

## Direct, Indirect, and Non-Measures of Student Learning

This list of direct, indirect, and non-measures of student learning has been abstracted from:

López, C. L. 1996. Opportunities for Improvement: Advice from Consultant-Evaluators on Programs to Assess Student Learning. Staff "White Paper", North Central Association, Chicago, IL

A copy of this document in .pdf format may be downloaded from:

<http://www.ncahigherlearningcommission.org/resources/assessment/97ASSESS.pdf>

-----

**Direct measures of student learning** may be developed from:

- The capstone experience
- Portfolio assessment
- Standardized tests (e.g. - Major Field Achievement Test, Test of Critical Thinking, Ability, Academic Profile, or the Watson-Glasser Critical Thinking Appraisal)
- Performance on national licensure, certification, or professional exams.

*(Summaries lacking a breakdown by area are of limited value in identifying areas of programs that need to be strengthened.)*

- Locally developed tests (*when validated and authenticated*)
- Essay questions with blind scoring
- Qualitative internal or external juried reviews of comprehensive senior projects, external reviews of exhibitions and performances in the arts, or external evaluation of performance during internships on stated program objectives.

**Indirect measures of student learning** include:

- Alumni, employer, and student surveys
- Exit interviews of graduates and focus groups
- Graduate follow-up studies
- Retention and transfer studies
- Length of time to degree
- SAT scores
- Graduation rates and transfer rates
- Job placement data

**Non-measures of student learning** include:

- Instruments designed for specialized program review
- Curriculum review reports
- Evaluation reports of individual programs