EXAMPLES OF EVIDENCE OF STUDENT LEARNING

C = evidence suitable for course-level as well as program-level student learning

Direct (Clear and Compelling) Evidence of What Students Are Learning

- Ratings of student skills by field experience supervisors
- Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NLN) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- “Capstone” experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Other written work, performances, or presentations, scored using a rubric (C)
- Portfolios of student work (C)
- Scores on locally-designed multiple choice and/or essay tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test “blueprints” describing what the tests assess (C)
- Score gains between entry and exit on published or local tests or writing samples (C)
- Employer ratings of employee skills
- Observations of student behavior (e.g., presentations, group discussions), undertaken and with notes recorded systematically
- Summaries/analyses of electronic discussion threads (C)
- “Think-alouds” (C)
- Classroom response systems (clickers) (C)
- Knowledge maps (C)
- Feedback from computer simulated tasks (e.g., information on patterns of actions, decisions, branches) (C)
- Student reflections on their values, attitudes and beliefs, if developing those are intended outcomes of the course or program (C)

Indirect Evidence of Student Learning

(Signs that Students Are Probably Learning, But Exactly What or How Much They Are Learning is Less Clear)

- Course grades (C)
- Assignment grades, if not accompanied by a rubric or scoring guide (C)
- 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 institutions
- Quality/reputation of graduate and four-year programs into which alumni are accepted
- 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 in the course or program (C)
- Questions on end-of-course student evaluation forms that ask about the course rather than the instructor (C)
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Voluntary gifts from alumni and employers
- Student participation rates in faculty research, publications and conference presentations
- Honors, awards, and scholarships earned by students and alumni

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