PROGRAM LEVEL ASSESSMENT

REVISION PROCESS

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TTU ASSESSMENT NETWORK
This training session offered by the Office of Planning and Assessment (OPA) will discuss the importance of benchmarks, also known as criteria, in your assessment plan. Having clear benchmarks, the level of performance expected of students, set is critical in the assessment process. To fully understand and analyze results, a program must have expected baselines.
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• Benchmarks state the level of performance expected of students

• Each benchmark is the **minimally acceptable** level of performance for an educational outcome (Grand Valley State University, 2010)

• Degree programs should develop a benchmark for each student learning outcome for their program (Criterion)

• There are two general types of benchmarks:

  1. Compares students to other groups or populations
     
     • *Typically used when there is an established assessment instrument that is used in a field*
     
     • *This assessment instrument is often regionally or nationally developed*
2. Compares student performance on a given student learning outcome to a specific performance level

- *In this type of benchmark, degree programs typically select a percentage of their students who should exhibit competent performance for student learning outcomes.*
• Selecting the numerical “threshold” of acceptable performance:
  
  • When determining the “threshold” for each degree program-level student learning outcome, faculty and administrators should discuss what number reflects the best threshold of performance for that learning outcome.
  
  • Although this is not an absolute rule, benchmarks are frequently set at a level that correlates to average performance, which is acceptable performance to graduate for most degree programs.
• Faculty and administrators do not always need to select a number reflective of average performance
  
  • Sometimes faculty and administrators choose to use existing data as a baseline
  
  • Or use data from a similar degree program
  
  • The data functions as a target goal, rather than as a baseline (Hatry, van Houten, Plantz, & Greenway, 1996)
Whichever process degree program faculty and administers use to set benchmark thresholds, it is important to select a benchmark that is meaningful in the context of the degree program to measure the improvement of institutional performance (Grand Valley State University, 2010).
IS YOUR DEGREE PROGRAM MEETING ITS ACADEMIC BENCHMARKS?

OPA Website

Student Learning Outcomes Assessment: TracDat

http://www.depts.ttu.edu/opa/tracdatsr.php
OVERVIEW

1. Outcome

2. Assessment Method

3. Criterion

4. Results

5. Result Type
   - Criterion Met
   - Criterion Not Met
   - Goal Met
   - Goal Not Met
   - Inconclusive

6. Action Status
   - Action Complete
   - Action In Progress
   - Action To Be Defined
   - No Action Needed

7. Additional Resources Needed

8. Action For Improvement
1. Outcome

2. Assessment Method

3. Criterion

4. Results

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   - Goal Not Met
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8. Action For Improvement
1. Historical
   - Prior to 2014
   - Simply identify if criterion were met

2. Emerging
   - As we move forward
   - An opportunity for development