Standardized Assessment Measures for the Ferris Learning Outcomes

1) Selected response exam ....[Examination]

DESCRIPTION: Questions, or a specific subset of questions, from a selected response quiz or exam are selected to measure student competence in the course materials. Question formats may include true/false, multiple-choice, matching, or multiple, multiple-choice. The raw student scores are recorded using the SCORE data workbook.

SCORING: The student scores are transformed into outcome rubric scores using the following scheme:

0) Deficient	0%	≤	score	<	40% correct
1) Beginning	40%	≤	score	<	55% correct
2) Progressing	55%	≤	score	<	70% correct
3) Proficient	70%	≤	score	<	85% correct
4) Advanced	85%	≤	score	≤	100% correct

ANALYSIS: The number of student scores meeting or exceeding a threshold rubric score of 3.0 is determined for the assignment. The average and 95% confidence interval of the class rubric scores is calculated and classified as indicated in the following scheme:

0) Deficient	0.0	≤	class average	<	1.0
1) Beginning	1.0	≤	class average	<	1.8
2) Progressing	1.8	≤	class average	<	2.6
3) Proficient	2.6	≤	class average	<	3.4
4) Advanced	3.4	≤	class average	≤	4.0

A one factor, two-tailed t-test is used to evaluate the statistical significance of differences between class average and the threshold score of 2.6 points. Cohen's d is use to determine the magnitude of any effect sizes found.

CRITERION LEVELING: The expectations of the criteria of success depend upon the level of the course assessed. The target thresholds for each level are defined as follows:

100-level
    50% of individuals should be proficient or better (3 on the rubric) by the end of instruction
    The class average should fall within the progressing level (threshold ≥ 1.8)
200-level
    60% of the individuals should be proficient or better (3 on the rubric) by the end of instruction
    The class average should fall within the proficient level (threshold ≥ 2.6)
300-level
    70% of individuals should be proficient or better (3 on the rubric) by the end of instruction
    The class average should fall within the proficient level (threshold ≥ 2.6)
400-level
    80% of individuals should be proficient or better (3 on the rubric) by the end of instruction
    The class average should fall within the proficient level (threshold ≥ 2.6)