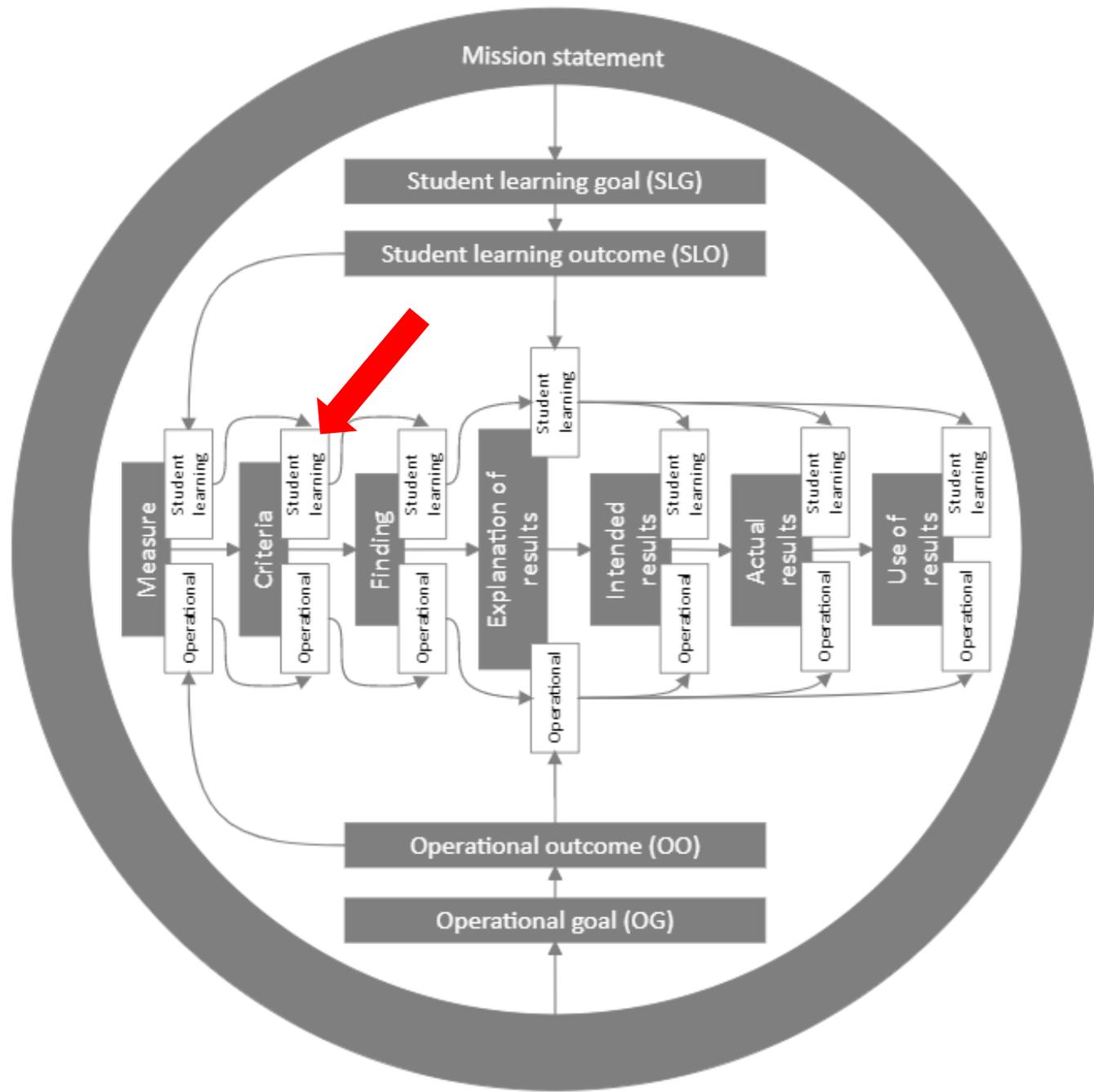# Describe Criteria for Success on a Measure

Definition

Criteria

- Methods of reporting student learning assessment data
- At least 1 set of criteria per measure
- At least 1 finding per set of criteria

Key components

Component of Criteria	Response
Criteria number	
Title	
Proficiency	
Target %	

Proficiency

- Minimum performance required on a measure to represent achievement of an SLO

Target

- Future quantitative value that is expected to be achieved on a measure as a point of reference for a program to evaluate or judge its own performance
- Expressed as a percentage of students
- Examples of how a program may set targets
  - Use its own historic performance data
  - Use performance data from another comparable or exemplary program

Key Components - Example

Component of SLO	Response
Criteria number	2.1.1.1
Title	Capacity
Proficiency	3 Accomplished
Target %	80%

Target Statement

- Combine key components of a set of criteria with key components of its respective measure and SLO
  - Criteria: percentage, proficiency level, title
  - Measure: title, course or setting
  - SLO: learner description, observable action verb, statement of learning to be demonstrated

Target Statement – Template

(Target percentage) of (Learner description) will show proficiency of their ability to (observable action verb) (statement of learning to be demonstrated) by scoring (Proficiency) or higher on the (criteria title) criteria of the (type) measure, (Measure Title), which is implemented in (course or setting).

Target Statement – Example

80% of students will show proficiency of their ability to examine the ways in which they perceive themselves to be fit for their roles as college students through various domains of holistic fitness by scoring 3 Accomplished or higher on the instrument criteria of the direct measure, Fit for College Reflection Rubric, which is implemented in Session 2 of 3.

Program Name: Fit for College (example)

Mission: The mission of the Fit for College program is to prepare university students to improve or sustain their fitness for higher education by providing CP2R training and tools for facilitating reflection, assessment, goal setting, and action planning through lenses of capacity, passion, relevance, and presence to all incoming freshmen.

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Student Learning Goals and Outcomes

Student Learning Goal (SLG)	Student Learning Outcome (SLO)	Measure			Criteria	
		Measure title and description	Associated Outcomes	Direct or Indirect	Description w/ proficiency	Target (%)
SLG 2: Students will explore areas of their fitness for their roles as college students	SLO 2.1: Students will examine the ways in which they perceive themselves to be fit for their roles as college students through various domains of holistic fitness.	2.1.1: Fit for College Reflection Rubric Students write responses to reflective prompts regarding their fitness for their role as a college student after the second session of the program. They are prompted to reflect on the ways in which they perceive themselves to be fit for their role through domains of capacity, passion, relevance, and presence as well as strategies that they could implement to sustain or improve their fitness in those domains. Faculty use the Fit for College Reflection Rubric to rate students on each of the four domains on a scale from 1-4 (1=Beginning, 2=Developing, 3=Accomplished, 4=Exemplary). Each student is given a score of 1-4 for each of the four domains.	MiSU Co-Curricular Learning SLO 3.3: Students will reflect on their emotional and situational adaptivity	Direct	2.1.1.1: Capacity Proficiency: 3 Accomplished	80%

Thank You!