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

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