



# Student Learning Outcomes

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MARCH 2017

# Evidence of Student Learning - Examples

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## DIRECT MEASURES

- ❖ Faculty grades – using a rubric that reflects outcomes
- ❖ Standardized tests and exams
- ❖ Pre- and post-test design
- ❖ Competency based demonstration of outcomes
- ❖ Portfolios

## INDIRECT MEASURES

- ❖ Faculty grades – without using a rubric or similar instrument
- ❖ Surveys and reflections
- ❖ Course evaluations
- ❖ Graduation rates
- ❖ Retention rates (course and program)

# Using Rubrics to Grade Students *and* Assess Program Outcomes

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Student Grades
Student A	3	3	1	4	<b>2.8</b>
Student B	4	4	1	4	<b>3.3</b>
Student C	3	4	2	3	<b>3.0</b>
Student D	3	3	1	3	<b>2.5</b>
Student E	4	3	2	4	<b>3.3</b>
<b>Outcome Roll-up</b>	<b>3.4</b>	<b>3.4</b>	<b>1.4</b>	<b>3.6</b>	

- Four point scale used
- Target for students: 2.0 or better
- Target for outcomes: 2.0 or better



# Excerpted from NWCCU Rubrics for 3A, 4A & 4B

	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
Institution documents student learning in courses, programs and degrees	Minimal evidence	Evidence of intermittent documentation of student learning in courses, programs and degrees	Evidence that student learning in courses, programs and degrees is documented periodically	Evidence of ongoing and systematic documentation of student learning in courses, programs and degrees
Faculty are responsible for evaluating student learning outcomes	Minimal evidence	Some evidence that some programs rely on faculty	Evidence that faculty are responsible in most programs	Evidence that faculty are responsible in all programs
Results of student learning outcomes are used to inform academic planning	Minimal evidence	Evidence of intermittent use of student learning outcomes assessment for academic planning	Evidence that the majority of programs use student learning outcomes assessment for academic planning	Evidence that the majority of programs engage in ongoing and systematic use of student learning outcomes assessment for planning