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

Adapted from material in the Middle States resource book: *Student Learning Assessment: Options and Resources* (2003), p. 29

|  | **Direct Measures\*\*** | **Indirect Measures** |
|---|---|---|
| **Course** | • Course-based exams, assignments, etc.<br>• Term papers, lab reports, case studies<br>• Standardized tests (departmental)<br>• Field work, clinical experience, internships<br>• Performances<br>• Grades | • Course evaluations<br>• Number of student hours spent on homework or class-related co-curricular activities<br>• Test blueprints (outlines of concepts and skills tested)<br>• Classroom assessments |
| **Program** | • Capstone projects, exhibits, performances, portfolios<br>• Pass rates or scores on licensure or certification exams<br>• Student publications or presentations<br>• Employer or internship supervisors' reports<br>• External review (accreditation) | • Focus group interviews with students, faculty, employers<br>• Registration, enrollment, graduation, transfer data<br>• Department self-study or program review data<br>• Job placement data<br>• Surveys<br>   o Employer<br>   o Alumni<br>   o Student perceptions |
| **Institutional** | • CPE performance<br>• Technology skills assessment performance<br>• Performance on course-based General Education assignments | • Student perception surveys (local or national; e.g., NSSE)<br>• Graduation, retention, GPA data<br>• Transcript data; e.g., patterns or trends of course selection and grading |

**\*\*To the degree it is practical and achievable, direct measurement of student learning should be based on explicit criteria aligned with clear learning goals. This applies especially to the use of grades for assessment.**