*This will be the first in a series of student learning assessment tips.  Please forward to any faculty members who may be interested.*

**Assessment question:**What is the difference between *direct* and *indirect*assessment evidence?

  Direct assessment evidence (e.g., exams, projects, papers, portfolio assignments, oral presentations, fieldwork observations) is based on directly examining and measuring students’ performance

  Indirect assessment evidence (e.g., student course evaluations, surveys, and interviews) is based on students’ and/or faculty's' perceptions of students’ learning experiences and outcomes

**Steps for making assessment data actionable!  [[1]](#endnote-1)**

 Assemble the right stakeholders (i.e., program heads and faculty, administrators): Assessment should be a collaborative process!

 Frame assessment as a form of inquiry:  Working together, develop meaningful assessment-related questions and identify specific types of direct and indirect assessment evidence that will be most meaningful for supporting student learning and achievement of learning objectives

 Develop a who, what, when, where, and why plan of action for soliciting answers to assessment-related questions, collecting direct or indirect assessment evidence, and evaluating the information

 Involve the stakeholders in making sense of the data and explore its implications

 Communicate the findings and take follow-up action!

 **Suggested read:**Kuh, George et al. (2015).  [Beyond compliance: Making assessment matter. *The Change:  The Magazine of Higher Learning*](http://www.changemag.org/Archives/Back%20Issues/2015/September-October%202015/assessment_full.html).  Retrieved Nov. 25, 2015 from <http://www.changemag.org/Archives/Back%20Issues/2015/September-October%202015/assessment_full.html>

1. adapted from Kuh, G. et al. (2015) [↑](#endnote-ref-1)