
Measures

A measure identifies evidence and methods used to determine achievement of expected outcomes. Targets show criteria for success for each student learning outcome. The findings that result from these measures should be used to demonstrate student learning and provide direction for improving learning.

Measures and Targets should show progressive distinction between degree levels (BA, MA, PhD) in the same academic unit. Simple rates, frequencies, or percentages of activities are not true measures of student learning outcomes.

Direct Measures

The best measures for student learning are **direct measures** in which students demonstrate that they know or can do the specified learning outcome. Direct measures directly evaluate student work. Examples of direct measures include portfolios, exams, papers, projects, presentations, performances, standardized tests, licensure exams, comprehensives, and internship evaluations.

An overall course grade is NOT an acceptable direct measure. And in various cases, an overall exam, project, or paper grade is not an appropriate measure. However, the grading process can be used for assessment, if the classroom exam or assignment **actually measures** the learning outcome and the **criteria** for evaluating student work **is stated explicitly** in writing (usually in the form of a rubric).

Indirect Measures

Indirect methods such as surveys and interviews ask students to reflect on their learning rather than to demonstrate it. Indirect measures also include job placement rates, admission rates into graduate programs, employer surveys, alumni surveys, focus groups, honors/awards earned by students & alumni, student participation rates in research publications, & conference presentations.

Expressing Measures

Measures should be detailed and specific. Measurement should ensure that comparisons are “apples to apples,” and should ascertain that, for those programs that are offered at more than one site or by more than one mode, the measure can be duplicated at all sites/modes and the findings can be separated by site/mode. Evidence can include qualitative as well as quantitative information.

2018 Showcase

MUSIC EDUCATION PHD

Program-level SLO Direct Measure

M 7: Theory Project Evaluations

Student competency in music theory will be evaluated based on three projects, each designed to demonstrate student knowledge of and application to written music. An average score from all three projects will be used to measure student achievement for the established target level. Materials used for meeting course objectives and these projects include those established as reflecting best content for this area of study as evaluated and established through a variety of means including peer-review. Students must be actively engaged in research to meet the target score established for the assignment. Materials may include performance method books, teaching method books, and professional audio and/or video recordings, in addition to scholarly materials. Through the materials chosen for meeting this learning outcome, students gain knowledge of quality literature for teaching and learning in this area of study.

Target: 80% of students will earn an average score of 80 (out of 100) or higher on the three grade-averaged projects.

Findings (2016-2017) - Target: Met

100% of students (4 of 4) earned a score of 80 (out of 100) or higher.

WOMEN'S AND GENDER STUDIES UNDERGRADUATE MINOR

Program-level SLO Direct Measure

M 1: Performance on major paper assignment

All students in the Women's and Gender Studies undergraduate minor are required to take WS 301 Introduction to Women's Studies, which is offered at least once a year. As part of that class, students are required to write a paper in which they demonstrate their understanding of how gender manifests differently among diverse groups of people due to the **intersection of gender with other forms of inequality**, including but not limited to race, class, and sexuality. This paper is evaluated using a program approved, undergraduate-level rubric that assesses the student's understanding of how and why gender is a form of structural inequality in society.

Target: At least 70% of students enrolled in SOC 301 will earn an overall grade of 70% or better (i.e., at least "satisfactory" level) on the program-designed rubric for the paper that evaluates demonstrated understanding level of how gender intersects with other forms of inequality.

Findings (2016-2017) - Target: Met

Only one section of WGS 301 was only taught in 2016-2017, which was in spring 2017. Among students enrolled in WGS 301, 20/24 students (83%) earned at least 70% on intersectionality component of their paper.

