

Snow College Student Learning Outcomes Comparative Highlights For Entering and Exiting Students



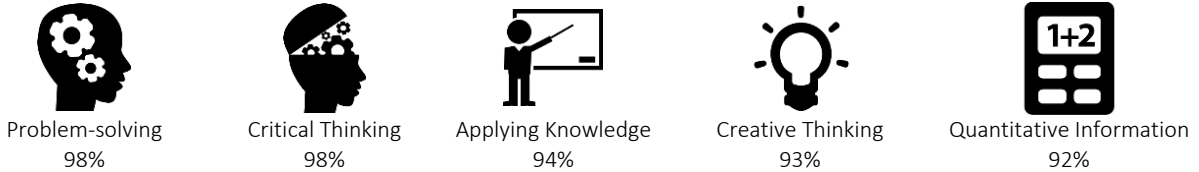
Administered: August 2013 and April 2014

Invited to Participate: 600 new students attending orientation and 811 potential graduates

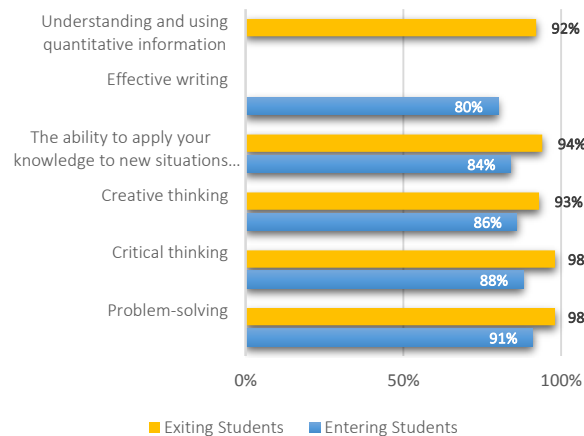
Respondents: 181 entering students (30% response rate) and 313 exiting students (39% response rate)

How often during college did you work on essential learning outcomes

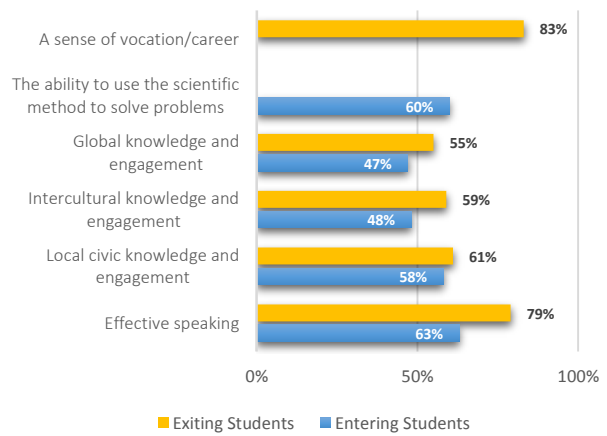
Top 5: 92% or more respondents worked at least once or two or more times a week on . . .



TOP learning outcomes comparison: entering v. exiting students



BOTTOM learning outcomes comparison: entering v. exiting students



The percentage of respondents who worked at least once or twice or more a week increased for exiting students on all essential learning outcomes. The greatest increase was from 70% (entering students) to 92% (exiting students) for information literacy and research skills.

How often during college did you work on essential learning outcomes

Bottom 5: 83% or fewer of respondents worked at least once or more than twice a week on:



Comparison of student learning success measurements

- ✓ For high school students, the greatest measurement of success was the ability to understand readings, prepare for tests and/or complete assignments more easily than previous experience.
- ✓ For college students, the greatest measurement of success was then tendency to think, read, or talk about the subject outside of class or assignment requirements.
- ✓ The use of rubrics ranked lowest for both populations.