

Time to Revise!

Part 2: Creating Strong Criteria

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Co-curricular programs/units foster learning in a variety of ways:

- Aid students in producing artifacts and/or products where in they demonstrate knowledge or skills
- Foster knowledge or skill development through intentional curricula
- Support student learning by providing student support services

Assessment and Action Plan Measures and Criteria Parameters

Student Learning Outcome: Statement that describe the key knowledge, skills, or abilities that students have attained as a result of a learning experience

- Each outcome is assessed using two measures (2 direct or 1 indirect and 1 direct)
- A specific criterion is identified for each measure that establishes expectations of achievement

Operational Outcome: The end result for (or impact on) a student or the institution that is a consequence of the work of your unit.

- Each outcome is assessed using one or more measures (direct or indirect)
- A specific criterion is identified for each measure that establishes expectations of achievement

Overview on Measures and Criteria

Measures

- Direct - Methods that involve direct display of knowledge and skills resulting from learning experience.
- Indirect - Methods that involve perceptions of learning or improvement

Criteria

- Establish expectations of outcome achievement
- Clarify performance expectations
- Provide motivation for greater levels of achievement within
- Improve program/unit coherence (consensus on what is success)
- Encourage reflective practice

Best Practices for Selecting Measures and Establishing Criteria

- Rely on a variety of direct/indirect measures as student demonstrate knowledge/skill development in a variety of ways
- Rely on measures that will help you assess equity in the student learning experience
- Reflect on the student population you work as this may lead you to have different criteria for different populations
- Include students in the process

Let's reflect on measures & criteria

Examples: Measures used to assess student learning outcomes

Direct

- Student reflections or journals aligned to a learning outcome
- Staff observations of student learning or behavior
- Documents, reports, curricula, or processes created by student leaders or interns
- Pre-post instrument
- Student performances or presentations

Indirect

- Survey or program evaluation data
- Alumni feedback
- Self-assessment of knowledge/skills at the end of a program/event
- Student participation rates or usage rates
- Interviews or focus groups

Examples: Measures used to assess operational outcomes

Direct

- Budget
- Attendance
- Service, program, or event offering rates
- Reliability or accuracy of service
- Staff time
- Materials, resources, or other equipment
- External evaluation
- Staff time
- Donations

Indirect

- Survey or program evaluation data
- Interviews
- Focus groups

Tips for developing strong criteria

- A criterion is not a description of the measure or how you are assessing the outcome.
- Criteria state what success of the outcome looks like in relation to student learning or operations.
- Criteria for outcomes can include two numbers:
 - The performance level representing the minimally accepted level of achievement
 - A second level representing exemplary achievement

Tips for developing strong criteria...

To determine appropriate levels of success, look at:

- Past information about the program/unit/student performance
- Benchmarked data
- Scholarship and research in the field
- Professional/discipline specific expectations

Examples: Criteria for student learning outcomes

85% of students will create a resume that includes educational background, prior work experience, interests, and volunteer experience with few formatting errors.

85% of students will score a 4 or 5 on the leadership rubric.

70% of students will score a 4 [minimal level of achievement] on the resume rubric and an additional 15% will score a 5 [exemplary level of achievement].

Examples: Criteria for operational outcomes

A criterion for an operational outcome includes the following three aspects:

- ***a level (e.g., prior year metrics or baseline data)***
- ***a subject/object (e.g., students, faculty, staff, report, or satisfaction level)***
- ***a modifier (e.g., percentage increase, decrease, maintained performance or timeframe)***

Examples: Criteria for operational outcomes...

We provide workshops and would like to see more **students** attend.

Weak

Increase student participation in workshops by 10%.

Better

Increase student participation in workshops by 10% from last year's attendance (67% in 2018).

Best

Let's try and revise!

- Identify a student learning or operational outcome for which you want to develop strong measures and criteria
- Review current measures and criteria being used and identify data that yielded information your program/unit used to make decisions.
- Review current measures - can the data be disaggregated by student population in order to study equity in the student experience?
- Excel sheet



Remember the Assessment Working Team is here to help!

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