SECONDARY EDUCATION AND TEACHING (TEACH MISSISSIPPI INSTITUTE) GRADUATE CERTIFICATE

Program-level SLO Direct Measure

M 3: Teacher Intern Assessment Instrument

The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor during the internship semester. The instrument was designed and validated for use across the state of MS. The TIAI scoring rubric is divided into five domains which are as follows: 1) Domain I: Planning and Preparation, 2) Domain II: Assessment, 3) Domain III: Instruction, 4) Domain IV: Learning Environment and 5) Domain V: Professional Responsibilities. Specific indicators from sections which are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Target (3); Acceptable (2); Emerging (1); and Unacceptable (0). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Target: 90% of TMI candidates will score Target (3) or Acceptable (2) on the TIAI for providing a supportive learning environment (Domain III: Indicator 20 of TIAI).

Findings (2015-2016) - Target: Not Met (See associated Analysis on page 19.)

Fall 2016: 80% (4/5; fall-only assessment) received a score of Target (3) or Acceptable (2) on the TIAI for monitoring and adjusting the classroom environment to enhance social relationships, motivation, and learning (Domain IV: Indicator 20).

HYDROGRAPHIC SCIENCE MS

Program-level SLO Indirect Measure

M 19: Alumni Survey Nautical Charting Question

Alumni will be interviewed annually within four year of graduation to determine the suitability and currency of presented material. The Nautical Charting related question is: Creation of appropriate hardcopy and digital deliverables that meet the needs of the organization's customers. Deliverables usually include a Report of Survey fully documenting all aspects of the survey, creation of gridded depth surfaces (e.g., BAG) appropriate to the resolution of the desired deliverables, and S-57 or VPF feature files. Possible responses: 1. Far below needs; 2. Somewhat below needs; 3. Met needs; 4. Exceeded needs or assisted professional growth; 5. Substantially exceeded needs or instrumental in professional growth; N/A.

Connected Document

- *Alumni Survey of Classes 2014, 2015, & 2016*

Target: Evaluation will be based on the Alumni Evaluation Instrument responses. Each question in the instrument will have a 1 to 5 scale response (far below needs to substantially exceeded needs), with an average of 3 (met needs) considered to be a minimum affirmative response.

Findings (2016-2017) - Target: Met

Survey conducted August 2017 of Alumni Classes of 2014 - 2016. There were 21 responses out of 39; score 3.00.

CONSTRUCTION ENGINEERING TECHNOLOGY BS

Program-level SLO Indirect Measure

M 10: Internship Survey

Construction Engineering Technology students are required to complete an internship as part of their degree requirements. At the end of the internship, their supervisor completes an evaluation of the intern's performance as related to his/her assigned tasks during the internship. The Supervisor's Evaluation form consists of 10 questions which have 1-5 point rating options for response. The ratings include: 1=extremely dissatisfied; 2=slightly dissatisfied; 3=satisfied; 4=considerably satisfied; 5=extremely satisfied.

Target: The achievement target will have been met if 80 percent or more assessed students achieve a three (3= satisfied) or higher rating based on the average of the responses to the 10 questions on the evaluation form.

Findings (2016-2017) - Target: Met

Hattiesburg On-Campus: 100% (N= 17) 17/17 of the on-campus Construction Engineering Technology students received a 3=satisfied or higher average rating.

Online: 100% (N=14) 14/14 of the online Construction Engineering Technology students received a 3=satisfied or higher average rating.

HYDROGRAPHIC SCIENCE MS

Program-level Student Achievement Measure

O/O 10: JOB PLACEMENT RATE: SACSCOC Federal Requirement 4.1, Student Achievement

A Program Objective based on student achievement is required to address SACSOC Principles of Accreditation Federal Requirement 4.1. This student evaluation of success is based on the job placement rate.

M 24: Job Placement Question

Each graduating student will be interviewed about employment

Target: 90% of students will state they have jobs related to hydrographic science or a similar professional job of their choosing lined up upon graduation.

FINDINGS (2016-2017) - TARGET: MET

Class of 2017 had 11 graduates: two U.S. Navy students returned to their parent command, two students have civilian jobs with the Navy, one student got a job with NOAA, two students got jobs with commercial survey companies, two foreign navy students returned to their country navies, and two students were hiring on with the Naval Oceanographic Office and Fleet Survey team as of this writing.

