Below are some examples of assessment methods that are commonly used to evaluate and measure student learning and the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Examples</th>
<th>Indirect Measures</th>
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</thead>
</table>
| Direct Measures | Students demonstrate their learning in a clear and compelling way and produce observable evidence. | • Tests (in courses)  
• Papers  
• Projects  
• Laboratory notebooks  
• Performances  
• Oral presentations  
• Problem sets  
• Reports  
• Research project  
• Technical skills  
• Grant proposals  
• Teaching observation feedback | • Case study analysis  
• Theses  
• Dissertation  
• Clinical experience  
• Internship supervisor ratings  
• Standardized instruments  
• Portfolios  
• Qualifying (Q) Exams  
• A-exams  
• B-exams |
| Indirect Measures | Students express their perceptions and attitudes about their learning. These can give indications that students are learning, but do not generally indicate exactly what or how much. | • TA course evaluations  
• Surveys  
• Self-reports  
• Focus groups  
• National surveys  
• Exit interviews  
• Outreach activities  
• Participation in committees or professional development programs | • Job placement (initial and 5-10 year)  
• Program review data  
• Alumni surveys  
• Peer-reviewed publications  
• Publications (manuscripts, books)  
• Conference presentations  
• External fellowships/grants (# awarded) |

The information gathered from these measures is used to evaluate the degree to which the outcomes of the course are met, and to inform changes in the program. It is recommended that at least one direct and one indirect measure be used for each learning outcome.

References:

For more information, please contact the Center for Teaching Excellence at cornellcte@cornell.edu or 255-3990. Additional resources are available on our webpage, http://www.cte.cornell.edu.