*Please share with your faculty:*

**Direct Versus Indirect Assessment Evidence**

Assessment is the process of evidence gathering, and it is important to collect multiple and varied assessment data in order to draw valid and reliable conclusions about the extent of student learning in relation to student learning objectives. There are two categories of assessment evidence, direct and indirect assessment methods. **Direct assessment** methods involve directly examining and measuring students learning against measurable learning objectives. Examples of direct assessments include exams, papers, portfolio assignments, oral presentations, fieldwork observations, and behavioral observations. **Indirect assessment** methods are self-report measures that elicit a person’s perceived expectations or value of a learning experience. Examples of indirect assessments include student course evaluations, surveys interviews, focus groups and self-reflection reports. Since indirect assessments are self-report measures, they do not produce evidence as strong as direct assessment methods. However, indirect assessments can provide insightful information about implicit aspects of learning such as perceptions, values, and attitudes. A robust assessment program should include both direct and indirect assessment methods to draw complete and accurate insights about student learning.

**Check out!** Depaul Teaching Commons (2019). *Direct versus indirect assessment of student learning.* Retrieved January 23, 2019 from https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/Pages/direct-assessment.aspx

**Please share examples** of how your program utilizes both direct and indirect assessment evidence and I will feature those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Important reminder:** Fall 2018 assessment reports were due on January 23. If you have not yet submitted your assessment report, please do so ASAP. Please contact me with any questions.