2017 Showcase

ACCOUNTING MPA

Program-level Direct Measure

M 4: ACC 660 project assignment

MPA students enrolled in ACC 660 are assigned a project at the end of the semester that is designed to assess their critical thinking skills.

Target: Using a rubric to assess critical thinking, students will be evaluated on four attributes. The four attributes are identification of the problem, analysis of issues involved, development of a conclusion for the problem, and justification of the conclusion. For each attribute, a student's performance will be assessed as either advanced, proficient, minimally acceptable, or unacceptable. The achievement target will have been met if 80 percent or more assessed students are classified as "advanced" or "proficient."

Findings (2015-2016) - Target: Met

100% of assessed students were classified as *Advanced* or *Proficient* on each of the four traits of critical thinking on an end of semester project in the spring 2016 ACC 660 (Fraud Accounting and Valuation) class. Therefore, the target was met. The findings for this assessment for Spring 2016 and Spring of 2015 appear below:

	Spring 2016 n = 23				Spring 2015 n = 19			
	Advanced	Proficient	Minimally Acceptable	Unacceptable	Advanced	Proficient	Minimally Acceptable	Unacceptable
Trait 1 Problem Identification	13 (57%)	10 (43%)	0	0	11 (58%)	8 (42%)	0%	0%
Trait 2 Analysis of Issues	9 (39%)	14 (61%)	0	0	8 (42%)	11 (58%)	0%	0%
Trait 3 Conclusion Development	12 (52%)	11 (48%)	0	0	10 (53%)	9 (47%)	0%	0%
Trait 4 Justification	9 (39%)	14 (61%)	0	0	6 (32%)	13 (68%)	0%	0%

In ACC 660, also taught during the spring semester in 2012 - 2015, the instructor gave a critical thinking assignment at the end of the semester, and the overwhelming majority of students performed above the *Minimally Acceptable* level on all four critical thinking traits measured. This result is not surprising given the results on the critical thinking assignments in ACC 605, which is taught simultaneously. More specifically, the students were expected to perform well on a critical thinking assignment administered at the end of the semester in ACC 660, after their critical thinking case(s) were administered in ACC 605.

Given the sustained high level performance on the critical thinking assignments in ACC 660 during the past five years, re-evaluation of the assessment of this measure has been considered by the AOL Committee. **This high level of performance represents a closing of the loop and a strength of performance that signals a change of assessment is in order.** Curriculum changes coincided with the evaluation of assessment in the course; ACC 660 has been moved to the summer session and categorized as an elective for MPA students. Thus, ***this assessment of critical thinking skills in ACC 660 will be discontinued in future administrations of the course.***

NURSING (FAMILY NURSE PRACTITIONER) MSN

Program-level SLO Direct Measure

M 1: Internship Clinical Performance Evaluation

The Internship Clinical Performance Evaluation is an evaluation of competency based on the National Organization of Nurse Practitioner Faculty (NONPF) Competency Guidelines. The evaluation is an instrument which measures student's progress toward meeting core competencies and independent practice competencies. The evaluation is completed by the student's clinical preceptor (course NSG 664L FNP Internship) validating the student's ability to perform satisfactorily in an advanced nursing practice role. Clinical preceptors of FNP students complete this instrument electronically through a patient/clinical encounter tracking database (Medatrax) that is password protected. The instrument allows preceptors to rate whether the student meets objective consistently or frequently, demonstrates progress towards meeting the objective or routinely needs guidance or does not meet objective. A Likert scale of 1-5 is used. (2012 NP Core: Scientific Foundation 6, Quality Competencies 1, 2, 5; Practice Inquiry 2, 3, 4, 6; Technology and Information Literacy 2, 3, 5, Health Delivery Systems 3, 7; Ethics 1-3; Independent Practice 2, 3, 4. 2013 FNP pop-focused independent practice competencies)

Target: At least **90% of students** in NSG 664L FNP Internship will receive "met" or "exceeded" **on all proficiencies relevant to patient communication** on the Preceptor Evaluation domains patient relationship, teaching, professional role, and communications (items 23-30, 32, 34).

