> <p>Standardized tests</p> <p>Term papers and reports</p> <p>Observations from field work, internship performance, service learning, or clinical experiences</p> <p>Research projects</p> <p>Class discussion participation</p> <p>Case study analysis</p> <p>Rubric (a criterion-based rating scale) scores for writing, oral presentation, and performances</p> <p>Artistic performances and products</p> <p>Grades that are based on explicit criteria related to clear learning goals</p>	<p>Course evaluations</p> <p>Test blueprints (outlines of the concepts and skills covered on tests)</p> <p>Percent of class time spent in active learning</p> <p>Number of student hours spent on service learning</p> <p>Number of student hours spent on homework</p> <p>Number of student hours spent at intellectual or cultural activities related to the course</p> <p>Grades that are not based on explicit criteria related to clear learning goals</p>
Program	<p>Capstone projects, senior theses, exhibits, or performances</p> <p>Pass rates or scores on licensure, certification, or subject area tests</p> <p>Student publications or conference presentations</p> <p>Employer and internship supervisor ratings of students' performance</p>	<p>Focus group interviews with students, faculty members, or employers</p> <p>Registration or course enrollment information</p> <p>Department or program review data</p> <p>Job placement</p> <p>Employer or alumni surveys</p> <p>Student perception surveys</p> <p>Proportion of upper-level courses compared to the same program at other institutions</p> <p>Graduate school placement rates</p>
Institutional	<p>Performance on tests of writing, critical thinking, or general knowledge</p> <p>Rubric scores for class assignments in General Education, interdisciplinary core courses, or other courses required of all students</p> <p>Performance on achievement tests</p> <p>Explicit self-reflections on what students have learned related to institutional programs such as serving learning (e.g., asking students to name the three most important things they have learned in a program)</p>	<p>Locally developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)</p> <p>Transcript studies that examine patterns and trends of course selection and grading</p> <p>Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.</p>

¹ Middle States Commission on Higher Education, *Student Learning Assessment: Options and Resources*. 2nd Edition (Philadelphia: Middle States Commission on Higher Education, 2007), 29.