Measures

Measures are opportunities for programs to collect information about how well students are demonstrating or performing one or more of the program’s stated Student Learning Outcomes (SLOs).

A well-written measure collects information that is direct, relevant, and meaningful to the program about student performance on the SLO. This means that there must be at least one measure for every SLO stated (as in, there is information collected about each SLO stated), and the measures should incorporate the majority of students in the program. In addition, a measure should provide the same type of information at the same level of quality regardless of year or person(s) collecting it.

Measures should answer the following questions:

1. Where or when are students demonstrating their skills or abilities?
2. How many students will be evaluated?
3. How are students demonstrating their skills or abilities (project, presentation, portfolio, paper, final exam)?
4. How are these demonstrations of SLOs evaluated (rubric, faculty panel, answer key)?
5. What scale, criteria or standard is used for evaluating student demonstrations of SLOs?

Meets Standard Criteria:

Measures directly assess intended SLO (validity); results are consistent across administrations (reliable); results will yield meaningful information for improvement(s); there is at least 1 direct measure for each SLO

Format:

(1. Where or when students demonstrate SLO), (2. How many students will be evaluated), must (3. Demonstration of SLO). Student [demonstration of SLO] is evaluated by (4. Evaluation process), on a scale of (5. Criteria or standard).

Example 1: Undergraduate

In [1] DANC 389W, [2] all graduating seniors must successfully [3] compose and present a historical research project on the topic of their choosing. Student projects are evaluated by [4] a rubric, with one rubric area directly evaluating the student's ability to articulate in written form the social, historical, and cultural dimensions of the topic. Rubric sections are scored on a scale of [5] 1-4, with 4 for Exemplary, 3 for Good, 2 for Acceptable, and 1 for Unacceptable.
Example 2: Graduate

[2] [Implied all] Thesis students must satisfy their committee that the [3] thesis meets professional standards of writing. The theses must be [5] rigorous pieces of writing that are produced in a directed process of writing and revising under the supervision of the thesis director. They must meet standards for professional writing, and [4] are reviewed by the thesis committee [1] before and after the oral defense [4] and are reviewed by the college editor before final acceptance. Members review [5] for content, form, and conformity to the professional standards of the field of history.

Example 3: Certificate


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