Findings (2015-2016) - Target: Met

100% of students (n=30) in 664L in Spring 2016 received "met" **on all proficiencies relevant to patient communication** on the Preceptor Evaluation domains patient relationship, teaching, professional role, and communications (items 23-30, 32, 34).

BIOLOGICAL SCIENCES (LICENSURE) BS

Program-level SLO Direct Measure

M 1: Upper Division Assessment (Exam Questions)

All BSC majors are required to complete BSC 380/L (Microbiology). The course material spans many subjects of biological sciences including metabolism, genetics, cell physiology, and taxonomy. Students enrolled in BSC 380 (Microbiology) demonstrate an understanding of course-specific content.

Target: In BSC 380 70% of students score 70% or better on the comprehensive final exam, which comprises questions designed to assess understanding of course-specific concepts. In both courses, answers are graded subjectively by the instructor and the cohort is separated into students seeking the B.S. in Biological Sciences, the B.S. in Biological Sciences (Licensure), or the B.S. in Marine Biology.

Findings (2015-2016) - Target: Not Met (See associated Action Plan on page 24.)

Fall 2015:

Hattiesburg: 100% (n = 2) of students seeking a B.S. in Biological Sciences (Licensure) scored 70% or greater on the comprehensive final exam.

Gulf Coast: 67% (n = 3) of students seeking a B.S. in Biological Sciences (Licensure) scored 70% or greater on the comprehensive final exam.

Spring 2016:

Hattiesburg: 80% (n = 5) of students seeking a B.S. in Biological Sciences (Licensure) scored 70% or greater on the comprehensive final exam.

Gulf Coast: BSC 380 is not offered on the Gulf Coast in the Spring.

BUSINESS ADMINISTRATION MBA

Program-level Student Achievement Program Objective Measure

M 33: International rankings of MBA program

Annually, results on the MBA comprehensive exam (the MBA ETS Field Exam) will be compared to the total international cohort. This externally valid comparison of knowledge in 5 areas critical to MBA program learning will provide an annual benchmark for our graduates. Additionally, national perceptual rankings for the USM MBA program will be reported.

Source of Evidence: Benchmarking of learning outcomes against peers

Target: Annually, the percentile ranking for the USM MBA graduating cohort on the MBA ETS Field Exam will be at least in the 50th percentile internationally.

Findings (2015-2016) - Target: Met

Results are reported for the cohort of MBA students who took the MBA ETS Field Exam in the spring of 2016. This exam also serves as the comprehensive examination for the MBA program. The total graduating MBA cohort at USM was 44 students; students took this exam at the completion of the MBA program in the capstone course for the program (MBA 660).

In 2016 the mean composite score for Southern Miss MBA students was 255.4. When benchmarking against the international cohort of more than 25,000 students who took the same exam at 260 institutions worldwide, a mean composite score of 255.4 ranks at the 68th percentile in 2016.

Therefore, our Student Achievement Objective measure documents that Southern Miss MBA graduates are in the top 32nd percentile internationally for knowledge at the conclusion of the program. Therefore, the goal of being in the top 50 percent internationally was achieved and far surpassed.

NUTRITION AND DIETETICS (DIDACTIC PROGRAM IN DIETETICS/ COMMUNITY NUTRITION/ NUTRITION AND FOOD SYSTEMS MANAGEMENT) BS

Program-level Indirect Measure

M 5: Graduate Follow Up Survey

Survey sent 6 months post-graduation.

Source of Evidence: Student satisfaction survey at end of the program

Target: $\geq 80\%$ of graduates will indicate that they have adequate or more than adequate knowledge and skills in food systems management to begin an entry level position, as reported on the graduate follow up survey

Findings (2015-2016) - Target: Not Met (See associated Action Plan on page 24.)

Of graduates that completed the graduate follow up survey ($7/13 = 53.8\%$ response rate) 60.3% indicated that they have adequate or more than adequate knowledge and skills in food systems management to begin an entry level position.
