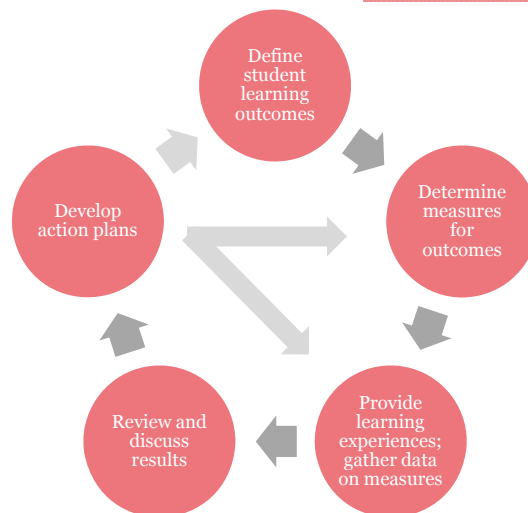
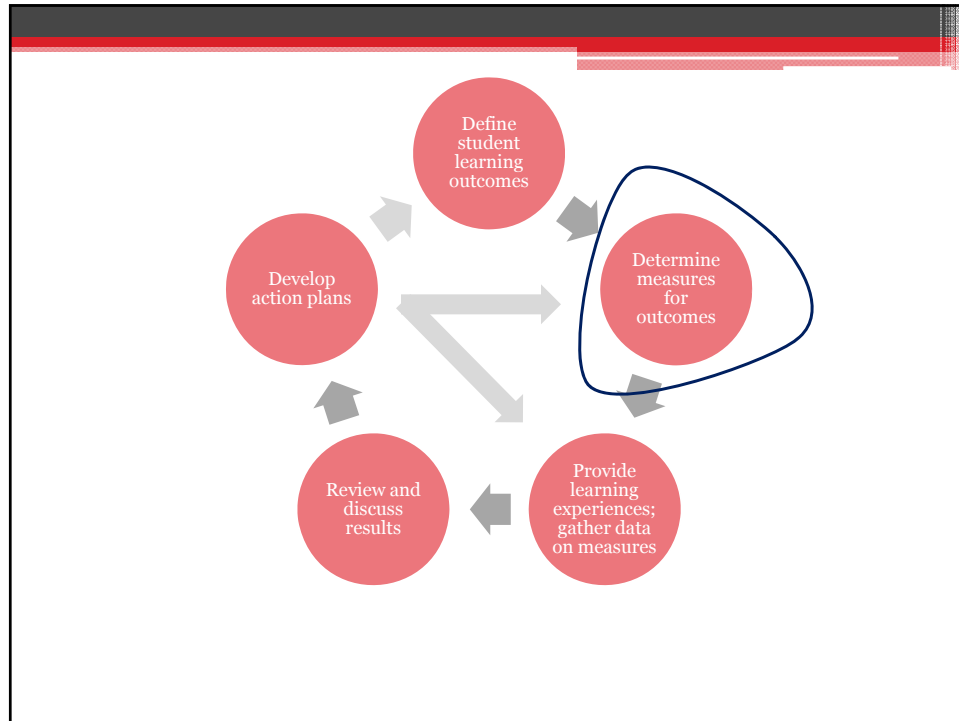


Assessment Measures





Outline

- Examples of measures
- Properties of “good” measures
- Strategies for developing/choosing measures

Before we begin.....terminology

Measure $\begin{cases} \nearrow \text{Assignment, test, performance} \\ \searrow \text{Result (number correct)} \end{cases}$

Evidence - collective term for the methods employed for students to demonstrate what they learned and the means by which performance on these methods is determined

Examples of measures

- Direct
- Indirect

Examples of Measures (Direct)

- Key assignments in a course (“signature”)
 - Term papers, research projects, case studies, performances
- Agreed-upon exam items in key areas of proficiency
- Standardized or licensure exams (e.g., Praxis)
- Portfolios
- Capstone projects, senior exhibits
- Internship performances (co-ops)
- Employer ratings of alumni performance

Examples of Measures (Indirect)

- Students’ self-assessment of their own learning
- Students’ perceptions of curriculum value
- Exit interviews, alumni surveys
- Focus groups
- Job placement (employed vs. unemployed)
- Graduate school acceptance

Properties of “Good” Measures

1. Reliable
2. Valid
3. Actionable
4. Feasible/manageable
5. Meaningful
6. Converging

For example - course grades (g,y,r)

1. **RELIABLE.**
 - Different sections, instructors
 - Changes over semesters
2. **VALID.**
 - Entire course grade must address only the one learning outcome
 - Factors: attendance, growth, place in distribution, effort, extra credit, participation
3. **ACTIONABLE.**
 - Difficult without drilling down

Course grades...continued

4. FEASIBLE/MANAGEABLE

- Easy, makes it enticing

5. MEANINGFUL

- Sometimes with low grades
- But, not enough information to be actionable

6. CONVERGING

- What could be included that is different?

Developing measures

Strategies for Developing Measures

1. Develop a curriculum map
 - Roadmap of the program
2. Determine existing measures
 - Key/signature assignments embedded in courses
 - Key questions embedded in course exams
 - Licensure exams/requirements
3. Review #2 measures for “good” principles
4. Develop new measures as necessary

Curriculum Maps

Students will be able to....	Core Courses and Experiences											
	100	105	107	115	202	216	312	327	401	423	430	Prac
Identify...	I	I	R		R			R	M			
Design....	I	I		I	R		R			M		M
Analyze...			I			R		R		R	M	
Evaluate...			I			R		R			R	M

Program-level SLOs

I = introduction
R = reinforcement
M = mastery

Your questions....