
EXAMPLES OF DIRECT AND INDIRECT MEASURES

Direct evidence of student learning is tangible, visible, self-explanatory evidence of exactly what students have and have not learned (Suskie, 2004, p. 95)

EXAMPLES OF DIRECT EVIDENCE OF STUDENT LEARNING

- Ratings of student skills by their field experience supervisors
- Scores and pass rates on licensure/ certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes
- Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric
- Written work or performances, outside of a capstone experience, that are scored with a rubric
- Portfolios of student work
- Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess
- Score gains between entry and exit on the published or local tests or writing samples
- Employer ratings of the skills of recent graduates
- Summaries and analyses of electronic class discussion threads
- Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program

Indirect evidence provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing (Suskie, 2004, p. 95).

EXAMPLES OF INDIRECT EVIDENCE OF STUDENT LEARNING

- Course grades
- Assignment grades, if not accompanied by a rubric or scoring guide
- For four year programs, admission rates into graduate programs and graduation rates from those programs
- For two year programs, admission rates into four-year institutions and graduation rates from those programs
- Placement rates of graduates into appropriate career positions and starting salaries
- Alumni perceptions of their career responsibilities and satisfaction
- Student ratings of their knowledge and skills and reflections on what they have learned over the course of the program
- Those questions on end-of-course student evaluation forms that ask about the course rather than the instructor
- Student/ alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A common sense guide*. Anker Publishing Company: Bolton, Ma.