S tudent Learning Assessment
Examples of Strategies

Assessment Examples that Provide <u>Direct Evidence</u> of Student Learning

- Capstone experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions, or performances, scored using a rubric
- Employer ratings of the skills of recent graduates
- Other written work or performances, scored using a rubric
- Portfolios of student work
- Ratings of student skills by their field experience supervisors
- Score gains between entry and exit on published or local tests or writing samples
- Scores and pass rates on appropriate licensure/certification exams (e.g., Praxis, NCLEX) or other published tests (e.g., Major Field Tests) that assess key learning outcomes
- Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations, accompanied by test blueprints describing what the tests assess
- Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program
- Summaries and analyses of electronic class discussion threads

Assessment Examples that Provide <u>Indirect Evidence</u> of Student Learning

- Admission rates into four-year institutions and graduation rates from associate degree programs Quality/reputation of graduate, baccalaureate, and associate degree programs into which alumni are accepted
- Admission rates into graduate programs and graduation rates from baccalaureate programs
- Alumni perceptions of their career responsibilities and satisfaction
- Assignment grades, if not accompanied by a rubric or scoring guide
- Course grades
- Honors, awards, and scholarships earned by students and alumni
- Placement rates of graduates into appropriate career positions and starting salaries
- Questions on end-of-course student evaluation forms that ask about the course rather than the instructor
- Student participation rates in faculty research, publications, and conference presentations
- Student ratings of their knowledge and skills and reflections on what they have learned over the course of the degree program
- Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- Voluntary gifts from alumni and employers

Assessment Examples that Provide <u>Evidence of Learning Processes</u> that Promote Student Learning

- Counts of courses taught using culturally responsive teaching techniques
- Counts of courses whose final grades are based at least in part on assessments of thinking skills as well as basic understanding

- Counts of courses whose stated learning goals include thinking skills as well as just basic understanding
- Counts of courses whose syllabi list the course's major learning goals
- Counts of courses with collaborative learning opportunities
- Counts of courses with service-learning opportunities, or the number of student hours spent in service-learning activities
- Counts of out-of-class interactions between faculty and students
- Counts of programs that disseminate lists of the program's major learning goals to all students in the program
- Counts of student majors participating in relevant co-curricular activities (e.g., the percent of biology majors participating in the biology club)
- Documentation of the match between course/program objectives and assessments
- Interviews and focus groups with students, asking them why they achieve some learning goals well and others less well
- Library activity in the program's discipline(s) (e.g., number of books in the discipline that have been checked out; number of online database searches that have been conducted; number of online journal articles in the discipline that have been accessed)
- Logs maintained by students documenting time spent on course work, interactions with faculty and other students, nature and frequency of library use
- Proportion of class time spent in active learning
- Ratio of performance assessments to paper-and-pencil tests
- Transcripts, catalog descriptions, and course syllabi, which can be analyzed for evidence of such things as program coherence and opportunities for active and collaborative learning
- Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a program

Assessment Examples that Provide Evidence of Learning Inputs that Affect Student Learning

- ACT, SAT, COMPASS, ASSET test scores
- Faculty credentials, such as the percent holding terminal degrees in their discipline
- GRE, GMAT etc. test scores
- Institutional funding for academic programs
- Instructional facilities, technologies, and materials
- Library holdings in the program's disciplines(s)
- Number and/or dollar value of grants awarded for improving student learning
- Opportunities and expenditures for faculty professional development in teaching and learning
- Placement test scores
- Student-faculty ratio, average class size, and/or ratio of students to full-time faculty
- Students' high school records, including curriculum, grades, and rank in class
- Transfer articulation policies and agreements with other institutions

Assessment Examples that Provide Evidence of Learning Context that Affect Student Learning

- Characteristics and comparative strengths and weaknesses of competing institutions and programs
- Needs and expectations of prospective employers and graduate programs
- Perceptions of the institution or program by employers and other external audiences
- Prospective employers' demand for graduates of the institution or program
- Prospective students' interest in the institution or program
- Regional and/or national trends in the discipline
- The regional climate for higher education, including public and private support for higher education

*(Source: Suskie, 2004, **Assessing Student Learning: A Common Sense Guide)***