

Identifying Measures, Benchmarks, and Targets

Guidance for Academic Programs

For this process, use the Measure Identification Worksheet provided for this program by OIE.

Identifying Measures of Assessment

1. For each instance where a course teaches and assesses an outcome on the finalized curriculum map, determine how the outcome is most directly assessed in the course.
 - a. The measure should serve as the summative assessment of the students' learning for the outcome in the course.
 - b. When a course is designated "M" and students are expected to master the outcome by the end of the course, the identified measure should be the summative measure of the outcome at the program level.
 - c. The measure should provide the most specific and direct assessment data possible for the outcome.
2. Record each identified assessment measure on the worksheet under the appropriate SLO.
 - a. Record the Mastery Progression (MP) level of the course or experience where the measure is housed, as identified in the Curriculum Map.
 - b. Record the name of course or experience where the measure is housed
 - i. For courses, use the subject code and course number only (e.g. HUM 101).
 - ii. For experience and electives groups, use the designation provided in the finalized curriculum map.
 - c. Record the exact title of the measure of assessment used in the LMS.

- i. This will be critical to data collection efforts during the assessment process, if Canvas data is being used to inform your program's assessment. The name of the assessment must be the same as the name used for the assessment in the LMS, otherwise data will have to be collected from within the courses manually and retroactively by course instructors.

Setting Benchmarks and Targets

1. For each identified measure of assessment, determine what level of achievement indicates that students have mastered the outcome as expected.
 - a. This should be available through the data recorded in the LMS such as grades, rubric levels, and etc.
 - b. Benchmarks should not be the minimal passing level for the assessment, but rather indicative that the student has mastered the outcome being assessed.
2. For each identified measure of assessment, determine the ideal percentage of students in the program who should meet or exceed each outcome.
 - a. The target should not be set at 100% for any measure, as it is expected that some percentage of students will not meet or exceed the target for reasons that the program cannot be held accountable for.

Reviewing Benchmarks and Targets

1. Is each benchmark appropriately rigorous and does it lead to continuous program improvement?
2. Is each target appropriately rigorous and does it lead to continuous program improvement?