

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) **(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

*Linda Suskie, Middle States Commission on Higher Education
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