

Exercise 1: What Constitutes Good Evidence of Student Learning Outcomes?

The following list contains items that are often presented by institutions or programs as evidence of the quality of student learning outcomes. Please take a moment to rate each of them in terms of their appropriateness for accreditation from your agency's perspective, on the five-point scale provided. Beneath each rating, please provide a very brief comment that suggests why you rated the item the way you did.

1. Published guidelines on academic program review/ assessment procedures
- | | | | | |
|-------------|---|-------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| ----- | | ----- | | |
| Not at all | | | | Very |
| Appropriate | | | | Appropriate |

Comments: _____

2. Licensure examination results for the most recent graduating class
- | | | | | |
|-------------|---|-------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| ----- | | ----- | | |
| Not at all | | | | Very |
| Appropriate | | | | Appropriate |

Comments: _____

3. Results of a recent survey of student satisfaction for currently-enrolled students
- | | | | | |
|-------------|---|-------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| ----- | | ----- | | |
| Not at all | | | | Very |
| Appropriate | | | | Appropriate |

Comments: _____

4. List of graduates who have been listed in the most recent edition of the *State X Who's Who* publication
- | | | | | |
|-------------|---|-------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| ----- | | ----- | | |
| Not at all | | | | Very |
| Appropriate | | | | Appropriate |

Comments: _____

5. Faculty-awarded scores on a specially-designed capstone exercise graded by multiple readers using a scoring rubric
- | | | | | |
|-------------|---|-------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| ----- | | ----- | | |
| Not at all | | | | Very |
| Appropriate | | | | Appropriate |

Comments: _____

6. Results of a recently completed employer survey on the quality of program graduates
- | | | | | |
|-------------|---|-------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| ----- | | ----- | | |
| Not at all | | | | Very |
| Appropriate | | | | Appropriate |

Comments: _____

7. Summary of curriculum changes made as a result of the last round of academic program review

1	2	3	4	5
-----		-----		
Not at all				Very
Appropriate				Appropriate

Comments: _____

8. Results of a nationally-normed standardized examination in critical thinking

1	2	3	4	5
-----		-----		
Not at all				Very
Appropriate				Appropriate

Comments: _____

9. Minutes of the faculty senate assessment committee

1	2	3	4	5
-----		-----		
Not at all				Very
Appropriate				Appropriate

Comments: _____

10. Employment rates for program graduates

1	2	3	4	5
-----		-----		
Not at all				Very
Appropriate				Appropriate

Comments: _____

11. Videotaped excerpts of oral presentations in a senior capstone course

1	2	3	4	5
-----		-----		
Not at all				Very
Appropriate				Appropriate

Comments: _____

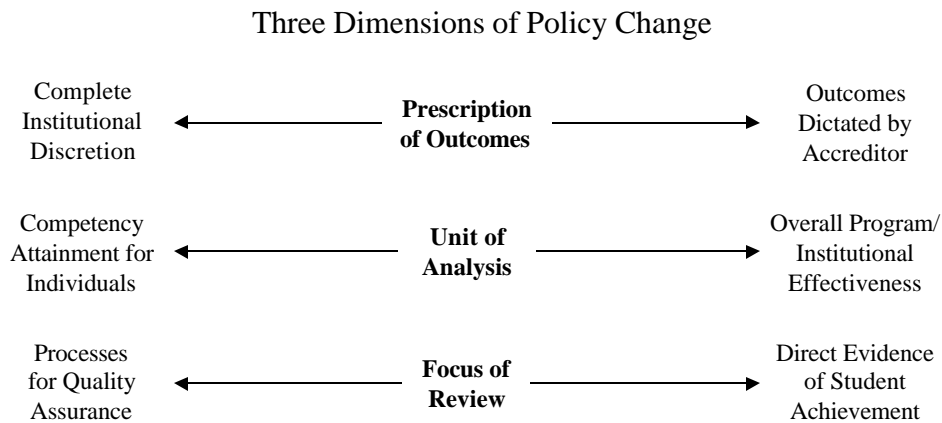
12. Student-maintained portfolios containing exhibits of their work organized around goals for general education

1	2	3	4	5
-----		-----		
Not at all				Very
Appropriate				Appropriate

Comments: _____

Exercise 2: Defining Policy Positions for Student Learning Outcomes

The following dimensions of policy choice provide a way for accrediting organizations to think concretely about how they will address the issue of student learning outcomes through their standards, the evidence they expect institutions and programs to provide, and the conduct of their reviews.



1. Where would you place your organization's *current* approach on each of these three dimensions [use a solid line to sketch profile]?

Comments:

2. Is this where you think you *ought* to be on each of them? What changes in approach would you like to make?

Comments: