

Figure 5

### 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>* Case study analysis</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 evaluations</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 a 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>